

Minnesota Registered Apprenticeship Programs

**Mentoring
Guidebook**

June 2020

For more information:

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1 Introduction

This section provides information on this Mentorship Guidebook, navigation, and recognition and thanks for contributions.

1.1 Background and program delivery

This Mentorship Guidebook is provided by the Minnesota Department of Labor and Industry to help meet the **mentoring** needs of **registered apprentices** in all programs across Minnesota. The information was shaped by input from apprentices, employers, sponsors, and Department of Labor and Industry staff, and compiled from public sources and content graciously contributed by multiple apprenticeship programs (see [Recognition and Thanks](#) below).

Most Minnesota apprenticeship programs identify mentors as journeymen or others with proven technical skills who work directly with apprentices to provide critical technical training and support. Apprentices in Minnesota and elsewhere consistently recognize and appreciate the expertise and guidance that the best mentors provide. At the same time, large numbers of Minnesota apprentices also state they aren't getting the help they expect and need from mentors, and only rarely do mentors receive specific training on how to be an effective on-the-job trainer or a mentor.

This Guidebook focuses on the unique and distinct work of *mentoring* for both mentors and mentees, *not* on the field-specific technical content that mentors may also deliver. To support contemporary apprentices across all industries and jobs, the Guidebook offers best practices and exercises on key elements of effective and successful mentoring programs – focusing on creating or deepening mentor and apprentice contributions to the mentorship relationship.

In doing so, we recognize that each registered apprenticeship program will have its own approach to a mentoring program and how it is delivered, and that there are unique challenges providing non-technical mentoring support for apprentices who move among various job sites. While these topics are beyond the scope of this Guidebook, DLI welcomes the chance to work with registered apprenticeship programs to create or deepen mentorship programs.

1.2 Navigation

Following this introduction, the Guidebook has three major sections:

- The brief Process Guidance module offers some startup and kickoff ideas
- The Mentorship Framework module looks at core competencies supported by a mentorship program, program benefits, and qualities and characteristics of excellence
- The Learning Together module addresses a variety of topics central to effective and successful mentorship programs, including principles of adult learning; equity, inclusion, and diversity; and explores learning styles and how to work effectively with similarities and differences

This Guidebook is downloadable in **editable Word format** so each program can provide unique, detailed content for the relevant topics.

1.3 Recognition and thanks

This Guidebook was prepared by the Minnesota Department of Labor and Industry from public sources or contributed by employers, sponsors, agencies, and organizations that have developed their own content. We thank them all for their generosity and commitment to supporting Minnesota apprentices and apprenticeship programs.

- Apprentices, employers, and sponsors who responded to a statewide survey from the Minnesota Department of Labor and Industry in fall 2019, and whose perspectives framed the needs and provided the impetus for this resource
- Apprentice and Employer/Sponsor Advisory Teams of volunteers from around the state and across industries provided invaluable guidance and insights for this effort to provide additional resources to registered apprenticeship programs across Minnesota
- [Apprenticeship Completion and Cancellation in the Building Trades](#), Workforce Strategies Initiative program of the Aspen Institute, 2013
- [Apprenticeship Toolkit](#), JISC, a membership-based educational and tech organization in the UK; 2017
- *Four Steps to Creating a Successful Apprentice and Technician Match*, Nora Johnson, Ratchet and Wrench, 1/31/2019.
- [Healthcare Career Advancement Program](#) (H-CAP), Mentor Training. H-CAP is a national labor-management organization.
- *Mentoring for Apprenticeship -- Train-the-Trainer for On-the-Job Training*, [1199C Training and Upgrading Fund](#) (prepared for Keystone Development Partnership), February 2017.
- [Mentoring Handbook for Employers](#), FW Solutions, UK
- MRG Tool and Die, Faribault, Minnesota: Mentoring program information and sample content.
- Pequot Tool and Manufacturing, Pequot Lakes, Minnesota: Mentoring program information and sample content.
- Tooling U-SME: ideas and inspiration from their training programs. Tooling U is a non-profit educational technology and blended learning organization that produces learning management system software, certifications, and content for the manufacturing industry.
- *The Role of Mentoring in Supporting Apprentices*, UnionLearn, Trades Union Congress, London, England, 2014.
- *Yamaha Apprenticeship Program*, Yamaha Marine University, 2017.
- Also see content-specific sources in the sections below

2 Process Guidance

This module offers ideas for a matching process, introducing the program to participants, and ways to capture reflections and insights.

2.1 Process, matching

To the extent reasonable and practical, mentorship programs will have better results if they explicitly invite both mentors and apprentices to participate in the mentoring relationship. You may then wish to use some kind of formal process to gather information about mentors and mentees/apprentices, then work with groups of both mentors and mentees/apprentices to actively “match” them to support success.

2.1.1 Sample mentor matching form

Thank you for your interest in participating in our mentoring program! The goal of this program is to support a meaningful learning relationship between each mentor and mentee/apprentice. While our overall apprenticeship program teaches the skills specific to each occupation, this mentorship program focuses on broader content and understandings that apprentices need to be successful over their career. Participating mentors also benefit from these new relationships and insights.

People wishing to participate as a mentor go through a simple review process, and to the extent possible we try and match the interests of mentors and mentees/apprentices. Participants then share this introductory information with their mentorship partner.

Please take a few minutes to answer the questions below; your information will be kept confidential.

Contact Information:

Date:

Name:

Email address:

Phone number:

Job Title:

Questions:

1. Why do you want to be a mentor?
2. What experience do you have developing or mentoring others? These may be at work, in your neighborhood or community, etc.; explain whether these were with children or adults.
3. What 2-3 skills, capabilities, or characteristics do you bring that will help you be an excellent mentor?
4. What are some expectations you have for your mentee/apprentice? Which of these do you think are most important for a successful mentoring relationship?
5. What do you hope to experience or learn from this mentorship program or your mentoring relationship?
6. Use the space below for any other ideas or thoughts on how you might contribute to a successful mentoring effort.

2.1.2 Mentee/apprentice matching form

Thank you for your interest in participating in our mentoring program! The goal of this program is to support a meaningful learning relationship between each mentee/apprentice and mentor. While our overall apprenticeship program teaches the skills specific to each occupation, this mentorship program focuses on broader content and understandings that apprentices need to be successful over their career. Participating mentors also benefit from these new relationships and insights.

People wishing to participate as a mentee/apprentice go through a simple screening process, and to the extent possible we try and match the interests of mentees/apprentices and mentors. Participants then share this introductory information with their mentorship partner.

Please take a few minutes to answer the questions below; your information will be kept confidential.

