TRANSITION TO TRAINER

Your Role as A Skilled Worker Trainer

Wisconsin Registered Apprenticeship

Produced collaboratively by the Wisconsin Technical College System and
the Department of Workforce Development – Bureau of Apprenticeship Standards

Acknowledgements

The initial curriculum was developed in 1996 by a team of apprenticeship sponsors and the BAS. First revisions completed in 2007. The individuals below contributed to a second revision in 2020.

Curriculum Revision Contributors

Jim Cook, NECA-IBEW Mid-State Technical College Trainer

Michael Cook, Waukesha County Technical College

Albe Heinen, Gateway Technical College

Jessica Herlache, WE Energies

Tom Kennedy, Milwaukee Area Technical College

Scott Martin, Suburban Electric

Steve McNaughton, Gateway Technical College

Mary Messerlie, Waukesha County Technical College

Kelly Tourdot, Associated Builders & Contractors of Wisconsin

Guidance and Review:

Andrew Kasper, Bureau of Apprenticeship Standards

Nancy Nakkoul, Wisconsin Technical College System

Owen Smith, Bureau of Apprenticeship Standards

Val Bielinski, Worldwide Instructional Design Systems, Curriculum Design

Special thanks to Susan Eisenberg for permission to use her poem First Day on a New Jobsite.

Please send comments to:

Wisconsin Technical College System
4622 University Ave., P O Box 7874
Madison, WI 53707-7874 programs@wtcsystem.edu

OR

Bureau of Apprenticeship Standards - DWD
201 East Washington Avenue Suite E100
Madison, WI 53707 bas@dwd.wisconsin.gov

Transition to Trainer course Revisions supported by 2019-2020 Wisconsin Technical College System General Purpose Revenue funding CSDA #292.124.

Why This Workshop?

Registered Apprenticeship training is a collaborative partnership: employer and employee associations, government, and educational institutions each play a part. In reality, most learning takes place through the daily interaction between an apprentice and his/her co-workers. Surveys have shown that the apprentices are least satisfied with the on-the-job portion of their training--particularly the ability of skilled level workers and supervisors to pass on their knowledge of the sector.

You have already learned to use the tools of your chosen sector. You will be introduced to a new set of basic tools--the tools of a skilled worker trainer. You will explore the skills are necessary to be an effective trainer, discover how to deliver hands-on training, and examine the process for giving useful feedback.

Learning Plan 1

Competency

1. **Value your role as a Registered Apprentice trainer**

Quality Measures
You will perform this competency

- by giving feedback in a role-playing situation

Your performance will be successful when:

- you describe the role of the trainer in a Registered Apprenticeship
- you explore benefits of training a Registered Apprentice
- you examine why the trainer is a key player in the Registered Apprenticeship process
- you identify the skills you bring to the training process

Learning Objectives

- Examine the Registered Apprentice training model.
- Describe the role of the Registered Apprentice trainer.
- List benefits of acting as a Registered Apprentice trainer.
- Identify the responsibilities of the apprentice trainer.

Learning Activities

#	Learning Activity	Materials/Supplies	Notes
1.	COMPLETE the Trainer Quiz. Prepare to discuss your results with the class.	*Characteristics of a Trainer Quiz:* *LP2 Characteristics of a Trainer Quiz.docx*	
2.	EXAMINE the Models for Training information.		
3.	DISCUSS the Registered Apprentice Training Basics information. Which items do you find easy to perform? Which ones are more challenging? SHARE your ideas in a small group.	*Apprentice Training Basics* *LP2 Apprentice Training Basics.docx*	
4.	COMPLETE the questions Role of an Apprentice Trainer. Share your answers with your class.	*Role of Apprentice Trainer Discussion* *LP2 Role of Apprentice Trainer Discussion.docx*	

Assessment Activity

1.	REVIEW the competency for this learning plan, "Value your role as an apprentice trainer." Look over the items you have recorded in your Toolkit thus far. DOCUMENT your reflection to these questions: • Why are you important as a skilled worker in the training process? • What do you bring to the training process? • What benefits will you gain from training an apprentice. • SHARE your response with your instructor and/or classmates.

The Registered Apprenticeship Model

Overview

Registered Apprenticeship is a post-secondary method of training and education. A skilled worker passes along occupational skills and knowledge to another. Wisconsin established protective legislation for Registered Apprenticeship in 1911. This action:

- Provided safeguards for both the apprentice and employer. This law is reviewed frequently, ensuring Registered Apprenticeship safety and opportunity.

- Established the state's vocational school system (now the Wisconsin Technical College System) as the provider of choice for related classroom instruction to apprentices. The WTCS continues to be a strong partner in Registered Apprenticeship.

The Bureau of Apprenticeship Standards oversees all Registered Apprenticeships in Wisconsin.

Benefits of Registered Apprenticeship

Remind your apprentice trainees of the benefits of Registered Apprenticeship:

1. **A paycheck**
   From day one, you will earn a paycheck guaranteed to increase over time as you learn the skills of your new career.
2. **Hands-on career training**
   As an apprentice, you could receive practical on-the-job learning in a wide selection of programs, such as health care, construction, technology, manufacturing, and service careers.
3. **An education**
   You'll get hands-on training and can earn college credit, even an associate degree, often paid for by your employer, all while earning a great wage!
4. **A career**
   Once you complete your Registered Apprenticeship, you will be on your way to a successful long-term career with competitive wages, and little or no educational debt.
5. **National industry certification**
   Upon completion of your Registered Apprenticeship, you will get a nationally recognized completion certification and can take it anywhere in the U.S.

Source: https://dwd.wisconsin.gov/apprenticeship/individuals.htm

What Apprentices Are Saying

Directions: Following are reflections by several skilled workers and others involved in Registered Apprenticeship. Read through the list. Think about the benefits that would be most rewarding to you. Put an asterisk (*) next to the three benefits you would find the most rewarding.

Working with apprentices provides the opportunity to pass on skills and knowledge to the next generation of my occupation. It is an opportunity to train others to do the job right.

Training apprentices is an investment for your company. Training an apprentice right the first time means less retraining.

