



Train the Trainer

Mentor Resources

Provided by:

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Welcome to the Apprenticeships on Demand Program

Program Background

On September 2015, the White House announced the release of American Apprenticeship Initiative (AAI) grants. The U.S. Department of Labor awarded a total of \$175 million to 46 apprenticeship applicants across the United States. It is the single largest investment to date to expand U.S. apprenticeships. AAI grant recipient will train more than 34,000 new apprentices over the next five years. According to the White House, apprenticeships are a proven training strategy for workers to learn the skills that employers need for American businesses to grow and thrive in a competitive global environment.

Harper College received \$2.5 million to support the development of Apprenticeship programs. Two components of this Harper apprenticeship initiative involve on-the-job learning activities supervised by company mentors and related college educational instruction provided by Harper faculty.

Your Role as a Mentor

As part of a successful apprenticeship program engaged by your company, you have been selected to serve as a mentor and trainer for an apprentice. Your responsibility is to ensure the success of these apprentices as they navigate their way through this educational process. Sharing your experience and expertise helps the apprentice learn how things are done at your company and serves as a means to pass on your knowledge and expertise.

Train-the-Trainer Course

This four-part course provides you with additional mentoring skills and tools needed to support the apprentice. Time spent in these short classes offer opportunities to learning and practice methods to ensure the success of your company's apprentice.

Welcome aboard!

Train the Trainer Course Outline

Class I – The Mentor’s Role

- Establish Expected Mentor Skills, Responsibilities and Duties
- Define Adult Learning Styles – Discover and validate the Learning Needs of the Mentor & the Apprentice
- Identify and Leverage the Links Between the Academic Courses and the Work Duties of the Apprentice
- Explain the Mentor’s Specific Role and how the Mentor Directly Impacts and Enhances the Potential for Success of the Apprentice

Class II – The Mentoring Process

- Define the Mentoring Process; Good Preparation + Good Execution = Good Results
- Build Effective Communications via Active Listening, Accountability and Awareness of the Learning Environment
- Use Video Recording Sessions to Review OJT to Foster the Apprentice Ability to Meet the Required Competencies
- Set, Use & Evaluate SMART Goals to Assist the Apprentice to Successfully Meet their Job Duties and Requirements

Class III – Accountability & Measurement

- Manage the Mentoring Process by Measuring and Documenting the Work and Development of the Apprentice
- Practice Proactive Coaching – to Guide
- Utilize Reactive Coaching – to Adjust
- Delegate Meaningful and Appropriate Tasks to the Apprentice to Achieve Results & Increase their Capabilities

Class IV – Conducting the Formal Learning Process

- Define what Motivates the Apprentice and how to they can Achieve Outstanding Performance Levels
- Build and Maintain the Foundation for the Apprentice to be the Skill Experts of Tomorrow
- Confront Difficult Workplace Situations and Challenges to Overcome Barriers to the Apprentice’s Ability to Successfully Complete their Work
- Use the Leadership Differentiators to a Create Lifelong Learning Focus for the Apprentice and the Mentor

Sample Class Schedule

<i>September</i>	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1				1 Class I <i>The Mentors Role</i> Room W208	2
Week 2	5	6	7	8	9
Week 3	12	13	14	15 Class II <i>The Mentoring Process</i> Room W216	16
Week 4	19	20	21	22	23
Week 5	26	27	28	29 Class III <i>Accountability & Measurement</i> Room E335	30

<i>October</i>	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	3	4	5	6	7
Week 2	10	11	12	13 Class IV <i>Formal Learning Process</i> Conference Room	14
Week 3	17	18	19	20	21
Week 4	24	25	26	27	28
Week 5	31				

Assessment Form

Train-the-Trainer Course

This form can be adapted and used after each of the four classes or can be used at the conclusion of the course.

- In order to improve the usefulness of this course, your thorough and thoughtful assessment is requested.
- Your feedback will help identify changes that can strengthen the overall course.
- Please provide your comments below. Your signature is not required.

Assessment of the Course

1. What should we keep in this course because it was of benefit to you?

2. What in the course should we change or eliminate?

Your name (optional): _____

Class I – The Mentor’s Role

Length: 3 – 4 hours

Key Topics:

- Mentor Skills, Responsibilities and Duties
- Adult Learning Styles
- Academic and Work Linkage
- Mentor’s Impact on Apprentice Success

Your Expectations:

Pre Work Checklist:

- ✓ Reading Assignments Completed
- ✓ Homework Completed
- ✓ Action Plan Updated
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

Class I – The Mentor’s Role

After completing this class, you will be able to:

1. Understand the purpose of the Apprentice Program and the full scope of your responsibilities and duties as a Trainer/Mentor.
2. Describe how your existing mentoring skills and experiences can further develop to prepare you for the challenge of mentoring apprentices who may be entering the professional workplace for the first time.
3. Identify what makes mentoring a positive experience and how to create a productive learning environment for the apprentice.
4. Understand how experienced professionals can make false assumptions about training their apprentices and how to avoid the pitfalls that can result.
5. Identify actions to take to enhance adult learning and increase the potential for success when mentoring the apprentice.

