MENTORING FOR APPRENTICESHIP

TRAIN-THE-TRAINER FOR ON THE-JOB-TRAINING (OJT)

Compiled by Stuart Bass

Keystone Development Partnership

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Apprenticeship is an employer-driven program that combines on-the-job learning with job related instruction to build worker skills and establish pathways to higher levels of employment and wages.

Apprenticeship meets business needs for qualified workers in more than 1,000 occupations, including careers in health care, information technology, transportation, and energy. As an "earn and learn" model, apprentices are employed and earn wages from the first day on the job. As a workforce strategy, apprenticeship contributes to higher performance outcomes in employment, retention, earnings, and credential attainment. Mentoring makes a difference to effectively transfer the knowledge from experienced workers to the apprentices.

IMPLEMENTING AN APPRENTICESHIP PROGRAM

Apprenticeships require commitment from senior management to the frontline supervisor and the workers at the site. Careful planning with a long-term view went into the development of the program. A tremendous amount of work occurred before the first mentor and apprentice are brought together. Each participant must understand their role to guarantee the apprentice has the resources to attain the skills required to succeed.

The key to an effective apprenticeship is the role of the experienced employee as a teacher or coach for the new hire. It is shown that most skill learning occurs during the "hands-on" learning sessions. This may happen after classroom instruction. This approach to teaching gives the new hire or apprentice a chance to apply lessons learned.

We have all learned something from a mentor in our lifetimes. Every student or even a child has experienced mentoring when practical knowledge is passed on by a teacher or parent. Mentoring in the form of a casual relationship has existed ever since older, experienced skilled workers showed new hires how to do the job right. A formal mentoring program brings a structured framework to that relationship. The relationship between the mentor and the apprentice is the foundation for the apprenticeship.

Mentoring has been around as long as there has been a need to pass on practical knowledge from the expert who mastered the skills or craft to the student. Depending on how complex the skills were, this relationship could last years. Once the apprentice qualified as a skilled in the occupation, then they could leave the "master's" shop and venture into the world to practice the craft. After leaving the shop, they became known as a "journeyman." We now refer to these skilled practitioners who graduated from an apprenticeship as journeyworkers.

As a mentor, you are vital to ensure that the next generation of workers maintain the skill level, work ethic, and professionalism that you offer as a role model. You are not alone in this mission. You are part of a team that supports the mentoring relationship.

Bad habits are hard to break. The apprenticeship relies on the mentor to provide thoughtful supervision and coaching to steer the apprentice away from those pitfalls. Them mentor helps the apprentice develop good work habits to develop productive skills.

You may have served as an informal mentor during your time of employment even if you did not use that term to describe your role in guiding new hires. This program for mentors is not meant to complicate your view of what you may already do. The goal is to bring more structure to the process and to give you some tools to be a more effective mentor.

As an experienced professional, you are aware of the need to bring new workers along to keep the industry thriving. Those who possess the knowledge and skill developed over many years will one day retire. Younger worker will come along to fill those vacancies and need to learn the skills from the professionals who practice them.

Successful mentoring produces many benefits from the relationships. This includes safety, stronger team-work, improved quality and quantity of work, less waste, lower turnover, and more efficient work habits. As a mentor, you make this happen.

MENTOR TRAINING CURRICULUM OUTLINE

I. Workplace Diversity

    A. Age

    B. Race, ethnic, religious, and country of origin

    C. Gender

II. Mentors as Teachers and On-site Advisors

    A. What is a mentor?

        1) Qualities of a mentor

        2) Mentor roles

        3) Mentors as coaches

III. Giving Instruction

    A. Adults as learners and learning styles

        1) Auditory (Hear)

        2) Visual (See) by Written or a Picture;

        3) Doing (Kinesthetic)

    B. Passive versus Active Learning

        1) Cone of learning

    C. Hands-On Training

        1) Prepare for training

        2) Open the session

        3) Present the subject

        4) Practice the skills

        5) Evaluate performance

        6) Review the subject

    D. Five Steps of the Mentoring Process

        1) Establish shared mental model

        2) Mentor shows task & trainee observes

        3) Mentor observes trainee

        4) Mentor observes & gives feedback

        5) Mentor and trainee debrief

IV. Mentors as communicators

    A. Respectful communication

        1) Facts, Opinions, Proposals

        2) Non-verbal communication

V. Problem solving

    A. Barriers to problem solving

    B. Joint problem solving method

WORKPLACE DIVERSITY

This manual does not offer any conclusions or generalizations about how people view the world based on their age, gender, ethnicity, religion, sexual orientation, disability or country of origin. Every person comes to work with his or her own approach. The mentor has to get to know the trainee, as we all wish to be known, as an individual. Mentors and trainees can develop their teaching and learning together. This happens when both are committed to work with their differences to reach their goals. The mentor is a bridge to help value differences. At core, the respect we all want for ourselves as individuals is the value mentors need to represent.

DIFFERENT GENERATIONS IN THE WORKPLACE

The current workforce includes different age groups that bring a variety of attitudes and approaches to work. The age groups have been described as "Baby Boomer" (born 1946-1964), "Generation X" (born 1965-1980), and "Millennial" (born 1981-2000). Sociologists describe these groups as having different attitudes about work ethics, views of authority, and relationships. Not everyone fits into any one generalization, so the mentor has to be open minded, but aware of the differences.

DIVERSE BACKGROUNDS IN THE WORKPLACE

The US workplace includes people of different ethnicities, religious backgrounds and countries of origin. Sometimes mentors will work with folks who speak with an accent because English is his or her second language. They might speak a dialect from their home community that is unfamiliar to the mentor. These encounters *offer the opportunity for learning* about different cultures for the mentor and the trainee. Since the trainee is new to the job site, the mentor will need to take the time to understand how the trainee is coping, especially if they are a minority in the shop. Maintaining an open curiosity about the wonders of humanity goes a long way to make the relationship fulfilling to both mentor and trainee.

WOMEN IN THE WORKPLACE

Women represent nearly 52% of our population, and they are taking on non-traditional jobs, such as mechanics. The aim of gender equality in the workplace is to achieve equal outcomes for women and men. The mentor relationship can help to make that happen. Males in the shop might need to use different terms and consider that females might not appreciate some joking. Communication, respect, and working together will help women and men succeed in the modern workplace.

COMMUNICATION & RESPECT: KEYS TO WORKING WITH DIFFERENCES

Discussing differences requires mutual respect. The mentor and trainee can have many conversations that can bring them closer. No one expects mentors to solve all the problems of the world. However, mentors can overcome differences with their trainee. Open and honest discussions coupled with respect can open the door for effective communication and overcoming differences.