I like knowing I have passed on skills passed to me, and hopefully I have enhanced these skills.

An Apprentice Trainer builds a new base for quality Registered Apprenticeship training throughout Wisconsin.

I like the self-satisfaction that someone else will benefit from the skills I've developed in my sector. It's giving back instead of taking.

Being an Apprentice Trainer enhances and reinforces my own overall ability. I get better because I'm teaching someone else to do it.

I feel proud when I see the apprentice grow and learn. It gives me a real sense of accomplishment.

Everyone has something to offer—unique strengths and experience. Training an apprentice is a way to give back to the sector.

It's fun to teach someone how to do the job!

I want my coworkers to do the job right. It keeps us all safe.

Wisconsin Registered Apprenticeship Transition to Trainer

Learning Plan 2

Competency:

2. Serve as a skilled worker trainer

Quality Measures

You will perform this competency

- by responding to case study scenarios

Your performance will be successful when:

- you describe employer expectations
- you describe co-worker expectations
- you describe what the apprentice can expect from the employer
- you suggest ways to promote safety training
- you create a checklist of things to address with an apprentice during the first week
- you prepare a list of terms that are necessary for safety and training in your sector
- you determine the strengths you bring to the training relationship

Learning Objectives

- List the characteristics of a good trainer.
- Identify the benefits of training.
- Identify employer and co-worker expectations.
- Identify the expectations of the apprentice.
- List the items to cover in an apprentice orientation.

Learning Activities

#	Learning Activity	Materials/Supplies	Notes
1.	COMPLETE the Trainer Quiz. Prepare to discuss your results with the class.	*Characteristics of a Trainer Quiz* *LP2 Characteristics of a Trainer Quiz.docx*	
2.	EXAMINE the Models for Training information.		
3.	DISCUSS the Apprentice Training Basics information. Which items do you find easy to perform? Which ones are more challenging? SHARE your ideas in a small group.	*Apprentice Training Basics* *LP2 Apprentice Training Basics.docx*	
4.	COMPLETE the questions Role of an Apprentice Trainer. Share your answers with your class.	*Role of Apprentice Trainer Discussion* *LP2 Role of Apprentice Trainer Discussion.docx*	
5.	BRAINSTORM one of these situations. What are the expectations of an apprentice the first day on the job? What are the expectations of an apprentice trainer when		

	working with an apprentice the first day on the job?		
6.	READ the First Day on a New Jobsite poem by Susan Eisenberg. Reflect on your first day on the job. What feelings did you experience?	*First Day on a New Job Poem* *LP2 First Day on a New Job Poem.docx*	
7.	WRITE a memo to a new apprentice about "What I wish I knew when I was a new apprentice." WRITE your memo in your Training Toolkit. Include items you will support as you take on the role of the trainer.		
8.	REVIEW the checklist in your Training Toolkit listing all of the things you should address with an apprentice during the first week on the job. ADD additional items to your checklist based on your group discussion.		
9.	IDENTIFY the most unusual terms that you heard or learned when you began your Registered Apprenticeship. What terms should have been learned earlier in the training? NOTE any terms you want to review with the apprentice in your Training Toolkit.		
10.	PREPARE a list of terms that are necessary for safety and security in your occupation. Share them in small groups. DOCUMENT these in your Training Toolkit.		
11.	DISCUSS the duties of a trainer with respect to accident prevention, safety training and/or security. Document the safety and security policies you must follow in your organization. Give some thought to how you will train these elements of the occupation.		

Assessment Activities

#	Assessment Activity	Materials/Supplies	Notes
1.	REVIEW the responsibilities of an apprentice training the	Training Toolkit	

	Apprentice Training Basics information sheet and the other elements discussed in this learning plan. RECORD the strengths you bring to the skilled worker trainer role in your Training Toolkit.		

Characteristics of a Trainer Quiz

Answer True(T) or False (F) to each question. Answers will be used for discussion.

T/F	Participants should stand up whenever their trainer enters the room.
T/F	Trainer should always train participants to the industry standards and procedures.
T/F	Trainers must have acquired expert status in the procedures they are teaching others.
T/F	Trainers must learn all the skills the apprentices will learner throughout their entire careers.
T/F	Trainers need to be the same gender and race as the people they are training.
T/F	Experienced trainers need to be at least 40 years old and have ten years' experience in the sector.
T/F	Properly trained apprentices ensure the quality and profitability of the services they provide.

Apprentice Training Basics

Apprentices rely on many different individuals to learn required skills. People often take on different roles. Review the differences between the Trainer, Role-Model and Mentor.

Trainer	Role-Model	Mentor
• Coaches or instructs for immediate results • Trains for a specific task or series of tasks • Focused on the present • Answers job-related questions • Emphasizes getting the job done • Creates opportunities for the apprentice to practice new skills • Provides constructive feedback in a supportive way • Focuses helping the apprentice succeed	• Goes about his/her job performing above the recognized standard • Creates a vision of what the apprentice could become • Has achieved expert status and/or industry credentials • Is valued by the company for consistency in proficiency • May not actually develop a relationship with the apprentice	• Guides the apprentice for long term results and professional advancement • Trains for the task; but also focuses on the relationship • Listens to apprentice • Offers advice and guidance on a variety of topics • Purposely guides the apprentice through workplace relations • May or may not be employed by the same organization
Example: *"Pull on the handle of the drill press once the drill makes contact with the work piece. Use even pressure. If it stops working, call me."* *"Review the process specifications carefully, noting the business requirements."* *"Take the patient's vital signs first, beginning with height, weight and blood pressure. Document the results as you measure."*	Example: **Geri is the role-model.* *"Keep an eye on Geri, that's the way you want to work. Organized, neat, efficient, and always willing to lend a hand. You will not find anybody more proficient. Geri is our "go to" expert."*	Example: *"I hear working in a team is new to you and you seem confused about your place on the team. Tell me more about the expectations your supervisor shared and your plan to reach those expectations. Always try to think it through and bring at least one cause and remedy for what you have."*

ACTIVITY: Role of the Registered Apprentice Trainer Discussion

Directions: Document your responses. Discuss your responses with your instructor and/or classmates.

