

**EFFECTIVE
JOURNEYPERSON
APPRENTICE MENTORING**
ON-THE-JOB:
Tips, Strategies, and Resources



Canadian Apprenticeship Forum
Forum canadien sur l'apprentissage



ABOUT CAF-FCA

The Canadian Apprenticeship Forum – Forum canadien sur l'apprentissage (CAF-FCA) is a national, not-for-profit organization working with stakeholders in all regions of Canada. CAF-FCA influences pan-Canadian apprenticeship strategies through research, discussion and collaboration – sharing insights across trades, across sectors and across the country – to promote apprenticeship as an effective model for training and education. Its Board of Directors is comprised of representatives of business, labour, the provincial/ territorial apprenticeship authorities, education and equity. Through its work, CAF-FCA has shed light on a number of key issues affecting apprenticeship, such as the perceived barriers to accessing and completing apprenticeship and the business case for apprenticeship training. For more information, visit the CAF-FCA website at www.caf-fca.org.

A number of resources are mentioned in this report. Please let us know of any additional resources in your jurisdiction by emailing: info@caf-fca.org

Please note all web links included in this report were active as of May 2013.

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NOTE TO READERS

The opinions expressed in this report do not necessarily represent the views or official policies of CAF-FCA or other agencies or organizations that may have provided support, financial or otherwise, for this project.

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1.0 EXECUTIVE SUMMARY

1.1 Introduction

In an increasingly competitive environment, taking the time to support journeypersons who train and mentor apprentices may seem like a luxury few employers can afford. The risk of doing nothing, however, is far worse as journeyperson mentors play a crucial role in apprentices' skills development. When journeypersons are given the supports they need to properly mentor apprentices, skills are acquired more efficiently, workplace productivity is enhanced, and turnover is reduced.

The six workplace practices described in this report that support journeyperson mentoring and training were drawn from more than 80 interviews with employers, journeypersons, apprentices and trainers, with additional input from the members of the Working Group. The practices include selecting the appropriate person to be the mentor, offering mentoring training, creating a training plan, giving the journeyperson and apprentice opportunities to evaluate how things are going, providing the journeypersons with approaches around effective mentoring and communication and, finally, providing ongoing supports such as refresher courses.

In addition to outlining effective practices, the report provides a series of recommendations. The majority of the interviewees and the Working Group agreed that sharing information about the business case for apprenticeship and existing resources is required so more employers are motivated to help their journeypersons to be better mentors. It was recommended that mentor training and communication courses be offered to journeypersons.

Easier access to training standards is important if the mentor is working for a smaller employer. When they can be funded, apprenticeship program coordinators can assist journeypersons and ensure they use consistent evaluation methods. Finally, it is recommended that fundamental mentoring principles should be integrated into each year of apprenticeship training. Learning about their roles and responsibilities as mentors is important for apprentices because they will be better prepared to teach the next generation when they become journeypersons.

Lastly, the report provides a list of practical resources that employers can use at their workplaces.



1.2 Main Report Findings

This report highlights workplace practices that support journeyperson trainers and, ultimately, enhance apprentice training experiences.

Central to effective mentoring, according to the interviewees, is selecting journeypersons who have a desire to teach and are committed to their role. Characteristics of these mentors may include, a desire to play a critical role in training the future workforce, a willingness to support apprentices, despite the time pressures at the workplace, an openness to working with the younger generation, a track-record for safety, strong work ethic and skill, and an ability to transfer knowledge.

Having journeypersons learn about mentoring and the specific learning objectives of the apprenticeship program prior to being matched with apprentices is important to helping them work constructively with apprentices. Interviewees noted that while journeypersons are expected to assume responsibility for teaching apprentices, it should be kept in mind very few have actually taken training or received any guidance on how to be an effective mentor.

The two most important workplace practices that interviewees talked about were creating and implementing effective training plans. Training plans serve as benchmarking tools to provide journeypersons a way to understand the apprentice's progress and identify strengths and weaknesses. Establishing regular meetings between journeypersons and apprentices gives both parties opportunities to discuss training goals, issues of concern, requirements and performance. The regular monitoring of the training helps to ensure that gap areas are identified and addressed. Targeted assignments linked to learning objectives, evaluation forms, journals, records of meetings, log books, and bi-weekly meetings were tools used to provide structure to guide the journeyperson mentor.

Providing the journeyperson with specific processes around mentoring helps, especially in terms of communicating with the apprentice, which is an area where some journeyperson mentors struggle.

Ongoing support for mentors is required. Reminders about safety, communication practices and training standards are necessary.

1.3 Conclusion

The strategies, documented best practices, list of resources and recommendations presented in this report provide the practical support employers need to guide journeypersons who train apprentices. Common themes raised by the interviewees were the importance of employer commitment to training, making sure the journeyperson is dedicated to their role as a teacher and providing journeypersons with mechanisms to structure the training and evaluate performance. This guidance can significantly assist the journeyperson and, ultimately, produces more highly skilled and productive apprentices at the workplace.



2.0 INTRODUCTION

There is more pressure than ever for apprentices to receive quality training as the demand for highly skilled tradespeople increases due to skills shortages and rapid technological change in the trades. Making this quality training happen at the workplace is difficult, with time and financial pressures, generational differences and ineffective communication. Exacerbating all of these pressures is uncertainty among employers and journeypersons about what they should do to improve this training, especially when their focus is not on teaching, but being technically proficient at their trade or running a profitable business.

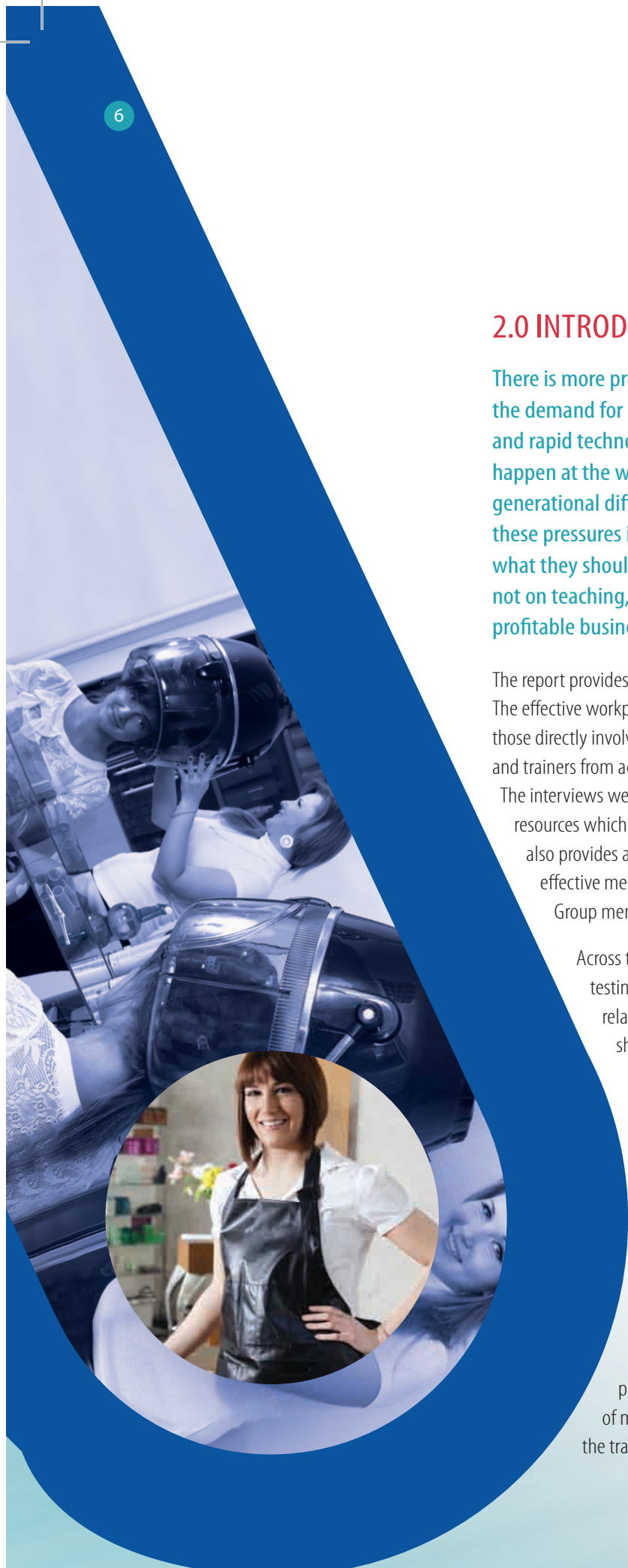
The report provides concrete and practical examples from industry about what works. The effective workplace practices and strategies outlined in this report were validated by those directly involved in on-the-job training. Employers, journeypersons, apprentices and trainers from across the country contributed their insights in more than 80 interviews. The interviews were supplemented by an investigation of existing mentoring and training resources which employers and journeypersons can use at their workplaces. The report also provides a series of recommendations to overcome the challenges that impair effective mentoring. Employers, journeypersons, apprentices, trainers and Working Group members all contributed to the recommendations.