Contact Information:

Date:

Name:

Email address:

Phone number:

Job Title:

Questions:

1. Why do you want to be part in this mentoring program?
2. What 2-3 skills, capabilities, or characteristics do you bring that will help you be an excellent mentee/apprentice in this mentorship program?
3. What are some expectations you have for your mentor? Which of these do you think are most important for a successful mentoring relationship?
4. What do you hope to experience or learn from this mentorship program or your mentoring relationship?
5. Use the space below for any other ideas or thoughts on how you might contribute to a successful mentoring effort.

2.2 Program introduction

As your mentorship program launches each cycle or as people enter the program, it's essential to clearly introduce the program purpose, structure, process, timeline, roles, responsibilities, and other topics to all participants. The same applies to information and resources about the broader registered apprenticeship program within which this mentoring effort rests.

The content and process for providing this introductory information will vary by program, but best practice suggests that asking both apprentices and mentors what to include is an excellent starting point.

2.3 Reflections, documentation

An option you may wish to consider as part of your program is to provide structured opportunities for both mentors and mentees/apprentices to reflect and document their mentoring experience. Examples include:

- **Meeting documentation:** Having mentees/apprentices complete “journal” entries before and after each meeting with their mentor. These could include basics like dates and times, as well as the purpose, what went well, what could you have done to make the meeting better, what can you do to make your next meeting more productive, and documentation of agreements and commitments. Similar documentation can help mentors stay focused and organized, and be accountable to their mentees/apprentices.
- **Reflections, lessons learned, and next steps:** Another option is for mentees/apprentices as well as mentors to routinely reflect on the mentorship process and progress. Examples include new insights or understandings, progress against the goals they have set, ideas for future goals or action steps, issues or challenges, successes, questions, and so forth.

Whether part of the program itself or through agreements between mentees/apprentices and mentors, these create great opportunities for sharing and mutual learning, and significantly contribute to effective and successful mentoring programs.

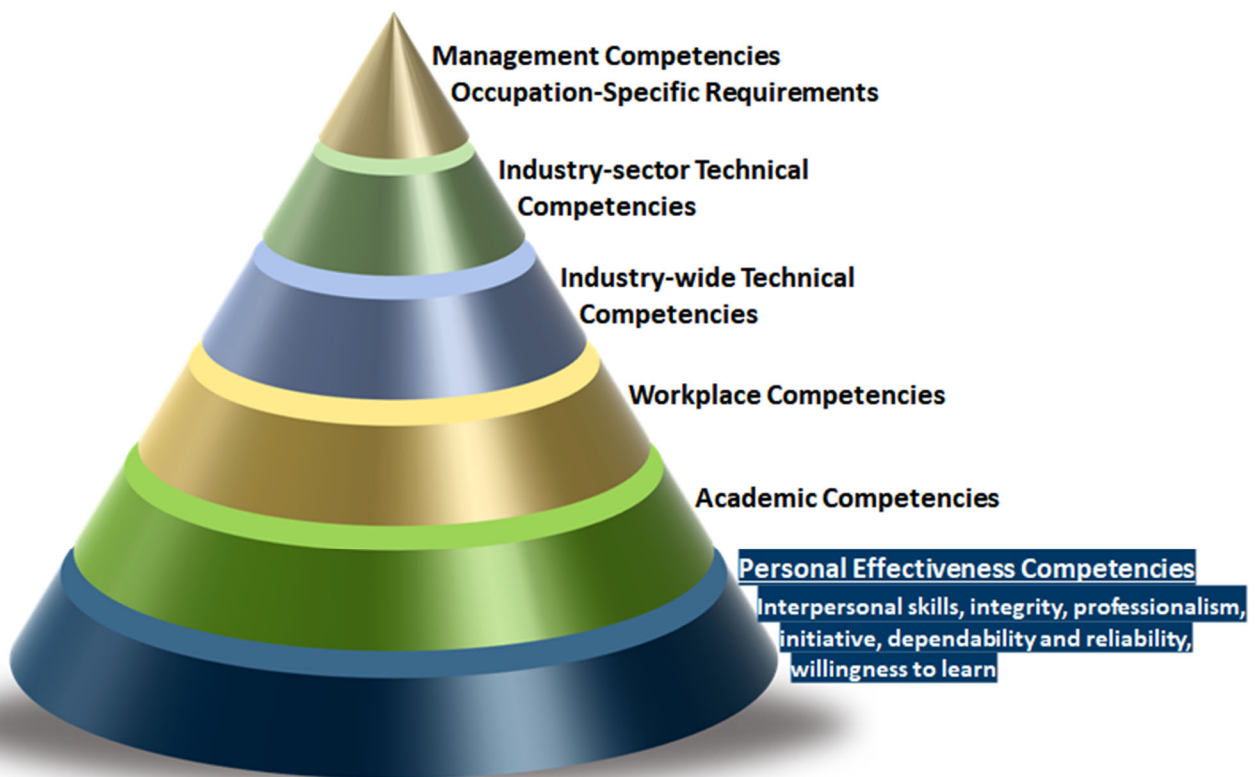
3 Mentorship Framework

This module provides information on core competencies supported by a mentorship program, program benefits, and qualities and characteristics of excellence in both mentees/apprentices and mentors.

3.1 Core competency: Personal effectiveness

Apprenticeship programs play a critical role in ensuring a skilled and competent future workforce that demonstrates excellence in all competencies as summarized in the US Department of Labor graphic below.

Mentorship programs focus on the critical foundations to this pyramid: Personal effectiveness competencies. These are described below, and form the basis for much of the content of this Guidebook.



Source: Content for this graphic adapted from the general competency model developed by the US Department of Labor (see [resources](#)) to reflect the foundational knowledge and skills needed by today's workforce. Personal effectiveness competencies are from the industry-specific version prepared in conjunction with Associated General Contractors of America.



Mentors and apprentices (about 30 minutes)

1. Make two copies of this exercise
2. For each personal effectiveness competency:
 - a. Read the description to yourself
 - b. Make a few notes in your own column
 - c. Share what you wrote with your mentor/apprentice
3. Briefly discuss how you might work together on these core competencies (Note: you will use this initial work later in a goal-setting exercise)

| Core competency: Personal effectiveness | As a <u>mentor</u> , I know this is important for <i>everyone</i> in our workplace because... | As an <u>apprentice</u> , I want to learn more about this because... |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <p><u>Interpersonal skills</u>: Display skills to work with others from a range of backgrounds</p> <ul style="list-style-type: none"> Respect the opinions, customs, and individual differences of others Interact respectfully with coworkers of different cultures, genders, and backgrounds Work cooperatively with others on the job and display a good-natured attitude Resolve conflicts and differences to maintain a smooth workflow | | |
| <p><u>Integrity</u>: Display accepted social and work behaviors</p> <ul style="list-style-type: none"> Apply ethical standards of the industry to workplace/jobsite conduct Treat others with honesty, fairness, and respect Demonstrate respect for property of customers, employer, and coworkers Take responsibility for accomplishing work goals within accepted timeframes Accept responsibility for one’s decisions and actions | | |
| <p><u>Professionalism</u>: Maintain a professional demeanor</p> <ul style="list-style-type: none"> Take pride in one’s work and the work of the organization Demonstrate self-control by keeping emotions in check | | |

