

Mentorship Training (Mentors)



Curriculum & Facilitation Guide

About This Guide:	
<p>In this guide you will find a variety of presentation tips, including recommendations on how to shorten this curriculum, sample dialogue and suggestions on how to structure activities for both virtual and in-person training sessions.</p> <p>Check out the accompanying PowerPoint presentation. Slides with a green background are content based, while slides with a blue background indicate an activity. A sample script can be found in the presenter notes for each slide. Adjust the slides and curriculum to meet your presentation needs.</p>	
Learning Objective:	
<p>This session is intended to prepare experienced professionals to effectively mentor apprentices throughout their occupational training. Mentors will be equipped to offer guidance, provide feedback and demonstrate the value of union representation to their apprentices.</p>	
Learning Outcomes:	
<ul style="list-style-type: none">• Understand the characteristics and roles of effective mentors.• Gain familiarity with various styles of learning and training.• Practice providing guidance and feedback.• Review topics and objectives for an initial mentorship meeting.• Discuss the benefits of ethical mentorship and its impact on our union.	
Estimated Length: 2.5 Hours	Materials & Resources:
<ul style="list-style-type: none">• Part one: 45-55 mins• Break: 10 mins• Part two: 75-85 mins	<ul style="list-style-type: none">• PowerPoint Presentation• Scenarios Handout• Apprenticeship and Training Definitions

While we recommend utilizing the full curriculum, we recognize that you may have limited time. Review the table below for guidance on which activities to prioritize and skip if you are short on time.

Prioritize	
<ul style="list-style-type: none"> Apprenticeship & Mentorship Definitions (Slides 5-6) Roles of Mentors (Slides 8-11) Tell, Show, Do, Review (Slide 19) 	<ul style="list-style-type: none"> Providing Feedback (Slides 21-22) Role Playing Activity (Slide 23) Union Mindset (Slide 29)
Shorten	Skip
<ul style="list-style-type: none"> Qualities of Effective Mentors (Slide 7) Scenarios – “What Hat Are You Wearing?” (Slide 12) Benefits of Mentorship (Slide 15) <p>Can be shortened to a full group discussion.</p>	<ul style="list-style-type: none"> Warm Up Activity (After Slide 14) Learning Styles (Slide 18)



Welcome – Ice Breaker + Agenda (10 mins)

Ice Breaker (Slide 2)

Introduce yourself and the training. Thank people for attending and for being mentors before moving to individual introductions. You can use the ice breaker we suggest or create your own! Your goal is to get an idea of who is taking the training and to create some camaraderie in the group.

Read the instructions and then model the ice breaker by sharing your answers.

✓ Tip: For virtual training sessions, consider having participants type their answers in the chat.

✓ Tip: If you're an experienced trainer and have the time, consider asking participants to share a goal they have for this training. "What is one thing you hope to learn in today's session?"

Agenda (Slide 3)

State the overall objective of the training, then give an overview of the agenda. As you review the agenda, connect them to the expected learning outcomes (both listed below). Inform participants that this training is interactive.

Objectives	Agenda
<ul style="list-style-type: none">• Understand the characteristics and roles of effective mentors.• Gain familiarity with various styles of learning and training.• Practice providing guidance and feedback.• Review topics and objectives for an initial mentorship meeting.• Discuss the benefits of ethical mentorship and its impact on our union.	<ul style="list-style-type: none">• Definitions• Roles & Qualities of Mentors• Benefits of Mentoring• Teaching Strategies• Providing Feedback• Your First Meeting• Union Mindset• Reflection

✓ Tip: Not sure how to introduce the training? Briefly summarize the course goal on the first page of this guide.

Group Norms (Slide 4)

Ask the group to come up with a list of expectations or norms for this training session. Write down the expectations suggested by the group. The goal is to set some ground rules and establish expectations for this training session. Record their suggestions.

Ex.) One speaker at a time, respect others, no phones, step up and step back, take the lesson but leave the story.

✓ Tip: For virtual training sessions, write the norms in a document or in the chat instead of on a flipchart or whiteboard.

✓ Tip: After the group has created a list, ask the whole group to give a thumbs up if they approve of these norms and agree to them.

Definitions of Apprenticeship & Mentorship (3 mins)

Apprenticeship (Slide 5)

Transition to an overview of apprenticeship. Discuss how apprenticeship programs give novices the opportunity to develop occupational competencies through on-the-job training (OJT) and related instruction. Highlight the importance of OJT and the mentor's role in skills development. Check for understanding, then move to the next slide.