Across the country, employers and journeypersons in a number of trades are testing a variety of strategies and solutions to facilitate productive mentoring relationships and enhance apprentice training experiences. Interviewees shared their best practices.

Selecting a journeyperson who is willing to teach apprentices is crucial to effective mentoring because the person has to be motivated to work with the apprentice, despite the time pressures and their workload.

Next, providing training for that individual in mentoring is important given the fact that many journeypersons do not have experience teaching others.

Providing structure to the training with a training plan and tools for monitoring the progress of the skills development are also important to ensure the journeyperson teaches the apprentice core skills. Training plans, targeted field assignments, evaluation forms, journals and records of meetings are tools that help journeypersons structure and evaluate the training.



Giving journeypersons tips and strategies around mentoring are crucial to success. Mentoring programs exist with ready-to-use templates. Industry associations have guides that provide examples of processes and phrases that teach mentors how to listen, receive feedback and resolve conflicts. There are also instructions on how to develop lessons for the apprentice so the journeyperson can more effectively teach key concepts.

Providing support to journeypersons is an ongoing process and even the best mentors need reminders about safety, communication techniques and adult learning from time to time.

The recommendations, based upon insights from the interviewees and the Working Group, provide ways that journeypersons can be further supported in their mentoring roles. Employers, apprentices and journeypersons themselves were all identified as having a role to play in overcoming the challenges that exist.

One of the most important recommendations is continuing efforts to engage employers in understanding the value of training. If employers commit to training, they are willing to take advantage of available resources, learn from their peers and come up with creative solutions. To overcome the continued skepticism of employers, it was agreed the business case for training should be communicated. Information about existing mentoring resources should also be shared so employers do not feel they have to start from scratch when trying to implement some of these best practices. If feasible, employers can support their journeypersons by hiring a coordinator. Coordinators may manage the administrative matters and help structure the training, so an undue burden is not placed on the mentor. In cases where a coordinator is not available, easy access to the training standards provided by the provincial/territorial apprenticeship authorities or the Red Seal website are important resources to help the journeyperson understand what skills they should be teaching apprentices.

On the worker side, apprentices should be prepared. Essential Skills and foundational knowledge support the capacity to learn and apprentices who require improvement in these areas should seek upgrading prior to the arriving on-the-job. Apprentices, by being open to learning about mentoring and teaching others, will be better prepared to be mentors. Mentoring concepts may be included as a part of the apprenticeship training program to provide this preparation.

Journeyperson mentors can prepare themselves for their mentoring role by learning about styles of learning and communication through workshops and training. They can take an active role in training apprentices and using the tools available.

While some employers remain skeptical about the time and effort it takes to support effective journeyperson mentoring at the workplace, those who are committed to training see the benefits. They end up with apprentices who are well-rounded in their knowledge of the trade and journeypersons who are reinvigorated by their ability to pass on their knowledge to a younger generation of workers. The investment pays off in a more productive, loyal and engaged workforce.

2.1 Key Concepts

Apprenticeship by its very nature is an on-the-job training program where apprentices spend 85 to 90 per cent of their time learning at the workplace. The remaining time is spent at technical training.

Most of the teaching of apprentices on-the-job is done by journeypersons. Journeypersons are licensed individuals who have received provincial or territorial certification in their trade. They are typically highly skilled workers who have a significant amount of work experience and competence in their trade. They are often called journeyperson mentors, teachers or trainers.

Generally, once the apprentice has mastered a concept or task in the trade, the journeyman and/or employer acknowledges they have learned these skills by signing a log book or other documentation. A log book is a booklet issued to registered apprentices in which acquired skills, knowledge and time working at the trade are recorded. The name given to the book or the exact process for completing it may differ based on the unique provincial or territorial requirements. As the property and responsibility of the apprentice, the log book outlines the skills and tasks that the apprentice is expected to attain competence in throughout the various levels of the on-the-job training. To be truly effective, log books are meant to be regularly reviewed by the apprentice, journeyman and/or employer.

Once the technical training is finished and the journeyman and/or employer has signed off on all key areas, the apprentice writes an examination. If they score higher than 70%, they earn their provincial or territorial certification. In applicable trades, they may earn a Red Seal endorsement.

For a more detailed description of key concepts and terms referenced in this report, see the glossary in Appendix 6.1.

2.2 Background

To put current research findings in context, it is worth reviewing previous CAF-FCA research and the perspectives of employers, apprentices and other apprenticeship stakeholders gathered as part of those efforts.

Although the practices outlined in this report require time and effort to implement, CAF-FCA's return on training investment research indicates there is a return when employers invest in training.¹ For every \$1 spent on apprenticeship training, an employer receives a benefit, on average, of \$1.47 or a net return of \$0.47. In addition to the financial return, approximately two-thirds of the employers surveyed across all business sizes and regions viewed a "homegrown" journeyman (who was formerly an apprentice) as more productive than an externally-trained journeyman. Employers noted these journeymen were more familiar with the company's systems and work processes, had better safety records, made fewer mistakes, produced higher quality work and, overall,

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 1 Canadian Apprenticeship Forum, *It Pays to Hire an Apprentice: Calculating the Return on Training Investment for Skilled Trades Employers in Canada. A study of 16 trades: Phase II* (Ottawa: CAF, 2009), 54-55.



were a better fit with the organization.² In addition, the majority of employers indicated that their journeyperson derived a benefit from training an apprentice. Some employers remarked that the apprentice mentoring process renews and revitalizes journeypersons because they have to revisit or rethink their trade and break it into “learning moments” when teaching an apprentice. Journeypersons are reminded of safety practices when they teach them to an apprentice and are more conscious of working safely because they are role models for the apprentice. Mentorship and journeyperson support plays an increasingly important role in enhancing the safety of apprentices within highly technical and high-risk trades such as the electrical utilities and industrial construction sectors. Journeypersons also benefit from working with apprentices because apprentices share with journeypersons their knowledge of new technologies and can help journeypersons when doing complex tasks. Many employers believe that the investment of journeyperson time in training an apprentice is a worthwhile investment.³

In order for employers to receive all the benefits from training, journeypersons need to be effective trainers, teachers and mentors. Improving the capacity of journeypersons to teach and to mentor apprentices is a priority area requiring more action, according to the groups CAF-FCA consulted.

In previous CAF-FCA research, employers expressed a desire to improve on-the-job training:

- Find ways to help journeypersons become more informed about mentoring.
- Provide ready-to-use programs on how to train journeypersons. Teaching demonstrations could be available on YouTube for journeypersons to examine at work, for example.
- Give additional learning programs for apprentices to supplement what is being taught by the journeyperson so there is some consistency in the training and the apprentice is not solely relying on the journeyperson.⁴

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2 Ibid, 58.

3 Ibid.

4 Canadian Apprenticeship Forum, *Employer Apprenticeship Supports in Canada: An Overview* (Ottawa: CAF, 2009).

Apprenticeship stakeholders believe there are strong links between the skills of the journeyperson trainers and apprentice completion. Employers, trainers and instructors during focus groups for CAF-FCA's completion project were asked to provide their opinions about what could be done to enhance completion in Canada. Related to journeypersons, they responded:

- Not enough journeypersons are available to effectively fill the mentor role and to assist apprentices with the workplace training portion of the program.
- Wide gaps in age can create tensions and alienate apprentices. Older journeypersons may adopt supervisory styles that fail to motivate today's youth.⁵

For apprentices, the teaching capacities and attitudes of journeyperson mentors are major factors in their desire to work for and stay with an employer, based on the findings of CAF-FCA's apprentice survey. Apprentices from the transportation, service, construction and manufacturing sectors across the country were asked to identify the most important factors in an employer's apprenticeship program. A journeyperson with the willingness to teach and a positive work environment were chosen by the majority.