MENTORS AS TEACHERS AND ON-SITE ADVISORS

Mentoring has proven repeatedly to be a powerful and effective tool for training. The need for mentoring, knowledge sharing, and skill building continues to grow.

WHAT IS A MENTOR?

A mentor is a teacher who assigns tasks and reviews performance, but a mentor is more than a teacher. A mentor facilitates personal and professional growth in an individual by sharing the knowledge and learned throughout the years. The desire to want to share these "life experiences" is characteristic of a successful mentor.

Mentoring links an experienced person (mentor) with a less experienced trainee. The mentor demonstrates how to do a job. This relationship fosters the trainee's abilities, career development, and professional growth.

A mentor could be called a "learning leader." One who shows a trainee how best to learn a process for getting the job done. Because not all procedures are clearly spelled out in the classroom or in manuals, mentors fill in the missing elements by showing trainees how tasks are completed in actual work settings.

A structured mentoring program requires that the mentor and trainee work together to reach specific goals. The mentor and the trainee need to provide feedback to each other to ensure that their goals are met. With so many highly experienced professionals on the verge of retiring, mentoring offers those individuals an opportunity to pass on their vast amount of experience to others. Although not all highly proficient technicians have what it takes to become mentors, there are those that have the right attributes to provide excellent on-the-job training in real-world job settings.

Mentoring is best accomplished as part of a formal apprenticeship training program where:

➢ Classroom training provides students with basic theory and general understandings;

➢ Hands-on instruction applies that understanding in the classroom, in a lab, or in a controlled work environment; and

➢ Students get to work alongside an experienced professional on the shop floor to apply the knowledge and skills they have learned in other aspects of their training to real-life jobs -- jobs they will be expected to do every day.

"OJT is intended to be mentoring in its purest form,"

Chuck Hodell, (2011) **ISD From the Ground Up**

Training versus On the Job Mentoring

Training: A onetime structured process conducted at the trainee's work area to provide the trainee with the knowledge and skills to perform job tasks.

Mentoring: An ongoing guidance designed to help trainees gain skills required to perform their job

QUALITIES OF A MENTOR

- ➢ **GOOD COMMUNICATIONS SKILLS**
  - ✓ Present information clearly and consistently
  - ✓ Demonstrate good listening skills
  - ✓ Provide timely and effective feedback

- ➢ **PATIENCE**
  - ✓ Tolerate mistakes
  - ✓ Repeat information as needed

- ➢ **SENSE OF HUMOR**
  - ✓ Laugh off some of the things that will go wrong
  - ✓ Say that it's OK when someone makes a mistake
  - ✓ Remember that mistakes in training are not the end of the world

- ➢ **DESIRE TO BE A MENTOR**
  - ✓ Enjoy helping people learn
  - ✓ Sincere
  - ✓ Honest

- ➢ **GOOD WORK HABITS**
  - ✓ Role model for expected behaviors
  - ✓ Praise for a successful performance
  - ✓ Provide assistance
  - ✓ Rescue trainees before they fail on their own

- ➢ **TRUSTWORTHY AND RESPECTFUL**
  - ✓ Your trainee must trust and respect his/her mentor so that the training process is successful
  - ✓ The mentor needs to trust and respect the trainee

MENTOR ROLES

There are nine essential roles of a successful mentor:

1) **TEACHER**

2) **GUIDE**

3) **COUNSELOR**

4) **ADVISOR**

5) **MOTIVATOR**

6) **DOOR OPENER**

7) **COACH**

8) **ROLE MODEL**

9) **REFERRAL AGENT**

Which role is right for the mentor depends on the mentor's abilities and the trainee's needs. The mentor and trainee will need to determine which relationship fits. Some roles may not start as planned but, through subtle actions, the relationship between the mentor and the trainee may evolve over time. At times, mentors may not even be aware they are performing these roles.

1) TEACHER

This role requires the mentor to share experiences as a seasoned professional. First, however, the mentor needs to be aware of the skills needed to perform job tasks successfully. It is important to share lessons learned from past mistakes to strengthen the mentor trainee relationship. The teaching role also requires mentors to step back and understand that the trainee is just beginning the learning process. Sometimes, veteran professionals know their work so well that they tend to assume that trainees already have some basic understanding of the job. Mentors need to be able to see the job as the trainee does and remember how difficult it was to learn new skills.

2) Guide

As a guide, the mentor helps the trainee to navigate through the job and the inner workings of the organization. The "behind the scenes" or shop politics are not always obvious to an outsider. The mentor should explain the "unwritten workshop rules" so that the trainee can become be aware of the shop environment. This includes knowledge of special shop procedures that are not always documented. It could also include policies under consideration.

3) Counselor

The role of counselor requires the mentor to have a trusting and open relationship with the trainee. The mentor needs to stress confidentiality and show respect for the trainee. Mentors can promote confidentiality by not disclosing personal information

shared by the trainee. While the mentor explains the job, listening is also very important. It is another way to show respect.

4) Advisor

This role requires the mentor to help the trainee develop professional interests and set realistic career goals. As an advisor, the mentor talks to the trainee about what he or she wants to learn and sets career goals. Keep in mind that the process of setting goals must be flexible enough to accommodate changes in the workplace.

5) Motivator

Motivating the trainee is a difficult yet essential mentor role. Motivation can be learned but is typically a natural inner drive that compels a person to be positive and succeed. Mentors can motivate trainees to succeed through encouragement, support, and incentives. They can also motivate trainees by showing them support.

6) Door Opener

In the role of door opener, the mentor helps the trainee establish a network of contacts within the work place. This gives trainees a chance to meet other people for professional, as well as, social development. As a door opener, mentors introduce trainees to their own contacts to help build the trainee's own network structure.

7) Coach

The role of coach helps the trainee to overcome difficult and challenging maintenance and repair jobs. Coaching is a complex and extensive process, not an easy skill to perform. Specifically, coaching involves feedback. This is best done while the trainee performs work tasks and the mentor looks on, giving positive and constructive feedback as the situation demands. Good mentors will not provide feedback when they do not know much about the subject or circumstances. It is not appropriate to criticize the trainee in the presence of others. Some coaching is best when it is done in private. No one likes it when his or her faults or weaknesses are pointed out in public.