If you're unfamiliar with these terms, please review our resource on [Apprenticeship and Training Definitions](#).

✓ Tip: If you're an experienced trainer and have the time, consider asking what people know about apprenticeship before reviewing this slide. Validate, correct or clarify their definitions as needed.

Mentorship (Slide 6)

Describe mentorship as a *relationship* between mentors and apprentices. Discuss how this relationship is focused on developing skills through OJT. Explain that the work process schedule outlines the necessary knowledge, skills and abilities apprentices gain through OJT with their mentor.

Qualities of Effective Mentors (10-15 mins, Slide 7)

Break participants up into small groups (or partners) and give them ~8 minutes to...

1. Briefly discuss their own mentorship experiences (as a mentor or a mentee).
2. Create a list of the qualities or characteristics of effective mentors. Encourage them to pull from their own experiences when creating this list.

Groups should report back, sharing their list of qualities with the full group. Record their answers for everyone to see. There are lots of different ways for groups to generate their lists. Choose one of the suggestions below or create your own.

- Give each group a flipchart to record their answers. Ask a volunteer from each group to report back.
- Give each group a pack of sticky notes and ask them to write one quality per sticky note. Participants can then compile the sticky notes on a board in front of the room. Ask participants to look at the sticky notes in a gallery walk. Ask a volunteer to summarize the list. Record the summary and display it in the room.
- Groups write out their list using pen and paper, then...
 - Do a round robin. A volunteer from each group will take turns naming one quality from their list. Go around the circle until all the qualities are shared. No repeats.
 - Record responses using a flipchart and markers, a whiteboard/chalkboard, a projected word document or whatever way works best for you.
- Use an online tool like Mentimeter ([menti.com](https://www.menti.com)) and have participants submit qualities, which will display on the screen.

If the group is having a hard time generating a list, you can suggest some qualities from the list below.

Qualities of Effective Mentors	
<ul style="list-style-type: none">• Effective communicator• Patient• Empathetic• Encouraging & motivating• Objective• Organized• Trustworthy• Respectful• Possess a sense of humor	<ul style="list-style-type: none">• Open-minded• Welcoming• Active listener• Adaptive & flexible• Reflective of their work practices• Demonstrates good work practices• Wants to mentor

After each group has contributed to the list, ask for a volunteer to summarize/identify common themes.

✓ Tip: For virtual sessions, put participants into breakout rooms and then have them write their lists in the chat or modify one of the methods above.

🕒 Short on time? Facilitate a full group discussion focused on the qualities of effective mentors or skip this section entirely.

Roles of Mentors + Scenarios (20-25 mins)

Roles of Mentors (Slides 8-11)

Transition by connecting the qualities from their list to the different roles of mentors. Communicate that mentors take on many different roles and introduce the three main roles of mentors in apprenticeship programs. Review each role and its corresponding slide.

- Coach & Advisor
 - Emphasize the importance of keeping your apprentice on track through check-ins and encouragement.
- Teacher & Resource
 - Emphasize the importance of explaining a task and its steps, not just demonstrating it.
 - Evaluation and feedback are essential.
- Leader & Role Model
 - Emphasize how this relates to both technical and soft skills.
 - Remind them that apprentices will often view their mentors' actions as the best way, even if you add "do as I say, not as I do."


Check for understanding before moving on.

Scenarios – What Hat Are You Wearing? (Slide 12)

We recommend breaking up participants into small groups for this activity. Instruct groups to read scenarios 1 and 2 (distribute [Scenarios Handout](#)). In their groups, participants should discuss which mentoring role they would use to approach each scenario: Coach & Advisor, Teacher & Resource, Leader & Role Model.

The goal is to get participants to think about what these roles look like in action, as well as to think about how they want to approach mentorship.

Response: While there are no wrong answers, we recommend encouraging participants to consider the coach & advisor role for scenario 1 and the leader & role model for scenario 2. Allow participants to debate and discuss.

 Short on time? Facilitate a full group discussion instead of breaking into small groups. Lead the discussion on scenario 1 before you ask participants to read scenario 2.


BREAK TIME (10 mins) (Slide 13)

Warm-up/Temperature Check (5 mins, Slide 14)

Welcome back participants and do a warm-up/temperature check. You can use the one we suggest or create your own. The goal is to get a sense of participants' energy levels and to create more rapport within the group. Then, break participants into 4 groups.