In order to become well-rounded journeypersons, apprentices desire a variety of experiences in their on-the-job training. They need someone who will ensure that they are meeting their program requirements and that any skills gaps are being identified so they can get the help that they need. An adult-to-adult approach in which the apprentice feels like a valued part of the team can help to ensure ongoing engagement.⁶

CAF-FCA research indicates that promoting best practices for enhancing the skills of journeypersons who train will meet apprentice needs, as well as those of employers providing an important impetus for this current work.

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5 Canadian Apprenticeship Forum, *Investigating Apprenticeship Completion in Canada: Reasons for Non-Completion and Suggested Initiatives for Improving Completion* (Ottawa: CAF, 2011).

6 Canadian Apprenticeship Forum, *Recruiting and Retaining Apprentices: A Summary of Employers' and Apprentices' Perspectives* (Ottawa: CAF, 2011).

2.3 Methodology

The information in this report is drawn from interviews, internet research and insights from the Working Group.

The effective practices outlined in this report are based on findings from 81 interviews with employers, journeypersons, apprentices, employer association representatives, and training providers from various sectors, trades, and regions. Throughout all phases of the project, consultation with industry stakeholders was critical for the collection and validation of the information. In looking at the make-up of the interview candidates, most of the interviewees were from Alberta and Ontario. The employers were from the oil and gas, manufacturing, service, pulp and paper, utilities, construction, and aerospace sectors. Individuals from trades such as landscape horticulture, automotive service technician, machinist, industrial electrician, industrial mechanic (millwright), plumber, steamfitter/pipefitter, welder

participated in the interviews. A similar number of small, medium, and large employers were included in the interviews so the perspectives of employers from a variety of business sizes would be represented. For more detail about the stakeholder group, sector, trades, and regions represented among the interview candidates, see Appendix 6.2.

These interview findings were supplemented by internet research about mentoring resources focused on the skilled trades environment. The sources found are described in Appendix 6.3.

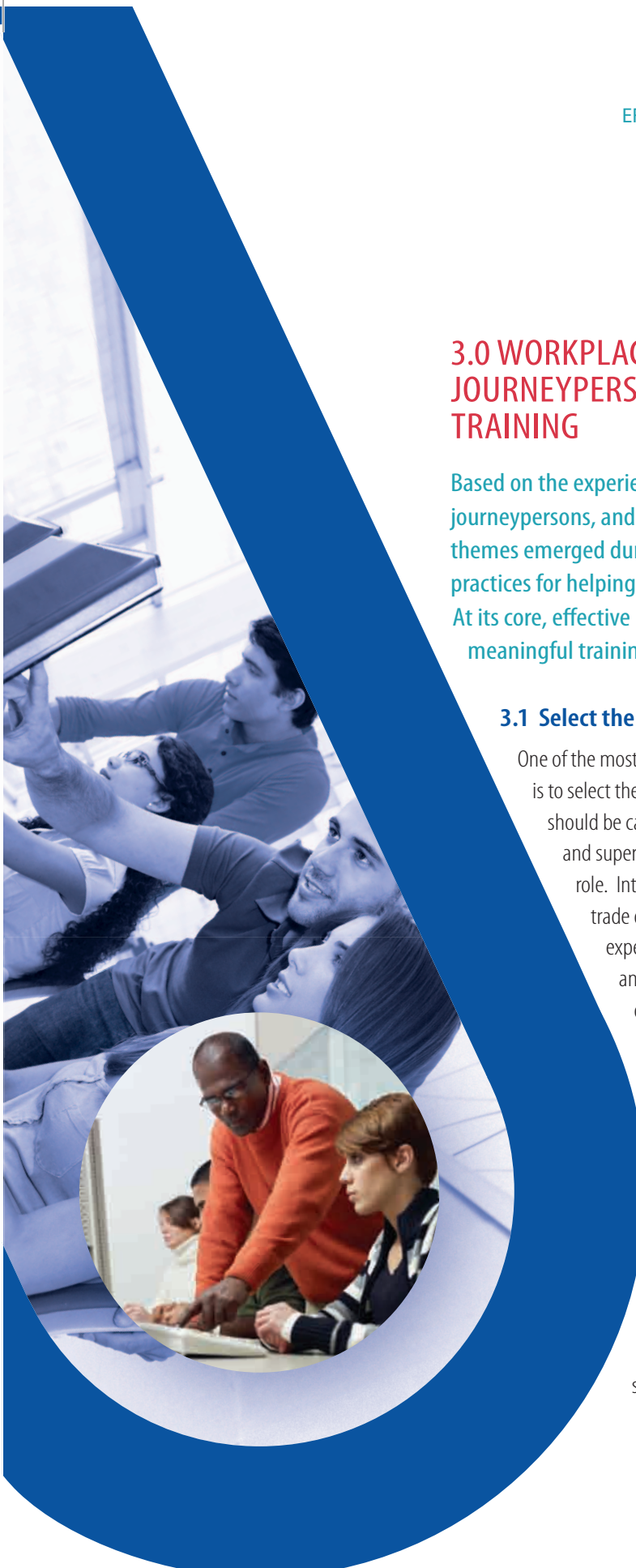


3.0 WORKPLACE PRACTICES FOR SUPPORTING JOURNEYPerson MENTORS AND APPRENTICESHIP TRAINING

Based on the experiences and expertise of employers, industry associations, journeypersons, and apprentices in a variety of trades, a number of common themes emerged during the interviews about useful tips, strategies and practices for helping journeypersons to be good teachers and trainers. At its core, effective mentoring is about making a commitment to providing meaningful training experiences for apprentices.

3.1 Select the appropriate individuals to be journeyperson mentors

One of the most important things employers can do to support effective mentoring is to select the appropriate individual to be a journeyperson mentor. Mentors should be carefully selected by talking to job stewards, superintendents, and supervisors about which journeypersons would be a good fit for this role. Interviewees had mixed responses when asked about whether trade qualifiers, individuals who achieved certification by accumulating experience in the trade and passing an examination without completing an apprenticeship program, made good mentors. Knowing the value of the apprenticeship training is important to being a good mentor and some respondents felt going through apprenticeship training oneself was crucial to developing an understanding of its value. Other respondents put more emphasis on personal attributes rather than the mentor's training path. Whether the individual was a trade qualifier or had completed an apprenticeship program, there was agreement among the interviewees that being a good mentor requires skills beyond technical competence. Leadership skills, a positive attitude, effective communication, an ability to teach others, an openness to working with younger people, and a willingness to cope with time constraints and manage the workload were all traits that should be considered when selecting a journeyperson mentor.



3.1.1 Leadership Skills

A journeyperson who is selected to be a mentor should have leadership skills at the workplace. Journeypersons who are recognized within their workplaces for their safe work practices, dedication to their work, positive interactions with fellow workers, and overall work ethic are good mentor candidates.

3.1.2 Teaching Ability

Individuals who are selected to be mentors should have the ability to teach. They need to not only show the apprentice how to do things, but should explain why things are done in a certain way. Through the teaching process, the apprentice needs to develop an ability to truly understand the concept in order to solve problems on their own in the future. Throughout the various stages of the apprenticeship cycle, journeyperson teachers need to know when to provide intense support and when to back off and let the apprentice practice their skills and learn from their own mistakes. A first year apprentice, for example, needs a lot of guidance to build their skills and confidence level whereas upper level apprentices need more opportunities to work on their own and practice their skills. Good communication skills are essential to being able to transfer knowledge and skills to apprentices. In order to earn the respect of their apprentices, journeypersons must be able to treat the apprentice as a trainee rather than a labourer.⁷

3.1.3 Openness to work with younger people

Generational differences between the journeyperson mentor and the apprentice can have a direct impact on the mentoring relationship. The work ethic, attention spans, and communication styles of younger apprentices can differ greatly from those of older journeypersons

causing journeypersons to feel disconnected from their apprentices. The journeyperson who is selected to be a mentor has to be willing to work with younger people, despite these differences. Patience is an essential character trait to ensure that the mentoring partnership is effective and the apprentice is able to learn in a supportive and calm environment.