| Core competency: Personal effectiveness | As a <u>mentor</u> , I know this is important for <i>everyone</i> in our workplace because... | As an <u>apprentice</u> , I want to learn more about this because... |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Accept criticism and deal calmly with stressful situations • Dress appropriately for the workplace/jobsite • Maintain appropriate personal hygiene • Refrain from substance abuse | | |
| <p><u>Initiative</u>: Demonstrate a willingness to work</p> <ul style="list-style-type: none"> • Pursue work with energy, drive, and effort to accomplish tasks • Persist at a task or problem despite interruptions, obstacles, or setbacks • Work independently and perform effectively even with little or no supervision • Demonstrate the ability to change from one task to another • Take initiative to seek out new responsibilities • Establish and maintain challenging, but realistic, work goals | | |
| <p><u>Dependability and reliability</u>: Display responsible behaviors at work</p> <ul style="list-style-type: none"> • Arrive at work fit and on time each day • Avoid absenteeism • Work accurately and quickly under pressure • Complete assignments and meet deadlines • Comply with rules, policies, and procedures such as safety, personal hygiene, personal discipline, substance abuse, employee theft, and sexual harassment | | |
| <p><u>Willingness to learn</u>: Understand the importance of learning new information for both current and future problem solving and decision making</p> <ul style="list-style-type: none"> • Participate in training opportunities • Learn new skills related to the job | | |

| Core competency: Personal effectiveness | As a <u>mentor</u> , I know this is important for <i>everyone</i> in our workplace because... | As an <u>apprentice</u> , I want to learn more about this because... |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Treat unexpected circumstances as opportunities to learn • Accept help from supervisors and co-workers • Seek out feedback from others to improve job performance • Take charge of personal career development by identifying occupational interests, strengths, and opportunities • Identify opportunities for career advancement and certification requirements | | |

3.2 Mentorship benefits

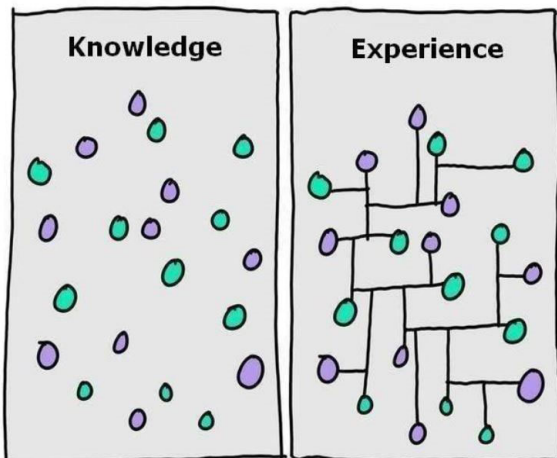
The most highly valued and beneficial mentoring programs support essential technical skills development by providing active and effective support for individual career development, and trusted support. Mentoring is more than one-time skills training; it is an ongoing effort to support apprentices to succeed.

Mentoring efforts vary, and may be:

- Organized by an employer or sponsor and delivered by a dedicated mentor, work colleague, senior worker or manager, union or educational representative, or buddying/peer mentoring
- Specific initiatives to improve access by underrepresented groups, or skills-oriented initiatives by employers/sponsors or within a field to engage and retain apprentices

The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.
 -- Film director Steven Spielberg

Quality, valuable, and sustainable mentoring doesn't just happen on its own. What's *common* across effective mentoring programs is intentionality. Large or small, simple or complex, that means a mentoring program plan, process, support, monitoring, and refinement along the way -- and that actively includes mentees/apprentices in all aspects of program development and implementation.



Sources: The bulk of the information in the rest of this section is adapted from H-CAP Mentor Training Program, with supporting content from *The Role of Mentoring in Supporting Apprentices*, UnionLearn, Trades Union Congress, London, England. 2014, and *The Advantages of Mentoring in the Workplace* by Janice Tingum, accessed at <http://smallbusiness.chron.com/advantages-mentoring-workplace-18437.html>.





3.2.1 How mentorship benefits the apprentice

- Access to someone with greater knowledge and experience to turn to for advice
- Problem-solving assistance
- Reduced isolation at work; support for more interactions with others
- Tips on career growth
- Increased self-esteem and confidence
- Structure and support
- Expanded career network
- Help understanding expectations in a new work environment
- Enhanced skills and competencies
- As the apprentice completes the apprenticeship, a mentor may remain a valued adviser

3.2.2 How mentorship benefits the employer

- Fewer apprentice mistakes on the job, improving productivity/cutting losses
- Greater apprentice job satisfaction and motivation, so a more positive work environment
- Increased loyalty, so potential for less turnover
- Internal resource development through “passing of the torch” of experience
- Improved relationship between role groups
- Benefits of a multigenerational workplace
- Support for top of license practice
- Mentorship supports working smarter, not necessarily harder

Further, in one study, employers identified the following purposes for and impacts of introducing a mentoring program:

| Purpose or rationale | | Impact |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Embedding organizational culture and adopting positive behaviors |  | <ul style="list-style-type: none"> • Improved quality of service |
| <ul style="list-style-type: none"> • Supporting communication between the apprentice and the employer |  | <ul style="list-style-type: none"> • Retention of apprentices and improved completion rates |
| <ul style="list-style-type: none"> • Improving skill and knowledge transfer • Improving communication with training provider / quality of training • Supporting <i>mentors</i> to develop |  | <ul style="list-style-type: none"> • Improved quality of service/product • Improved productivity |
| <ul style="list-style-type: none"> • Supporting apprentices’ career development |  | <ul style="list-style-type: none"> • Retention of apprentices and succession planning |

* Source: *The Role of Mentoring in Supporting Apprentices*, UnionLearn, Trades Union Congress, London, England. 2014.