1. Where do you feel the apprentice trainer role (trainer/role-model/mentor)?

2. Think about your own Registered Apprenticeship. Identify the trainers, role-models, and/or mentors you worked with. Describe how these relationships impact Registered Apprenticeship.

3. Which model or parts of models will you try to be like in the role of apprentice trainer? Describe how you will you accomplish this.

First Day on New Jobsite

Never again a first day like the
First Day
that Very First one
when only the sternest vigilance
kept the right foot following the left
following the right following the left
each step a decision, a victory of
willpower over fear, future over past.
Margaret's out there Keep going
She's been working a few
weeks already She's managing
Keep going The legs buck
LA Seattle Detroit women passing
through construction site gates for the
first time Keep going Right following
Go home if you want! But
tomorrow What'll you do for work
tomorrow? left following right up to
the gate
where a man hands me hardhat
and goggles and points me toward a trailer
where the conversation
stops
as I enter:
Well, what'll we talk about now.
Can't talk about girls.

And then Ronnie, the one with beady eyes
and a gimp leg, who knows for a fact—
one of the girl apprentices
is a stripper in the Zone—
says to my partner *Give me your apprentice*
and I follow him tripping over cinderblocks
to a small room
where he points to the ceiling:
I need some hangers 11 inches off the ceiling
Here's the Hilti
The rod and strut are in the corner
The ceiling's marked where I want
holes drilled and leaves
without
explaining
hanger
rod
strut
or seeing that the bit on the heavy drill
barely reaches
x-marks in the ceiling
when I stand tip-toe on the ladder's
top step.

❖

Knowing which words to use
what jokes to banter
how to glide the body through dangers
without knocking anything or anyone;
learning to speak first
and define the territory
        of conversation.
Passing.

❖

Another
    first day: the job new
the workers all strangers all men
myself the only 'female'
          and yet
we find, almost easily, the language
that is common:
    --Get me some 4-inch squares
     with three-quarter k-o's—
    --Need any couplings or connectors?
    --No, but grab some clips and c-clamps
     and some half-inch quarter-twenties.

Passwords.
  --*You know what you're doing in a panel?*
  --*Sure.*

Mechanic to mechanic.
Never again a first day like
the First Day.

Susan Eisenberg

© Susan Eisenberg, 1984. Reprinted from **PIONEERING: Poems From the Construction Site** (Cornell) by permission of the author.

Learning Plan 3

Competency:

2. Cultivate a positive work environment

Quality Measures

You will perform this competency

- by responding to case study scenarios

Your performance will be successful when:

- you welcome apprentices without judgment
- you orient apprentice to the workplace
- you maintain an environment of inclusivity
- you maintain a safe work environment
- you describe the issue present
- you present effective strategies for stopping inappropriate actions
- your work within the organizational reporting structure
- you provide support for the apprentice
- you respond calmly
- you do not lay blame
- you encourage personal accountability
- you provide bias-free feedback to apprentice
- you model safe, positive behaviors

Learning Objectives

- Examine your personal biases.
- Identify workplace orientation requirements.
- Examine elements of harassment.
- Examine physical, behavioral, and emotional safety issues.
- Practice providing constructive feedback.
- Identify personal behaviors supportive of a positive work environment.

Learning Activities

#	Learning Activity	Materials/Supplies	Notes
1.	BRAINSTORM the characteristics of a positive work environment.		
2.	IDENTIFY a time when you have been tagged as different.		
3.	COMPLETE at least ONE of the Implicit Bias Surveys at https://implicit.harvard.edu/implicit/takeatest.html. ***Disclaimer:*** *The results are not a definitive assessment of your implicit preference. The results may be influenced by variables related to the test (e.g., the category labels or particular items used to represent the categories on the IAT) or the person (e.g., how tired you are). The results are provided for educational purposes only.*	*Implicit Bias Tests* *https://implicit.harvard.edu/implicit/takeatest.html*	
4.	REFLECT on the results of the Implicit Bias Surveys. Capture how these results impact your approach to working with those different from yourself. CONSIDER the results as an *indication* of your implicit bias in the category chosen. Results may be surprising and even make you feel uncomfortable. The purpose of this activity is beginning to recognize biases you may hold to better prepare training for a diverse workforce.	*Implicit Bias Tests* *https://implicit.harvard.edu/implicit/takeatest.html*	
5.	DEFINE workplace diversity. DISCUSS the impact of a work environment that doesn't support diversity.		
6.	DISCUSS generational differences in the workplace. Consider the benefits of working in a multi-generational workplace.	*LP3 Generations in the Workplace Infographic* *https://i.pinimg.com/originals/d4/18/8a/d4188a4eef4bd4b51a1b0edc4d988fed.png* *LP3 Generations in the Workplace Infographic 2* *https://www.marublue.com/blog/generational-differences-in-the-workplace-infographic* *LP3 Generational Differences Article SHRM* *https://www.shrm.org/resourcesandtools/hr-*	

		topics/behavioral-competencies/global-and-cultural-effectiveness/pages/what-motivates-your-workers-it-depends-on-their-generation.aspx	
7.	VIEW the Anti-Harassment video.	*LP3 DWD Anti-harassment Video* *https://www.doleta.gov/oa/eeo/*	
8.	EXAMINE Harassment in the Workplace and the impact to a positive work culture. Review resources to help identify harassment and the laws protecting victims of harassment.	*LP3 Creating a Positive Work Culture* *LP3 Creating a Positive Work Culture.docx* *LP3 Wisconsin Equal Rights Division* *https://dwd.wisconsin.gov/er/civilrights/discrimination/* *LP3 DWD AA/EEO Website* *https://dwd.wisconsin.gov/apprenticeship/aaeeo.htm* *LP3 Apprenticeship AAEO Poster* *https://dwd.wisconsin.gov/apprenticeship/pdf/aaeo-poster.pdf*	
9.	RESPOND to Harassment Case Scenarios presented. DISCUSS how you can foster a positive work environment.	*Materials* *LP3 Harassment Case Scenarios* *LP3 Harassment Scenarios General.docx* *LP3 Additional Harassment Scenarios* *LP3 Additional Harassment Scenarios.docx*	
10.	SHARE the results of your scenarios with the large group. CONSIDER other options for addressing a similar scenario.		
11.	REVIEW the What Next information sheet. DISCUSS how to handle it when you respond--but nothing happens. REFERENCE the Harassment Policy sample.		
12.	EXAMINE strategies for deterring inappropriate situations. REVIEW the Strategies that Work information sheet and the How to		

	be an Ally/Advocate information sheet.		