3.1.4 Willingness to cope with time constraints and manage workload

An effective journeyperson mentor must be willing to cope with time constraints while still managing their own workload. One employer from the construction sector summarized the challenge that many interviewees expressed. He said, "I think the largest thing is that we are in a commercial environment where profit is the reason we are in business. The journeyperson is always balancing the need of making sure that the job gets done quickly and training someone so that he/she is better equipped to handle things independently in the future. Journeypersons face a very difficult balancing act. Training and mentoring must be seen as a little short-term pain for long-term gain." In trades where there is high safety risk, appropriate supervision is critical to remaining safe. In these cases, there is even more pressure on the journeyperson to appropriately oversee the apprentice while still getting the work done in an efficient manner. Not all journeypersons can handle these pressures.

3.2 Offer journeyperson training prior to mentoring

Once the appropriate journeyperson is selected, it is important to offer journeypersons training on their mentoring role, according to the interviewees. This training greatly enhances the quality of the mentoring partnership. For many of the journeypersons interviewed, they did not receive any formalized training on how to be an effective mentor. Among those employers who did offer training, the most common method of training journeypersons was by offering one-day workshops. During the workshops, journeypersons are taught about the apprenticeship

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⁷ See Resource Training Organization, *Apprenticeship Toolkit – A Guide for Navigating the BC Apprenticeship System* (2012) at <http://apprenticeshiptoolkit.ca/on-the-job/#training-tips-mentoring> and Canadian Apprenticeship Forum, *Employer Toolkit: Section 3: A Journeyperson's guide to apprentice training* (Ottawa: CAF, 2012), 5.

program. Required tasks in each year of the apprenticeship are reviewed so the journeyperson knows what they are supposed to be covering. Journeyperson participants are given instructions on how to use the training manuals and are told about the procedures for reviewing and signing off on log books. Journeypersons are also taught the basic principles of mentorship such as the roles and responsibilities of the mentor and the apprentice, how to cope with different learning styles, instruction on how to facilitate meetings, and assessment techniques. The most commonly utilized forms of assessment journeypersons are taught about include written assessments, demonstration of skills, and observation. The workshops were typically delivered in a classroom setting and journeypersons were given the opportunity to practice their skills through scenario-based exercises. Less formal training can be given, but it was agreed journeypersons do need to be prepared for their role as mentors.

3.3 Create a training plan with the journeyperson

Providing some structure around the training is the most beneficial thing employers can do to help journeypersons. A sample training plan may list the skills to be developed, the work tasks required to develop those skills, a schedule for completing the work tasks, and a plan for monitoring progress.⁸ The identification of learning objectives and outcomes helps journeyperson mentors to provide their apprentices with on-the-job training that aligns with the trade and provincial/territorial standards. For the Red Seal trades, the National Occupational Analysis and Essential Skills Profiles will indicate the skill requirements.

Employers who were interviewed provided examples of the types of training plans that they create. Some employers start off by creating a long-term skills development map for new apprentices to outline work

requirements and placements. Within this map is an occupation-specific checklist that outlines the critical tasks required of apprentices at the various stages of their apprenticeship program. The mapping process ensures reliable identification of required skills and consistent training and recording processes for each occupation-specific task. The specific tasks and number of iterations performed are assessed and recorded in detail. These checklists were developed by linking operational nomenclature with the National Occupational Standards for each trade. For example, if an apprentice is required to build or dismantle a compressor, a nomenclature identifier has been extracted from the standards to allow for quick reference to identify what skills are required to complete the task and to indicate if the apprentice is qualified to complete it. The checklists serve as a benchmarking tool for journeypersons to assess the apprentice's strengths and weaknesses as they move through the various levels of the program.



⁸ Resource Training Organization, *Apprenticeship Toolkit – A Guide for Navigating the BC Apprenticeship System* (2012). <http://apprenticeshiptoolkit.ca/on-the-job/#develop-a-training-plan>

After it is developed, the training plan can be shared with the apprentice in order to ensure both the mentor and apprentice are clear about training objectives and tasks. To facilitate this information sharing between the mentor and the apprentice, the Construction Owners Association of Alberta (COAA) provides users with an “Mentoring Action Plan” template as part of their overall Apprentice Mentoring Program. The template guides mentors on how to review with the apprentice training objectives, provides a list of the assignments or training recommendations, and encourages the setting of target completion dates for achieving the objectives. By completing the “Mentoring Action Plan” together, both the mentor and the apprentice have a clear development path to follow throughout the training.⁹

⁹ COAA, *Apprentice Mentoring Program: A Best Practice of the Construction Owners Association of Alberta* (Calgary: COAA, 2007). <http://www.coaa.ab.ca/Portals/0/Downloads/BP%20Workforce/AMP-Apprentice%20Mentoring%20Program.pdf>. For the Mentoring Action Plan template see A-8 under: <http://www.coaa.ab.ca/WorkforceDevelopment/WorkforceLibrary/ApprenticeMentoring.aspx>

3.4 Implement the training plan and do ongoing monitoring and evaluation

Once the training plan is developed, interviewees agreed it is important to implement the plan and monitor progress throughout the training period.

3.4.1 Formal apprentice rotations

Employers and journeypersons can ensure the apprentice learns a variety of tasks if they there is a process around apprentice rotations. Establishing a process ensures that apprentices receive a well-rounded training experience that will broaden their skill sets. The size of the organization, the scope of work and/or specialty of the organization and the demand to meet production targets can hinder the ability of an organization to provide its apprentices with a full range of training experiences. Employers provided examples from their workplaces about how they have formalized the process to ensure training in a range of areas, but it was noted ensuring a variety of work experiences for the apprentices was an ongoing challenge.

To keep track of what the apprentices were learning, one employer required the apprentices to document their work days in journals. The journals provided each on-site journeyperson with a written account of what tasks the apprentices have performed and what areas they require additional practice in for each rotation.

Another employer rotates apprentices to different work centres where apprentices train under various journeyperson mentors. At the end of the four year training period, the apprentices have worked within four work centres. This rotation system ensures the apprentices learn all aspects of the trade. Apprentices also learn



from journeypersons with varying teaching styles and techniques. While working on the job site, apprentices wear green hardhats affixed with a sticker indicating their level in the apprenticeship program. The sticker indicates to the journeypersons what the apprentices can do and whether or not the trainees require extra assistance or supervision.

3.4.2 Provide journeypersons with processes and tools

Establishing a set of criteria and a schedule to formalize performance evaluations is a best practice that helps journeypersons assess whether apprentices are learning at the required level. The outcomes of these evaluations can provide direction on areas that require practice. Helping journeypersons appropriately evaluate apprentices was considered very important by the interviewees. Targeted assignments linked to learning objectives, evaluation forms, and bi-weekly meetings to discuss areas of improvement were all ways employers used to help their journeypersons assess apprentices' skills development.

One employer gives out field assignments that outline specific tasks and/or scenarios that must be completed by apprentices and assessed by their mentors in the field. The field assignments provide apprentices with the opportunity to practice the skills and are linked to specific learning objectives in the training plan. The journeypersons tasked with assessing the apprentices' performance are able to provide immediate feedback on the specific task areas in the assignment. Afterwards, retention testing is done to determine what the apprentices absorbed and to identify gaps in knowledge that can be addressed in subsequent training.

Another employer reported that his journeypersons do apprentice evaluations on a quarterly basis based on observation and skills demonstrations. Apprentice Quarterly Evaluation forms identify whether the skills "need improvement" or are "satisfactory" in relation to the training schedule. Various skills are evaluated including safety practices, communication skills, work ethic, job planning, and technical skills. Journeypersons have

The apprentices who were interviewed spoke positively about learning a variety of skills during their training and the commitment of journeypersons to a well-rounded training experience.

"I like to put myself in new situations. If there is an opportunity for me to learn something, I am there. Also, the company will let me know if there is something that I haven't experienced, and they will give me the opportunity to go and work on that job."

Apprentice Sheet Metal Worker

"Yes, I do get exposure to the full range of tasks. I think that this is due to the attitude of the journeypersons in the shop. They know that someday they will be retired and I am the next one coming up. When I am in their shoes, I will be the one reviewing content with apprentices. New entrants are viewed as the future of the trade. They take the time to do a little bit now, which will work out in the long run for everybody."

Automotive Service Technician Apprentice

space on the form to describe the tasks covered within the quarter and to explain any “needs improvement” ratings. The forms are signed by the supervisor and the apprentice.