3.2.3 How mentorship benefits the mentor

- Increased confidence and job satisfaction by teaching/advising others
- Better understanding of apprentice/employee issues
- Stronger communication skills
- Potential for improved supervisory skills
- Satisfaction from helping others learn

- New perspectives and ideas
- Opportunity to test different approaches
- Expanded knowledge base (i.e., exposure to new technologies, new approaches)

3.2.4 How mentorship benefits the profession

- Mentoring in the workplace can have long-term benefits as employees become more self-directed and develop stronger communication and problem-solving skills.
- Mentored employees value collaboration and sharing of information, which can lead to a stronger organization.
- Increase in occupation demand
- Encourages retention and employer loyalty
- Elevates the profession
- Increases skill set
- Provides mechanism to evaluate standards/workforce needs of profession through collaborative problem-solving



Exercise

3.2.5 Exercise: Your benefits

Mentors and apprentices (about 15 minutes)

1. Make two copies of this exercise
2. Each take a few minutes to jot down some of the benefits that you have experienced for yourself (or that you anticipate) from this mentorship
3. Share your notes with your mentor/apprentice
4. Briefly discuss how you might work together to ensure a successful mentorship experience for both of you (Note: you will use this initial work later in a goal-setting exercise)

| <u>Apprentice:</u> Benefits I have experienced (or hope to experience) from this mentorship | <u>Mentor:</u> Benefits I have experienced (or hope to experience) from this mentorship |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| | |

3.3 Qualities, characteristics of excellent mentors and mentees

Informal mentoring relationships have existed ever since more experienced skilled workers showed new hires how to do the job right. A strong and positive relationship between mentor and mentee is the foundation for a successful apprenticeship, and a more formal mentoring program brings a structured framework to that relationship.



Exercise

3.3.1 Exercise: Excellence – qualities

Mentors and apprentices (about 20 minutes)

1. Make two copies of the table below and the exercise that follows
2. Together, briefly talk through the following key qualities or characteristics of an excellent mentor and mentee; these are drawn from Minnesota apprentices, employers and sponsors, and research (more information is available about mentors)
3. Then go to the worksheet on the following page to explore these same issues together

| Mentors | Apprentices/Mentees |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Desire to be a mentor, knowledgeable teacher</p> <ul style="list-style-type: none"> • Sincere • Work well with others • Enjoy helping people learn • Know what you know and what you don't know • Know how to teach and help others learn • Willing, able to open doors • Available, accessible | <ul style="list-style-type: none"> • Desire to be mentored • Willing to work hard to learn from mentors and others • Open to new ideas, insights • Committed to the mentoring relationship |
| <p>Encouraging, supportive, patient</p> <ul style="list-style-type: none"> • Tolerate mistakes (mistakes in training are not the end of the world) • Learn/teach from own mistakes • Repeat information as needed | <ul style="list-style-type: none"> • Patient with self and others • Engaged |
| <p>Good communication skills</p> <ul style="list-style-type: none"> • Present information clearly and consistently • Demonstrate good listening skills • Provide timely and effective feedback • Show appropriate sense of humor | <ul style="list-style-type: none"> • Proactive • Committed to communicating, asking questions, and seeking knowledge |
| <p>Trusting, trustworthy, and respectful</p> <ul style="list-style-type: none"> • Non-judgmental • Considerate • Open and honest | <ul style="list-style-type: none"> • Reliable • Respectful |
| <p>Skilled, good work habits</p> <ul style="list-style-type: none"> • Skilled, experienced, capable • Model expected behaviors • Praise successful performance • Provide assistance | <ul style="list-style-type: none"> • Willing to set goals for self and jointly with your mentor |

| Mentors | Apprentices/Mentees |
|------------------------------------------------------------------------------------------------------|---------------------|
| <ul style="list-style-type: none"> • Help/teach mentees before they fail on their own | |

Mentors and apprentices

1. Each jot down a few ideas in your own column
2. Share your responses with each other and discuss similarities, differences, and ways you can align your work together.

| Mentor Questions | Apprentice/Mentee Questions |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <p>1. As a <u>mentor</u>, what qualities do you think are most important in a mentor?</p> | <p>1. As a <u>mentee/apprentice</u>, what qualities do you think are most important in a mentee/apprentice?</p> |
| <p>2. What are your strongest qualities as a <u>mentor</u>?</p> | <p>2. What are your strongest qualities as a <u>mentee/apprentice</u>?</p> |
| <p>3. What qualities would you like to improve in yourself as a <u>mentor</u>?</p> | <p>3. What qualities would you like to improve in yourself as a <u>mentee/apprentice</u>?</p> |
| <p>4. How might you work with your mentee/ apprentice to improve yourself as a mentor?</p> | <p>4. How might you work with your mentor to improve yourself as a mentee/apprentice?</p> |
| <p>5. As a <u>mentor</u>, what qualities do you think are most important in a mentee/apprentice?</p> | <p>5. As a <u>mentee/apprentice</u>, what qualities do you think are most important in a mentor?</p> |

**6. How might you work with your mentee/
apprentice to improve the mentorship experience
for both of you?**

**6. How might you work with your mentor to
improve the mentorship experience for both of you?**

4 Learning Together

This section introduces the principles of adult learning, looks at equity, inclusion, and diversity, and explores learning styles and how to work effectively with similarities and differences.

4.1 Principles of adult learning

Adult learning has been deeply researched and understood for decades, but rarely are the basic principles of adult learning explained to instructors, mentors, or apprentices/mentees. When everyone understands and implements these principles for *effective* adult learning, each can contribute to a better apprenticeship program and mentoring experience.



Exercise



4.1.1 Exercise: Applying adult learning principles to this mentorship

Mentors and apprentices (about 20 minutes)

1. Make two copies of this exercise
2. For each adult learning principle:
 - a. Read the description to yourself
 - b. Make a few notes in your own column
 - c. Share what you wrote with your mentor/apprentice
3. Briefly discuss how you might work together to use these principles to improve your mentorship experience (Note: you will use this initial work later in a goal-setting exercise)

| Adult learning principal | <u>Apprentice:</u> How I have seen/want to see this principle in my apprenticeship, mentorship | <u>Mentor:</u> How I can use this principle to improve my mentoring |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <p>Need to know. Adults want their learning experiences to:</p> <ul style="list-style-type: none"> • meet their needs • be relevant • help them achieve their goals <p>Adults want to know <i>why</i> they need to learn something, why it's important, and the value to them. They need to be able to answer, "What's in it for me?"</p> | | |
| <p>Self-concept. Adult learners:</p> <ul style="list-style-type: none"> • are self-motivated and self-directed • are independent • like to find their own way and make their own decisions • want to manage their own learning <p>Adult learners want respect and to be seen as capable learners. They should have choices and be</p> | | |