8) Role Model

As a role model, the mentor sets an example of the values, ethics, and professional practices of the work place. Most trainees, in time, imitate their mentors. Therefore, a mentor must have high standards of professionalism, solid work ethics, and a positive attitude. A mentor must exhibit the positive qualities of an experienced professional.

MENTORS AS COACHES

PURPOSE OF COACHING

➢ To redirect behavior; not to point out mistakes, blame or criticize

➢ To focus on effort and improvement

COACHING TECHNIQUES

➢ Question your trainee

- ❖ Gather more information
- ❖ Clarify the subject
- ❖ Check for understanding

➢ Redirecting your trainee

- ❖ A questioning technique you use when an trainee attempts to carry out one of the steps incorrectly

- ❖ Ask questions like:

  "Why won't it work?"

  - ✓ Mentor Action - *Point out areas of problem.*

  "How else could you do it?"

  - ✓ Mentor Action – Demonstrate options for problem solving.

- ❖ Make statements like:

  "If you do it that way, this is what happens."

  - ✓ Mentor Action - Point out undesirable outcome.

  "See what happens when you do it that way."

  - ✓ Mentor Action - Demonstrate the correct action

Telling Isn't Training Describing the way to do a job doesn't mean that the listener understands it. The trainee might not have the skill to do it or they might not be able to comprehend ideas that are unfamiliar. People generally learn by doing, not by being told how to do something. The more times a person can try out a new skill or apply new knowledge, the more likely the he or she is able to learn the job.

GIVING INSTRUCTION

ADULTS AS LEARNERS

CHARACTERISTICS OF AN ADULT LEARNER

- Bring previous knowledge and experience to the new job
  - o Link new material to their existing knowledge and experience.
- Are goal oriented
  - o Participate in learning programs to achieve a particular goal
- Have a finite interest in types of information
  - o Primarily are interested in aspects of the content that affects him/her directly
- Have different learning styles
- Have different motivation levels

NEEDS OF AN ADULT LEARNER

- Be an active learner
- Receive feedback from his/her trainer
- Have a directed learning plan
- Take responsibility for his/her learning

ADULT LEARNERS CHOOSE TO LEARN WHEN THEY:

- ✓ See a need or benefit
- ✓ Have a problem to solve
- ✓ Can relate new information to what they already know
- ✓ Can apply what they learn in the "real world"
- ✓ Trust the trainer

TECHNIQUES FOR EFFECTIVE TEACHING

- ➤ Describe the context first, followed by specific instructions with examples.

  What is said first orients the listener and gives him/her a frame of reference for each direction that follows.

- ➤ Control the amount of information you give at one time.

  Check what the listener knows and add bits of new information that he/she can manage. Remember that most people's attention span is short. Emphasize key points.

- ➤ Use language your listener will understand.

  Avoid a rush of specialized new words or concepts.

➢ For complicated explanations, summarize key points at the end of your discussion.

➢ Ask for and sincerely encourage questions.

It is a good way to know what the trainee did or did not understand.

➢ Decide if you need to ask for feedback:

"Are we on the same page with this?" or "Can you show me how to do it?"

➢ Create a respectful atmosphere for learning.

ADULT LEARNING STYLES are a person's preferred way to learn new skills and knowledge.

There are three styles

1) Auditory (Hear); **2) Visual** (See) by Written or a Picture; **3) Doing** (Kinesthetic)

THREE LEARNING STYLES

1) Auditory learner

a. Prefers spoken instructions

b. May have difficulty with reading and writing tasks

c. Often learns a task if he/she talks to a colleague or into a recorder to hear what is said

d. Often talks to him/herself

e. May move his/her lips and read out loud

2) Visual learner

a. Written

  i. Learns through written language

  ii. Remembers what was written down

  iii. Likes to write down directions/instructions

  iv. Pays attention to lectures if they watch them

b. Pictures

  i. Learns better with charts, demonstrations, videos, and other visual materials

What do you see in the picture above, a young woman or an old lady? This drawing illustrates how folks can look at the same image and see different things.

How would you explain how to see the two options in the drawing?

ii. Visualizes faces and places by using his/her imagination and seldom gets lost in new surroundings

iii. May have difficulty learning the task if given only written material

3) Learning by doing (Kinesthetic learner)

a. Learns if he/she can do and move
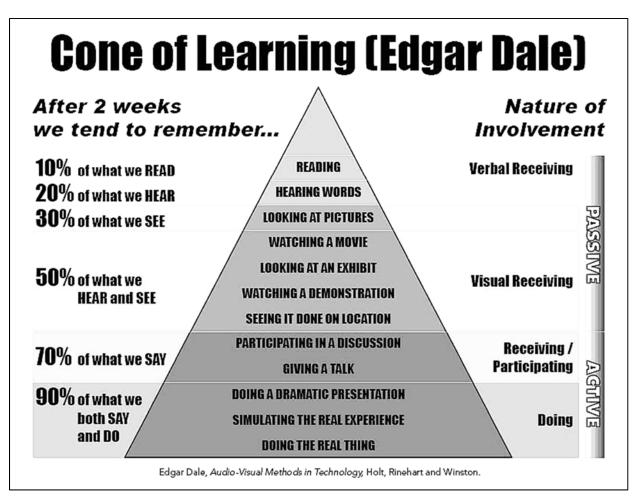
b. Tends to get bored if he/she sits still too long

PASSIVE VS ACTIVE LEARNING

- **Passive Learning** involves your trainee recording and absorbing knowledge
- **Active Learning** involves your trainee directly and actively in the learning process

Method	Activity	Level of Trainee's Involvement
Mentor Reads	Reading from a book, manual, etc.	Passive
Mentor Speaks	Hearing	Passive
Mentor Shows	Reviewing pictures, diagrams, etc.	Passive
Mentor Shows and Speaks	Looking at pictures or watching a movie Watching a demonstration Seeing the task done at the location	Passive
Trainee Speaks	Participating in a discussion Describing the job	Active
Trainee Speaks and Does	Describing the job Simulating the real experience Doing the real thing	Active

1. During Passive learning, the _____*mentor*_____ is responsible for the learning.

2. During Active learning, the _____*trainee*_____ is responsible for the learning.

The responsibility to learn the task belongs to the learner.

Cone of Learning (Edgar Dale)

After 2 weeks we tend to remember...

