



Apprentice Mentoring Program

A Best Practices Guideline

NOTICE TO READER

When it was first issued/re-issued, this best practice guideline embodied the consensus best thinking in our industry. Many of the principles, procedures, checklists, etc. are still relevant and can be adapted for current use. However, users are cautioned that this best practice has not been updated, so a critical assessment should be made when adapting – in particular, for sections that reference standards, regulations or legislation.

This Best Practice guideline ("guideline") was developed through a consensus process approved by COAA. This process brings together volunteers representing varied viewpoints and interests to achieve a reasonable consensus on a generic guideline for industry use. The content of this guideline does not represent the views of any particular committee member. This document is a general guideline and COAA strongly recommends legal and other professional advice being obtained to complement and clarify specific adopting of this guideline. This guideline is also subject to periodic review and readers should ensure they are referencing the most current version of this guideline. Suggestions for improving this guideline are welcome and can be submitted directly to COAA.

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Acknowledgements

The following organizations participated in the development of the Apprentice Mentoring Program: A best practice of the Construction Owners Association of Alberta.



Alberta Apprenticeship and Industry Training



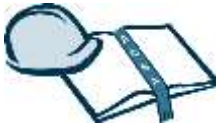
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Alberta Building Trades Council



Ledcor Group of Companies



Alberta Construction Safety Council



Merit Contractors Associations



Bantrel Constructors



PCL Industrial Constructors Inc.



Boilermaker Contractors' Association



Shell Canada Limited



Canadian Natural Resources Limited



Suncor Energy



Christian Labour Association of Canada



Syncrude Canada Ltd.



Construction Labour Relations
– an Alberta Association



TIC Canada



Construction Owners Association of Alberta



TIW WESTERN Inc.



International Union of Painters & Allied Trades Local 177



Waiward Steel Fabricators Ltd.

Apprentice Mentoring ProgrAM

A best practice of the Construction Owners Association of Alberta

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Mr. Terry Burton
Co-Chair of the COAA WFDCC
1940 Manulife Place
10180-101 Street
Edmonton, AB
T5J3S4

Reference: SC-L025

Dear Sir:

Re: COAA Apprentice Mentoring Program (AMP)

Shell Canada Limited is pleased to learn that the COAA WFDCC has undertaken the development and implementation of an AMP model for the construction and maintenance industries. As you are aware, Shell Canada Limited implemented an industry leading AMP during our base plant construction and found it to be a positive contributor to our Project. Specifically, the program was felt to have:

- Positively impacted safety, quality, productivity and attitude
- Contributed towards an enhanced teamwork atmosphere
- Highlighted the important and integral role of a journey person as teacher
- Helped new workers to clearly recognize their strengths and weaknesses
- Contributed towards new workers developing and improving new skills
- Enhanced the transfer of knowledge from more experienced leaders
- A powerful tool for personal and professional development
- Promoted a more inclusive work environment
- Enhanced coaching, counseling, feedback and communication skills
- Provided a more mentee friendly learning environment.

Shell congratulates the COAA on this important initiative and looks forward to seeing the increased value and positive impact the AMP will bring to all industry stakeholders.

Yours truly,

A handwritten signature in black ink, appearing to read 'Ramzi Fawaz'.

Ramzi Fawaz
Vice President – Projects
Shell Canada Ltd.

Syncrude

F. A. Hemphill, Ph.D.
Vice-President, Technology, Project Development & Research

November 1, 2006

Mr. Terry Burton
Co-Chair COAA Workforce Development Coordinating Committee
1940 Manulife Place
10180-101 Street
Edmonton, AB
T5J 3S4

Dear Sir: 

Re: COAA Apprentice Mentoring Programs (AMP's)

Syncrude Canada Ltd is pleased to learn that the COAA, through it's Workforce Development Coordinating Committee, is continuing with the development and implementation of Apprentice Mentoring Programs. This approach builds on the success of previous programs, including a very successful experience on the recently completed Syncrude UE-1 project.

I'm pleased to note that the UE-1 Apprentice Mentoring Program helped us meet our target of employing 20% apprentices throughout construction, and although a voluntary program, we did experience the participation of approximately 2,500 apprentices and mentors. I can say with confidence that this particular AMP helped us realize the following benefits:

- Improved opportunity to focus on safe work practices and quality of workmanship.
- Encouraged the transfer of knowledge from journeyman to apprentice.
- Increased apprentice abilities and confidence on the job.
- Enhanced the ability of journeymen to be teachers.
- Ensured that the apprentices were exposed to a larger variety of skills of the trade.
- Promoted personal and professional development for both journeymen and apprentices.

Syncrude encourages the COAA to persevere with programs of this type, that not only help individuals to be more successful in their careers, but also have a positive impact in helping to improve the skills and workforce shortages industry is currently experiencing.

Yours truly,



Fred Hemphill

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March 23, 2007

Mr. Brad Anderson
Executive Director
Construction Owners Association of Alberta
Suite 1940, Manulife Place
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Edmonton, AB T5J 3S4

Dear Mr. Anderson:

On behalf of the Alberta Apprenticeship and Industry Training Board, I would like to acknowledge the leadership of the COAA in developing and implementing the best practices program, the Apprenticeship Mentoring Program (AMP).

This program aimed at improving apprentice training through improved journeyman mentoring is already a success story as demonstrated by the pilot projects completed at Shell's Athabasca Oilsands Downstream and Syncrude's Upgrader Expansion sites. Both employers are to be commended for their foresight and willingness to participate in these innovative projects.

Your Workforce Development Committee and the Effective Use of Apprentices Subcommittee are to be congratulated for taking this program from a conceptual stage to its final report stage. The recently released final report on AMP can certainly serve as a guide for construction companies to use in improving their training of apprentices.

We all benefit from the progressive scope of this program, from the apprentices striving to become well qualified journeymen to industry and government who need these qualified tradespeople to meet their ongoing labour force challenges. The Board endorses AMP and trusts that with distribution of the final report, others will use it to mentor and better train apprentices in the construction sector.

Sincerely,



Brian Bickley
Chair



Alberta Construction Safety Association

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March 26, 2007

Construction Owners Association of Alberta
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Attention: **Doug Hawkins**
Construction Labour Relations

Dear Doug:

The Alberta Construction Safety Association (ACSA) is pleased to provide this letter of support for the Apprentice Mentoring Program Best Practice of the Construction Owners Association of Alberta. We believe that this Best Practice will help encourage a safe and productive work site.

One of our goals is to make employers and new/young /returning workers know those workers with one year or less experience on a construction work site have a higher chance of being injured than other workers.

Our strategy is to offer our resources to the Alberta Apprenticeship Program to enhance the health and safety comprehension of apprentices to reduce injuries in this high-risk group. We offer Construction Safety Training System training to apprentices and workers twenty-five years of age or younger at a reduced rate (less than half of our normal rate).

Support for this Best Practice fits into our strategy of promoting health and safety to these workers. The Alberta Construction Safety Association appreciates your work and will offer any support that we can for this worthwhile initiative.

Sincerely,

Gary D. Wagar
Executive Director

Cc **Andrew Adair**
Chairman



"Industry Funded"
Making Safety A Way Of Life

ACKNOWLEDGEMENTS

The Construction Owners Association of Alberta (COAA) proudly acknowledges those organizations and individuals who put forth time, effort and/or resources in developing the Apprentice Mentoring Program.

Additionally, the COAA would also like to thank the Boilermaker Contractors Association for its generous financial contribution toward developing this program.

Members of the Effective Use of Apprentices Committee:

- Gene Bacon, volunteer, Suncor Energy (retiree)
- Gene Bartel, TIC Canada
- Larry Bell, Canadian Natural Resources Limited (Committee co-chair)
- Brian Bickley, Alberta Apprenticeship and Industry Training
- Terry Burton, Shell Canada Limited
- Ken Eekes, Christian Labour Association of Canada
- Shabbir Hakim, TIW WESTERN Inc.
- Doug Hawkins, Construction Labour Relations – an Alberta Association (Committee co-chair)
- Verne Kibblewhite, PCL Industrial Constructors Inc.
- Roland LaBossiere, Kellogg Brown & Root (Canada) Company
- Steve Lamb, Syncrude Canada Ltd.
- Chris McEwen, Bantrel Constructors
- Don Oborowsky, Waiward Steel Fabricators Ltd.
- Shelley Playford, Ledcor Group of Companies
- Graeme Proudfoot, Merit Contractors Association
- Garth Rattray, Alberta Building Trades Council (International Union of Painters & Allied Trades Local 177)
- Larry Schmidt, Alberta Apprenticeship and Industry Training
- Mike Yorke, Bantrel Constructors

Apprentice Mentoring Program

1.0 EXECUTIVE SUMMARY

In the construction industry, many stakeholders believe that the successful execution of a construction project is largely dependent on the development and utilization of apprentices. Consequently, there is both desire and a need, particularly in the Alberta mega-project environment, to explore concepts that may improve the manner in which apprentices are utilized on a work site. All stakeholders have a collective responsibility to identify and implement initiatives that have the potential to positively impact an apprentice's ability to acquire new skills, thereby positively impacting productivity gains and consequent cost reductions.