In this class, be prepared to share:

- A time when you worked for someone who demonstrated great coaching/mentoring skills.
- Your strongest coaching/mentoring skill.
- A coaching/mentoring skill you most want to develop.
- The characteristics and performance you expect from your apprentice.

Looking ahead to your homework after this class:

1. Video yourself giving instructions to your apprentice (or other employee) to examine your style and effectiveness.
2. Develop a list of goals for your apprentice and describe a process for measuring success for each (i.e., how will you know a task has been successfully completed?)

Class I – Sample Slides

Personality Assessment



- Not a Test
- No Right or Wrong Answers
- Measures Preferences
- Promotes Teamwork
- Makes Communication More Effective
- 16 Types Highlights Diversity of Thinking & Ideas

Coaching Skills

When have you been part of a coaching or learning experience that went especially well?

What did you like about the experience?

What did you or the coach/trainer do to make this initiative go so well?

Trainer Responsibilities



Assessment of the Apprentices

What do we measure?



Questions:

- _____

- _____

- _____

- _____

Your Examples of Coaching:

- ✓ _____

- ✓ _____

- ✓ _____

Action Items / Next Steps:

Class II – The Mentoring Process

Length: 3 – 4 hours

Key Topics

- The Mentoring Process
- Effective Communications with the Apprentice
- Giving Instructions and Reviewing Results
- Setting SMART Goals

Your Expectations:

Pre Work Checklist:

- ✓ Reading Assignments Completed
- ✓ Homework Completed
- ✓ Action Plan Updated
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

Class II – The Mentoring Process

After completing this class, you will be able to:

1. Establish a learning environment that will encourage your apprentice to grow their capabilities at your workplace and their Harper classroom.
2. Structure your communication skills (written & verbal) to maximize the impact and clarity of your message while exercising active listening and awareness.
3. Explain the value of building your communications from the top down by finding the most important element of your message and preparing your memo, note, speech or discussion to emphasize it.
4. Compose goals and objectives that are aligned with the SMART process to help structure the work learning environment.
5. Identify methods to review OJT to optimize the apprentice's success and encourage fulfilling workplace responsibilities and competencies.

In this class, be prepared to share:

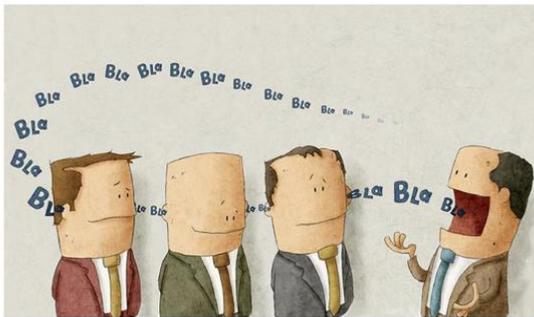
- Your greatest communication frustrations when communicating with others.
- How you rate your own listening skills.
- Examine how "SMART" are your own business and personal goals.

Looking ahead to your homework after this class:

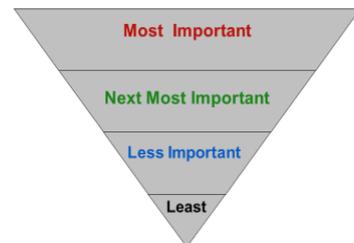
1. Select five recent emails you've written and edit them using the communication pyramid discussed in class.
2. Review your Myers-Briggs Type Indicator results and be prepared to discuss how your personality style promotes and/or inhibits your quest to be a great communicator.

Class II – Sample Slides

What do you see?



Communication Pyramid



Best Practices



- Get Organized
- Know your Audience
- Use Communication Pyramid
- Subject line says it all
- A for action / I for information
- Use EOM
- Open with your ending
- Skip the closing
- Minimize Pleasantries
- Proof, Edit, Rinse & Repeat

Setting Goals



Questions:

- _____

- _____

- _____

- _____

Your Examples of Coaching & Mentoring:

- ✓ _____

- ✓ _____

- ✓ _____

Action Items / Next Steps:

Class III – Accountability & Measurement

Length: 3 – 4 hours

Key Topics:

- Measuring and Documenting Apprentice Performance
- Proactive Coaching
- Reactive Coaching
- Delegating to Achieve Results

Your Expectations:

Pre Work Checklist:

- ✓ Reading Assignments Completed
- ✓ Homework Completed
- ✓ Action Plan Updated
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

Class III – Accountability & Measurement

After completing this class, you will be able to:

1. Demonstrate how to become accountable for ones' actions and consequences in the workplace.
2. Provide frequent and consistent feedback for your apprentice using the Situation, Task, Action, Result (STAR) process and document the apprentice's progress and workload.
3. Differentiate between Proactive and Reactive Coaching and understand consequences of each on your apprentice's learning.
4. Delegate assignments and tasks concisely and clearly to your apprentice to increase their skills and development.