In the first six months of training, apprentices are assessed monthly by the apprenticeship program supervisor, according to one employer. During the last six months of training, they are assessed bi-monthly. During these assessments, the apprentices demonstrate their skills and progress is evaluated. In addition, apprenticeship coordinators routinely interact with apprentices in the training yard within the first year of training and provide targeted feedback on tasks that need to be improved. For the remaining three years of apprenticeship training, the operational supervisors conduct bi-monthly reviews with each apprentice. After the apprentices’ third and fourth year of training, a gap analysis is conducted, based on the trade tasks and field observation findings, to identify areas where they need more practice or instruction. Depending on the needs identified, the

apprentices may be reintroduced into training for specific tasks, be assigned to jobs that meet the requirements, or complete refresher training courses. The gap analyses help to ensure that the apprentices have a wide range of competencies and are prepared to write their Red Seal examinations.

One interviewee said he used an online form comprised of drop-down boxes that identify what tasks are performed on the job on a daily basis. For each of the tasks selected, a piece of evidence related to the task such as a photo, drawing or document can be uploaded to the site. As the form is completed, it becomes a collection of an individual’s unique “work story.” In addition to what the apprentice provides, a section of the form allows the employer to rate the individual’s performance on each task using a zero to three scale. The apprentice and employer comments are compared and used to inform discussions about performance.

Another employer has his journeyman and apprentice spend time recording goals of what they hope to achieve in the next three to four months of training. When the time comes for evaluation, the journeyman does an evaluation based on his or her observations of the apprentice’s work and the apprentice completes a self-assessment. The documents are compared to the original goals that were outlined and any gaps are identified. New training goals are established.

In another example, one employer encourages their journeyman mentors to conduct meetings with their apprentices for one hour on a weekly basis. Mentors are encouraged to determine a topic to discuss or a specific



task to perform during each meeting. The meeting is an opportunity to discuss concerns or areas that require attention. The employer provides journeypersons with a “Mentoring Meeting Record” that summarizes the key points of the meetings and highlights action items. The record is to be signed by the mentors and the apprentices to hold both parties accountable to following through on the action items.

As a part of the evaluation process, many interviewees also talked about the use of log books, which are referred to as “task” or “blue books” and issued by the provincial or territorial apprenticeship authority. Some interviewees believed there was room for improvement when it came to tracking in the log book because they did not feel they were used frequently enough. Others felt the log books were being used appropriately in the workplace. One employer from the construction sector commented positively about the use of the log book, “The log book allows us to make sure that our apprentices are well-rounded. The journeyperson on site fills in the percentages of the different types of work that the apprentice is working on and this information will be sent to the office so that the hours can be incorporated.”

3.5 Provide journeypersons with mentoring approaches

In addition to providing journeypersons with a training plan and evaluation mechanisms, it is helpful to share mentoring approaches and processes, according to the interviewees. Giving journeypersons insights into how to facilitate structured discussions is useful because they may struggle to explain difficult tasks or to provide critical feedback. Examples of effective approaches and processes are outlined in the BuildForce Canada Mentoring Program’s “5-Minute Mentoring Talk.” This talk provides a process for teaching the apprentice a skill or talking to them about a mistake. The talk provides specific phrases that journeypersons can use.¹⁰

3.6 Provide ongoing support and training for journeyperson mentors

In addition to providing mentoring courses when journeypersons are first selected to be mentors, refresher training courses or meetings are often necessary to make sure journeypersons are reminded of mentoring concepts such as effective communication and adult learning. Another approach some employers use is to have journeypersons mentor one another so they always have a designated person they can go to for advice.

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¹⁰ BuildForce Canada, *Mentorship Program: Mentor's Handbook* (Ottawa: CSC, 2009), 20.

4.0 CONCLUSION

Based on over eighty interviews with employers, journeypersons, apprentices, and trainers, the strategies, best practices, and resources presented in this report provide the practical support employers need to guide journeypersons who train apprentices in the skilled trades.

Selecting the appropriate person to be a journeyperson mentor is an important first step. In potential journeyperson mentors, employers look for traits such as leadership skills, teaching abilities, a willingness to work with young people, and an ability to manage time constraints and workload. Journeypersons who are recognized within their respective workplaces by fellow workers, supervisors and employers for their safe work practices, dedication to their work, positive interactions with fellow workers, and overall solid work ethic should be mentors so they can pass on their positive traits to younger workers. By playing a leadership role on site and by earning the respect of their supervisors, colleagues, and apprentices, mentors can motivate all workers to improve their skills and productivity.

Journeypersons, even though they may have natural abilities as leaders and teachers, also benefit when they are taught more formally about mentoring, adult learning, and communication. When thinking about communication with apprentices, industry associations have guides that provide examples of processes that teach mentors about listening, receiving feedback, and resolving conflicts.

There are also instructions on how to develop lessons for the apprentice so the journeyperson can more effectively teach the main concepts.

These resources are important given the fact that many journeypersons are technically proficient, but do not have experience teaching others. Ongoing refresher courses are helpful.

Developing a training plan with journeypersons helps them to understand the content they need to teach the apprentices. Establishing criteria for performance evaluations, monitoring task lists, and using the log book are important processes and tools to assess if the apprentices are developing at the required level and pace. At the workplace, employers are using training plans, targeted field assignments, evaluation forms, journals, and records of meetings as tools that help journeypersons further structure the training apprentices receive. Only through some kind of tracking can



skill gaps be identified and addressed. If possible, an approach or method around rotating the apprentices ensures they obtain all the work experiences required. Guidance and support around creating and implementing training plans can significantly assist the journeyperson doing the workplace training and keeps the apprentices on-track.

Overall, the interviewees agreed that employer commitment to effective mentoring in the workplace is a significant determinant in the implementation of successful initiatives.

5.0 RECOMMENDATIONS

The following recommendations are based upon insights from the interviewees and the Working Group.

5.1 Educate employers and journeypersons about the value of apprenticeship

For employers and journeypersons, the first important step to effective mentoring is making a commitment to apprenticeship training. It has to begin with a belief in the value of apprenticeship training, passing down knowledge to younger workers and providing apprentices with meaningful work experiences. Ongoing efforts to engage industry on the topic of training are necessary. As one employer from the service sector commented, "I would say that in my industry, it is a lack of education in the advantages of having a training and mentoring apprenticeship program. I know from hiring journeypersons that our corporate culture is completely different from what apprentices have been exposed to in any place that they have worked. Typically, an apprentice is hired, given a broom, shoved into a shop, and told to make out the best they can. This is just not the right way to do it. I would say that the main barrier is the lack of awareness on the part of the shop owners and operators." Investing upfront in the training of apprentices helps to develop new workers who have the skills, knowledge and abilities required to sustain the skilled workforce in the future.

5.2 Talk to employers about the business case for training

Many employers remain skeptical about having their journeypersons take the time to train apprentices when the pressure to produce is so intense. Sharing information about the business case for apprenticeship is required. To further support training, many employers who were interviewed, especially those with smaller businesses, emphasized the importance of government funding, grants and tax credits. Financial supports and aid that employers can provide to their apprentices further supports retention and completion.

5.3 Share information about existing mentoring resources

Employers can save time and energy if they use existing mentoring resources and templates that provide step-by-step information. These resources and templates facilitate effective mentoring relationships, document training and help evaluate progress. Some employers who were interviewed did not know about these resources, suggesting more awareness is needed.

5.4 Support efforts to prepare individuals for apprenticeships

New apprentices need to enter their apprenticeships with the appropriate foundational knowledge and Essential Skills. When apprentices enter the workplace with these skills, journeypersons have to spend less time reviewing the basics and can start teaching more complex concepts. This preparation helps journeypersons who are often managing tight time constraints and a heavy work load.

5.5 Educate journeypersons about how to mentor apprentices

Many interviewees noted that the generational differences between journeyperson mentors and apprentices can create tension. Educating journeypersons about the learning styles, preferences and motivations of apprentices through workshops can foster more collaborative mentoring partnerships.

5.6 Offer journeypersons communications courses

When it comes to providing clear direction, delivering constructive feedback, responding to questions and explaining why certain processes and steps are followed, journeypersons often experience difficulties in communicating with their apprentices. Journeypersons benefit from completing courses on effective communication.

Communication issues can also arise when journeypersons from other countries do not share a common first language with the apprentices. While some larger organizations may be able to provide English as a Second Language (ESL) training internally, other organizations can form partnerships with ESL training providers in the community to assist them in providing language training.