Changing Workforce

The face of the American workforce is an ever-changing landscape. The demographics of workers in many occupations is diverse yet many stereotypes pose obstacles and challenges in existing and emerging occupations. A successful workforce relies on the effort of all employees, regardless of gender, race, ethnicity, age, sexual orientation, economic status, education, religion, ability, country of origin, marital status, political beliefs, or any other unique identifying characteristic.

Examine Your Biases

We all have biases for one thing or another. It is part of human experience and environment. Biases can explicit or implicit. What are implicit and explicit biases and stereotypes?

"Stereotypes are the belief that most members of a group have some characteristic. Some examples of stereotypes are the belief that women are nurturing or the belief that police officers like donuts. An explicit stereotype is the kind that you deliberately think about and report. An implicit stereotype is one that is relatively inaccessible to conscious awareness and/or control. Even if you say that men and women are equally good at math, it is possible that you associate math more strongly with men without being actively aware of it. In this case we would say that you have an implicit math + men stereotype."

Source: https://implicit.harvard.edu/implicit/faqs.html#faq1

An aspect of cultivating a positive environment is awareness of our biases. Often, we are not aware of implicit biases. Project Implicit provides several implicit bias surveys. Please note, the results indicate possible implicit bias. The results are **not** diagnostic or intended to categorize you. This is simply an awareness activity. Complete one or more of the Implicit Bias Quizzes provided on the website:

https://implicit.harvard.edu/implicit/takeatest.html

What training does your company provide?

Diversity, equity, and harassment are serious considerations in any workplace. Contact your human resources or department responsible for providing resources, training, and support. The DWD is also a support organization for Wisconsin workers. The Equal Employment Opportunities office at the DWD provides a wealth of resources for all Wisconsin workers. Keep this as a future resource.

https://dwd.wisconsin.gov/apprenticeship/aaeeo.htm

Case Studies

1. It is Zuta's, the new apprentice, first day on the job. A hot dog cart is set up across the street from the work site. You offer to buy lunch and return with hot dogs for everyone. She looks uneasy while everyone is eating, and later throws her food in the garbage.

   What actually happened?

   What is the problem?

   How might this escalate on the job?

   How can this be handled?

2. You are walking through a job site when you notice Ben looking in Alan's toolbox. Later you hear Alan say, "Where's my Phillip's screwdriver? Ever since these blacks started working here, everything seems to be disappearing!"

   What actually happened?

   What is the problem?

   How might this escalate on the job?

   How can this be handled?

3. You are assigned to work with two new apprentices. Both are openly Hispanic and speak fluent English. They converse with each other in Spanish when working and continue to complete job tasks as assigned. It bothers you because you cannot understand what they are saying.

   What actually happened?

   What is the problem here?

   How might this escalate on the job?

   How could this be handled?

Creating a Positive Workplace Environment

Positive Work Culture

Employees want to work in places where:

- Expectations are communicated clearly to them
- Workspace is safe
- Every individual is treated fairly
- Individual skills and contributions are recognized and valued
- Colleagues work harmoniously with others

Workplace Diversity

Workplace diversity is about recognizing the value of individual differences and managing these in the workplace.

The Federal Government and the State of Wisconsin have strict laws protecting victims of harassment.

"Harassment in the workplace may be illegal under two circumstances. The first is when an employer, supervisor or co-worker singles a person out for harassment because of that person's race, color, creed, ancestry, national origin, age (40 and up), disability, sex, arrest or conviction record, marital status, sexual orientation or military services. The second situation is when the content of the harassment itself relates directly to any of these protected characteristics (e.g. sexual harassment, use of derogatory ethnic or religious terms, age or disability related comments).

"Sexual" harassment includes unwelcome sexual advances, requests for sexual favors and verbal or physical conduct of a sexual nature when:

- Engaging in such conduct is made an implicit or explicit term or condition of employment. Example: A newly hired machine operator is told sexual jokes, touching, and display of nude posters are just part of factory life and she should try to ignore it.
- Acceptance or rejection of such conduct is used as the basis for an employment decision affecting an employee. Example: A manager tells a worker applying for a promotion that the job would be his if he just "treated her right."
- The conduct interferes with an employee's work or creates an intimidating, hostile or offensive work environment. Example: One worker experiences repeated advances from another asking her for dates or "just to go out for drinks after work." The worker says she isn't interested, but the co-worker won't take 'no' for an answer."

Source: https://dwd.wisconsin.gov/er/civilrights/discrimination/harassment.htm

How do you recognize harassment?

Harassment
• Assaults, intimidating or aggressive body language • Verbal abuse, including offensive language or derogatory remarks about another's lifestyle choices, physical or mental abilities, or background (race, ethnicity, social status) • Behavior or language that threatens, frightens, humiliates, or degrades, such as shouting and screaming, sarcasm and insults • Inappropriate and/or unwanted sexual suggestions, advances, or behaviors • Initiations or pranks • Intimidation tactics • Offensive jokes • Interfering with a person's personal effects or workspace or equipment • Direct threats of intent to inflict harm • Physical attacks • Excessive or unreasonable demands • Intrusion into employee's personal life • Spreading rumors or inaccurate information • Retaliation for filing harassment • Ostracism—physical or social isolation, exclusion from work-related activities, not acknowledging or responding to an individual's presence or comments, leaving the room when an individual enters • Undermining—persistent and baseless criticism, unwarranted removal of responsibility, ridicule, taunts, spreading gossip and rumors • Sabotage— deliberately giving meaningless tasks, confusing and/or contradictory instructions, withholding essential task information, deliberately failing to complete tasks or missing deadlines, insisting on petty work requirements

Additional Resources for consideration:

https://i-sight.com/resources/11-types-of-workplace-harassment-and-how-to-stop-them/

https://hrdailyadvisor.blr.com/2010/10/25/8-more-harassment-scenarios-what-would-you-do/

https://dwd.wisconsin.gov/apprenticeship/pdf/aaeo-poster.pdf

Responding

Roles

You may be in a position to respond to a situation of conflict or harassment in the workplace. Review these roles to better assess the situation.