The Apprentice Mentoring Program (AMP) was developed by a group of industry stakeholders as a best practice of the Construction Owners Association of Alberta (COAA). It is provided to companies free of charge, and is intended to help improve the skills and knowledge of apprentices on a work site so they are more able to effectively contribute to a project's success. The key benefits and potential cost savings associated with this program will arise from improvements in areas such as safety, teamwork, quantity and quality of work, attendance and turnover, scheduling, reduced rework, and usage of tools, equipment and materials.

It is understood that the use of an AMP has not been a normal practice in the construction of mega-projects. The program must be developed and administered in a manner that recognizes the individual apprentice's as well as the entire craft workforce's impact on overall construction productivity. As time will tell, this may warrant a subtle change in the construction industry culture.

As with any new endeavour and to enhance the AMP's success, effective communication must take place that clearly conveys to all stakeholders the program's vision, principles, successes and administrative requirements. It is also recognized that the maximum success associated with the AMP is desired by all stakeholders. That success will help to ensure continued future investment in construction projects and continued employment of construction craft labour.

The COAA is proud to be a leader in this unique approach to sharing in success and is desirous of eliminating unnecessary costs from the construction process. Conceptually, the success of the AMP is dependent on a team approach and recognizes that no one employee either makes or breaks a mega-project. However, each apprentice can and does impact the project's overall success and this program is expected to enhance that success.

Finally, best practices in the industry are a result of seeking and implementing measures for continuous improvements. The future adoption of the AMP by industry will be largely dependent on its early success. As such, it is critical that all initial users of the program work diligently and with conviction to facilitate the program's success.

2.0 INTRODUCTION

2.1 The need for mentoring

The construction industry is experiencing tremendous growth in Alberta, and in many parts of Canada, and there are no signs of it slowing down. The number of mega-projects is on the rise and is putting tremendous pressure on the current resources available. There is a growing need for effective apprentices to alleviate some of the resource pressure and to help companies achieve greater success.

Many stakeholders within the construction industry agree that by effectively developing the skills and knowledge of apprentices working on a job site, companies can be better equipped to ensure a project's success. In fact, the COAA recently identified a need to ensure apprentices are effectively trained and developed so as to bring improvements to individual job sites and the construction industry in general.

This best practice outlines the elements that are necessary for implementing an effective apprentice mentoring program (AMP). By following this information, and tailoring the program to meet the needs of a specific project, companies can put an AMP in place and begin to reap the benefits of having trained and skilled apprentices on site.

2.2 Background

In 2000, the Workforce Development Committee of the COAA began work on a plan to develop apprentices on the work site. Through its work, the committee discovered there was a real need to help apprentices further their skills and knowledge to benefit both themselves and the companies for which they work.

In 2006, the Effective Use of Apprentices Subcommittee was formed to investigate the use of apprentices on a work site. Committee members include representatives from owner companies, contractors, labour providers and government agencies. All stakeholders have one common interest – to create a program that helps companies of all sizes develop apprentices in a manner that has a positive impact on the Province of Alberta, the apprentices themselves and the success of the project.

In the spring of 2007, the subcommittee completed its work and produced this document – a best practice for AMP. The intent of the program is to create a best practice that companies of all types – industrial construction companies as well as companies from related industries – can take off the shelf and implement in the workplace.

2.3 Case studies of mega-project apprentice mentoring programs

Recently, apprentice mentoring programs have been implemented for two mega-projects in Alberta. The Effective Use of Apprentices Subcommittee studied these programs to learn more about what works and what does not work in an AMP. The learnings are presented here and have been incorporated into this best practice.

2.3.1 *Shell Scotford Athabasca Oilsands Downstream project – Dec. 2000 to Sep. 2003*

The creation of the AMP that was put in place at Shell Scotford's Athabasca Oilsands Downstream (AOSD) project was driven by its construction management group and supported by the client owners. It was initiated for two reasons. First, the project management team recognized the need to address the increased safety concerns associated with young inexperienced workers. Second, the program recognized the likelihood that some apprentices would not get the breadth of experiences required to develop a well-rounded tradesperson. This was a groundbreaking program that received a COAA Best Practice Award in 2002.

The program consisted of orientations for apprentices and journeypersons. The orientations, which were four and a half hours in length, were delivered separately for apprentices and journeypersons. At the end of the sessions, all participants received a recognition award to acknowledge their participation and contribution to the program. Surveys of supervision and program participants identified a strong desire for program support in the field.

Apprentices appreciated the opportunities afforded them through the program. They left the training with a better understanding of their roles and responsibilities in terms of safety and safety legislation, productivity, quality, client service and ownership of their apprenticeship. Journeypersons also gained a number of learnings including an enhanced understanding about Alberta's current apprenticeship system and the responsibilities journeypersons have as coaches and mentors. They learned that they were expected – and had permission – to teach and coach.

2.3.2 *Syncrude Upgrader Expansion project – Dec. 2003 to Aug. 2005*

The AMP that was put in place on Syncrude's Upgrader Expansion (UE-1) project, evolved significantly from the AOSD program and included various improvements. This successful program demonstrated Syncrude's genuine support of workforce development.

Syncrude budgeted funds specifically for an AMP and hired a program coordinator and staff as required. The company also monitored the program to ensure goals and objectives were being met along the way.

Contractors were given overviews of the program, and an "AMP Contractor of the Month" was named. This contractor received a certificate and his or her success was shared in the newsletter.

Separate orientations were delivered for apprentices and journeypersons on the same day and time. Apprentices and journeypersons spent the last hour of the orientation together and set learning goals achievable for the apprentice over a three-month period. Further, these goals aligned with the type of work the apprentice was performing. Recognition awards in the program were determined by participation and achievement.

A database, populated from the site manpower database, was used to track the apprentices and journeypersons working for various contractors on the project. This database generated reports that listed apprentices working for contractors. It also identified participants at regular three-month intervals so the AMP field staff could visit them in the field. Because the project included several contractors, it became more difficult to administer. However, with a well-designed database and enough program staff, the program was considered very effective.

During the Syncrude project, a survey was conducted to determine the value of the program in the eyes of the mentors. The outcome was very positive and indicated that developing well-mentored and trained journeypersons results in a tremendous benefit to the industry.

In the survey, more than 90 per cent of respondents agreed or strongly agreed with all statements, including: "My awareness of safety was raised," "I take the time to ensure the apprentice fully understands directions and safe work practices," and "After taking the mentoring training, I am more proactive about safety."

The respondents also recognized the importance of passing on trade skills and giving apprentices more opportunities for practicing those skills. The survey concluded that mentors believe there is a strong need for the industry to continue with this type of initiative.

3.0 THE APPRENTICE MONITORING PROGRAM

To guide the efforts behind developing an AMP, the Effective Use of Apprentices Subcommittee members outlined the vision and mission statement of the program upfront.

3.1 Vision of an AMP

An AMP is one that helps employers choose the best journeypersons to act as mentors and provides the mentee with additional tools and skills to maximize the value of the experience for both parties. The resultant outcome is that the program is recognized and supported by industry as a desired and effective tool that produces highly effective journeypersons, thereby maximizing safety, employee job satisfaction, efficiency and productivity for all stakeholders.

3.2 Mission statement

The AMP has been developed to create an environment that encourages experienced journeypersons to mentor new apprentices to become safe, skilled, competent and effective journeypersons and leaders.

3.3 Purpose of mentoring

The establishment of a structured mentoring program is intended to provide the mentee with the foundation and tools to achieve a greater level of competency in their chosen career path. Mentoring promotes and encourages knowledge transfer, fosters a more inclusive work environment, and ensures greater organizational commitment.

On-site mentoring helps the new worker quickly adapt to the employer's culture, create rapport with his or her immediate team and find productive ways to achieve necessary learnings and goals.

Mentoring brings value to everyone involved in its practice – mentees, mentors, supervisors and the organizations for which they work.

- Mentees have an opportunity to gain wisdom from someone who has traveled the path before them
- Mentors have an opportunity to invest themselves in someone who seeks what they can offer
- The organization has the opportunity to share information and spread the acquired learning and knowledge of its workers.

3.4 Objectives of an AMP

The objectives of an AMP are to:

- Provide support and assistance to newcomers in the workplace
- Assist them in overcoming the barriers they face
- Help improve current worker safety and health programs
- Engage and propel participants into heightened levels of learning.

3.5 Benefits of mentoring

3.5.1 Enhanced safety

Construction work often involves a variety of hazards that must be managed effectively to ensure the safety of all workers. Safety is everyone's responsibility and is an absolute requirement for the effective implementation of an AMP. In fact, safety leadership is expected and required at all levels.

One of the biggest benefits to establishing an AMP is the enhanced focus on safety and the ongoing commitment by all participants to maintain a safe workplace. In fact, an essential component of any mentor and mentee relationship is to provide support for the elements of a safety-focused project.

An AMP helps to provide a solid safety foundation for the mentee and recognizes the importance of safety to all stakeholder activities. Consequently, the plan created by the mentor and mentee must incorporate a safety focus and emphasize the importance of the mentor/mentee role in establishing a "no injury" safety culture.