✓ Tip: If you're an experienced trainer, keep track of the color each participant shares during the temperature check. Then, group participants together based on their answers (i.e., red/orange group, blue/purple group, green/yellow group, miscellaneous group).

✓ Tip: Want something more interactive? Consider bringing in paint swatches or using the color wheel for virtual training sessions. Ask participants to choose a color by selecting a paint swatch or adding a dot to the color wheel.

 Short on time? Skip this warm up and break participants up into 4 groups.

Benefits of Mentorship (10-15 mins, Slide 15)

Assign each group a topic:

1. Mentors
2. Mentees/apprentices
3. Our union
4. The workplace

Each group will discuss how mentorship is beneficial to their assigned viewpoint. If possible, provide each group with a flipchart/large piece of paper and markers to record their ideas. After groups have finished their list, have one person report back/present to the whole group. Leave at least 5 minutes for groups to present.

Review the chart below for examples of benefits for each viewpoint.

Mentors	<ul style="list-style-type: none">• Develop coaching & teaching skills.• Gain new perspectives.• Increase opportunities for collaboration.• Gain satisfaction and sense of pride.• Influence the next generation of workers.
Mentees/Apprentices	<ul style="list-style-type: none">• Gain knowledge and develop technical skills.• Reinforce related instruction.• Receive guidance on navigating the workplace.• Develop soft skills.• Gain access to resources and support.
Our Union	<ul style="list-style-type: none">• Increase membership.• Strengthen connections between members.• Leadership opportunities for current members.• Gain new perspectives and support from apprentices.
The Workplace	<ul style="list-style-type: none">• Fill vacancies.• Improve retention.• Effectively transfer knowledge.• Increase opportunities for collaboration.• Promote innovation.

✓ Tip: For virtual training sessions, assign participants into 4 breakout rooms after giving the instructions.



Short on time? Switch to a group discussion about the benefits of mentorship more generally. Ask participants to come up with a list of benefits and record their answers.

Reverse Mentoring (1 min, Slide 16)

Quickly highlight how mentorship is beneficial for mentors too. Whether or not participants discuss these benefits in the previous activity, it is useful to introduce the concept of reverse mentoring. Reverse mentoring flips the typical mentorship model by having a less experienced, sometimes younger, person mentor or share knowledge with a more experienced person. This typically occurs with topics the mentee has more expertise in, such as technology or social media.

The objective is to encourage participants to be open to learning from their apprentices. Reverse mentoring is an opportunity for mentors to model soft skills and build confidence in their apprentices.

Strategies & Skills for Mentorship (1 min, Slide 17)

Preview the next section (i.e., demonstrating/teaching apprentices, providing feedback, goal setting and preparing for your first meeting).

Learning Styles (2 mins, Slide 18)

Review the examples of learning styles: auditory, visual, kinesthetic and reading/writing. Highlight that kinesthetic or hands-on learning is fundamental to OJT. Emphasize that everyone learns differently and encourage mentors to use a variety of methods to help their apprentices gain competencies.

Ex.) If an apprentice is struggling with verbal instructions, they might benefit from written instructions as reinforcement.



Short on time? Skip this slide.

Tell-Show-Do-Review Model + Scenario (8 mins)

Tell-Show-Do-Review Model (Slide 19)

Walk through each step of this model and highlight the information below.

- TELL – Explain each step and its purpose.
- SHOW – Demonstrate and describe each step as you go and use best practices, including safety measures.
 - Ask your apprentice to describe the process before they attempt the task.
- DO – Observe as your apprentice practices. If they get confused, encourage your apprentice to think through the next step. Avoid giving them all the answers but intervene if there is a safety risk.
- REVIEW – Ask your apprentice what they think went well and where they can improve before you share your feedback.
- Offer feedback and repeat the process as needed.

Remind them that there may be many mistakes in the beginning, but that learning takes time. Review the acronym FAIL – First Attempt In Learning.

Check for understanding before moving on.

Scenario (Slide 20)

Instruct participants to read scenario 3 (see [Scenarios Handout](#)) and consider whether the mentor is appropriately using the tell-show-do-review model.

Facilitate a short full group discussion. Ask the questions below.

- What did Rose do well?
- Did she miss any steps?
- How can she improve?