Role	Description
Ally/Advocate	Someone who speaks out on behalf of someone else to take actions supportive of someone else (either immediately or later).
Bystander	Someone who sees something happening and does not say or do anything.
Perpetrator	Someone who says or does something against another person.
Target	Someone who is the focus of the mistreatment.

Think About It

In the boxes below give an example of a time when you played these roles on the worksite.

Ally/Advocate	**Bystander**
Perpetrator	**Target**

How to Intervene

- Follow organizational harassment procedures
- Discuss your observations with the perpetrator
- Let the target know you are an ally (so he/she can solve it him/herself)

Poor Responses

There is no single approach to intervening with harassment, but there are poor, sometimes harmful responses.

- Ignoring the situation occurred
- Belittling the situation with the person has been harassed:
    - *It's just teasing, no big deal.*
    - *Just ignore it, that person is a jerk.*
    - *He puts his arms around everyone.*
    - *She pulls pranks all the time, this just got out of hand.*
    - *You need to learn how to handle these things, you need thicker skin.*

Useful Strategies

It may be difficult to be an ally/advocate when you witness harassment. The steps below can help you be an ally/advocate at work. Sometimes intervening can diffuse a situation and prevent recurrence or escalation.

Keep it Calm

Maintain a normal tone of voice
Pause to listen to involved individuals
Do not jump to conclusions
Some key phrases:

You may not have meant to hurt anybody...
I know a lot of people say that, but that is not acceptable here...
I know some people think that is funny, but...
You might feel angry but let's take a breath...

Call it Out

That word is a put-down
What you said is not true
That is messed up
What you said could be harassment

Say How You Feel or What You Think About It

It offends me
It's not OK here at XYZ tool

Tell Them What You Want

Stop using that word.
You need to apologize to . . .
Don't joke like that anymore.

Harassment Scenarios

Discuss the scenarios. Talk about how you might act if you were a bystander. Then discuss what you might do if you were going to be an ally/advocate. Be prepared to share your strategies with the whole group at the end of the discussion period.

1. At lunch Joe is always talking about immigrants and people who are not "real Americans." He says, "They come and take our jobs and work for nothing." Marco is a new apprentice and has been listening in on the conversations.

2. You introduce Pat, a new apprentice, to Max. Max has been on the job for thirty years. Max jokes to Pat, "Another lazy young person. I'm sure you don't have a work ethic and you're not going to stay."

3. Alton is a new apprentice, the first African American employee in the organization. Before Alton enters the building, Lillian says, "Hey everyone, you better watch your stuff pretty closely. We got a new guy on the job. Don't want anything to disappear."

4. Del asks Marcia, an apprentice, to work overtime. Marcia states she must pick up her three-year-old from daycare and cannot stay. Del replies, "You are just being lazy. You won't get anywhere in this company!"

5. Bob, a 2nd year apprentice, is asked to go to the supply room and grab a list of supplies as part of his daily routine. He repeatedly returns with some of the wrong supplies. He confides in you that he cannot read very well and has trouble making out what's needed. The other workers are getting increasingly impatient with his inability to get the needed supplies.

6. Cheryl, a new apprentice, pulls out a small slip of paper from her work area with a suggestive remark on it. A bunch of co-workers are standing nearby and begin laughing as she reads the paper. They immediately walk away and being a team meeting without her.

7. Sue has been working as an apprentice for the last 6 months. Recently a male colleague has been getting too close for comfort. He tends to lean over her when she is working and occasionally has touched her arm and knee when they have been talking. Sue hasn't said anything. You see what is happening.

8. Joe, an apprentice, is working with Vitya on a project. Vitya is very outspoken and yells a lot at work. This morning Vitya came in to find that Paul had inadvertently broken a very expensive tool. Vitya lost control and shouted at Paul, calling him "stupid and incompetent."

9. Jarod, your new apprentice, arrives to work early to prepare his work area for the day. You overhear a colleague commented on his colorful attire, asking "Are these normal clothes for your people to wear? We don't usually wear clothes that bright around here" walking away before he can answer. Similar questions are asked of him daily by the same person.

10. Teresa attends her first team meeting after a few months on the job. She enters the room and catches a conversation mid-stream, opting not to participate. A colleague looks at her and states "We always support the current congressman at this company. If you do not, you're going to have a very difficult time fitting in."

What to Do if it Does not Stop

1. Inform your Supervisor.
2. Inform your organizations Human Resource (or equivalent) representative. Follow the chain of command within your organization. Legally the burden is on the employer (owner of the company) but personal liability may come into play.
3. Inform the Registered Apprenticeship Committee.
4. Contact the coordinator's office-apprenticeship committee.
5. Contact the BAS representative.

Remember

- Follow your company guidelines and procedures details on how to handle the situation.
- Do not jump levels in the chain of command.
- Document each step—you may need the information later.

Learning Plan 4

Competency

4. Provide hands-on skills training

Quality Measures

You will perform this competency

- by completing the Training Plan for Apprentices

Your performance will be successful when:

- you motivate the apprentice by explaining why the skill is important
- you instruct on the use and care of tools and equipment
- you point out safety precautions
- you explain how to perform the task
- you demonstrate each step of the task
- you watch the apprentice try to perform the task
- you provide positive feedback and suggestions for improvement

Learning Objectives

- Describe the process for teaching someone a skill.
- Explain the importance of guided practice in the teaching process.
- Describe how related instruction relates to the job.
- List potential job hazards and other safety information that applies to a task.
- Apply the training process steps to a situation.