5.7 Support full-time coordinator positions

The responsibility for the management of apprenticeship programs is often assumed by personnel employed full-time to serve another function, such as an HR practitioner or training manager. A full-time person dedicated to apprenticeship is preferable. Interviewees recognized that it can be a challenge in many organizations to sell such a concept to upper management, but they did believe such positions were important. These individuals help journeypersons by providing information on training content, ensuring consistency in the training and managing administrative activities.

5.8 Provide journeypersons easy access to materials

Many journeypersons interviewed commented that it can be challenging to provide apprentices with the most relevant and applicable learning experiences possible when they are unaware of the training standards. Journeypersons explained that having this information would give them more confidence in their ability to prepare their apprentices for upcoming training modules and examinations. For many trades, this information already exists through National Occupational Analyses or Essential Skills profiles on the Red Seal or provincial/territorial apprenticeship authority websites, but journeypersons need to know how to access the information. Creating this awareness is especially important in cases where the journeyperson is working in a smaller organization and does not have support from an HR manager. Some journeypersons said they would like more information on how to integrate meaningful learning experiences into their daily work with apprentices.

5.9 Incorporate mentoring concepts into training standards

The majority of interviewees and the Working Group agreed that fundamental mentoring principles should be integrated into each year of apprenticeship training. All apprentices require an opportunity to learn about these concepts, no matter the size of their organization. Such training would encourage apprentices to value mentoring and would make them better mentors to the next generation of workers.



6.0 APPENDICES

6.1 Appendix Glossary of Terms¹¹

Apprentice	A person who works in a trade, occupation or craft under an agreement or contract and is registered with the Apprenticeship Authority. The apprentice learns the knowledge, skills, tools and materials of the trade, occupation or craft through on-the-job training and technical instruction under the supervision of a certified journeyperson.
Apprentice On-the-Job Training Standards/ Record Book (Logbook)	A booklet issued to registered apprentices in which acquired skills, knowledge and time worked at a trade are recorded. The name given to the book may differ between provinces and territories.
Apprenticeship	A structured system of supervised training leading to certification in a designated trade, occupation or craft. It is systematic programs of on-the-job training supplemented by technical instruction in which an apprentice gains experiential learning and develops skills.
Apprentice Program Outline	A list of topics and performance objectives to be learned during each period of an apprenticeship program's technical training.
Certificate of Qualification	A certificate issued to a candidate who has successfully completed an apprenticeship program or has met all the requirements of a trade and has attained the prescribed pass mark on the certification examination to qualify as a journeyperson in that trade.
Certification	The acquisition of a Certificate of Qualification.

¹¹ See Glossary *National Apprenticeship Survey Canada Overview Report, 2007*: <http://www.statcan.gc.ca/pub/81-598-x/81-598-x2008001-eng.pdf>

Competency-Based Learning	Training aimed at acquiring discrete sets of associated task-based skills and knowledge that, in combination, make up the performance requirements of an occupation, profession or trade.
Designated Apprenticesable Trade	A trade that has been formally recognized through provincial or territorial legislation for apprenticeship training and certification. The requirements for in-school and on-the-job training as well as level and certification examinations are outlined in the trade regulations.
Designated Red Seal Trade	A trade or occupation that has been designated by the Canadian Council of Directors of Apprenticeship (CCDA) for inclusion in the Interprovincial Standards "Red Seal" Program. The training and certification is based on a national occupational standard, and provinces and territories participating in the program for that trade or occupation are permitted to affix a Red Seal to the certificates of candidates who meet the standard.
Employer	A person, corporation, partnership, unincorporated association, or a municipal, provincial or other public authority eligible to sign an Apprenticeship Agreement with an apprentice.
Journey person	A formally certified, fully-skilled worker whose combined work experience and training satisfy all the requirements demanded of those who practice in a designated trade.

National Occupational Analysis (NOA)	A document that details tasks and sub-tasks performed by workers in a trade or occupation. The National Occupational Analyses for Red Seal trades are developed by industry practitioners under the guidance of the federal government and with the assistance of the provinces and territories. The National Occupational Analysis is used as the base document to develop an interprovincial Red Seal examination. The CCDA recognizes the occupational analysis as the national standard for the occupation.
On-the-Job Training	The component or portion of an apprenticeship training program where apprentices spend time working on-the-job site learning the skills of the trade under the supervision of a journeyperson.
Program Standards	Expectations of performance and achievement for certification in a particular trade. These standards include pass marks, quality assurance, program progression criteria and certification criteria.
Red Seal	A nationally registered trademark symbol adopted for the Interprovincial Standards Program to signify interprovincial qualification of tradespersons at the journeyperson level. It is affixed to the provincial and territorial Certificates of Apprenticeship and Qualifications of those apprentices and tradespersons who have met the national standard in a Red Seal trade.
Red Seal Designated Trade	A trade that has been designated by the CCDA for inclusion in the Interprovincial Standards Program. The training and certification are based on a national occupational standard, and provinces and territories are permitted to affix a Red Seal to the certificates of candidates who meet the standard.
Scope of a Trade	The range or extent of skills required or tasks performed in a particular trade or occupation.

Training Standards

A set of standards set within a trade or occupation to ensure apprentices receive training that will lead to certification at the journeyperson level. They include:

- a.** standards of in-school instruction
 - i.** qualifications of instructors;
 - ii.** program development;
 - iii.** training aids, models and equipment;
 - iv.** facilities;
 - v.** ratio of apprentices to instructors; and,
 - vi.** other factors that contribute to quality training.

- b.** standards of on-the-job training
 - i.** qualifications of trainer;
 - ii.** variety and level of work available to the apprentice;
 - iii.** facilities and equipment;
 - iv.** monitoring of training by apprenticeship field staff;
 - v.** ratio of apprentices to journeypersons; and,
 - vi.** other factors that contribute to quality training

6.2 Appendix Description of Interview Participants

A total of 81 interviews were conducted for this project. The following tables provide detailed breakdowns of the interviews conducted with each stakeholder group.

Stakeholder Group 1: Employers (30 Interviews)

Province	Number of Employers Consulted
British Columbia	2
Alberta	10
Saskatchewan	2
Manitoba	1
Ontario	9
Nova Scotia	1
New Brunswick	2
Prince Edward Island	1
Newfoundland and Labrador	2

Sector	Number of Employers
Oil and Gas	3
Manufacturing	4
Service	7
Pulp and Paper	1
Utilities	4
Construction	10
Aerospace	1

Trade	Number of Employers
Arborist/Utility Arborist	2
Automotive Service Technician	5
Auto Body Repairer	2
Boilermaker	2
Bricklayer	2
Carpenter	4

Trade	Number of Employers
Construction Electrician	3
Diesel Engine Mechanic	1
Electrician	1
Gas Fitter	1
Gas Turbine Repair & Overhaul Technician	1
Heavy Duty Equipment Technician	5
Heavy Equipment Operator	2
Hoisting Engineer	1
Industrial Electrician	10
Industrial Mechanic (Millwright)	10
Instrumentation and Control Technician	4
Insulator (Heat and Frost)	1
Iron Worker (Generalist)	1
Landscape Horticulturist	1
Machinist/Machinist (C.N.C)	4
Metal Fabricator (Fitter)	3
Painter and Decorator	2
Plumber	5
Powerline Technician	2
Power System Electrician	2
Refrigeration and Air Conditioning Mechanic	2
Relay and Instrumentation Technician	2
Rig Technician	1
Scaffolder	1
Sheet Metal Worker	2
Steamfitter/Pipefitter	6
Steel Detailer	1
Tool and Die Maker	2
Welder	7

Size of Business	Number of Employers
Small (10 to 100 employees)	8
Medium (100 to 499 employees)	9
Large (500+ employees)	13

Stakeholder Group 2: Trade/Sector Associations (18 Interviews)

Province	Number Consulted	Sector
National	2	Agriculture Landscape
British Columbia	3	Electricity Construction (2)
Saskatchewan	3	Tourism
Manitoba	2	Construction Aerospace
Ontario	1	Landscape Horticulture
Quebec	2	Construction
Nova Scotia	1	Boat Building
New Brunswick	1	Not identified
Newfoundland and Labrador	3	Construction

Stakeholder Group 3: Training Providers (4 Interviews)