| Adult learning principal | <u>Apprentice:</u> How I have seen/want to see this principle in my apprenticeship, mentorship | <u>Mentor:</u> How I can use this principle to improve my mentoring |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| encouraged to set their own learning goals. | | |
| <p><u>Role of the learner’s experience.</u></p> <p>Adult learners:</p> <ul style="list-style-type: none"> • have diverse experiences, backgrounds, and knowledge • have different learning styles, needs, and interests • may have ingrained ideas about things • apply their life experience and knowledge to new learning • use their problem-solving, reflecting, and reasoning skills <p>Adult learners bring the richness and diversity of their lives and experiences with them to the learning process. Programs are most successful if they respect and incorporate what apprentices bring to the workplace and create an environment where <i>everyone</i> is a learner.</p> | | |
| <p><u>Readiness to learn.</u> Adult learners:</p> <ul style="list-style-type: none"> • are goal focused • want timely learning • seek meaningful learning experiences • need clear learning goals <p>Adults are ready to learn when they identify something they want to know or become proficient at, or when they experience something that connects with their life situations. Apprenticeship programs are ideally suited because participants have <i>chosen</i> to join.</p> | | |
| <p><u>Orientation to learning.</u> Adult learners:</p> <ul style="list-style-type: none"> • are task-oriented • are practical – their learning should apply to their lives, job, etc. • want to be involved in planning their learning | | |

| Adult learning principal | <u>Apprentice:</u> How I have seen/want to see this principle in my apprenticeship, mentorship | <u>Mentor:</u> How I can use this principle to improve my mentoring |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <ul style="list-style-type: none"> • focus on the aspects that are most useful to them. <p>Adult learners want to be engaged in life-centered or problem-centered learning experiences. They want to learn what will help them perform tasks or deal with problems they see in their lives now.</p> | | |
| <p>Motivation. Adult learners are motivated by:</p> <ul style="list-style-type: none"> • acquiring job competencies • increased job satisfaction • heightened self-esteem • better quality of life • personal growth and development <p>Adults respond to external motivators such as a better job or increased salary. However, the best motivators are internal, as listed above. They are motivated by either a personal desire to acquire new knowledge and skills or by understanding the consequences of not learning. Motivation can be diminished by learning experiences that do not embrace adult learning principles.</p> | | |

Sources include: National Highway Institute, [Principles of Adult Learning & Instructional Systems Design](#); University of British Columbia, [Adult Learning Principles and Recommended Practices](#); Adult Learning Australia, [Adult learning principles](#); Western Governors University, [Adult learning theories and principles](#); most of these articles were based on pioneering work on adult learning by Malcolm S. Knowles

4.2 Equity, diversity, and inclusion

The US workplace includes people of different ages, generations, races, genders, ethnicities, sexual orientation, abilities, religious backgrounds, home languages, countries of origin, and so on.

4.2.1 Contributing to an equitable workplace

The aim of equity in the workplace is to achieve comparable outcomes for all people. Inequities and conflicts typically stem from systems, structures, beliefs, and stereotypes that discourage inclusion and promote bias in the workplace – and research has clearly shown that such organizations are less successful as a result.

Mentorship programs that foster encounters with people who are unfamiliar or different offer mentors and apprentices the opportunity for learning and positive change. You have the chance to get to know each other the way we all wish to be known: as individuals. By working together and with others in your workplace to model good communications, respect, and patience, you can support high productivity *and* a welcoming and inclusive workplace culture.

4.2.2 English-language learners

Over 500,000 Minnesotans speak one or more of 300 non-English languages, which means that over time every workplace will have apprentices and other employees who grew up speaking a language other than English -- just like most of our ancestors.

When working with English-language learners as a mentor or a peer:

- Speak slowly and clearly but not more loudly than usual
- Listen carefully and actively seek ways to understand each other
- Pair English learners with those who are fluent in English
- If technical vocabulary is a struggle, provide translations of critical information
- Use simpler language and phrasing, plus visual and hands-on instruction (see it, say it, show it)
- Try to learn a few words in the other person's language to help build rapport
- Recognize the value of people who can speak a second or third language
- Provide, support, and participate in opportunities for people to share their background, language, and culture as a way for others in your workplace to become more culturally competent

4.2.3 People with learning disabilities or learning differences

Almost 600,000 Minnesotans have one or more disabilities of some kind, some of which may prevent them from taking a certain job, but many do not. People with *learning disabilities or differences* can be very successful if they are understood and supported.

Knowing the following may be helpful:

- There are different types of learning disabilities that may make it hard to people to read or understanding written instructions, understand graphic information, or compute quickly or correctly
- Adults who did not do well in school may have undiagnosed learning disabilities
- People with learning disabilities are as intelligent as those without them (for example, Einstein had a learning disability that made it difficult for him to learn how to read)
- Accommodations and team support can help people with learning differences/disabilities be successful in your program; supportive technology and untimed tests are examples of helpful accommodations
- On-the-job learning can be very effective for people with some forms of learning disability
- Seek out/support educational providers with services that support people with learning disabilities



4.2.4 Exercise: Workplace equity and me

Mentors and apprentices (about 15 minutes)

1. Make two copies of this exercise
2. Each take a few minutes to jot down your thoughts in response to the topics below
3. Share your notes with your mentor/apprentice
4. Briefly discuss how you might work together to ensure a successful mentorship experience for both of you (Note: you will use this initial work later in a goal-setting exercise)

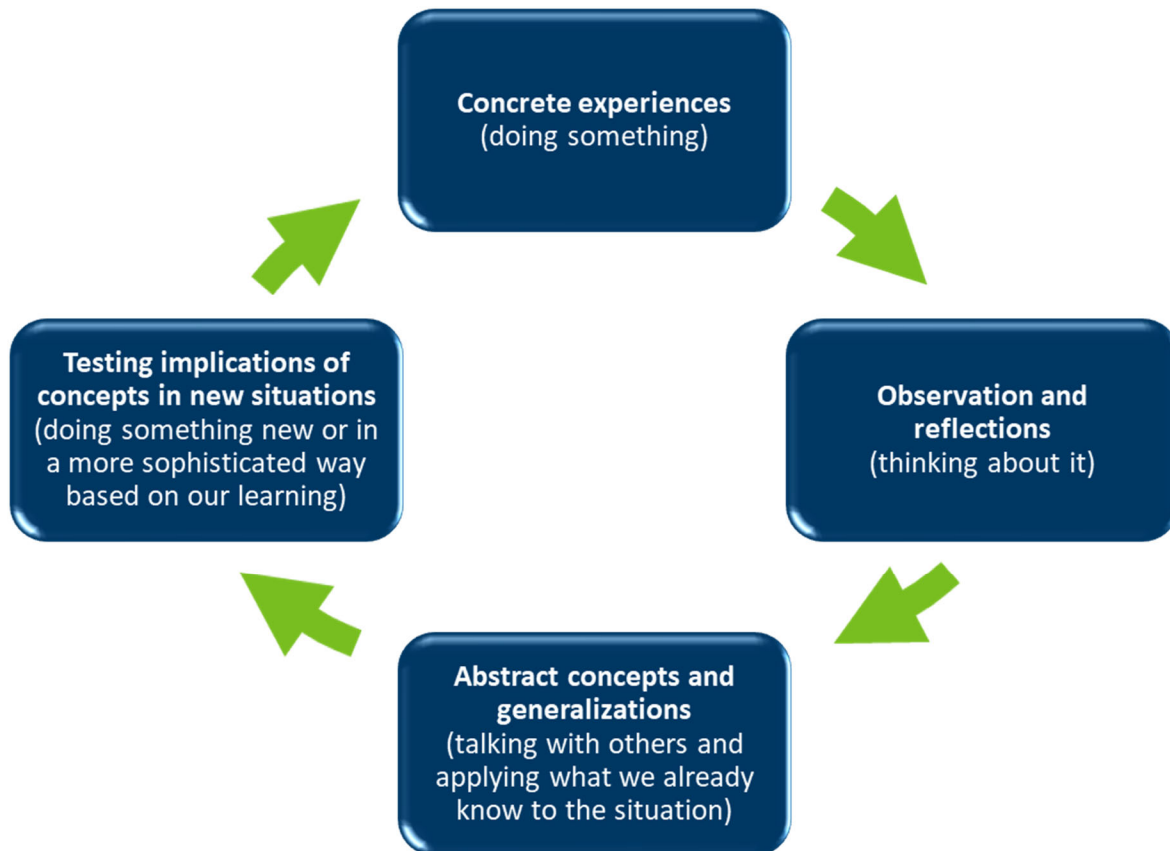
| Topic | As an apprentice... | As a mentor... |
|--------------------------------------------------------------------------------------------------------------------------|---------------------|----------------|
| <p>These <u>and other</u> issues around workplace equity, diversity, and inclusion affect me in these ways...</p> | | |
| <p>My questions and concerns about an equitable workplace include...</p> | | |
| <p>Working with my mentor/apprentice, I can contribute to a more equitable workplace by...</p> | | |