Learning Activities

#	Learning Activity	Materials/Supplies	Notes
1.	PARTICIPATE in an activity related to the importance of clear directions.	*PB&J Directions Video* *https://youtu.be/Ct-lOOUqmyY*	
2.	REFLECT upon how you learned a new skill.		
3.	COMPLETE the Learning Styles Inventory to determine your own learning style preference.	*Learning Style Inventory* *https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202014%20Handouts/LearningStyleInventory.pdf* *LP4 Learning Styles Inventory* *LP4 Learning Styles Inventory.docx*	
4.	REVIEW the Learning Style Characteristics information.		
5.	COMPLETE the Adapting Training to Learning Styles activity.	*LP4 Adaptive Learning Scenarios*	

		LP4 Adaptive Learning Style Scenarios 2.docx	
6.	EXAMINE the Steps to Learning. Consider how you progress through these steps.	*LP4 Stages of Learning* *LP4 Stages of Learning.docx*	
7.	IDENTIFY your own learning style in your Training Toolkit. WRITE in training suggestions for someone outside your style.		
8.	DISCUSS how the training you provide relates to the Work Processes document.		
9.	REVIEW the Training Process information. Consider how this process plays out on the job.	*LP4 The Training Process* *LP4 The Training Process.docx*	
10.	PLAN a training session for an apprentice. USE the motivate, explain, demonstrate, try, evaluate model. RECORD your ideas on the Training Plan activity sheet.	*LP4 Training Plan* *LP4 Training Plan.docx*	
11.	DISCUSS your training plan with someone else. Incorporate the feedback you receive. Provide feedback to your partner.		

REFLECT: Learning A New Skill

1. Think about the most effective learning experiences that you had while you were an apprentice. Describe one or two.

2. What made it effective?

3. How can you incorporate similar experiences into your training as a skilled worker trainer?

LEARNING STYLES INVENTORY

Read each statement carefully. On the line, write the number that best describes how each statement applies to you. Answer honestly as there are no correct or incorrect answers. For each section, total your score in the space provided. Answer each question quickly. could lead you to the wrong conclusion.

1 - Almost never applies
2 - Applies once in a while
3 - Sometimes
4 – Often
5 – Almost always applies

Section 1

_____ 1. I take lots of notes and I like to doodle.
_____ 2. I make lists and notes because I remember things better if I write them down.
_____ 3. I need to write down directions so that I remember them.
_____ 4. I need to see the person I am talking to in order to keep my attention focused on the subject.
_____ 5. When meeting a person for the first time I notice the style of dress, visual characteristics, and neatness first.
_____ 6. When I am at a party, one of the things I love to do is stand back and "people-watch."
_____ 7. When recalling information, I can see it in my mind and remember where I saw it.
_____ 8. If I had to explain a new procedure or technique, I would prefer to write it out.
_____ 9. With free time I am most likely to watch television or read.
_____ 10. If my boss has a message for me, I am most comfortable when she sends a memo.

_____ TOTAL

Section 2

_____ 1. When I read, I read out loud or move my lips to hear the words in my head.
_____ 2. When talking to someone else I have the hardest time handling those who do not talk back with me.
_____ 3. I do not take a lot of notes but I still remember what was said. Taking notes distracts me from the speaker.
_____ 4. I like to talk to myself when solving a problem or writing.
_____ 5. I can understand what a speaker says, even if I am not focused on the speaker.
_____ 6. I remember things easier by repeating them again and again.
_____ 7. When I am at a party, one of the things I love to do is talk in-depth about a subject that is important to me with a good conversationalist.
_____ 8. I would rather receive information from the radio than a newspaper.
_____ 9. If I had to explain a new procedure or technique, I would prefer telling about it.
_____ 10. If my boss has a message for me, I am most comfortable when she calls on the phone.

_____ TOTAL

Section 3

_____ 1. I am not good at reading or listening to directions. I would rather just start working on the task or project at hand.
_____ 2. When talking to someone else I have the hardest time handling those who do not show any kind of emotional support.

_____ 3. I take notes and doodle but I rarely go back and look at them.
_____ 4. When I am reading, I move my lips.
_____ 5. I will exchange words and places and use my hands a lot when I can't remember the right thing to say.
_____ 6. My desk appears disorganized.
_____ 7. I like to move around. I feel trapped when seated at a meeting or a desk.
_____ 8. If I had to explain a new procedure or technique, I would prefer actually demonstrating it.
_____ 9. With free time I am most likely to exercise.
_____ 10. If my boss has a message for me, I am most comfortable when she talks to me in person.

_____ TOTAL

SCORING PROCEDURES DIRECTIONS

Place the total points from each section in the boxes below. The area in which you have the highest score represents your best learning style.

Section 1: Visual	***Section 2: Auditory***	***Section 3: Kinesthetic***

Learning Style Characteristics

VAK by Walter Burke Barbe: Visual, Auditory, and Kinesthetic

Visual

- Absorb material better by reading it; prefer manuals and standard operating procedure materials
- Like to have things diagrammed
- Take notes
- Prefer access to written materials (handouts, manuals) to check for things they may have missed
- Benefit from illustrations
- Like to see what they are learning

Auditory

- Like to be told things
- Reading materials leaves them cold
- Prefer to talk over information with others
- Benefit when you talk through the process for completing a task
- Hum or talk to themselves when they are bored
- Remember by talking through the process themselves
- Acquire knowledge by reading aloud

Kinesthetic

- Need to be active
- Miserable sitting for a long period of time
- Need to "try it" to understand it
- Find reasons to tinker or move when bored
- Rely on what they can experience or perform
- Participating in the process helps them learn
- Are uncomfortable just listening or watching

Other learning styles theories suggest a different approach to categorizing learning styles and preferences:

- Auditory and Musical
- Visual and Spatial
- Verbal
  Logical and mathematical
- Physical or kinesthetic
- Social and interpersonal
- Solitary and intrapersonal

https://www.educatorstechnology.com/2014/09/a-handy-visual-featuring-7-learning.html

Watch-outs:

- Learning styles can and often do change over time, sometimes even task to task
- Strengths and preferences are different…learning styles suggest innate strengths over preferences (i.e. I may be a good test taker, but much prefer to complete a task or project)
- Theories do not drive behaviors – people are individual and present different strengths and weaknesses
- Learning Styles should *not* be used to categorize or segregate an individual

Why are learning styles important in Registered Apprenticeship?