3.5.2 *Immediate benefits of an AMP*

There are many immediate benefits associated with an AMP, many of which apply to the contractor and project. These include:

- Improving health and safety performance
- Improving productivity
- Helping new workers clearly recognize their strengths and weaknesses
- Assisting workers in developing new skills and insights
- Increasing confidence, self-esteem, enthusiasm and commitment
- Promoting teamwork and fostering an environment of mutual cooperation
- Enhancing the transfer of experience from more experienced leaders
- Creating a supportive and trusting relationship for apprentices to vocalize their issues and opinions
- Acting as an extremely powerful tool for personal and professional development
- Improving competencies, leadership skills, self awareness and morale
- Promoting an inclusive work environment
- Enhancing mentor coaching, counseling, feedback and communication skills
- Providing mentees with opportunities to learn in a low-risk environment.

3.5.3 *Long-term benefits of an AMP*

There are also many long-term benefits related to an AMP, largely impacting industry. These include:

- Improving health and safety performance
- Enhancing the performance of the operation
- Increasing retention of apprentices and workers
- Assisting with the removal of barriers between new supervisors and new workers
- Providing workers with increased opportunities for development and progression
- Promoting a strong understanding of the industry and the learning process, and enhancing the establishment of desired behaviours
- Promoting learning, career planning, job enrichment and career progression.

4.0 KEY INGREDIENTS FOR A SUCCESSFUL AMP

4.1 Clearly defined goals, guidelines and procedures

For any program to be successful, having clearly defined objectives, guidelines and procedures is critical. These components help to ensure the program stays on track and follows the necessary steps to remain successful.

4.2 Support from leaders

Gaining support from senior management on the job site – including project leaders, site owners and other managers – is essential for a successful program. The leaders play a key role in reinforcing an understanding of the benefits of an AMP and encouraging all workers to support the efforts. By demonstrating their support and staying actively involved, this group can significantly help to build awareness and encourage strong participation.

4.3 Dedicated resources

To ensure positive results and derive the maximum benefits from an AMP, the proper resources must be allocated and budgeted in order to effectively run the program. These include the necessary human resources, capital expenditures, time and adequate funding. Specific people must be identified and assigned to their proper roles, and held responsible and accountable for specified components of the program.

4.4 Effective process for matching mentors and mentees

As mentors and mentees will be working closely with each other for extended periods of time, it is imperative that they are compatible and able to work through any differences. For this reason, the selection process used to match mentors and mentees must be sensitive to personality differences and potential conflicts, and flexible enough to make changes when appropriate.

4.5 Cultural awareness

Participants in an AMP typically come from varied backgrounds and bring unique experiences to the relationships. Inevitably, mentor and mentee pairings will take place between individuals who come from different backgrounds, touching on potential cultural, gender, age, ethnic and race differences.

It is critical that AMP participants are encouraged to embrace these differences and to use them as the foundation to strengthen the relationship. The successful result of this effort will enhance teamwork and encourage an inclusive approach.

The industry is committed to working towards establishing and maintaining a culturally sensitive, respectful workplace. One goal of a mentor and mentee is to achieve success through a relationship that reflects their mutual respect and enables them to work together to build a better future. To accomplish this, it is imperative they begin building a bridge of understanding and awareness with each other and explore some of the historical and contemporary issues that have contributed to the development of certain behaviors associated with their beliefs, values and practices.

The mentors and mentees must be encouraged to work toward becoming culturally competent and proficient tradespeople and to learn to appreciate differences and similarities that exist within all cultures.

To help raise cultural awareness among all workers and create a respectful workplace, companies are encouraged to contact the COAA for a copy of its Respect in the Workplace Best Practice. For more information, visit www.ritwp.ca.



4.6 Ongoing monitoring

Thorough and ongoing monitoring of the mentor and mentee relationship must be in place throughout the program. This will help to identify and alleviate any potential problems in the early stages and help to ensure continued success for the duration of the program. Often, when problems are caught early and dealt with immediately, they cease to become bigger issues later on.

4.7 Effective recognition

To build pride and a sense of accomplishment among participants, the implementation of a recognition or awards program should be considered. When used properly, recognition can help to give participants positive reinforcement for their actions and behaviours.

As a caution, however, when these programs attempt to distinguish some participants from others, unintended negative consequences or perceptions can arise from those individuals who are not recognized. Therefore, in developing a recognition program, keep in mind that people should be recognized for the value of their participation in the program, not as a competition against each other. It is recommended that such programs avoid awards that single out an individual – such as the top mentor or mentee award – and instead focus on overall participation and contributions.

5.1 Stages in a mentoring relationship

Typically, the mentoring relationship has four distinct phases:

- **Phase one**
During phase one, both the mentor and mentee are getting to know each other. They are beginning to build trust and developing expectations of each other. The interaction that occurs at this stage will lay the foundation for a strong and beneficial relationship.
- **Phase two**
This phase is typically the most rewarding time for both the mentor and mentee. The mutual trust that has developed between the two can give both parties the confidence to challenge the ideas and knowledge of each other.
- **Phase three**
Typically, the relationship begins to draw apart during the third phase. It is important at this stage for the mentor to step back from the formal relationship and discuss, together with the mentee, how they wish to continue their relationship.
- **Phase four**
In the fourth phase, the mentor-mentee relationship enters a new stage where both parties can regard one another as equals. They continue to have some form of interaction, although it is now on a more casual basis.

5.2 Successful mentors

5.2.1 *Desired characteristics of a mentor*

Characteristics of an effective mentor include:

- Being aware of organizational goals, policies, functions, communication channels and training programs
- Showing a willingness to share personal experiences relevant to the needs of the mentee
- Possessing tact, diplomacy and sensitivity, and being culturally aware when working with others
- Demonstrating proficiency, initiative, a strong work ethic and safe work practices

- Being a goal setter, and a positive, sincere, ethical and effective teacher
- Maintaining current, up-to-date technological knowledge and/or skills
- Having patience, encouraging calculated learning risks, allowing mistakes and being a strong motivator
- Being an active listener – validating a mentee's questions and concerns
- Demonstrating enthusiasm and celebrating a mentee's successes
- Being approachable and respectful, which puts the mentee at ease and encourages interaction
- Being able to cultivate a mentee's abilities for both the current job and future opportunities
- Having pride in his or her craft.

5.2.2 *Expectations for a mentor*

There are certain expectations and behaviours that are critical for an effective mentor to possess:

- Respect confidentiality
- Be open and honest
- Give open, constructive feedback
- Maintain regular contact with mentee
- Keep the relationship on track
- Share business knowledge
- Help identify organizational culture and political environment
- Model and teach leadership behaviours and attitudes
- Be a role model, counsellor, teacher and advisor
- Give the mentee time to solve problems, do not be quick to provide the solution
- Avoid being judgmental
- Be flexible



- Do not expect to provide all the answers
- Encourage and stretch the mentee's assignments and performance
- Regularly refer back to mentoring goals
- Do not assume the supervisor's role.

5.2.3 *Strategies for effective mentoring*

Mentors help mentees with workplace learning through reflection and dialogue. Here are some strategies to initiate conversations and enhance learnings.

Ask the mentee:

- What did you learn from the experience?
- What do you think this means?
- What general lessons can be drawn from your understanding?
- How can you apply this?
- What is the effect on your goal(s)?

Discuss:

- New projects
- Conflict at work
- Career advancement ideas
- Development activities and opportunities
- Perspective on the organization's culture and political environment
- Work-related courses or classes
- Leader competencies
- Work challenges.

5.2.4 *Selection process for mentors*

An AMP has specific criteria and a comprehensive selection process to properly select mentors. Following are some items and approaches to be used in choosing mentors:

- Mentor application
- Self-nomination
- Past collaborative successes
- Leadership of adults

- Prior experience
- Peer support for a mentor's application
- People-to-people interaction skills
- The quality of previous work, including teaching, which is usually based on the observation of a mentor candidate.

5.3 **Successful mentees**

5.3.1 *Desired characteristics of a mentee*

Characteristics of a successful mentee might include:

- Having an eagerness to learn
- Demonstrating a strong commitment to safety
- Working as a team player
- Being patient, tolerant and respectful of individual differences
- Showing a positive attitude
- Accepting and acting upon feedback
- Applying learnings back on the job
- Effectively communicating and working cooperatively with others
- Knowing when to ask for help
- Having a sense of personal responsibility and commitment
- Being willing to meet on a regular basis
- Being open to thinking of a mentor as a learning leader who facilitates a learning process, rather than as a guru who is passing down "the word" to an individual
- Understanding that growth includes the acquisition of attitudes and capabilities as well as skills and behaviors
- Viewing development as being enhanced by open dialogue and free-form thinking.

5.3.2 *Expectations for a mentee*

There are certain expectations and behaviours that are critical for a mentee to possess to ensure a successful mentoring relationship:

- Set realistic goals
- Listen and observe
- Be motivated to find and act on opportunities
- Identify areas of opportunity
- Ask for challenging work
- Welcome new ideas and feedback
- Accept constructive feedback
- Learn from experiences
- Apply new skills and abilities
- Willingly accept challenges and change
- Complete planned activities
- Discuss the mentoring relationship regularly
- Discuss issues openly
- Take responsibility for your career
- Interact positively with your mentor
- Do not expect the mentor to make your decisions
- Develop yourself outside the mentoring partnership
- Help and mentor others where appropriate.