4.3 Learning stages and styles

This section covers the general stages of learning, explains individual learning styles and includes an exercise for apprentices and mentors to learn about their own preferred style, and offers tips on how to learn and teach with people who have different learning styles.

4.3.1 Four Stages of Learning

Learning is a constant and life-long process. We are continuously taking in and assimilating information, as shown below:



- **Experiencing:** By having an experience through a discussion with peers, reading an article, or taking on a responsibility, people begin to think about things differently.
- **Reflecting:** Experiences can prompt a person to consider making changes. Reflecting might involve assessing one's own behavior, evaluating one's contribution to a particular situation, or speculating how one's approach to a situation might be improved.
- **Theorizing:** Once a person has gathered the necessary information about the experience, the person is in a position to form generalizations or conclusions. Once someone has reached a conclusion, the person can create a strategy about next steps.
- **Testing:** Finally, people can test their theories and see if they work. If the theories do work, they become part of a person's knowledge or skills. If they do not work, people either modify or completely discard them.

Source: *Train the Trainer: Adult Learning Principles*, Office of the Minnesota Secretary of State; adapted from University of British Columbia, <https://learningcommons.ubc.ca/tutoring-studying/selfassessment/the-learning-process/>

4.3.2 Learning preferences: Overview

People approach new information in different ways, and below is one of several models of learning styles. Three of your senses are primarily used in learning, storing, remembering and recalling information: Your eyes, ears, and sense of touch play essential roles in the way you communicate, perceive reality, and relate to others.

Because you learn from and communicate best with someone who learns the same way you do, it helps to know the characteristics of visual, auditory, and kinesthetic styles and to be able to identify them in yourself and others. In addition, while people may be more comfortable or accustomed to a particular learning style, they often use elements of all three *and* can improve their skills in the other styles.

Below is one of many ways of thinking about learning styles. This is followed by an exercise for mentors and apprentices to identify your own learning styles, and then learning tips by learning style.

| Learning style | Preference for learning new information or skills | Characteristics of people with this learning style (these are examples only and may not be present in any individual) |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Visual / Verbal or Nonverbal | <ul style="list-style-type: none"> • Prefers to read information • Uses graphics or diagrams to represent information • This includes looking, seeing, viewing and watching | <ul style="list-style-type: none"> • Mind sometimes strays during verbal activities • Observes rather than acts or talks • Likes to read • Usually a good speller • Memorizes by seeing graphics or pictures • Not too distractible • Finds verbal instruction difficult • Has good handwriting • Remembers faces • Uses advanced planning • Doodles • Quiet by nature • Meticulous, neat in appearance • Notices details |
| Auditory / Verbal | <ul style="list-style-type: none"> • This includes listening, hearing, and speaking. | <ul style="list-style-type: none"> • Talks to self out loud • Enjoys talking • Easily distracted • Has difficulty with written directions • Likes to be read to • Memorizes sequentially • Enjoys music • Whispers to self while reading • Distracted by noise • Hums or sings • Outgoing by nature • Enjoys listening activities |
| Kinesthetic/ Tactile | <ul style="list-style-type: none"> • Prefers physical hands-on experiences | <ul style="list-style-type: none"> • Likes physical rewards • In motion most of the time • Likes to touch people when talking |

| Learning style | Preference for learning new information or skills | Characteristics of people with this learning style (these are examples only and may not be present in any individual) |
|----------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • This includes moving, doing and experiencing | <ul style="list-style-type: none"> • Taps pencil or foot when studying • Enjoys doing activities • Reading not a priority • Poor speller • Likes to solve problems by physically working through them • Will try new things • Outgoing by nature; expresses emotions by physical means • Uses hands while talking |

Sources: Adapted from the [Learning Style Inventory](#), [Mississippi Bend Area Education Agency](#), Bettendorf, IA and [Creating Trainings using Adult Learning Principles](#), University of Wisconsin Green Bay



4.3.3 Exercise: Learning style

Learning styles refer to the ways we prefer to approach new information. Each of us learns and processes information with our own special style, though we share some learning patterns, preferences, and approaches. Knowing your style also can help you to realize that other people may approach the same situation in a different way from your own.