In this class, be prepared to share:

- An honest assessment of where you stand on the Accountability Ladder and how you plan to take the step to the next rung of the Ladder.
- How you view and use the application of Proactive and Reactive Coaching to directly assist your apprentice.
- An example of receiving an assignment from someone who demonstrated poor delegation skills.

Looking ahead to your homework after this class:

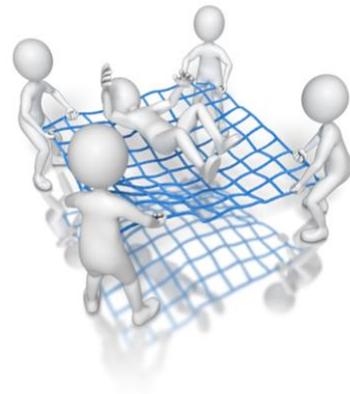
1. Video yourself delegating a task to someone (an apprentice or other employee) including their assessment of how effective you have been.
2. Share your personal assessment of where you stand on the Accountability Ladder with your immediate supervisor and get their input on which rung they see you standing on.

Class III – Sample Slides

Accountability Ladder



Building & Maintaining Trust



Proactive Coaching

Your Situation

Reactive Coaching

Your Situation

Delegation

To Achieve Results



Delegation

To Build Capability



Questions:

- _____

- _____

- _____

- _____

Your Examples of Accountability & Delegation:

- ✓ _____

- ✓ _____

- ✓ _____

Action Items / Next Steps:

Class IV – Conducting the Formal Learning Process

Length: 3 – 4 hours

Key Topics:

- Apprentice Motivation Points
- The Power of Motivation
- Dealing with Difficult Employees Situations
- The Leadership Differentiators – Defining Mentor Success

Your Expectations:

Pre Work Checklist:

- ✓ Reading Assignments Completed
- ✓ Homework Completed
- ✓ Action Plan Updated
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

Class IV – Conducting the Formal Learning Process

After completing this class, you will be able to:

1. Identify several tips and techniques to motivate your apprentice to reach for higher and more difficult goals in their work or throughout their life.
2. Differentiate between motivating seasoned experienced workers and newer or less experienced apprentices.
3. Detect warning signs that may indicate your apprentice is struggling in the workplace, but not willing to discuss the situation with you.
4. Utilize communication and coaching tools to open a channel of conversation to begin corrective action or to overcome obstacles.
5. Build a workplace or job position development plan to guide you and your apprentice interactions towards long term success.

In this class, be prepared to share:

- Your most difficult workplace situations and how you addressed them.
- How you determine the motivation points of your apprentice.
- A snapshot of where you want your career to go in the next 3-5 years.

Looking ahead to your post training activities:

1. Build and grow your professional network; stay in touch with your cohort.
2. Use the resources of your instructor, your supervisor, Harper College and others as a way to address your challenges and reflect on your successes!

Class IV – Sample Slides

The Power of Motivation



Leadership is Challenging



Your Leadership Journey

- Your daily choices actively shape your **reputation** as a leader.
- How you are **authentic**, bring out the **best in people**, and **receive feedback** are key.
- Now, take the next steps in your leadership journey!



The Great Leadership Tower Experiment



Questions:

- _____

- _____

- _____

- _____

Your Examples of Leading Others:

- ✓ _____

- ✓ _____

- ✓ _____

Action Items / Next Steps:

Resources

- Allen, D. (2001). *Getting Things Done*. New York, NY: Penguin Group
- Ancona, D. (2011). *10 Must Reads on Leadership*. www.hbr.org
- Autry, J.A. (2001). *The Servant Leader*. New York, NY: Three Rivers Press
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- Sanborn, M. (2013). *Fred 2.0*. Carol Stream, IL: Tyndale Publishing
- [McRaven, W. \(2017\). *Make Your Bed*. Boston, MA: Grant Central Publishing](#)
- [Lencioni, P. \(2012\). *The Five Dysfunctions of a Team*, San Francisco, CA: Wiley Publishing](#)
- [Sinek, S. \(2017\). *Leaders Eat Last*, New York, NY: Portfolio Publishing](#)

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