5.3.3 *Expanding learning experiences for mentees*

Mentees learn from experiences and should be constantly looking for new experiences to include in their action plans. Ongoing discussions with mentors regarding these experiences can help mentees gain an even greater benefit from the learnings. Following are some opportunities that mentees can pursue to gain additional learning experiences:

- Volunteer to work on a new assignment
- Reflect on a conflict situation at work
- Determine the organization's priorities and any pending changes
- Accept leadership opportunities
- Do a presentation
- Participate in community service
- Attend work-related classes
- Take a lead on a project or assignment
- Shadow an employee
- Mentor another employee
- Read and review professional books and articles on a chosen trade.

5.4 **Removal from the mentoring program**

The AMP employs a “no fault termination” guideline that reinforces the fact that all mentoring partnerships are voluntary. If, at any time, the mentee, mentor or AMP coordinator decide that the mentorship has gone as far as it can, the relationship can be concluded in consultation with the AMP coordinator. It should not be artificially continued with both partners just going through the motions. However, before ending the mentor and mentee relationship, the following actions should be considered.

Both the mentor and mentee should:

- Talk to each other about continuing or terminating the mentorship
- Get help from the AMP coordinator or other trusted advisors
- Discuss issues with the AMP coordinator.

The AMP coordinator should:

- Determine logically and discreetly whether the mentorship can be saved, whether it is worth saving, or whether it should be concluded
- Decide whether the mentor and/or mentee are good candidates for a future relationship. This decision should be recorded in the appropriate AMP administration file.

6.0 ROLES AND RESPONSIBILITIES

6.1 Owners

The successful implementation of an AMP is dependent, to a large degree, on the direct and indirect support from the owner. As part of their roles and responsibilities, owners need to:

- Be obvious, visible, engaged champions of the program
- Consider making the program a contractual requirement
- Offer ongoing and complete support by providing the contractor with sufficient resources to effectively develop, implement and administer the AMP
- Provide testimonials as to the value the AMP brings to their project
- Participate in the orientation of mentors and mentees, when requested
- Participate in any recognition program associated with the program, when requested
- Give open, honest and constructive feedback to participating contractors on the administration of the program
- Support the contractor's efforts in finding and providing new and challenging opportunities for the mentee.

6.2 Engineering procurement construction managers (EPCM)

For projects where EPCMs are selected by owners to manage the construction effort, it is essential that they are integral supporters of the program. As part of their roles and responsibilities, EPCMs need to:

- Be obvious, visible, engaged champions of the AMP
- Ensure sufficient resources are made available to allow the program to be properly implemented and administered
- Participate in the orientation of mentors and mentees, when requested
- Participate in any recognition program associated with the AMP, when requested
- Give open, honest and constructive feedback to participating contractors on the implementation and administration of the program

- Support the contractor's efforts in finding and providing new and challenging opportunities for the mentee and mentors
- Keep project management apprised of the AMP and its impact on the current project
- Encourage contractor participation in the AMP
- Looks for ways to improve the program.

6.3 Contractors

The contractor role is essential to the success of the AMP. Quite early in the process, it becomes obvious to the mentor and mentee that their employer's support is critical to the learning relationship. As a result, the success of the program is dependent on the contractor embracing and supporting the AMP at the outset of the current project. Contractors need to:

- Assign a senior level manager to be champion of the AMP
- Market the AMP to foremen and potential mentor and mentees
- Arrange for orientation for and between the mentors and mentees and ensure they understand their respective roles
- Participate in any recognition program associated with the AMP
- Assign a dedicated resource to manage the program on their behalf
- Encourage potential mentors to participate in the program
- Match mentors and mentees
- Keep the EPCM management apprised of the program and its impact on the current project
- Monitor the AMP and suggest changes to enhance program effectiveness
- Support efforts in finding and providing new and challenging opportunities for the mentee and mentor.



6.4 Labour providers

The labour provider, although not directly involved in the day-to-day management or administration of the AMP, plays a vital role in its implementation and success. The individuals who participate as mentees and mentors in the AMP are normally individuals dispatched by the labour provider. Consequently, the labour provider interacts with these mentors and mentees during the course of the business relationship and can positively influence participation and support for the program.

Labour providers need to:

- Be visible champions of the program
- Encourage individual mentors and mentees to participate
- Encourage contractors to participate
- Monitor the program and suggest changes to enhance program effectiveness
- Participate with the EPCM and the contractor in the program's implementation
- Promote the AMP in their newsletters and other communication vehicles
- Participate in any recognition program associated with the AMP, when requested.

6.5 Foremen and all levels of supervision

Frontline supervisors have the primary ability to control the level of success of any mentoring program, therefore, it is critical that they be given the tools, authority and knowledge required to manage this successfully. Expectations and responsibilities of the foremen should be communicated clearly. Specifically, foremen need to:

- Have a clear understanding of the apprentices' capabilities and previous work experience
- Ensure proper training and/or supervision is provided before assigning work
- Guide and coach journeypersons into becoming mentors
- Assist in the identification of mentoring pairs
- Provide guidance in setting goals and learning objectives for apprentices
- Provide challenging opportunities when possible

- Participate in any recognition program associated with the AMP, when requested
- Maintain open lines of communication
- Encourage feedback from mentors and mentees
- Be visible champions of the program
- Periodically review apprentices' Blue Books to help set goals relative to recent technical training and recognize past achievements.

6.6 Mentors

Structured or planned learning is the cornerstone to successful mentoring. The mentor's role is to promote intentional learning, which includes capacity building through a variety of methods such as instructing, coaching, providing experiences, modeling and advising. Mentors need to:

- Demonstrate a willingness to commit to the mentoring process
- Attend formal mentoring training, progress reviews and forums
- Participate in open and honest discussions with all stakeholders
- Develop an action plan
- Meet (or connect) with the mentee on a regular basis, as per an agreed-to schedule, to review program progress and plan future activities, including areas for improvement
- Assume four main coaching roles:
 - Teacher – assist mentee in setting developmental goals and plans to achieve them
 - Consultant – discuss work-related concerns impeding performance or career growth
 - Guide – share organizational knowledge gained from personal experience
 - Challenger – provide objective and honest feedback.

In addition, to be effective, mentors need to understand what they do not need to do and what they are not accountable for. Specifically, mentors are not:

- Accountable for managing a mentee's career path
- Accountable for a mentee's work ethic
- Accountable for a mentee's attendance
- Accountable for a mentee's social interaction
- Accountable for a mentee's financial affairs
- On call twenty-four hours a day
- The mentee's personal counsellor.

6.7 Mentees

Setting clear and measurable goals and objectives are critical to a mentee's success in a mentoring relationship. Without proper goals, it will be difficult for the mentee to know if he or she is on the right path and going in the right direction. Specifically, mentees need to:

- Complete mentee applications
- Attend mentee and mentor orientations
- Define specific goals and objectives – identify short and long range objectives that lead to achieving the goal
- Ensure their supervisors know about and support mentoring – supervisors are a valued source of information and can provide information about career development and performance feedback. Mentees are encouraged to obtain support from supervisors for challenging assignments and regular meetings with mentors
- Ensure they are linked with a compatible mentor. Look for these characteristics in a mentor:
 - Respected and trusted
 - Located at or near the place of work
 - Recognized as a leader
 - Experienced in the areas the mentee needs to learn
 - Known for being honest and open
 - Easy to talk to
 - Able to explain how things work in the workplace
- Get to know their mentor's interests, career history, expectations and personal style
- Discuss overall goals with their mentor, and ask for challenging assignments

- Meet (or connect) with the mentor on a regular basis, as per an agreed-to schedule, to review program progress and plan future activities, including areas for improvement
- Discuss expected length of the partnership
- Sign a mentoring agreement
- Begin developing a mentoring action plan
- Complete the mentoring action plan
- Break goals into very specific objectives
- Identify activities that can be undertaken to meet an objective
- Follow the mentoring action plan
- Complete the recommended initial program evaluation and additional evaluations at least quarterly thereafter, and give honest feedback
- Complete final program evaluation
- Take the necessary administrative steps to terminate the mentorship when appropriate and timely
- Promote the mentorship program with co-workers
- Be positive examples, be leaders and be safe in all things they do.

7.0 IMPLEMENTATION OF AN AMP

To help companies put an effective AMP in place, this section provides more detailed information relating to various implementation steps. A number of tools and documents are also available as part of this best practice that can be directly applied to an implementation plan.

Appendix A provides some of the basic forms and templates that might be used during an AMP, including mentee and mentor applications and action plans.

Appendix B includes various implementation tools that are intended to help companies think through the various steps to ensure all is in place. For example, **Appendix B** lists a number of key questions program planners can ask themselves to ensure all the necessary actions have been taken. It also includes a simple checklist as a snapshot of what needs to be done.