<p>Response: While there are many ways to answer, participants should notice that Rose did not actually <u>observe</u> her apprentice as he worked.</p>
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Feedback: Guidance + Role-Play (20-25 mins)

Feedback (Slides 21-22)

The objective is to explain the importance of quality feedback and to encourage mentors to be supportive while providing applicable feedback.

- Discuss the importance of quality feedback in the learning process.
- Describe the sandwich method of providing feedback.
 - Share something positive before AND after giving a correction.
- Review the tips in the box on the slide, primarily focusing on keeping feedback concise and being aware of our biases when evaluating work.

Move to the next slide and review the process of providing feedback summarized on the screen.

- Apprentices reflect.
- Mentors share feedback.
- Mentors provide clarifications and discuss feedback with their apprentices.
- Mentors and apprentices plan their next steps.

Check for understanding before moving on.

✓ **Tip:** Ask participants to practice the sandwich method. You can use scenario 3 from the previous slide as an example.

Ex.) Hey Rose! I was really impressed by how thoroughly you explained that process to your apprentice, Ahmed, this morning. Since Ahmed is so new, I wanted to remind you to make sure you're directly observing him when he is working. Direct observation is especially important for new tasks. Overall, you're doing a great job mentoring Ahmed! The way you explained the purpose of each step seemed to help him describe the steps of the process successfully before he tried himself. Do you have any questions about the tell-show-do-review model?

Role-Play – Providing Feedback (Slide 23)

In pairs, participants will role-play scenarios 4 and 5. Participants will take turns role-playing the mentor and the apprentice. The person role-playing the mentor will practice providing feedback for the given scenario. Encourage them to draw from their personal experiences as they role-play the scenario (see [Scenarios Handout](#)).

- Ask participants to find a partner they don't know well.
- The partner that has the most colorful outfit will play the apprentice first.
- Give 10 minutes for groups to read and role-play both scenarios. After 5 minutes, ask participants to switch roles and read the next scenario.

Round 1: Scenario 4

Round 2: Scenario 5

Facilitate a group discussion. Ask a few mentors from round 1 and then round 2 to share how the experience of providing feedback went.

- What went well? What was difficult?
- What techniques did you use? Anything we've discussed today? Any techniques you already knew?

You can also ask participants what the experience of role-playing as an apprentice was like.

- What surprised you about being an apprentice?
- What did your 'mentor' do well? How did they connect with you?
- How did it feel to receive that feedback?

✓ Tip: For virtual training sessions, put participants in breakout rooms for this activity.

✓ Tip: If you have time, ask participants what mentoring role was being fulfilled in each scenario (i.e., coach, leader or teacher).

Your First Meeting (2 mins, Slide 24)

Review the activities/tips for a first meeting. Emphasize the importance of...

- Establishing a strong relationship with your apprentice. Mentoring relationships will change and grow as your apprentice progresses through the program.
- Reviewing responsibilities and program requirements.
- Being prepared for the meeting.
- Establishing expectations.

Goal setting (3 mins, Slide 25)

Discuss how goal setting is an ongoing process. Then, review “create, plan, track,” which is outlined on the slide. The objective is for mentors to be prepared to guide apprentices to create goals that are attainable, time-based and aligned with program requirements.

Mentor & Apprentice Responsibilities (5 mins)

Mentor Responsibilities (Slide 26)

Ask participants to read the list of responsibilities. Encourage them to use these lists to establish expectations with their apprentice.

- Tell participants to check with their program sponsor for a full list of responsibilities, as they can vary from program to program.
- Remind participants that the first meeting is an opportunity to review responsibilities with your apprentice.

Check for understanding. Instruct participants to read over the list and allow them to ask questions before moving to the next slide.

Apprentice Responsibilities (Slide 27)

Ask a few volunteers to read the list of responsibilities or read them yourself. Highlight any responsibilities from the list that are especially relevant for your program. Encourage them to compare the lists by asking...

- What are some similarities between the responsibilities of mentors and apprentices (i.e., active listening, communication, feedback, safety)?

Discuss how mentors and apprentices are working towards the same goals, so their responsibilities are related, but different.

Encourage them to review these responsibilities during their first meeting with their apprentice. The goal is to establish clear expectations for themselves and their apprentices.

Ethics of Mentorship (2 mins, Slide 28)

Discuss why confidentiality, equity, inclusion and boundaries are foundational to ethical mentorship. Communicate the importance of confidentiality and review its limits. Mentors should be able to tell apprentices which types of information they are required to report.