10% of what we READ
20% of what we HEAR
30% of what we SEE

50% of what we HEAR and SEE

70% of what we SAY

90% of what we both SAY and DO

Pyramid levels (top to bottom)
READING
HEARING WORDS
LOOKING AT PICTURES
WATCHING A MOVIE
LOOKING AT AN EXHIBIT
WATCHING A DEMONSTRATION
SEEING IT DONE ON LOCATION
PARTICIPATING IN A DISCUSSION
GIVING A TALK
DOING A DRAMATIC PRESENTATION
SIMULATING THE REAL EXPERIENCE
DOING THE REAL THING

Nature of Involvement

Verbal Receiving

Visual Receiving

Receiving / Participating

Doing

PASSIVE

ACTIVE

Edgar Dale, *Audio-Visual Methods in Technology,* Holt, Rinehart and Winston.

Edgar Dale's Cone of Learning, developed in 1946, illustrates different ways that people learn. The visual shows the difference between active and passive learning. It is not meant to value one learning style over another.
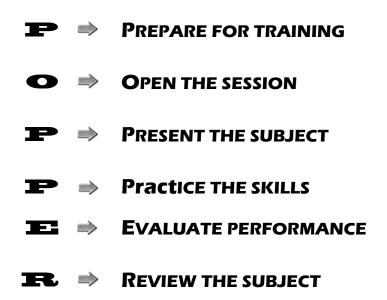
The shape of the cone and movement from the bottom to the top is not related to comprehension. It shows the degree or levels of learning that occurs when you combine and engage learning styles such as reading, hearing, seeing, or doing.

If you move from the top of the cone down toward the bottom, you see an increase in learning when a person's senses are engaged. When a person's senses are separate from the lesson then it is a passive learning style, because they are doing what is being taught. No matter how hard you listen during a lecture, if that is your only engaged sense, you are only going to comprehend 10% of what you hear. While listening is essential for learning, when it is used on its own, listening is not as effective as when a student interprets what they heard or experiences the lesson in other ways.

Active learning is when the student participates or demonstrates what they learn through performance. These actions call for multiple senses — speaking, performing, simulating - doing. They rely on a mixture of the learning styles. The more learning styles a person experiences in the training process, the more he or she will learn.

HANDS-ON TRAINING

Paradigm Corporation, a Denver firm, designed the **Hands-On Training** method. Gary R. Sisson used this process as the basis for his book, **Hand-On Training** (2001). The use of an acronym is to help the trainer to remember the six steps of the training procedure.

P ⇨ **PREPARE FOR TRAINING**

O ⇨ **OPEN THE SESSION**

P ⇨ **PRESENT THE SUBJECT**

P ⇨ **PRACTICE THE SKILLS**

E ⇨ **EVALUATE PERFORMANCE**

R ⇨ **REVIEW THE SUBJECT**

Insert picture for your program.

Prepare

Once the mentor knows that he or she will be assigned to a trainee, it is time to start preparation. The mentor might review notes and decide how to demonstrate the skill to be learned. The work area might need to be changed to make room for a second person. It is always helpful to have the tech manual or other documents handy to show the background for how the job is completed. The mentor has to be prepared to take responsibility for the trainee's learning.

Open the Session

It is worth taking a few minutes to get to know each other when the mentor greets the trainee. After that, the mentor can take some time to introduce the subject that they will work on for that day. The mentor explains the importance of doing the job right and tries to find out what the trainee already knows. Getting familiar with each other can set up communication for the time you work together. It also is a way to figure out where to start. No one likes to be taught what he or she already knows. By getting to know each other, the mentor can help put the trainee at ease. When the trainee understands the scope of the job at the beginning, then they can prepare themselves for what they need to learn.

Present the Subject

The mentor carefully shows the trainee the proper way to complete the job. The trainee's job is to pay attention and ask questions when they need an explanation. The mentor has to know when to stop and check in with the trainee before covering too much information. If the job is complicated, then the mentor should break it down to smaller sections and train on each chunk of the job.

When the mentor thinks the trainee is ready, then it is time to ask if the trainee is ready to try out the job. If the trainee does not have the confidence to do the job, the mentor can continue the presentation. However, the mentor should check in with the trainee before moving to the next step. The point of the hands-on training is to take complicated jobs and portion them out so that it is easier to understand. The mentor explains the work as it goes along so that the trainee can get the main points.

Good demonstrations hold the trainee's interest. One way to keep the trainee engaged is to keep up a conversation throughout the demonstration. This helps to make sure that your message is received and understood.

It is important to position the trainee so that he or she can see what you are showing them. The best demonstrations are where trainees can clearly see how you are completing the job and can understand how to apply what they learned. Go step by step and check in with the trainee to make sure they got what you are showing them.

Stress the key points of the job and how important it is to perform the job as safe as possible. One way to emphasize a point is repetition. The mentor goes over the certain steps and might exaggerate them to show how important that part of the job is to do it right. Sometimes, a mentor might demonstrate a task twice to make sure that the trainee gets the details or finer points of what to learn.

Be patient and check in with your trainee to make sure he or she is with you. Showing impatience can cause stress for you and the trainee and can slow down the learning process. Some trainees become super sensitive when they are trying to learn something and they think that they are annoying the instructor.

Avoid information overload and remember that what seems obvious to you is new to the trainee. *Avoid the traps for mentors; do not go too fast, keep it simple not over complicated, and stick to the subject.* You can tell when you are overloading your trainee when their eyes glaze over and it looks like they are ready to shut down.

If they are ready, you can ask the trainee to explain the job during the demonstration. At the end of the demonstration, ask the trainee if he or she has any questions. See if they are ready to try the job on their own.
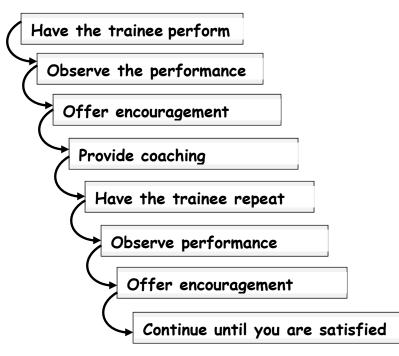
Practice the Skills

The mentor observes while the trainee practices the skills for the job while providing feedback on performance. Keep in mind that the learner develops the skill through practice and performance in real conditions. This is the best time to evaluate performance.

During the practice session, the mentor coaches the trainee. Positive reinforcement of good practices is more effective than criticism. Let the trainee try to the job while you

watch and evaluate the first time through. It is not important to have the trainee explain each step while they are doing the job. That should happen in the previous step.

Make this practice session as realistic as possible.