Identifying your own learning style preferences can impact how you train! For example, if you lean toward learning a new task by first reading the directions on your own, your learning style preference may be visual and solitary in nature. Your apprentice, however, is a strong hands-on, or kinesthetic, learning and functions effectively while engaging with others. Giving your apprentice a manual and directing her to return in 30 minutes with the task complete may not yield success.

Read each of the case studies below. See if you can determine the apprentice's learning style. Discuss ways you could adapt the training to better suit the apprentice.

1. Mary is a quick learner. She can usually catch on to anything that you show her how to do. Recently you left her to troubleshoot a piece of equipment and gave her the manual to use as a reference. When you returned to check on her, she was still struggling to identify the problem. What is your approach?

2. John does not seem to listen when you give directions on how to perform a task. He seems bored and disinterested. You have used verbal directions with previous apprentices but never had one seemingly disinterested. What do you do?

3. You are not much of a talker and consider yourself rather quiet. Your new apprentice, Dan, talks frequently, be it asking questions, explaining his processes, or discussing his related instruction the day before. He also seems to be struggling completing tasks.

Steps to Acquiring a New Skill

People often acquire new skills in stages regardless of learning styles. Individuals may progress through stages quickly or at a slower pace. Consider observing these stages of learning in your apprentices.

Stage 1: Unconsciously Incompetent

I do not know how to do it, but I do not realize how much I do not know

The apprentice approaches a new skill assuming he/she can complete the skill immediately. she is pretty handy with tools at home and assumes that will be enough on the job. The apprentice has no idea how to perform the skill on the job.

Stage 2: Consciously Incompetent

I cannot do it—and I know it

The apprentice is presented with a new skill. The apprentice watches a skill demonstration and attempts to perform on his/her own unsuccessfully. The apprentice acknowledges he/she needs assistance.

Stage 3: Consciously Competent

I know how to do it—but I have to think about it when I perform the task

The apprentice learns the skill with training and practice. The skill requires significant concentration and focus. The apprentice has to think about what he/she is doing

Stage 4: Unconsciously Competent

I do it without thinking about it

The apprentice automatically completes the skill without thinking. The skill is a natural routine. The apprentice can share the skill with others.

The Training Process

1. **MOTIVATE**
   - Help the apprentice see the relevance of the skill and relationship to other skills
   - Do a preliminary assessment
   - Provide opportunities for self-diagnosis
   - Show an example of a final product
   - Tell how you learned the skill
   - Provide an overview

2. **EXPLAIN and DEMONSTRATE**
   - Provide necessary background information
   - Explain how to perform the task
   - Show how to perform the task
   - Present the task in small “chunks” rather than the entire task at once
   - Keep it clear and simple
   - Relate the task to industry standards
   - Provide reference materials if necessary
   - Watch for jargon terms
   - Do not assume steps
   - Ask for questions and feedback

3. **TRY**
   - Provide opportunities for the apprentice to try portions of the task before trying the whole task
   - Initially, watch while the apprentice practices so you can provide immediate guidance and feedback
   - Let the apprentice know you are available for questions and suggestions
   - After guided practice, let the apprentice practice alone

4. **EVALUATE**
   - Expect the learning to take time; do not expect it to be right the first time
   - Be supportive
   - Give feedback regularly
   - Relate the feedback to the task
   - Feedback should be specific, so the apprentice knows what to do differently

Training Plan

Directions: Create a training plan for a skill in your occupation.

Motivation: Why is this skill important?	
Tools, equipment, or resources needed for skill	
Terms or Acronyms	
Safety and security precautions	
Steps to perform the skill (and demonstration)	
Notes and reference materials	

Learning Plan 5

Competency

5. **Provide feedback on apprentice performance**

Quality Measures
You will perform this competency

Your performance will be successful when:

- you describe what the apprentice did
- you express your reaction to the situation
- you specify the correct behavior desired
- you describe what will happen (positive or negative) if the behavior does/does not improve
- you attend to verbal and non-verbal cues/communication from the apprentice
- you engage the apprentice in the feedback

Learning Objectives

- Describe the importance of feedback to skill development.
- Explain the importance of frequent feedback.
- Examine a model for giving feedback.
- Apply the model for giving feedback.

Learning Activities

#	Learning Activity	Materials/Supplies	Notes
1.	DISCUSS this statement, "No news is good news." Is it always true? Consider the perspective of the apprentice, employer, and customer.		
2.	DISCUSS the kind and frequency of feedback you received during your Registered Apprenticeship. What did you find beneficial? What do you feel could be done differently if anything?		
3.	EXAMINE ways to monitor apprentice progress and deliver effective feedback. Reflect upon your experiences.		
4.	REVIEW the Feedback information sheet.	*LP5 Feedback Overview* *LP5 Feedback Overview.docx*	
5.	PRACTICE giving feedback for a series of case studies. Role-play giving feedback for each of the scenarios.	*LP5 Feedback Scenarios* *LP5 Feedback Scenarios.docx* *LP5 Additional Feedback Scenarios*	

		LP5 Additional Feedback Scenarios.docx	
6.	RECORD examples and tips for giving feedback model in your Training Toolkit.		

Assessment Activities

#	Assessment Activity	Materials/Supplies	Notes
1.	DEVELOP a feedback statement for an apprentice case study. ROLE-PLAY your feedback statements.		

Feedback

Benefits of Feedback

Apprentices who receive feedback about the accuracy and adequacy of their performance increase their skill at a faster pace and are more satisfied and interested in their work.

Feedback must address actions the apprentice is performing correctly and actions the apprentice is doing incorrectly. Feedback also must include a path to improve incorrect behaviors.