Assert that equitable access to resources and opportunities is essential to apprentices thriving in a program. Discuss how diversity strengthens the workplace (i.e., age, race, gender, ability, ethnicity, religion, immigration status, sexuality, language). Encourage mentors to consider their own biases in every aspect of their mentorship practice, from goal setting to evaluations and opportunities for advancement.

Mentors should also understand the importance of boundaries and plan to maintain a professional relationship. Check for understanding before moving on.

Union Mindset (5 mins, Slide 29)

The objective is to prepare mentors to instill a union mindset in their apprentices. Discuss the importance of getting apprentices involved with our union (refer to the benefits of mentorship discussion from earlier). Encourage mentors to introduce our union in their very first meeting with their apprentice.

Explain that instilling a union mindset is an ongoing process. One conversation is not enough. Then, ask them to brainstorm ways they can encourage their apprentice to get involved with our union. Offer probing questions like...

- How can we help apprentices see the impact of our union? How do we show the union difference?
- How can we ensure our apprentices feel welcome in our union?

Record their answers.

If the group is having a hard time generating ideas, share some of the ideas from the list below.

- Introduce them to other union members.
- Discuss what being an AFSCME member means to you.
- Invite them to attend a social gathering or meeting.
- Invite them to participate in an action.
- Offer ways to get involved that are aligned with their skills and interests.
- Discuss current issues and recent wins.
- Focus on the future direction of our union (avoid lecturing about union history).

✓ Tip: For virtual training sessions, write their suggestions in a document or in the chat instead of on a flipchart or whiteboard.

Reflection: Head, Heart, Feet (10 mins, Slide 30)

Ask participants to reflect on the training with something they learned, something they felt and something they will use or an action they will take. Ask the questions below.

- What is one thing you learned in this training?
- How do you feel after this training?
- What do you plan to implement or do differently in your mentoring practice?

Consider the options below as ways for participants to share their answers.

- Give each participant 3 sticky notes to write down their answer for each question. Then, have them group their sticky notes for each question together. Allow participants to read. You can also achieve this using online resources like Mentimeter ([menti.com](https://www.menti.com)).
- Go around the room and have each person share their answer to all three questions.

Ask a volunteer to summarize before moving to the final slide.

✓ Offer your own reflections for each of the three questions, either as an example or after participants have shared.

Closing (1 min, Slide 31)

Thank participants for joining and provide relevant information for your program (i.e., contact information, resources, next steps).

Scenarios

Scenario 1: Your apprentice, Daniela, quickly picks up on the tasks you demonstrate. She shows up on time, gets along with everyone and applies the feedback you give. However, over the past few weeks you've noticed Daniela has been feeling down, so you ask to check in. At the check-in, Daniela tells you that she has been helping take care of her sick grandmother. She feels overwhelmed by this new responsibility and has started falling behind in her related instruction course.

Scenario 2: You have developed a strong relationship with your apprentice, James. You two have a lot in common, from favorite foods to sports teams. James has already developed many skills. He always applies your feedback, which helps him successfully learn new tasks. However, he often ignores feedback from your co-workers. He gets frustrated with others and recently walked away when another co-worker reminded him of a safety procedure.

Scenario 3: Rose is a mentor for a health care apprenticeship. This morning, Rose showed her apprentice, Ahmed, the process for preparing several medical instruments for use. Rose explained each step of the process and its purpose before she demonstrated how to prepare the equipment. Ahmed successfully described each step of the process. After lunch, Rose asked Ahmed to prepare one of the medical devices while she checked on a patient. When she returned, Rose checked the equipment before providing feedback.

Role-Play Scenarios

Scenario 4: Rose observes her apprentice, Ahmed, while he is with a patient. Ahmed establishes a good rapport with this patient. He listens closely as the patient describes their concerns. Ahmed is empathetic and asks questions about the patient's medical history. However, he does not ask the patient if they are currently taking any medications. Ahmed types up notes in the patient's chart as they finish chatting. Ahmed tells the patient that the doctor will see them soon but does not ask if the patient has any questions before he leaves.

Scenario 5: You have shown your apprentice, Daniela, how to fill out the weekly paperwork at your job, which includes 4 different forms. For several weeks Daniela has helped you fill out the paperwork, so this week you ask her to try completing the paperwork on her own. As you review her work, you find that Daniela only completed 3 of the 4 forms. The 3 forms that she completed have all the necessary information and are error free.