A PATTERN FOR EFFECTIVE PRACTICE

Have the trainee perform

Observe the performance

Offer encouragement

Provide coaching

Have the trainee repeat

Observe performance

Offer encouragement

Continue until you are satisfied

Based on diagram by Gary R. Sisson, *Hands-On Training*

Evaluate Performance

Keep in mind that the practice and evaluations steps are intertwined. Observe the trainee to make sure that the job is done properly. During the practice, ask yourself:

✓ **Is it being done right?**

✓ **Is it being done in the right order?**

✓ **Is it being done safely?**

Always offer encouragement and praise when the trainee does the job well.   Everyone likes to hear, "*Nice job*," "*Good work*," or "*Well done*."

If you summarize the practice session, start with what went right before saying what went wrong. This is important. It is always good to sandwich criticism with praise. Start with a compliment, then criticize, then close with another comment on the trainee's good work. This is a way to say that they have to improve some of their work, not that they are a bad person. This takes the sting out of the criticism and communicates that the trainee is a good person, but that they have more to learn.

Always provide coaching. Being helpful during the practice session lends support to the trainee to help them succeed. It shows that the mentor and the trainee are a team that is working together to pass the performance test. Ask questions to see where you can be helpful and to start the review step.

Review the Subject

This is when you summarize what was done. After the review, the trainee takes the next step; doing the everyday normal work on his or her own. There may be a tapering off from coaching to independent work for the trainee. It is a good practice to have a formal ending to the coaching and hand off to a work assignment.

It is also a good practice for a mentor to let the trainee know that there is always support for the trainee. The final step of OJT might include the location supervisor and trainer. Each phase or work location may have a different procedure for ending the OJT. Sometimes, the training may end with a performance test.

The relationship between the mentor and the trainee does not have to end with the training.

ADAPT THE P.O.P.P.E.R. METHOD TO FIT YOUR SITUATION

This teaching process is not set in stone. Each step can be changed depending on the mentor and the trainee. A mentor will have to be flexible to be the best mentor for their trainee. Every trainee has different needs and every mentor has different strengths. As long as the relationship between the mentor and the trainee is based on respect, each person will grow from the experience.

Insert picture for your program.

SOME FACTORS ABOUT TRAINING TO CONSIDER

Positive	Negative
Teacher/trainer was patient	Teacher showed favoritism
Students were encouraged to learn	Training was boring
Teacher cared and was fair	Trainer was threatening or intimidating
Trainer let me know how I was doing	Trainer was disorganized
Mentor knew their job	Mentor didn't know the subject

Teacher presented practical real problems | Material was not relevant

FIVE STEPS OF THE MENTORING PROCESS

1. Establish a shared mental model

2. Mentor shows task and trainee observes

3. Mentor observes trainee perform task

4. Mentor observes and gives feedback

5. Mentor and trainee debrief

Mentor and Trainee

Adapted from "*Mentoring for Maintenance Employees*," by Donna Lucas, SEPTA based on *Training on the Job* by Diane Walter

STEP 1 – ESTABLISH A SHARED MENTAL MODEL

A **mental model** is an explanation of a person's thought process about how something works. A shared mental model allows the mentor and the trainee to establish an understanding. It offers the mentor and the trainee ways to communicate, collaborate, and commit to their goals. This happens when the mentor and trainee agree on the content and how they will go about training/learning.

What the Mentor Does	Why This is Important	How To Do It
➢ **Builds** a relationship with the trainee	Reduces anxiety and puts the trainee at ease	• Greet your trainee • If they seem anxious, say something like… *"Don't worry about trying to learn everything at once. You'll have plenty of opportunities to practice"*
➢ **Identifies** the training module	Ensures the trainee has his/her notes • The trainee will be less anxious if he/she has a written guide to refer to during the session. This will be important later when he/she practices the task on his/her own • The trainee will be less likely to ask you to repeat something or a step Checks for prior skills, knowledge and experience • You do not want to bore the trainee with unnecessary details or skip over something that he/she doesn't know Does not assume the trainee knows certain steps/tasks or doesn't know certain steps/tasks	• Today or the next topic we are going to cover is … • You will need your manual or notes for the _____ topic and a pen or pencil. You could ask… "When and how did you use this equipment?"
➢ **Reviews** the objective	Ensures that the trainee understands what he/she will be learning	You could say, "Today or the next day, we will cover…," or "…By the end of this session you will learn how to…"
➢ **Encourages** questions	Reduces anxiety	You could say, "Please stop me if you have any questions…"

STEP2 – MENTOR SHOWS TASK AND TRAINEE OBSERVES

What the Mentor Does	Why This is Important	How To Do It
➢ **Reviews the task objective**	• Explain why the task is important • How the task is related to the entire job	• Explain the purpose of the task
➢ **Positions** the trainee to observe the mentor performing the task	• The trainee needs to view the demonstration from the same perspective in which the mentor conducts it	• Position the trainee to the side or slightly to the rear of the mentor • Make sure there are no physical barriers between the mentor and the trainee
➢ **Refers** the trainee to his/her notes during the mentor's explanation and demonstration of the task	• A trainee who uses procedures during training sessions is more likely to use the procedures afterward	You can say something like… • "Use your notes or turn to Page 5, Section 3 – How to Change a Flat Tire in the User's Manual."
➢ **Explains** each step aloud	• Gives the trainee a mental picture of what will happen	You can say something like this… • "There are 5 steps to this process. Step 1…"
➢ **Demonstrates** the task	• Allows the trainee to see and hear how the task is completed	• Explain each step *while* it is being performed
➢ **Summarizes** the task when the demonstration is completed	• Reviews the purpose of the task • Reviews why the task is important • Reviews how the task fits into the bigger picture • Explains how the task should be performed, step by step	You can say something like… 1. "I just showed you how to change a flat tire. The purpose of this task is to…" 2. "You need to know this because…" 3. "You need to know how to do these 5 steps because" …
➢ **Asks** the trainee if he/she has any questions	• Gives the trainee the opportunity to clarify an unclear steps	Listen to the responses

STEP 3 – MENTOR OBSERVES TRAINEE AND TRAINEE PERFORMS TASK

The mentor observes the trainee performing the task and redirects behavior. Learning happens when the mentor:

➢ does not to point out mistakes, blame, or criticize the trainee

➢ focuses on the trainee's effort and improvement
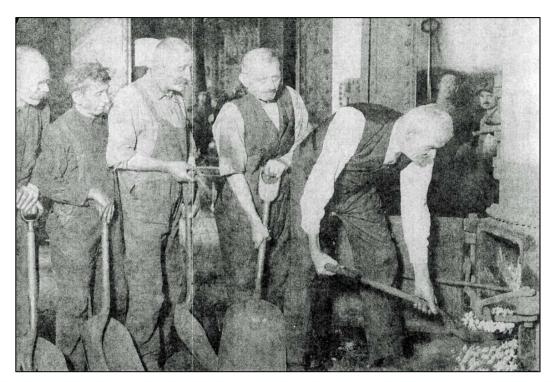
➢ prompts the trainee when needed

If the trainee attempts to carry out one of actions steps incorrectly, the mentor can redirect him/her by making statements like:

- "If you do it that way, this is what happens." (If needed, <u>point</u> out the undesirable outcome.)