Province	Number Consulted	Sector/Industry	Type of Organization
Saskatchewan	1	Varied	Community College
Manitoba	1	All Trades	Private Training Provider
Ontario	1	Construction	Community College
Nova Scotia	1	All Trades	Community College

Stakeholder Group 4: Apprentices (13 Interviews)

Province	Number Consulted	Sector/Industry	Trades
Alberta	2 (Male) 1 (Female)	Oil and Gas	Industrial Electrician Industrial Mechanic (Millwright) Steamfitter/Pipefitter
Saskatchewan	1 (Male)	Service	Sheet Metal Worker
Ontario	3 (Male)	Food Processing Service Construction	Industrial Mechanic (Millwright) Industrial Electrician Drywall Finisher/Plasterer
New Brunswick	2 (Female)	Service Manufacturing	Automotive Service Technician Industrial Mechanic (Millwright)
Newfoundland	4 (Female)	Construction Service	Carpenter Plumber Millwright Automotive Service Technician

Stakeholder Group 5: Journeypersons (10 Interviews)

Province	Number Consulted	Sectors/Industry	Trades
British Columbia	1 (Female)	Construction	Scaffolder
Alberta	1	Service	Automotive Service Technician
Saskatchewan	1	Service	Plumber
Ontario	3	Construction	Glazier
Newfoundland and Labrador	3 (Male) 1 (Female)	Construction Service	Plumber Welder Pipefitter Automotive Service Technician

Stakeholder Group 6: Government (3 Interviews)

Province	Number Consulted
Alberta	1
Yukon	1
Prince Edward Island	1

Stakeholder Group 7: Union Trainers (3 Interviews)

Province	Number Consulted	Trade
Manitoba	1	Mechanical trades
Ontario	1	Automotive
Newfoundland and Labrador	1	Plumbing/Pipefitting/Welding

6.3 Appendix Mentoring Resources

Source	Resource Name	Description	Web Link
Alliance of Manitoba Sector Councils	Manitoba Mentors	<ul style="list-style-type: none"> - Mentors are recruited and protégé are referred to program - Manitoba Mentors matches a mentor with a protégé based on shared interests 	http://manitobamentors.ca/index.php
Automotive Sector Council of Nova Scotia	Mentorship Strategy	<ul style="list-style-type: none"> - Online information guide on mentoring that addresses: <ul style="list-style-type: none"> • Benefits to employers, journeypersons and apprentices • 8 step automotive mentorship process • Common traits of successful mentors • Mentor incentive plans • Apprentice and mentor performance evaluations 	http://automotivesectorcouncil.ca/index.php/strategies/mentorship
BC Association for Crane Safety	Online Logbooks	<ul style="list-style-type: none"> - Guides new operators and tracks their progress as they gain crane operating experience - Operator updates logbook and employer verifies the entries 	http://www.bcacs.ca/index.php/employer/hiring_an_apprentice_trainee/

Source	Resource Name	Description	Web Link
Canadian Agricultural Human Resource Council	On-the-Job Training (OJT) Video, Mobile Apps and Reference Guide	<ul style="list-style-type: none"> - Video describes how to use the Job Instruction Method to train new or inexperienced workers to perform new skills safely and productively - Apps allow employers to view short video clips of Job Instruction Method and track employees' on-the-job training - Reference Guide consists of two booklets and four Job Instruction cards 	http://www.cahrc-ccrha.ca/resources/job-training-landscape-horticulturists
Canadian Apprenticeship Forum	Employer Toolkit	<p>Section 3: <i>A Journeyperson's guide to apprentice training</i> provides journeypersons with key information about training and mentoring apprentices including:</p> <ul style="list-style-type: none"> • 5 key tasks for journeypersons, • 6 ways to do them well, • Worksheet templates that provide direction on: getting to know the apprentice training program; getting to know one's apprentice; beginning with the basics; planning the training with the apprentice; starting training; addressing one's need for mentoring training; and identifying training opportunities. 	http://caf-fca.org/index.php?page=employer-toolkit&hl=en_CA

Source	Resource Name	Description	Web Link
Canadian Roofing Contractors' Association	Careers In Roofing: Pre-Apprenticeship Training for Roofers	<ul style="list-style-type: none"> - Training outlines for various types of roofing - Guidelines for Coaches and Mentors, and for Workplace Coaching Skills 	http://www.roofingcanada.com/html/careersinroofing/Preapp.html
Trucking Human Resources Canada	Coaches, Mentors and Assessors	<ul style="list-style-type: none"> - Professional development programs for those who coach newly trained drivers when they are first hired, mentor experienced drivers when they first join a fleet, or assess newly trained or newly hired drivers - Coach, mentor and assessor programs are available with learner and instructor guides 	http://www.cthrc.com/en/catalog/1
Construction Owners Association of Alberta (COAA)	Apprentice Mentoring Program (AMP): A Best Practice of the Construction Owners Association of Alberta	<ul style="list-style-type: none"> - Sample forms and templates for mentee and mentor applications, mentoring agreement, mentoring action plan and AMP evaluation - AMP implementation tools and job descriptions related to AMPs - Presentations for targeted orientation sessions 	http://www.coaa.ab.ca/WorkforceDevelopment/WorkforceLibrary/ApprenticeMentoring.aspx

Source	Resource Name	Description	Web Link
BuildForce Canada	Mentorship Program	<ul style="list-style-type: none"> - Program materials provide information and tools to help employers implement successful mentoring programs - Complete package includes: <ul style="list-style-type: none"> • Implementation Guide and Background Materials • Mentor’s Handbook • Learner’s Handbook • DVD with Six Steps to Mentoring video • Quick reference cards • At a Glance card to implement selected aspects of program • CD with all supporting materials 	Mentorship Program: http://www.csc-ca.org/en/products/mentorship-program
	Aboriginal Construction Careers website: How-To Kit for an Aboriginal Construction Career Awareness, Recruitment and Retention Program	<ul style="list-style-type: none"> - Assessment for determining need for coaching or mentoring - Adapting a mentoring program for Aboriginal employees - Questions to consider for Aboriginal mentoring program 	Section 6: Succeeding with Hiring and Retention – Long-term Success – Some Special Considerations and Case Studies – The Hiring Process in Canada’s Construction Industry: http://www.aboriginalconstructioncareers.ca/toolkit/step-5-coaching-and-mentoring-long-term-success

Source	Resource Name	Description	Web Link
Department of Advanced Education and Skills, Government of Newfoundland and Labrador	Journeyman Mentorship Program (JMP)	<ul style="list-style-type: none"> - Program provides financial contributions to eligible employers to fund a journeyman mentor to support apprentices on the job - Eligible trades (33) include those provincially recognized trades that require 4,500 hours or more of combined training and work hours - Journeyman mentors may be: <ul style="list-style-type: none"> • Certified tradespeople with at least 5 years of experience in their trade who are currently employed in their field or retired from their field • A journeyman who an employer chooses to commit to being a full-time mentor to apprentices 	http://www.aes.gov.nl.ca/foremployers/journeymanmentorship.html
Department of National Defence	Mentoring Handbook	<ul style="list-style-type: none"> - Document explains fundamental principles of effective mentoring relationships and shows how mentoring is linked to leadership - Annex includes a mentoring agreement 	http://publications.gc.ca/collections/collection_2013/dn-nd/D2-317-2007-eng.pdf

Source	Resource Name	Description	Web Link
Electricity Human Resources Canada	Coaching & Mentoring Toolkit	<ul style="list-style-type: none">- Online resource to help organizations and employees develop their coaching skills- Toolkit encourages knowledge transfer and skill development throughout organization, explaining how to build a support network and receive ongoing guidance from more experienced employees	http://electricityhr.ca/our-work/projects-programmes/succession-planning/
Ellis Chart	National Occupational Profiles Essential Skills Profiles	Information to help employers and journeypersons identify trade specific competency requirements	http://www.ellischart.ca/home.jsp
Grand Erie Training and Adjustment Board	An Employer Guide to Mentoring	<ul style="list-style-type: none">- Guide on mentoring in the workplace that includes:<ul style="list-style-type: none">• Steps to develop a mentoring program• Mentee and mentor self-assessments• Checklists for effective mentoring programs	http://www.workforceplanningboard.org/files/upload/Employer_Guide_to_Mentoring.pdf