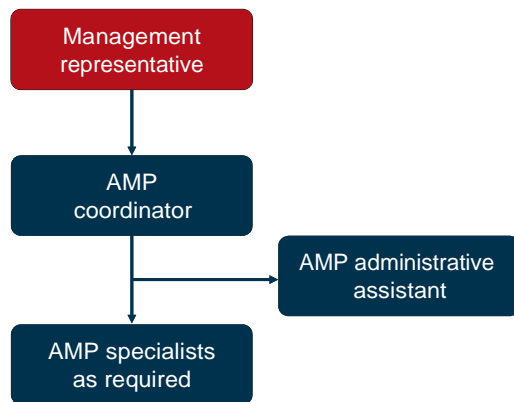
7.1 Twenty steps to implementing a successful AMP

There are many steps necessary to ensure a successful and effective AMP. Following are 20 steps that can help provide a framework for implementing a comprehensive program that meets the needs of all stakeholders:

1. Select senior management program champions
2. Select program coordinator
3. Put program communications plan in place
4. Complete mentee applications
5. Complete mentor applications
6. Complete mentee selection
7. Complete mentor selection
8. Complete mentee orientation
9. Complete mentor orientation
10. Cultural awareness training
11. Complete mentoring action plan
12. Define development goals and objectives
13. Notify supervisors
14. Set regular meetings between mentee and mentor
15. Provide challenging assignments
16. Conduct initial mentoring program evaluation
17. Conduct quarterly program evaluation
18. Conduct final program evaluation for mentee
19. Conduct final program evaluation for mentor
20. Terminate the mentorship.

7.2 Administration of an AMP

One of the secrets to a well-run program is the organization of its administration. Following is an organizational chart that depicts a typical administration department for an AMP. Brief descriptions of each follow the chart. For more information on various position descriptions that relate to an AMP, see **Appendix C**.



7.2.1 Senior management representative

- Has overall responsibility for the AMP and works closely with and in support of the AMP coordinator
- Attends AMP meetings and champions the program.

7.2.2 AMP coordinator

- Manages and coordinates all aspects of the AMP
- Develops and oversees the program budget
- Develops both long and short range plans
- Develops and oversees the development and delivery of AMP training
- Coordinates meetings with all participants including owner representative, contractors and labour providers to establish support and champions of the AMP
- Promotes the AMP to contractor management and supervisors

- Liaises with off-site agencies such as Apprenticeship and Industry Training (AIT), labour providers and other relevant industry associations
- Selects and trains staff in relevant aspects of the program including orientations, goal setting and reporting
- Supervises and directs the program staff
- Develops and implements an audit system to ensure goals are being achieved.

7.2.3 AMP administrative assistant

- Reports to the AMP coordinator
- Maintains the AMP database
- Keeps all AMP records
- Identifies and schedules interviews with participating mentors and mentees
- Develops AMP status reports on a pre-established schedule
- Tracks dates for recognition and/or completion of program by mentees.

7.2.4 AMP specialist

- Reports to the AMP coordinator
- Facilitates orientations and assists with establishing achievement targets
- Conducts regularly scheduled reviews
- Distributes and collects surveys
- Works with mentors, apprentices and supervisors to identify learning opportunities
- Liaises with supervisors and management to identify participants for the program.

7.3 Orientation

To gain the support from all stakeholders, it is recommended that companies hold orientation sessions early in the process. These sessions can effectively introduce the concept of an AMP and the benefits it can bring to individuals and companies alike.

Appendix D includes sample presentations that can be used to introduce the concept and the program to mentors and mentees, owners and contractors, and supervisors and managers.

7.4 Communications

Keeping all parties informed and up-to-date is critical to an AMP's success. From the initial kick-off of the program to final evaluation, it is critical that participants and others are well aware of the program and any impact it may have on them. **Appendix B** includes a sample communications plan that companies can use as part of the implementation of an AMP.

7.5 Program evaluation

Appendix E contains a number of program evaluation surveys that companies can use to effectively monitor the progress of the program. Specifically, it includes surveys that are applicable for both mentees and mentors, and cover various timeframes of the program (i.e., initial feedback, quarterly surveys and final evaluation).

7.5.1 Defining success

There are many ways to determine whether an AMP has been successful. Typically, the following will occur as part of a successful program:

- The mentee will be partnered with a competent journey person mentor who can help the mentee identify hazards and risks, allowing the apprentice to mitigate the risks and improve safety
- The mentee will be exposed to a variety of tasks, as identified in the mentoring program, accumulating many more skill sets, and will therefore become a greater asset to the employer
- The apprentice will be more content in the job because he or she is exposed to a greater variety of tasks and not stuck doing simple repetitive jobs
- The mentor may pass along short-cuts learned through years of experience
- The organization will experience higher retention rates as apprentices learn more skills and finish their apprenticeship in a timely fashion
- Mentees will have more confidence, self-esteem and commitment
- The mentee will be able to perform more tasks with confidence because he or she has been shown how to perform tasks safely and correctly – the result is higher productivity

- Apprentices who have gone through a mentoring program are much more likely to be better trainers in the future
- The work environment will be improved as mentoring builds more team spirit, improves self-esteem and boosts morale.

7.5.2 *Measuring success*

The most beneficial way to measure the success of an AMP is through a comparison between apprentices participating in the program and those who are not. The following metrics can help measure success:

- **Commitment**
The comparison here relates to absenteeism and turnover. By comparing the absenteeism and turnover rate of those in the program and those not in the program, the benefits that have been attained become more evident.
- **Safety**
The statistics regarding first aids, medical aids, modified work and lost-time injuries help to identify the success of safety mentoring.
- **Personal and professional development**
Apprentices working on longer projects would have opportunities to attend school. To measure success, organizations might consider whether the apprentices are attending in a reasonable time span, or what percentage of participants passed a course compared with non-participants.
- **Competencies**
Assuming that competencies attained through the AMP relate to knowledge and skill level, performance of these may be exemplified by the level of grades attained when attending trade school. A comparison of the grades between participants and non-participants upon completion of each level of apprenticeship would give an indication of the success of the program.

- **Improved productivity**
Productivity is an effective gauge in analyzing success of the program. Are the apprentices engaged in the AMP generally more productive than those who did not participate?
- **Greater diversity in apprentice workforce**
Is there a greater percentage of apprentice females, Aboriginals and visible minorities in the AMP than the industry norm?

7.6 **Barriers to effective mentoring**

Part of a successful AMP results from a clear understanding of the potential roadblocks that may arise during implementation. Organizations that are putting a program in place must consider the following barriers and find ways to alleviate them in the early stages:

- Some experienced tradespeople are not well prepared to take on the role of a mentor and offer few training opportunities to bridge the gap
- Others are reluctant to pass on their wisdom and knowledge
- Some mentors see new entrants as potential competitors
- There is a large turnover of employees – both journeypersons and apprentices – which can cause disruptions in the AMP process
- Daily pressures on work productivity can be intense
- Some employers are concerned about the cost of training versus the return on their investment. For further details on this issue, see the Return on Training Investment (ROTI) Project information on the Canadian Apprenticeship Forum website at www.caf-fca.org
- Some mentees are reluctant to participate in the learning process
- A mismatch between a mentor and mentee can cause problems and limit the ultimate success of the program
- Unrealistic expectations can arise from all parties
- Breaches of confidentiality are possible.

8.0 MANAGING THE BLUE BOOK

The Apprenticeship Record Book is also known as the Blue Book. The purpose of the Blue Book is to help both the apprentice and the employer monitor and document the apprentice's progress within the apprenticeship program. The Blue Book contains the tasks, activities and functions within the scope of the trade, as well as the course outline for the technical training in the trade. It is critical that the Blue Book be updated and kept current.

Managing the Blue Book is ultimately the apprentice's responsibility. It is recommended that apprentices keep the Blue Book in their possession.

8.1 Apprentice's responsibilities with the Blue Book

- Read the book thoroughly and understand your responsibilities
- Have the book available for your direct journeyman supervisor
- Record the day you start a job and the hours you work in a separate document, as well as in your book. These hours should match what is entered in your book
- Ensure your book is completed after each job and after each period of apprenticeship
- Return the book to the AIT office when all the requirements for your apprenticeship period are complete. The book and your AIT file will be updated, which entitles you to an increase in the minimum apprentice wage rate for your trade
- If your employment ends, follow the transfer card instructions in your Blue Book
- If you have had numerous employers over a short time, bring your book (with all hours recorded) into the nearest AIT office and have those hours entered. This is recommended in case the book is lost, in which case you would have to contact each employer to get proof of the hours worked

- Submit properly signed transfer cards for each change of employer. If you do not do this, the hours you worked are not considered to be under a legal contract and would not be credited toward your apprenticeship
- Ensure you keep your Blue Book when leaving employment.

8.2 Employer's responsibilities with the Blue Book

- At the end of each period of apprenticeship:
 - Complete Section 1 of the Verification of On-the-job Training and Work Experience
 - Ensure the direct journeyman, supervisor and apprentice complete and sign Section 2 of the Verification of On-the-job Training and Work Experience
 - Ensure the book is returned to the apprentice
 - If the apprentice's employment ends, follow the transfer card instructions.
- When re-employed:
 - The apprentice and the new employer must sign the Acceptance Card and mail it to the nearest AIT office.

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Shell Scotford Athabasca Oilsands Downstream (AOSD) Project, constructed by the Athabasca Construction Joint Venture (ACJV) – Bantrel, Fluor, Parsons, Veco, TriOcean. The duration of the apprentice mentoring program was from December 2000 through

September 2003.