- "See what happens when you do it that way." (If needed, <u>demonstrate</u> the correct action.)

- "Why won't that work?"

- "How else could you do it?"

What the Mentor Does	Why This is Important	How to Do It
1. **Asks** the trainee to explain the purpose and the importance of the task		Ask the trainee: • How the task relates to work during the early part of the process • How the task relates to work during the later part of the process
2. **Coaches,** if needed	Provides the trainee reinforcement that he/she understands the process/task or needs additional help with the process/task	Ask the trainee • "Why else is this task important?" If the trainee answers correctly, make positive comments and give encouragement
3. **Views** the trainee from the proper perspective before he/she begins the task	The mentor needs to see the work to encourage proper procedures and to prevent mistakes or injuries.	Position yourself with an unobstructed view.
4. **Reminds** the trainee to refer to his/her notes	Give the trainee a chance to prepare to the task correctly	Refer to the proper notes.

What the Mentor Does	Why This is Important	How to Do It
5. **Asks** the trainee to explain each step verbally	Allows the trainee to point out safety and quality concerns, *while* performing the task	- Coaches if needed - Reminds the trainee to refer to the training module - Acknowledges a job well done if the trainee performed the task correctly
6. **Asks** the trainee to summarize the task step by step	The trainee can review what they have learned and prepare to perform the job correctly.	Ask questions that contain clues.
7. **Asks** the trainee if he/she has any questions	The trainee should know that they could ask a question without criticism.	Reinforce the trust and confidentiality that the mentor and trainee built in the relationship.

TRAINING AIN'T WHAT IT USED TO BE

STEP 4 – MENTOR OBSERVES TRAINEE AND GIVES TRAINEE FEEDBACK

In this step, the mentor does not assist the trainee unless there is potential harm to the trainee, someone else who is present, or to the equipment or environment

What the Mentor Does	Why This is Important	How to Do It
1. **Asks** the trainee if he/she is ready to perform the task without coaching	It is always good to check in with the trainee to assess how ready they are to complete the task.	Ask the trainee… • "There are 8 steps to this step. Are you ready to begin?"
2. **Asks** the trainee to state any safety precautions and quality requirements	A friendly reminder is a good way to start on a job that has a potential for injury.	You can begin by saying… • "What are the safety precautions for this task/process?
3. **Asks** the trainee to state the objective of the task	A review of the job helps the trainee to think the job through before starting.	You can say something like… • "What is the objective of the task?"
4. **Asks** the trainee to refer to his/her notes	The mentor and trainee can review the notes to make sure that they are complete and accurate.	You can say something like… • "For this step, I want you to refer to your notes."
5. **Asks** the trainee to explain the task	When the trainee explains what they plan to do, it gives the mentor the chance to correct them before they make a mistake or they are injured.	You can say something like… • "Please explain the task you will perform for me."
6. **Asks** the trainee to explain while they perform the task	When the trainee explains what they are doing, it helps to reinforce the proper procedures for getting the job done.	You can say something like… • "As you complete each step of the task, please explain each step."
7. **Prompts** the trainee to make a performance self-assessment	Prompting the trainee to reflect on their work helps to set good practices and to compare their work to the way it should be done.	You can say something like… • "You just completed the task. Which steps do you think you performed really well and which step(s) do you think you need additional work?
8. **Gives** the trainee immediate feedback on the trainee's task performance	It is very important that the trainee knows how well they did the job so that they can improve where needed. Trainees usually appreciate acknowledgement for a job well done.	You can say something like… "Now I'd like to give you my feedback

FEEDBACK

What is feedback?

➢ **A way to let the trainee know how effective he/she is in performing the task**

➢ **Feedback reinforces correct actions**

➢ **Points out actions that need improvement**

➢ **It is about future behavior**

Feedback should:

✓ Be **timely**

✓ Always in **private**

✓ Be **specific and observable**

✓ **Avoid** judgments and opinions

✓ Explain the **impact**

✓ **Confirm** understanding

When giving feedback, *avoid*:

✓ *General comments:*
"You need to try harder."

✓ *Judging behavior:*
"You don't know what you're doing!"

✓ *Giving advice:*
Advice is subjective and not objective, "If I were you I would…"

Before Giving Negative Feedback

Think about what your purpose is and plan your statement with that in mind.
Don't just shoot from the lip.

Be sure that the receiver is listening and choose the right time and the right place.

Be more descriptive, not judgmental.
Talk about more facts, less opinions. It's about job performance, not personality.

Be specific, not general.
Talk about recent events or situations; don't accuse the trainee of always doing something wrong or never getting it right.

Talk about behavior or situations that the trainee can change

Don't say too much and watch your communication style, your tone, facial expressions and choice of words.

Remember…

Just because you are the expert at the job, it may not be so easy for you to explain how to do it so that someone else can understand it.

RULES FOR PARAPHRASING

Paraphrasing means that you restate what someone says, feels, and means correctly. It must be to the sender's satisfaction.
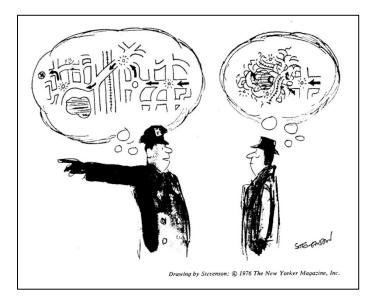

This is not a good example of paraphrasing.