General Rules for Providing Feedback

There is no one correct method for giving feedback, but these general rules apply:

- Feedback should be prompt. It is more useful when given close to the observed behavior.
- Feedback should inform apprentices when they are incorrect and focus on how to perform the task correctly.
- Feedback should focus on observable behavior. Describe what you see, not the motive you assume is behind the action.
- Listening is key in giving and receiving feedback. Feedback is checked to ensure clear communication. Make sure the apprentice heard it the way you meant it.
- Critical feedback should be given in private. Do not embarrass or degrade the apprentice in front of other workers.
- Positive feedback should be specific informing apprentice what he/she did correctly. This encourages the apprentice to repeat the same behavior next time. Examples:

  “You made the wire connection correctly and kept the work area clean! Exactly how it should be done!”
  “You made the patient very comfortable while taking her vitals. The information was accurate and documented correctly.”
  “Great job spotting the coding error! Your suggestion to fix the code did the trick!”

Feedback is for the benefit of the apprentice—not just to get something off your back or protect yourself.

How Much Feedback?

Feedback can be overdone. The apprentice may receive feedback from the activity itself (a part not working, minor code error, unsatisfied client, or patient, etc.) and may be adequate. You do not need point out every wrong attempt, excluding safety issues.

Benefit of Feedback	Apprentices who receive feedback about the accuracy and adequacy of their performance increase their skill at a faster pace and are more satisfied and interested in their work. Feedback must address actions the apprentice is performing correctly and actions the apprentice is doing incorrectly. Feedback also must include a path to improve incorrect behaviors.
General Rules for Providing Feedback	There is no one correct method for giving feedback, but these general rules apply: • Feedback should be prompt. It is more useful when given close to the observed behavior. • Feedback should inform apprentices when they are incorrect and focus on how to perform the task correctly. • Feedback should focus on observable behavior. Describe what you see, not the motive you assume is behind the action. • Listening is key in giving and receiving feedback. Feedback is checked to ensure clear communication. Make sure the apprentice heard it the way you meant it. • Critical feedback should be given in private. Do not embarrass or degrade the apprentice in front of other workers. • Positive feedback should be specific informing apprentice what he/she did correctly. This encourages the apprentice to repeat the same behavior next time. Examples: *"You made the wire connection correctly and kept the work area clean! Exactly how it should be done!"* *"You made the patient very comfortable while taking her vitals. The information was accurate and documented correctly."* *"Great job spotting the coding error! Your suggestion to fix the code did the trick!"* • Feedback is for the benefit of the apprentice—not just to get something off your back or protect yourself.
How Much Feedback?	Feedback can be overdone. The apprentice may receive feedback from the activity itself (a part not working, code error, unsatisfied client, or patient, etc.) and may be adequate. You do not need point out every wrong attempt (excluding safety issues).

Feedback Scenarios

Behavior Description: Tell the apprentice exactly what he/she did.
When you:

Express directly your reaction to the situation. Assess the performance. Relate it to a quality standard.
I thought:

Specify what you want done and when and **Talk** about the positive outcomes that will occur if the apprentice changes the behavior *or* the negative consequences if the behavior is not changed.
So:

Directions: Imagine you are the skilled worker trainer working with the apprentice in each of the following scenarios. Write a feedback statement for the worker. Customize each situation to your own occupation. Add any additional details are necessary to deliver good feedback.

1. Ella regularly borrows tools and resources from other workers without their knowledge. She returns the tools to the proper owner, but you notice the other workers are becoming frustrated when they notice the tool is missing.

   When you…

   I thought…

   So…

2. Geoffrey is growing increasingly frustrated on the job, underscored by frequent verbal complaints. It seems that no matter where you ask him to work, he complains, and little work is being complete by Geoffrey.

   When you…

   I thought…

   So…

3. Sergio does a good job asking for help when he needs it. He seeks out your counsel when unsure about an action and makes corrections to behaviors under your guidance.

   When you…

   I thought…

   So…

4. Jonathan does not always choose the right tool for the job. He is confident and gets the job done, but sometimes it takes longer or is completed awkwardly.

   When you…

   I thought…

So…

5. Amayah is very focused in her work. She just finished a very complex task, following it through to the end with no guidance. The task completes one of the job skills and is critical to success in the occupation.

   When you…

   I thought…

   So…

Registered Apprenticeship Skilled Worker Trainer

Training Toolkit

This document is your on-the-job guide to train apprentices. Take notes to make this resource useful to you!

An Effective Apprentice Trainer

- Serves willingly as a trainer
- Relates work expertise clearly to others
- Communicates effectively with others
- Maintains current occupational skills
- Demonstrates his standards in own work
- Reinforces harmony in the workplace
- Possesses excellent time management skills

I bring these skills to training apprentices:

Apprentice Orientation Checklist

Prepare these items to orient your new apprentice to your organization.

- Organization orientation
- Safety and security policies and procedures
- Employee Handbook (if applicable)
- Department and/or work area tour
- Expected work hours, attendance, breaks, overtime, etc.
- Late or sick call contact information:
  -
- Time entry procedures, payroll procedures
- Location of resources, supplies, and tools:
  -
  -
  -
- Apprentice On-the-Job Learning Skills Performance Guide (f/k/a Job Book)
- Related Instruction Schedule
- Other resources and items needed for orientation:
  -
  -
  -

NOTES:

Cultivating a Positive Work Environment

My Personal Commitment to cultivating a positive work environment includes…

Resources Supporting a Positive Work environment:

- Human Resources
- Information Technology/Help Desk
- Health and Wellness Services
- Harassment Policies and Resources
- Local ATR or Bureau of Apprenticeship Contact:_____

Feedback

Effective Feedback is:

- Prompt, provided as immediately following behavior as possible
- Informs apprentice of correct *and* incorrect behaviors
- Focuses on observable behavior
- Provides specific examples of behavior
- Involves listening to apprentice response
- Includes positive responses
- Does not embarrass apprentice – provide critical feedback in private

Example feedback encouraging desired behavior:

Example feedback for unwanted behavior:

Training Plan

A Training Plan includes:

- Motivation: Why is this skill important?
- Tools, equipment, resources necessary to complete the job
- Definitions of task or job-related terminology
- Safety and Security Precautions
- Steps or directions to complete the task
- A plan for providing feedback to the apprentice