Syncrude Upgrader Expansion (UE1) Project, KBR as EPCM and several other participating contractors. The duration of the apprentice mentoring program was from December 2003 through August 2005.

Topic C6 – Mentoring employers and Indigenous trainees to enhance retention. Australian Government, Department of Education, Science and Training; New Apprenticeships Training Information Service. (www.natinfo.com.au/inakit/topic_c6.htm)

Sample Forms and Templates

- Mentee application for the AMP
- Statement of career aspirations, goals and suitability for the AMP
- Mentor application for the AMP
- Mentoring agreement for the AMP
- Mentoring action plan

AMP - MENTEE APPLICATION FORM

Name:		Title:	
Current position:		Area of project:	
Total years in trade:	Highest level of education:	Major field of study:	
Supervisor's name and telephone number:			
Job titles of previous positions held in the last one to four years:			
Hobbies, community services, activities and personal interest:			
What have you done in the past five years to enhance your professional career and self-development?			
What are your career goals and objectives?			
What do you expect to achieve in the next one to four years and how do you plan to do it?			
What do you expect to accomplish during the mentoring partnership? What are your top three to five goals and how can a mentor help you achieve them?			
What apprentice mentoring program functional areas do you want experience in for your career goals?			
Special knowledge, skills, experience and background you have:			
Personal characteristics and qualities you bring to the mentoring partnership:			
Do you have a preference for a mentor?			
Any additional information that should be considered prior to matching you with a mentor:			

For the mentee

I request to participate in the Apprentice Mentoring Program (AMP) as a mentee. I understand and agree that this program is voluntary, and I may withdraw from it at any time. The length of the program is 12 to 48 months and, with my supervisor’s concurrence, I may be given reasonable work time for mentoring. My participation in this program is not a guarantee of training, assignments or promotion. All recommended formal training courses are subject to the construction schedule and availability of funds. I understand that if selected for the AMP, I will be expected to complete all developmental tasks assigned by my mentor. I also understand completion of this program may require work/study during off-duty hours.

Signature of mentee: _____ **Date:** _____

Mentee’s supervisor

I support this employee’s nomination as a mentee in the AMP and agree to support the mentoring program and the individuals who have entered into this agreement.

Signature of supervisor: _____ **Date:** _____

Comments:

Superintendent

I support this employee’s nomination as a mentee.

Signature of superintendent: _____ **Date:** _____

Comments:

Statement of career aspirations, goals and suitability for the
apprentice mentoring program (mentee)

Applicant name/date

AMP - MENTOR APPLICATION FORM

Name:	Job title:	Telephone:	
Mailing address:		Email address (if applicable):	
Total years service:	Career field:	Years in career program/field?	Area of project:
Please list the functional job titles of your last five positions:			
<p>What areas are you able to help your mentee?</p> <ul style="list-style-type: none"> • Safety awareness • Assist mentor to develop a mentoring action plan (MAP) • Meet with the mentor on a regular basis • Be a teacher, counsellor, guide, challenger • Apply for jobs • Information about a particular career program/field • Progress in the career field • Career counselling • Career progression strategies • Solutions to job problems • Improve job competencies • Construction industry organizational culture and politics • Interviews 			
What experiences, skills, values or knowledge would you particularly like to pass on to a mentee?			
What do you expect your mentee to gain from this mentoring partnership?			
Do you have a preference for a mentee?			
Is there any additional information that should be considered before matching you with a mentee?			

For the mentor

I agree to serve as a mentor. I understand that I will be assigned one mentee, and that I will be expected to share my experiences, advice and guidance with them. I understand that a reasonable amount of my worktime and some non-worktime may also be required. I agree to serve in this voluntary capacity for 12 to 48 months unless changing circumstances create an undue hardship.

Signature of mentor: _____ **Date:** _____

Mentor's supervisor

I support this employee's nomination as a mentor in the AMP and agree to support the mentoring program and the individuals who have entered into this agreement.

Signature of supervisor: _____ **Date:** _____

Comments:

Superintendent

I support this employee's nomination as a mentor.

Signature of superintendent: _____ **Date:** _____

Comments:

AMP - MENTORING AGREEMENT

Purpose: We, the undersigned, agree to enter into a mentoring partnership.

Length of mentorship: The length of the mentorship is 12 to 48 months but may be terminated earlier by either party.

Supervisor notification:

- Date mentor's supervisor notified: _____
- Date mentee's supervisor notified: _____

Mentorship goals: The developmental goals of this mentoring partnership are:

Meeting logistics:

- When? _____
- Where? _____
- How often? _____
- How long? _____
- Who schedules? _____

Apprentice mentor program orientation

- Projected completion date: _____

Shadow program:

- Scheduled date: _____

Stretch assignment:

- Date stretch assignment will be assigned: _____
- Date stretch assignment will be completed: _____

No fault termination: This agreement is entered into voluntarily and, after discussion with each other and the mentoring coordinator, either the mentor or the mentee may terminate this agreement for any reason. If the agreement is terminated, the mentee will notify the mentor program coordinator/administrator.

Signature of mentee: _____ Date: _____

Signature of mentor: _____ Date: _____

AMP - MENTORING ACTION PLAN

Mentee's name:	Mentor's name:	Date:	
Development goal:			
Objectives:	Needed skills ¹ :	Recommended plan of action ² :	Target completion date:
Development goal:			
Objectives:	Needed skills ¹ :	Recommended plan of action ² :	Target completion date:
Development goal:			
Objectives:	Needed skills ¹ :	Recommended plan of action ² :	Target completion date:
Stretch assignment:			
Objectives:	Needed skills ¹ :	Recommended plan of action ² :	Target completion date:
Remarks:			

1. List the knowledge and abilities to be developed.
2. List the assignment or training recommended (developmental assignments, seminars) and specify resource and location.

Implementation Tools

- Apprenticeship Best Practices:
A guide for on-the-job learning
- Key questions to answer in apprentice
mentor program development
- Implementation checklist
- Sample communications plan

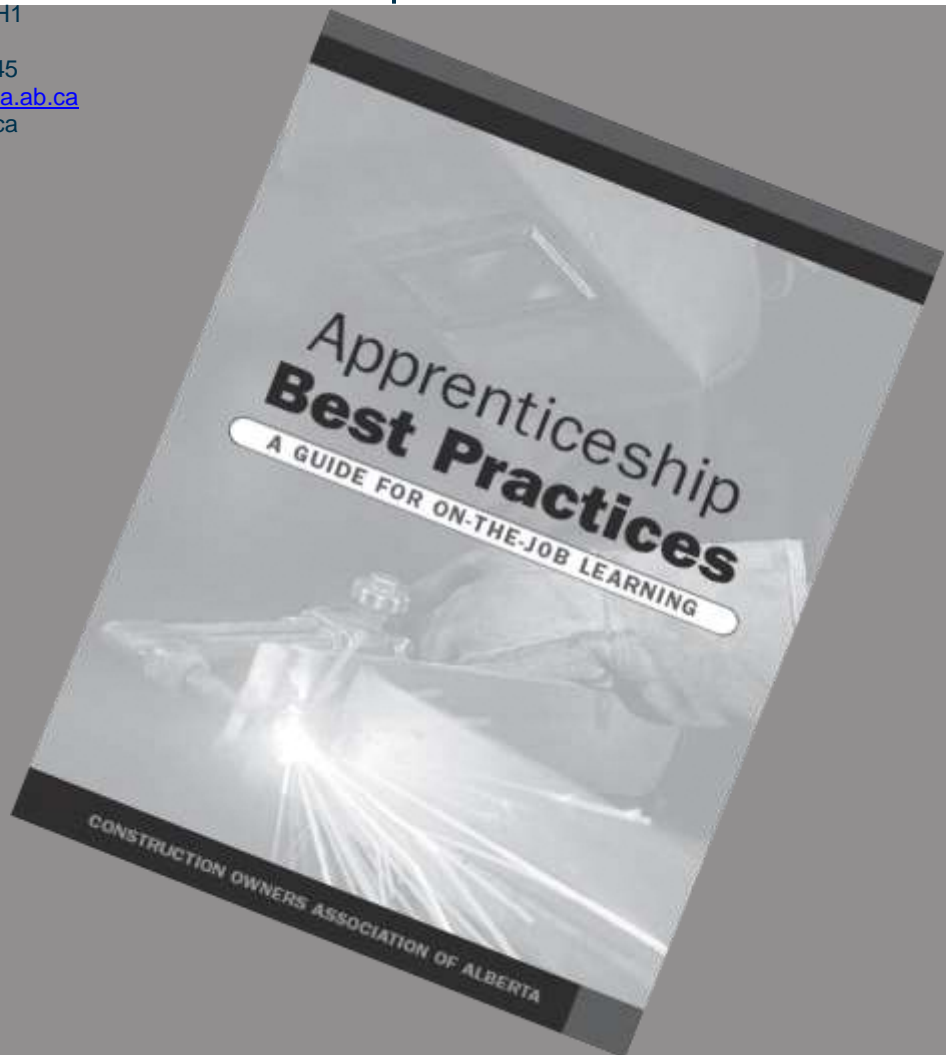
APPRENTICESHIP BEST PRACTICES: A GUIDE FOR ON-THE-JOB LEARNING

The Apprenticeship Best Practices booklet shown below was created to help the development of apprentices in Alberta. For those companies planning to implement an apprentice mentoring program (AMP), this booklet is a valuable supplement for program participants. It aims to enhance the on-the-job portion of apprenticeship learning so both the apprentice and journey person can have positive learning experiences.

