



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 # 1 – Apprenticeship Program Overview and Introduction to Coaching

- Overview of Apprenticeship Program and Trainer's Responsibilities
- Understanding Your Company's Relationship with Harper College
- Train-the-Trainer Agenda and Key Learning Points Defining Required
- Coaching & Mentoring Characteristics
- Understanding False Assumptions about Teaching Apprentices

Class # 2 – Building and Sustaining a Learning Environment

- Managing your Apprentice to Foster a Learning Culture at Work and in the Classroom
- Identifying ways to Maximize Communications with your Apprentice
- Setting and Reviewing SMART Goals
- Giving Instructions to your Apprentice/Measure Success

Class # 3 – Accountability & Delegation

- Trainer Requirements to Improve Accountability
- Using Proactive Coaching to Launch a Task
- Incorporating Reactive Coaching to Adjust and Redirect for Success
- Delegating to Achieve Results and Build Capability

Class # 4 – Motivation and Assessment

- Defining Apprentice Motivation Points
- Assessing Leadership Skills and Professional Development Needs
- Dealing with Difficult Situations
- Using the Leadership Differentiators

Sample Class Schedule

<i>September</i>	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1				1 <i>Class # 1</i> <i>Communications</i> <i>Room W208</i>	2
Week 2	5	6	7	8	9
Week 3	12	13	14	15 <i>Class # 2</i> <i>Coaching</i> <i>Room W216</i>	16
Week 4	19	20	21	22	23
Week 5	26	27	28	29 <i>Class # 3</i> <i>Delegation</i> <i>Room E335</i>	30

<i>October</i>	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	3	4	5	6	7
Week 2	10	11	12	13 <i>Class # 4</i> <i>Leading Others</i> <i>Conference Room</i>	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): _____

Apprentice Program Overview and Introduction to Coaching

After completing this class, you will be able to:

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

In this class, be prepared to share:

- A time when you worked for someone who demonstrated great coaching skills.
- Your strongest coaching skill.
- A coaching 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 learned or completed?)

Class # 1 – Sample Slides

Trainer's Guidebook



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?



Class # 1 Highlights & Notes

Apprentice Program Overview and Introduction to Coaching

Synopsis: Overview of Apprentice Program and introduction to needed mentor (trainer) coaching skills and interaction with apprentice learners entering the professional workplace. Specific focus on creating communication bridges with your apprentice.

Class Notes:

Questions:

- _____

- _____

- _____

- _____

Your Examples of Coaching:

- ✓ _____

- ✓ _____

- ✓ _____

Action Items / Next Steps:

Building and Sustaining a Learning Environment

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.
3. Explain the value of building your communications from the top down by finding the most important element of your message and putting it at the top of your memo, note, speech or discussion.
4. Compose goals and objectives that are aligned with the SMART process to help structure the work learning environment.

In this class, be prepared to share:

- Your greatest email frustrations when reading other people's correspondence.
- 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 have written and edit them using the communication pyramid discussed in class.
2. Review the work environment you have created for your apprentice and describe the strong points and areas where you still need to improve.

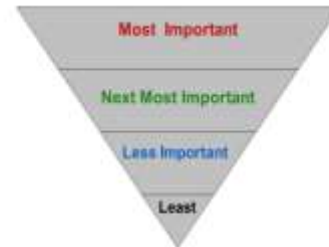


Class # 2 – Sample Slides

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



Class # 2 Highlights & Notes

Building and Sustaining a Learning Environment

Synopsis: Several styles of coaching will be explored to prepare mentors (trainers) for their role of guiding the apprentices through their work assignments. A skills practice will be incorporated into the classroom work.

Class Notes:

Questions:

- _____

- _____

- _____

- _____

Your Examples of Coaching:

- ✓ _____

- ✓ _____

- ✓ _____

Action Items / Next Steps:

Building and Sustaining a Learning Environment

After completing this class, you will be able to:

1. Demonstrate how to become accountable for ones action in the workplace.
2. Provide frequent and consistent feedback for your apprentice using the Situation, Task, Action, Result (STAR) process.
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.

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 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 # 3 – Sample Slides



Proactive Coaching	Reactive Coaching
Your Situation	Your Situation
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Delegation To Achieve Results	Delegation To Build Capability
_____	_____
_____	_____
	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Class # 3 Highlights & Notes

Accountability & Delegation

Synopsis: A full examination of how to properly assign work projects to your apprentice to ensure the maximum probability of success. The techniques required will be explored via a video exercise and a pre-class assignment.

Class Notes:

Questions:

- _____

- _____

- _____

- _____

Your Examples of Coaching:

- ✓ _____

- ✓ _____

- ✓ _____

Action Items / Next Steps:

Motivation and Assessment

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.
2. Explain the difference 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
5. Build a workplace or job position development plan to guide you and your apprentice interactions.

In this class, be prepared to share:

- Your most difficult workplace situations and how you addressed them.
- How you determine the motivation points of others.
- 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 # 4 – 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



Class # 4 Highlights & Notes

Motivation and Assessment

Synopsis: Specific tools and techniques will be presented to assist mentors (trainers) formulate their plan to help their apprentice acclimate to the work environment of their group.

Class Notes:

Questions:

- _____

- _____

- _____

- _____

Your Examples of Coaching:

- ✓ _____

- ✓ _____

- ✓ _____

Action Items / Next Steps:

Apprentice Performance and Tracking

Apprentice Daily Work Log				
Employer				
Apprentice Name				
Date	Description of Task	Completed	Hours	Friday Meeting Review Task
Supervisor				
Date				

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
- Baer, D. (2014). *Motivating Others*: www.businessinsider.com
- Buckingham, M. (1999). *First, Break All The Rules*. New York, NY: Simon & Schuster
- Byham, W.C. (1998). *Zapp*. New York, NY: Random House
- Dewett, T. (2016). *Online Learning Boosts Employee Engagement*: www.lynda.com
- Gladwell, M. (2013). *The Tipping Point*. New York, NY: Little Brown
- Goulston, M. (2010). *Just Listen*. New York, NY: AMACOM Publishing
- Haudan, J. (2014). *Time to Get Vulnerable*: www.root.com
- Hillman, B. (2014). *Take Charge of your Email Inbox*. Bloomington, IN: iUniverse LLC
- Lazar, J. (2005). *Conversations on Success*. Sevierville, TN: Insight Publishing
- Rath, T. (2007). *StrengthsFinders*. New York, NY: Gallup, Inc.
- 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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