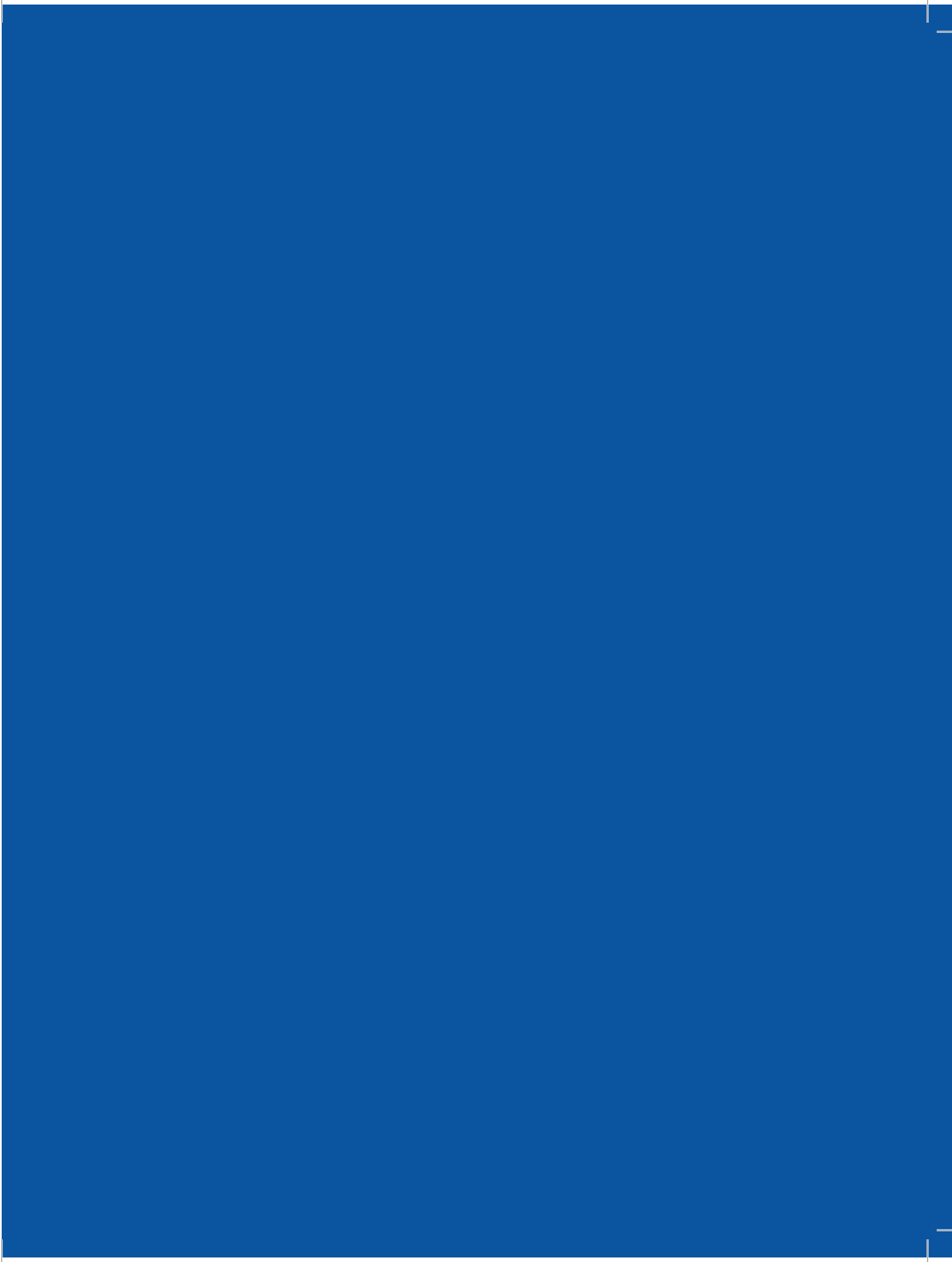
Source	Resource Name	Description	Web Link
Hamilton Skilled Trades Apprenticeship Consortium	Apprentice Mentor Program	<ul style="list-style-type: none"> - As part of apprenticeship program, third party mentor identifies potential issues between stakeholders, playing a key role in preventing problems and maintaining effective mentoring in the workplace - Apprentice and mentor discussion form is available online 	http://www.hstac.ca/app_mentor.html
Hydro One	Apprentice Mentorship Workshop	<ul style="list-style-type: none"> - One-day workshop to teach journeypersons the fundamentals of mentoring Powerline Technician (PLT) apprentices. - Topic areas in the course include: <ul style="list-style-type: none"> • Overview of the goals of the apprenticeship training program • Overview of the tasks covered in each year of apprenticeship training • Instruction on how to utilize the training manuals and procedures for reviewing and signing-off log books • Roles and responsibilities of the mentor • Evaluation and assessment techniques and procedures 	http://www.hydroone.com/OurCompany/Pages/default.aspx

Source	Resource Name	Description	Web Link
Nexen Inc.	“Teaching On-the-Job” Course	- Four hour classroom-based mentoring course delivered to Nexen Inc. journeypersons and apprentices that focuses on the following topics: <ul style="list-style-type: none"> • Adult learning principles • Coaching techniques • Learning styles • Communication skills 	http://www.nexeninc.com/
Nova Scotia Apprenticeship Training and Skill Development Division	Workplace Mentoring	- Mentoring workshops - Course materials for workplace mentoring include: <ul style="list-style-type: none"> • Resources and tools • Content and activities • Stop and check 	http://apprenticeship.nsc.ca/mentoring/index.htm

Source	Resource Name	Description	Web Link
Resource Training Organization (RTO)	The Apprenticeship Toolkit: A Guide for Navigating the BC Apprentice System	<p>- Online resource that addresses:</p> <ul style="list-style-type: none"> • Roles and responsibilities of apprentices, journeyperson mentors and employers; • Developing a training plan; • Training tips; and • Reporting work-based hours <p>As a best practice for guiding work experiences and training, it suggests the development of a training plan prior to each level of apprenticeship training that identifies the competencies required for each level. Such a training plan can be developed by a training committee for each level of apprenticeship training to clearly identify the training paths for the various levels of training and on-the-job learning.</p>	http://apprenticeshiptoolkit.ca/on-the-job/#training-tips-mentoring

Source	Resource Name	Description	Web Link
Saskatchewan Apprenticeship and Trade Certification Commission	Saskatchewan Apprenticeship Program: Journeyperson as Trainer On-the-Job Training Guides for most designated trades	Journeyperson as Trainer: <ul style="list-style-type: none"> • Basic principles of instruction • Six steps of skills training • Best practices for journeyperson trainers On-the-Job Training Guides: <ul style="list-style-type: none"> • Training requirements • Employer training responsibility • Tasks in various levels of training 	Journeyperson as Trainer: http://www.saskapprenticeship.ca/wp-content/uploads/2012/06/JourneypersonasTrainer.pdf List of designated trades: http://www.saskapprenticeship.ca/designated-trades/
Saskatchewan Tourism Education Council (STEC)	Workplace Trainer	- Online workshop designed to help employers, managers, supervisors and others effectively train staff - Explains principles of adult learning, setting and achieving training objectives, mentoring and coaching, and evaluating, rewarding and recognizing performance - Option to write national Workplace Trainer exam (step toward national <i>emerit</i> ® Workplace Trainer certification) upon completion of course	http://www.stec.com/training/workshops/workplace-trainer

Source	Resource Name	Description	Web Link
SkillPlan – BC Construction Industry Skills Improvement Council	Six Steps to Mentoring Instructor's Guide	<p>- Resource document that includes series of modules designed to support instructors of beginning apprentices and experienced apprentices as follows, respectively:</p> <ul style="list-style-type: none"> • “Six Lessons for Apprentices” helps apprentices improve communication with his or her mentor • “Six Steps to Mentoring” presents a strategy that mentors can use when passing on a new skill or set of skills to a less experienced apprentice 	http://www.skillplan.ca/six-steps-to-mentoring-instructors-guide
Thomson Training Solutions	“You are About to be Mentored” Workshop	<p>- Workshop that explains to apprentices what the mentoring relationship entails.</p> <p>- Includes classroom-based training paired with scenario-based, practical exercises. Topics include:</p> <ul style="list-style-type: none"> • Communication styles • Active listening • Receiving feedback • Asking questions 	http://www.thomsontrainingsolutions.com/Our-Training-Expertise.html



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