The Apprenticeship Best Practices booklet is available online at www.coaa.ab.ca. Printed copies are also available by contacting:

Construction Owners Association of Alberta
#800, 10123 – 99 Street
Edmonton, Alberta
Canada T5J 3H1

T: 780 420-1145
E: admin@coaa.ab.ca
www.coaa.ab.ca



KEY QUESTIONS TO ADDRESS IN AMP DEVELOPMENT

AMP leadership

- What AMP leadership, advisory group is needed?
- Do we need a formal, written governing agreement for our AMP? If so, who should be the parties to this agreement?
- What stakeholders should be involved in designing and advising the AMP?
 - Mentors?
 - Mentees?
 - New but experienced employees?
 - Managers (at what levels)?
 - Union or association leaders?
 - Others?
- In what ways can each stakeholder group be meaningfully involved in program design?
- What are the roles and tasks of an AMP coordinator?

Program partners

- What partners might contribute to our program's success?
- How and at what point in the process can we establish any needed partnerships?
- What would potential partners gain from our partnerships?

Program approach

- For whom will the mentoring be provided?
 - Novice employees just starting in their careers?
 - Experienced but new hires?
- What should be the configuration of the mentoring support (one to one? team?)

Mentee needs assessment

- What research is there on mentee needs and what does it tell us?
- What local research do we have or need to do on our own mentees' needs, and what does it tell us?
- What needs are best addressed with training? With mentoring? With other program strategies?
- What methods do mentors need to help them assess and address specific needs of their mentee?

Organizational needs assessment

- What organizational needs are there that are appropriate for the program to address?
- What calendar issues and events should be considered when planning an AMP?

Other issues to consider

- What policies and practices are barriers to mentoring and how can these be overcome?
 - External?
 - Internal?
- What operational changes need to be made to make mentoring possible?
- Do mentors and mentees have ready access to email and telephones?
- How will mentors interact with mentees and have appropriate access to needed development opportunities and support?



The participants

- Which employees will receive mentoring?
 - First time, young employees?
 - Novice employees entering from another career?
 - New to the organization?
 - New to a job level, or specific assignment?
 - New to a site but experienced in the organization?
 - New hires with previous, but not recent, experience?
 - Persons in disadvantaged minorities?
 - Underrepresented minorities and women?
 - High potential junior supervisors?
 - Managers selected for future positions?
- Will participation in the AMP be mandatory or voluntary?
- How long will a mentee participate in a program?
- What and who will determine how long a mentee should be mentored?
 - Meeting a minimum performance standard?
 - Mentee self-assessment?
 - Mentor assessment of mentee need?
 - Coordinator or supervisor assessment of mentee need?
 - A fixed timeline, such as a year? Two years? Three years?
 - Externally set timeline for certification?

Program purpose and goals

- What goals and results can our program realistically expect to attain?
- What are the options for program goals that make the most sense for our employees and local needs as an organization?
- Which combination of goals will address the needs we have identified?
- What about goal permanence? Will our program's goals be:
 - Far-reaching and valid for a long time?
 - Shorter term (one to two years) and expected to change as the program evolves?
 - If the latter choice, what changes do we expect to occur and what timeline do we expect those changes to follow?
- Do our program goals compliment and not conflict with goals of other improvement efforts?

Program structures and components

- What components for our program are necessary to accomplish our goals?
- What other support components besides mentoring do mentees need?

Program implementation

- Should we implement the whole program design at once or phase it in?
- How can we phase in the implementation of a complex program to keep it manageable and successful?
- What parts should be implemented first? Later?

Time and timing

- How frequently should mentoring activities occur?
- What is the best way to provide time for mentoring?
- How can we estimate how much time is needed to effectively mentor?
- Should we do research regarding the impact of time available for mentoring and impact on mentors' effectiveness?
- Should we and how could we measure how much time mentors give to mentoring?
- How long will mentors serve?

Roles and tasks

- **Mentors**
 - Given our goals, what are the roles and tasks that every mentor should ideally be able to fulfill?
 - Which mentoring tasks are the same for every mentee?
 - Which mentoring tasks are unique to different people, or people with different levels of experience?
 - Which mentoring tasks will most mentors already know?
 - Which tasks are not likely to already be known?
 - What checklists can be developed (or found and adapted) that include typical mentoring tasks?
 - How can checklists be refined to focus early mentoring on priorities, so mentees are not overwhelmed?
- **Mentees**
 - What do effective mentees need to be able to do regarding the mentoring program?
- **Supervisors**
 - What do effective supervisors of mentees need to be able to do regarding the mentoring program?
 - How should mentors and supervisors determine which tasks each needs to complete?

Recruitment of mentors

- What relationship should there be among the mentor recruitment, selection and matching processes?
- What are the best methods for recruiting mentors?
- What must we do to attract the better candidates for mentoring?
- Should we use incentives to attract mentors?
- Can mentors nominate themselves or should mentors be chosen?
- What can we do if there are insufficient numbers of people willing to be mentors?
- What job descriptions, applications or contracts do we need to use during recruitment?

Selection of mentors

- Who can become a mentor?
- What are the pros and cons of the exclusive or inclusive selection approaches?
- If the inclusive approach is best, how can we ensure that only appropriate people serve as mentors?
- Can supervisors also be mentors?
- Who has a valued viewpoint on mentor skills and should have input on selection?
- What selection criteria should we establish to select mentors?
 - How can the criteria reflect the program's goals?
 - How can the criteria be reasonable and not burdensome, while setting a fair standard for acceptance as a mentor?
- What selection process should we use to apply the criteria?
 - What process will ensure that we make fair and appropriate decisions?
 - What steps should the process include?
 - What timeline will the process need to follow so it works with recruitment, hiring practices, mentor training, etc.?

Matching mentors and protégés

- What are appropriate criteria for matching?
- Is it appropriate to match based on personality, working, learning, age or ethnic group?
- What is an appropriate matching process?
- What timeline for matching do we need to follow?
- Who should coordinate the matching process and communication?
- How many mentees can/should a mentor work with at the same time?
- What proactive steps can be taken to avoid mismatches?
- What should we do if a mismatch occurs?

Initial training

- **Mentor training:**
 - What are the implications of mentor roles and tasks for their training?
 - What are the goals and outcomes for the mentor training?
 - How can we train every mentor so they can successfully accomplish the program's goals?
 - How should we train and assist mentors in learning and mastering needed tasks?
 - What mentoring strategies do most excellent employees already know and what strategies will mentors probably need to learn during training?
 - When will the training take place and how many times should we train each year?
 - What should be the agenda, sequence and length of training?
 - Will mentors be required to participate in the training?
 - Should mentees attend any parts of the mentoring training?
 - What roles will other stakeholders have in the training?
 - What will be the optimal way for mentors to learn the skills they have not yet mastered?
 - Is there an employee who already has the necessary knowledge that could be taught to the mentors?
 - Is there an employee who might already have the skills that could be modeled and taught to mentors?
 - If no employee has the needed knowledge or skills, who does, and how can we arrange to learn from him or her?
 - What effective, proven mentor training materials are available to which we might gain access to give us a starting place?
- **Mentee training**
 - What are the implications of mentee roles and tasks for their training?
 - What are the goals and outcomes for the mentor training?
 - How should we train and assist mentees to learn and master needed tasks?
 - How should we train mentees to work effectively with their mentors?
 - What should be the agenda, sequence and length of training?
 - What effective, proven training materials are available for mentees, which we might access to give us a starting place?

- **Supervisor training**

- What are the implications of supervisor roles and tasks for their training?
- What are the goals and outcomes for the supervisors' training regarding the mentor program?
- How should we train and assist supervisors to learn what they need?
- How should we train supervisors to work effectively with the mentors?
- What mentoring skills do effective supervisors need?
- What should be the agenda, sequence and length of training?
- What effective, proven training materials are available for supervisors, which we might access to give us a starting place?

Resources for mentors

- What resources and expertise should be available to mentors?
- Ongoing counsel from others?
 - A program coordinator?
 - A mentor of mentors?

The mentor-mentee relationship

- What are the critical factors in the mentor-mentee relationship?
- How can participants build trust into their relationship?
- Exactly what does "confidential" mean?
- What should mentors do if mentees need to change a key behaviour and will not change it?

Mentor-mentee communication

- What strategies and skills do mentoring partners need for effective communication?
- How can participants learn what they need to maintain effective communications?
- What communication with supervisors is appropriate?
- What communication with a mentor program coordinator is appropriate?

The developmental mentoring process

- What are the typical phases that mentees go through as they gain experience and skill as employees?
- How long does each separate stage of the mentoring process take?
- How will the focus of mentoring change during the course of a mentee's involvement in the program?