Mentors and apprentices (about 15 minutes)

1. Make two copies of the table below
2. Complete it individually to assess your preferred learning style:
 - a. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you right now.
 - b. When you're done, count the number of circled items in each column and write your total at the bottom. Your preferences will offer insights into how you learn.
3. Share your results with your mentor/apprentice
 - a. Together, look at the next section, "Learning tips by learning style"
 - b. If your learning styles are similar, discuss how you can take advantage of that to improve and deepen your work together
 - c. If your learning styles are different from each other, discuss how you can work together to expand your skills in the *other* learning styles to support a more successful mentoring relationship and apprenticeship

| Question | Possible response A | Possible response B | Possible response C |
|------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| When I try to concentrate... | I grow distracted by clutter or movement, and I notice things around me other people don't notice. | I get distracted by sounds, and I attempt to control the amount and type of noise around me. | I become distracted by commotion, and I tend to retreat inside myself. |
| When I visualize... | I see vivid, detailed pictures in my thoughts. | I think in voices and sounds. | I see images in my thoughts that involve movement. |

| Question | Possible response A | Possible response B | Possible response C |
|-------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| When I talk with others... | I find it difficult to listen for very long. | I enjoy listening, or I get impatient and want to say something. | I communicate with my hands, or feel compelled to move around as I talk. |
| When I contact people... | I prefer face-to-face meetings or video conferencing. | I prefer speaking by telephone for serious conversations. | I prefer to interact while walking or participating in some activity. |
| When I see an acquaintance... | I forget names but remember faces, and I often remember where we first met. | I know people's names and I can usually quote what we discussed. | I remember what we did together and I may almost <i>feel</i> our time together. |
| When I relax... | I prefer to watch TV, view a movie, or visit an exhibit. | I listen to the radio, play music, read, or talk with a friend. | I play sports, make crafts, or build something with my hands. |
| When I read fiction/ stories... | I like descriptive examples and I may pause to imagine the scene. | I enjoy the narrative most ,and I can almost <i>hear</i> the characters talk. | I prefer action-oriented stories, yet I do not often read for pleasure. |
| When I spell... | I envision the word in my mind or imagine what the word looks like when written. | I sound out the word, sometimes out loud, and usually remember rules about letter order. | I get a feel for the word by writing it out or pretending to type it. |
| When I do something new... | I look for demonstrations, pictures, or diagrams. | I want verbal and written instructions, and to talk it over with someone else. | I jump right in to try it, keep trying, and try different approaches. |
| When I assemble an object... | I look at the picture or a video first and then, maybe, read the instructions. | I read the directions, or I talk aloud as I work. | I usually ignore the directions and figure it out as I go along. |
| When I interpret someone's mood... | I examine facial expressions. | I rely on listening to tone of voice. | I focus on body language. |
| When I teach other people... | I show them. | I tell them, write it out, or I ask them a series of questions. | I demonstrate how it is done and then ask them to try. |
| Total: | Visual: | Auditory: | Tactile/Kinesthetic: |

The column with the highest total represents your primary processing style. The column with the second-most choices is your secondary style.

My primary learning style: _____ **My secondary learning style:** _____

Source: Adapted from (c) Marcia L. Conner, 1993-2018, all rights reserved and used with permission, <http://marciaconner.com/assess/learningstyle-2/> +++ DLI: Please note that if this exercise remains in the final version, you must comply with the source's use requirements (see #4): If you are interested in reproducing this assessment for personal or organizational use, please abide by the following terms. This content may be distributed freely without the author's

permission provided that 1) the content, contact, and copyright notice remain intact, 2) the URL to the online version appears on every page, 3) you do not charge any fee for its use, 4) you send a note about how, where, and when the content will be used to copyright@marciaconner.com for tracking purposes. (If you have corresponded with the author directly, please still include this address.) If you are interested in using the materials in a commercial or for-fee product, or on a web page, contact the author first to learn about additional guidelines. (<http://marciaconner.com/assess/learningstyle-2/>)

4.3.4 Learning tips by learning style

Below are learning tips by learning style. As an apprentice/learner, these can help you succeed no matter how the information is being taught. As a mentor/instructor, these can help you understand how to support learners with learning styles that are the same as or different from your own.

Sound: Hints for the Auditory Learner

General

- Say aloud the information to be learned, or have someone read the information to you, or record yourself reading it and play it back to yourself.
- Read your work out loud. Record a summary of what you have read, and play it back to help you remember.
- Say words inside your head silently.
- Brainstorm ideas with others. Form study groups.
- When possible, learn information through audio/video recordings, television, oral reports, rhymes and songs, radio, lectures, book reviews, panel and group discussions, and oral questions and answers.
- Use a straight-edge marker or guide to assist you in keeping your place while you are reading or working with printed materials.
- Record class lectures (ask instructor for permission).
- Meet with classmates before and/or after class to discuss material.

Writing

- Plan each sentence you want to write by saying it out loud or silently in your head.
- Say each sentence several times.
- Write each sentence as you say it, or talk into a recorder, dictating each sentence of your paragraph; then play the recording back -- one sentence at a time -- and write down what you said. Then edit as needed.

Mathematics

- Learn math while saying the concept, fact, formula, etc., out loud.
- Explain math problems, concepts, facts, etc., to yourself, stating the information out loud.
- Record the information and play it back for yourself.

Spelling

- Listen to the spelling of the word.
- Say the word – then say each letter out loud
- Close your eyes and spell the word out loud; check your spelling.
- Close your eyes and spell the word out loud again; check your spelling.
- Now write the word, trying to hear it in your mind.
- Verbally review spelling words and lectures with a friend.

Sight: Hints for the Visual Learner

General

- Take notes, make pictures, graphs, and charts. Use flashcards and highlight key details.
- Sit close to the instructor so that you can watch the person's face and gestures.
- Take notes or make lists as you listen to directions.
- Carefully check instructions written on the board and on handouts.
- As the instructor talks, pay attention to visual aids such as drawings, maps, graphs, charts, videos, etc.
- Imagine pictures of the information you are supposed to remember.
- Use color coding as cues to important information.
- When possible, read assignments silently.
- Maintain class notes and outlines of important information to study.
- Try to read and study in a well-lit, quiet place.
- Record homework assignments in a notepad, assignment sheet, or app.
- Keep a notepad with you at all times. Write out everything for frequent and quick visual review.

Reading

- Use sight words, flashcards, note cards, and experience stories. For a new word, don't start by trying to sound it out; instead see if it includes words you already know. For example, "systematic" has the word "system", "stem" and "mat" within it. You can also use online dictionaries and apps to learn how to pronounce new words and understand their meaning.
- You are a "look-and-say" learner. Look at a word carefully then say it.

Writing

- Jot down ideas as they form in your mind.
- Make an outline of what you want to write; rearrange it and make notes until you're satisfied -- and only then begin writing sentences..
- Make a rough draft. Correct/revise your work until you are satisfied.
- For a test that includes lengthy written answers, make quick outlines on scratch paper or in the margin before writing your final answer.

Spelling

- See the word – close your eyes.
- Make a picture – then read from your picture.
- Write the word – match the picture.
- Check your work immediately.

Mathematics

- Visualize the problem.
- Make pictures or tallies of the problem on scratch paper.
- Write the problem.

Touch: Hints for the Tactile/Kinesthetic Learner

- Keep your study space clear of distracting objects.
- Cover any pages you're not reading
- If you are distracted by noise, turn it off or wear earplugs. If you want sound, listen to soft instrumental music.
- Divide your work into short study sessions. Get a timer. After 20 minutes or when a task is completed, give yourself a reward (snack, quick walk, listening to one song, etc.)
- Sit as close to the instructor as possible, or sit in the center of the room by quiet people.