> ➤ *Restate the ideas and feelings in your <u>own</u> words, rather than mimicking or parroting his or her words.*

> ➤ *Start out your remarks with comments such as, "I heard you say…." "Sounds like you think…" "If I understand you right, your position is…" Do I have it right that you feel…?"*

> ➤ *Do not show indication of approval or disapproval, agreement or disagreement. Your restatement must not be judgmental or evaluating what you heard.*

> ➤ *Make your unspoken messages agree with spoken paraphrasing. Be attentive, interested, and open to the trainee's ideas and feelings. Show that you are concentrating on what he/she is trying to communicate. Be aware of your non-verbal communication.*

> ➤ *State as correctly as possible what you heard said. Describe the feelings and attitudes involved.*

> ➤ *Do not add or subtract things from the message.*

> ➤ *Empathize: Put yourself in the trainee's framework and try to understand what the message meant to him or her.*

STEP 5 – MENTOR AND TRAINEE DEBRIEF

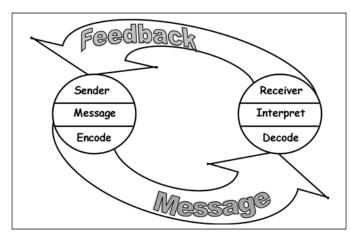| What the Mentor Does	Why This is Important	How to Do It
1. **Summarizes** the task	Going over the task after the trainee completed it reinforces good practices.	You can begin by saying… • "You just completed …"
2. **Asks** the trainee if he/she has any questions	Soliciting responses helps quiet people step up to ask the question they were afraid to ask.	You can say something like… • "Does anyone have any questions about…?"
3. **Reviews** the performance objective	Asking the trainee instead of telling him/her offers the trainee to put the information in his or her own words.	You can say something like… • "What is the objective of the task?"
4. **Asks** the trainee if he/she is ready to be evaluated	Checking in to see if the time is right could bring out a request for more review.	You can say something like… • "Are you ready to receive your feedback?"
5. **Schedules** the evaluation or practice time and place	Setting a time for the evaluation or other activities prompts the trainee to prepare him or herself.	You can say something like… • "Is this a good time or would you like to schedule your feedback for another day or time?" • "Do you need to practice? If so, when do you want to complete your practice session and where do you want to do it?"

6. **Tells** the trainee
  a. Where they can get help
  b. That you will do the follow-up training
	Offering support and references gives the trainee confidence that you are doing what is in their best interest to succeed.	You can say something like…
		• "If you think you need additional help performing this task, here are some people can help you."

Types of Questions

Open-ended questions	Closed-ended questions
Solicits longer answers	• Can be answered with either a single word or a short phrase
Asks for the trainee's knowledge, opinion, or feelings	• Usually results in a **yes** or **no** answer • Keeps control of the conversation with the questioner

When to use
• To understand each other
• To listen to each other
• To share control of the conversation
	• When to use:
	  o As an opening question in a conversation
	  o Makes it easier for the other person to answer
	  o Doesn't force the person to reveal too much about him/herself
	  o When you want to test/confirm someone's understanding

Examples of open-ended questions • "Describe for me…" • "Show me…" • "When do you use this …"	Examples of closed-ended questions • "Do you know how to…" • "Will you work…?" • "Are you able to…?"
Begins with **How, When, Why, If, What**	Begins with **Do, Would, Are, Will, If**

Drawing by Stevenson; © 1976 The New Yorker Magazine, Inc.

MENTORS AS COMMUNICATORS

RESPECTFUL COMMUNICATION

COMMUNICATION is the accurate transfer of information from one person to another.
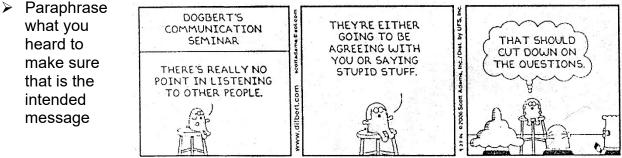
Messages have to be sent and received through external and internal noise and noise, filters, biases, and other complications. What may seem easy may be very complex.

Guidelines for Communicators or Senders

➢ Think about what you have to say and make your message clear and to the point.

➢ Know as much as you can about the Listener. Choose the best time and place to talk to her. Use what you know about him or her to help you phrase your message.

➢ Gain the Listener's attention. Be aware of his or her non-verbal behavior.

➢ Consider the environment and barriers to getting your message across such as noise, other people, atmosphere, and what is going on around you.

➢ Openly express opinions in your message by opening up saying: "This is what I saw…", "What I think is happening…" Remember the difference between opinions and facts.

➢ Use body language that supports what you saying. Look at the listener and consider your facial expressions, tone of voice, posture, and gestures.

➢ Watch for his or her understanding and ask for feedback.

Guidelines for Listeners or Receivers

➢ Focus your attention on the speaker.

➢ Be aware of your body language.

➢ Respond to communication and give feedback.

➢ Paraphrase what you heard to make sure that is the intended message

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Communication facts

- We spend **70%** of our waking hours in verbal communication

- We are only **25%** effective as listeners

- **Listening** is the least understood communication function

- Most people believe **listening** is the same as hearing and is a natural skill

- We influence and are influenced by those we communicate with

Training On the Job by Diane Walter

Facts, Opinions, Proposals, and Feelings Statements

It is important that we check how we say what we mean and mean what we say. Too often, we do not realize that what we are saying communicates more than what we meant. Many times, this problem with communication falls under a few groups.

FACTS are information that can be checked by a reliable objective source.

The budget allows $400 for this job training.

OPINIONS are thoughts, ideas, and perceptions expressed by people.

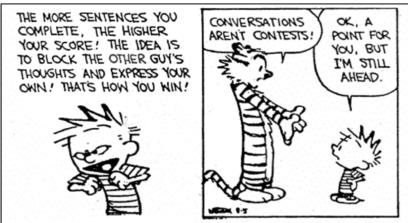This training is moving so slowly.

PROPOSALS are suggested actions.

Maybe we should try a dry run before we put the plan into action.

FEELINGS are emotional responses or charge behind a fact, opinion, or proposal.

I think this project is stupid.

Four Techniques to Deal with Difficult Communications

1. *Address miscommunication early before it escalates and becomes more complicated*

2. *Assume responsibility for miscommunication*

3. *Paraphrase what you heard so that the sender knows you got the message*

4. *Listen and ask questions before judging*

Communication leads to Collaboration

When people connect and communicate, it leads to collaboration. That is when we share our wisdom and knowledge. It is at the center when all the factors are in place that we have learning. Factors include effective communication, places where people can connect, and practices that support collaboration.

The mentoring process brings together a subject matter expert and a learner to create a space for knowledge and wisdom to be shared. The more we understand how we can connect and communicate, the more teamwork is improved.