- When studying, use as many of your senses as possible (hearing, seeing, touching and doing).
- Get plenty of sleep.
- Eat a nutritious breakfast and lunch. Eat healthy snacks if you need extra energy.
- Study in a place where there's a desk or table for your textbooks and notebook.
- Use models, real objects, and materials that can be touched and moved.
- When possible, draw what you are learning.
- Trace spelling words as you practice them.
- Write down what you are learning (keep a notebook or supply of paper handy).
- When possible, role play, type, take notes, or construct models to learn the information.

Source: Adapted from the [Learning Style Inventory](#), [Mississippi Bend Area Education Agency](#), Bettendorf, IA.

4.4 Setting goals

Through learnings and **exercises** earlier in this Guidebook, apprentices and mentors have explored the following:

- [Perspectives and priorities on personal effectiveness core competencies](#)
- [Mentorship benefits](#)
- [Qualities](#) and contributions to [excellence](#)
- [Applying adult learning principles to this mentorship](#)
- [Workplace equity](#)
- [Learning styles](#)

Assembling all these results provides an excellent foundation for:

- Mentors and apprentices to set goals for this mentorship
- Apprentices to work with their mentor to set career goals

4.4.1 Benefits and approach to setting goals

Benefits to setting short-, medium-, and long-term goals:

- Helps prioritize decisions, actions, choices
- Highlights strengths
- Identifies needs to learn and grow
- Improves self-esteem as goals are met
- Establishes accountability
- Stimulates future goals
- Builds a foundation for long-term success

Strength-based approach to setting goals:

- Per adult learning principles, identify goals that are meaningful and motivate action
- Draw on individual resources and seek/provide additional support to help achieve success
- Support success by building and strengthening trusting and effective relationships within the mentorship program and in the workplace
- Work collaboratively on mutually agreed-upon goals
- Create sustainable growth and change through learning and guided experience

4.4.2 SMART goals

Use the acronym S.M.A.R.T. to remember that goals should be Specific, Measurable, Achievable, Relevant, and Time-bound.

| To ensure your goals are... | Ask yourself... | Example: Building a SMART goal |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S pecific | What exactly do I want to accomplish? What specific actions do I need to take to meet this goal? You're more likely to meet a specific goal than a general one. | Form a study group with other apprentices |
| M easurable | How much? How many? How will I know when I've met my goal? You should be able to track your progress toward meeting the goal. For instance, "Form a study group with at least two other apprentices" is measurable, but "Learn more from my classes" is not. | Form a study group with four other apprentices |
| A chievable | Is this realistic? What is within your control or what can you actually manage? That doesn't mean that your goals should be easy. Your goal may be a stretch for you, but shouldn't be extreme or impossible. If the goal feels like too much of a stretch, try breaking it down into smaller, more achievable goals. | Form a study group with at least two other apprentices |
| R elevant | Why is this important to me? Is this something I really want? Set goals that matter to you and are a priority in your life. This makes it more likely you will prioritize the time and effort it takes to achieve them. | To learn faster and remember more , form a study group with at least two other apprentices |
| T ime-bound | When will I reach this goal? Goals should have a clearly defined time frame, including a target date or deadline. You can also combine periodic and final deadlines, such as monthly and end dates. Including a time frame helps ensure goals are measurable and that you're taking steps to reach the goal by the target date. | To learn faster and remember more, within two weeks of classes starting , form a study group with at least two other apprentices and schedule our first meeting |



Exercise

4.4.3 Exercise: Setting joint mentorship goals

Mentors and apprentices:

1. Make two copies of this exercise
2. Discuss and agree on one mentorship goal topic that's important to both of you. *Use the results from the various exercises you've done together for guidance.* Each write that topic at the top of the table below.
3. Either together or separately, each write a SMART goal in your column below. If you do this together, work on one at a time, either the apprentice goal or the mentor goal. If you did this separately, share your drafts with each other.
4. Discuss and refine your goals as needed to leverage what each of you brings to this topic
5. Repeat the exercise to build additional goals for your work together in this mentorship

Mentorship goal topic that's important to both of us:

| SMART characteristic and questions to ask yourself | <u>Apprentice</u> : Build a SMART goal for yourself on this topic, using the questions listed | <u>Mentor</u> : Build a SMART goal for yourself on this topic, using the questions listed |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Specific: What do I want to achieve? Who will benefit? What specific thing will I accomplish? | | |
| Measurable: How much? How many? How will I know when it's done? | | |
| Achievable: Is this goal something that I can actually reach? Do I have the tools and support I need to accomplish this? | | |
| Relevant: Is this something that I really want? Is now the right time to do this? Why is this goal important to me? | | |
| Time bound: When will I reach this goal? Is the time frame reasonable? (You will want to have both short- and long-term goals.) | | |
| Write your <u>completed SMART goal here:</u> | | |



Mentors and apprentices:

1. Make two copies of this exercise
2. Apprentice: Propose one career goal topic that’s important to you. *Use the results from the various exercises for guidance.* Discuss your idea with your mentor and refine it as needed. Each write that topic at the top of the table below.
3. Working together, each write a SMART goal in your column below.
 - a. Apprentices: Focus on your own responsibilities and priorities
 - b. Mentors: Focus on what you can do to actively support your apprentice to succeed each other
4. Discuss and refine your goals as needed to optimize the apprentice’s chances of success
5. Repeat the exercise to build additional career goals, especially those that this mentorship can help advance

Career goal topic that’s important to me as an apprentice:

| SMART characteristic and questions to ask yourself | <u>Apprentice</u> : Build a SMART goal for yourself on this topic, using the questions listed | <u>Mentor</u> : Build a SMART goal for yourself to support your apprentice on this topic, using the questions listed |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Specific: What do I want to achieve? Who will benefit? What specific thing will I accomplish? | | |
| Measurable: How much? How many? How will I know when it's done? | | |
| Achievable: Is this goal something that I can actually reach? Do I have the tools and support I need to accomplish this? | | |
| Relevant: Is this something that I really want? Is now the right time to do this? Why is this goal important to me? | | |
| Time bound: When will I reach this goal? Is the time frame reasonable? (You will want to have | | |

| Career goal topic that's important to me as an apprentice: | | |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| SMART characteristic and questions to ask yourself | <u>Apprentice</u> : Build a SMART goal for yourself on this topic, using the questions listed | <u>Mentor</u> : Build a SMART goal for yourself to support your apprentice on this topic, using the questions listed |
| both short- and long-term goals.) | | |
| <i>Write your <u>completed</u> SMART goal here:</i> | | |