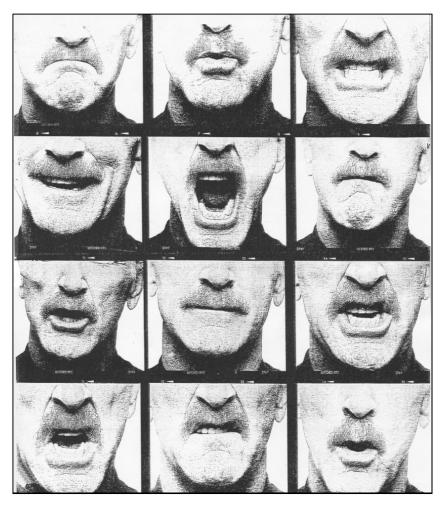***After all, the mentor and the trainee are a team to develop more skilled professionals.***
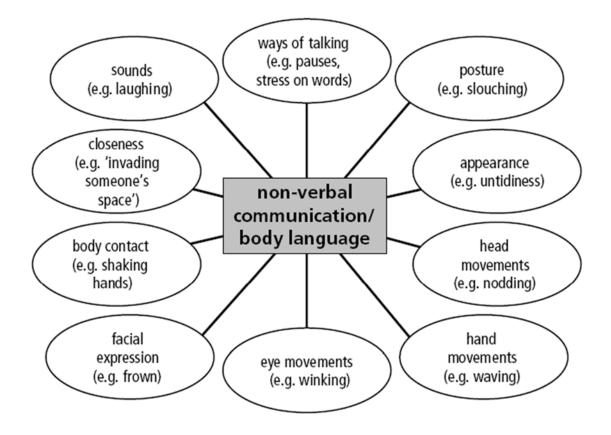
NON-VERBAL COMMUNICATION

BODY LANGUAGE

> The messages we give and receive through body language and facial expressions

> Often conveys more meaning than the spoken word

> Is being expressed all the time, all around you

Types of Non-Verbal communication

> Facial Expressions

> Gestures

> Posture
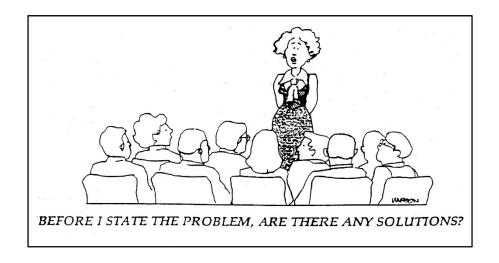
> Eye Contact

> Personal Space

Remember non-verbal communication can emphasize or undermine your message

ways of talking
(e.g. pauses,
stress on words)

sounds
(e.g. laughing)

posture
(e.g. slouching)

closeness
(e.g. 'invading
someone's
space')

non-verbal
communication/
body language

appearance
(e.g. untidiness)

body contact
(e.g. shaking
hands)

head
movements
(e.g. nodding)

facial
expression
(e.g. frown)

eye movements
(e.g. winking)

hand
movements
(e.g. waving)

PROBLEM SOLVING

The mentor and trainee form a team and every team faces problems and challenges in the course of their project. What makes the team effective is how they solve problems. Joint decision making and problem solving do not come naturally. This takes effort to approach the problem in a way that everyone in the group can take part.

'BEFORE I STATE THE PROBLEM, ARE THERE ANY SOLUTIONS?'

Barriers to Effective Problem Solving

There are many challenges for a team to be effective at problem solving. The list below includes some of the obstacles.

➢ *Lack of:*
  ❑ Trust   ❑ Commitment   ❑ Resources
  ❑ Motivation   ❑ Preparation

➢ *Poor interpersonal relationships among the parties*

➢ *Open or unresolved issues*

➢ *Communication – especially disrespectful speaking and lack of listening*

➢ *Inadequate understanding of the problems*

If your team experiences these troubles, it would be helpful to learn about some ideas for working through challenging problems.

<u>Joint Problem Solving Method</u>

First, make sure that you separate the people from the problem. Problem solving only happens when the discussion goes beyond personalities.

Focus on *principles* (change the game, negotiate on the merits) **vs. *positions*** (bargaining, deciding which game to play):
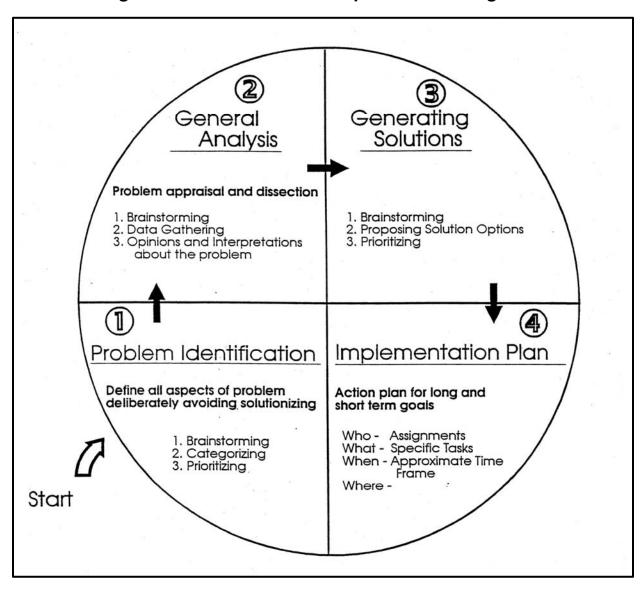
- Focus on underlying concerns, not stated positions. It helps to ask what makes someone take his or her position.

- Generate a variety of solutions before deciding what to do.

- Base any agreements on the issues not popularity.

The purpose of this is to recognize that emotions and egos can become entangled with the problem. This will take away from your ability to see the other party's position clearly. This results in combative rather than cooperative interactions.

The way to achieve solutions to problems involves clarifying perceptions, recognizing and legitimizing emotions, and communicating clearly.

<u>Four Parts to Solving Problems</u>

1. Identify and clarify the problem and then refine it to a statement that everyone agrees describes the problem

2. Analyze the different facets or aspects of the problem and how it affects the work

3. Generate solutions before jumping into action and make sure that the ideas are real options, then set them into priority order

4. Implement the solutions, but keep in mind that the solutions may create some problems so the process may have to keep going.

The diagram below illustrates the problem solving method.

More information can be found in the book, **Getting to Yes, Negotiating Agreement Without Giving In** by Roger Fisher, William Ury, and Bruce Patton (1981) Houghton Mifflin Company NY.

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Stuart Bass, Director Keystone Development Partnership, compiled this guide for the 1199C Training and Upgrading Fund.

The Keystone Development Partnership (KDP) is a 501(C) 3, non-profit corporation with a mission to develop and sustain organizations that address community and workforce programs and promote labor management cooperation to serve the public.