Mentoring styles

- What different mentoring strategies will mentors need at various times in the mentoring process?
- How can mentoring styles be effectively assessed and how is that data used?
- How can mentors predict where they will be naturally strong and appropriate, because of their personality and style of mentoring, and where they may not automatically respond the best way?

Incentives and recognition for mentoring

- How does recognition fit with or compare to incentives for mentoring?
- What is the link between motivation and incentives?
- What incentives will attract the best candidates to serve as mentors?
 - Modified or reduced work assignments and schedules?
 - Leadership opportunities?
 - Other incentives?
- In what other ways can mentors be compensated for their additional work and participation?

Evaluation of program participants

- Should we hold mentors accountable and, if so, how and for what?
 - How can we ensure that mentors make a big impact on mentees' performance?
- Should mentors be assessed and, if so, how and for what?
- Should mentees be assessed and, if so, how and for what?
- Should the program coordinator be assessed and, if so, how and for what?

- Who will be involved in making any mentor, mentee, or program coordinator assessments?
- What evidence will be needed to evaluate and document the effectiveness of the participants?

Program evaluation and improvement

- What evidence will be used to evaluate and document the effectiveness of the program?
- What is the difference in evaluating for quality versus effectiveness?
- What data can we collect to demonstrate we are accomplishing our program's goals?
- How can we show that the program contributes to other improvement efforts?
- What baseline data can we collect now to demonstrate later that desired results have occurred and even increased with time?
- How can we capture and demonstrate the value of mentoring when conversations between mentors and mentees are confidential?
- How could we help decision makers understand our program's value even if they have never experienced the value of a mentor themselves?
- Who should be involved in evaluating and documenting the program?
 - An independent external program evaluator?
 - Mentors?
 - Mentees?
 - Managers? At what level?
 - Union leaders?
 - Others?

Supporting and sustaining the program over time

- How can we assemble the funding needed to support and grow the program?
- How can we build support for the program with key decision makers?
- How can we build support for the program with others who are non-participants in mentoring?
- What are the program pitfalls that we need to avoid to keep building a better program and how can we avoid them?

AMP - IMPLEMENTATION CHECKLIST

✓	Description
	Formation of an AMP coordination committee
	Determine /clarify reasons for implementing an AMP
	Determine if the organization has sufficient qualified staff and resources to implement an effective AMP. If not, seek support from appropriate levels of management
	Solicit and gain support and permission to form a small mentoring coordination committee to plan, implement and evaluate the AMP
	Identify key personnel for the AMP. Consider experienced individuals who have a passion and/or knowledge about an AMP and ensure a cross-section of stakeholders
	Preparation and development of the AMP
	Draw up a program plan allocating tasks and timeframes to committee members
	Use the program plan to seek budget approval for program and permission to proceed
	Determine the issues that impact recruitment and retention of employees
	Determine how best to provide support to mentees during their participation in the AMP
	In consultation with stakeholders, determine the structure and scope of the AMP
	Type of AMP: Formal or informal
	Role clarification for mentee, mentor, supervisors, coordinator/administrator, assistant administrator and clerical assistant
	Resources (time/dollars) to be expended per mentee, etc.
	Organize communications skills training for all participants
	Produce or purchase training guides and kits for mentees and mentors
	Finalize all documents (promotional materials, application forms, etc.) and arrange for printing
	Implementing the AMP
	Organize a formal launch of program at suitable time and venue with appropriate people invited
	Match mentees with mentors
	Conduct orientation and training on mentoring
	Follow-up with each participant to gain feedback on launch and training, and to clarify any concerns about who they are matched with, etc.
	Evaluate reaction to launch, training, kits, guides, etc.
	Rematch pairs if required
	Promote best practice ideas as deemed appropriate
	Evaluating the AMP
	Arrange for the coordinator and/or administrator to follow up on mentees for regular feedback at regular pre-determined intervals throughout the program
	Conduct formal evaluations of all program participants (mentees, mentors, supervisors, coordinator/administrator) at regular pre-determined intervals

AMP - SAMPLE COMMUNICATIONS PLAN

Note: Owners may assign their communications staff to provide assistance with the development of a communications strategy.

Purpose

- To inform all EPCMs, contractors and labour suppliers working on the Project of the apprentice mentoring program (AMP).
- To encourage the ongoing support and participation in the AMP of all apprentices, potential mentors and supervisors working on the Project.

Strategy

- To communicate to all stakeholders that the Project is implementing the AMP to encourage apprentices at all levels to further develop their competencies in regards to safety and their given trade.

Target audiences

- **Internal stakeholders**
 - Company senior management (president, VPs, GMs)
 - Project construction manager
 - Construction managers
 - Manager Labour Relations, where applicable
 - Manager Human Resources, where applicable
 - Manager Public Affairs, where applicable
 - Labour provider leadership
 - EPCMs, where applicable
 - Mentors and mentees
 - Construction supervisors/foremen.
- **External stakeholders**
 - Labour providers
 - Training institutions
 - Apprenticeship and Industry Training
 - COAA
 - Contractor associations as applicable.

Messages

- The Project owner(s) and contractor are working towards creating an environment that encourages apprentices to become safer, more skilled, competent and effective in their jobs.
- The Project owner(s) and contractor are committed to improving safety, quality, cost, schedule and injury reduction both in overall numbers and severity.
- The Project owner(s) and contractor are committed to contributing towards the betterment and increased professionalism of the construction industry.

Desired outcome(s)

- Apprentices will become fully aware of the AMP and understand how their participation will further their competencies, add value and increase the safety of all people across the organization.
- To communicate to all stakeholders that the Project is committed to addressing the skilled trades shortage by enhancing training in competencies.
- To add value to the construction industry and work towards enhancing the workforce on the Project.
- A highly skilled, qualified, professional tradesperson.

Implementation

The communication schedule and plan will incorporate a variety of communications tactics including those that directly deliver the information from a communication perspective (i.e. meetings, captive audiences) as well as those that provide additional sources of information for people actively seeking information on their own.

Date/timing	Communications activity	Audience	Distribution	Responsible
When program is finalized	Orientation of the program to leaders to ensure support of program	Leadership	Presentation/discussion session	Labour relations (LR) where applicable
When program is finalized	Background information on the program and status updates of mentors/mentees	Internal stakeholders, owner and contractor employees	Intranet	LR, AMP coordinator with public affairs (PA) support, where applicable
When program is finalized	Memo to internal stakeholders announcing the launch of the program	Internal stakeholders	Memo via email	LR, AMP coordinator with PA support, where applicable
When program is finalized	Courtesy letter to external stakeholders announcing the launch of the program	External stakeholders	Letter via email	LR, AMP coordinator with PA support, where applicable
First week of every month	Orientation/on-boarding of AMP to all apprentices	Apprentices	Presentation/discussion session	AMP coordinator
Third week of every month	Communicate apprentice matches to the organization	Each apprentice	Newsletters and bulletin boards throughout the site	AMP coordinator (assigned matchmaker) liaison with contractor and PA to coordinate newsletter and bulletin board
Quarterly update meetings	Communicate programs and success rate (number of participants, competencies being developed)	Project employees (hosted by _____)	Presentation/discussion session	AMP coordinator to provide facts and figures to _____ for presentation
At program launch and quarterly updates	AMP launch and quarterly personal interest stories	Owner employees and contractor site workers	<ul style="list-style-type: none"> – Connections newsletter – E-Journal – newsletters for site 	PA liaison with AMP coordinator
Ongoing	Recognition of workers achieving milestones	Apprentices	Congratulatory letter from construction leader, certificate on wall frame	AMP coordinator and PA to draft and leadership to sign and add personal remarks
Ongoing	Recognition of workers achieving milestones	Apprentices	Pins for participants to wear and collect to demonstrate to their colleagues progress being made in program	AMP coordinator and supervisor
Annually	Recognition of workers achieving milestones	Apprentices and leadership	Event held at auditorium or restaurant	TBD
Ongoing/as appropriate	Recognition of workers in paid advertorial in local newspaper, profile program, success stories and recognize individuals	Alberta and industry partners	500 word advertorial and photo(s) of people being recognized in Calgary Herald, Fort McMurray Today, Edmonton Journal	PA with support from AMP coordinator

Note: Additional information on the AMP can be found on the Construction Owners Association of Alberta website at www.coaa.ab.ca

Job description examples

- Coordinator, AMP
- Mentoring Specialist, AMP
- Administrative Assistant, AMP
- Construction Trades General Foreman
- Construction Trades Foreman

COORDINATOR, AMP

Position description:

Position title: Coordinator, AMP
Department: Training Department
Immediate supervisor: Project Labour Relations Manager

Primary purpose of position:

Reporting to and under the general direction of the project manager of Labour Relations. The coordinator of the AMP is responsible for the management and administration of all aspects of the AMP; develops long-range and short-range AMP planning within the project; coordinates the development and delivery of the AMP training; provides advice and guidance to senior management on AMP issues; and develops contacts and relationships within industry and government.

Basic duties and responsibilities:

1.0 Assist the project manager of Labour Relations by providing advice and guidance regarding the development, implementation, administration and general management of the AMP, thereby contributing to processes that provide for an effective mentoring program that contributes to a stable and productive business environment by:

- Developing all applicable program materials
- Overseeing the implementation and administration of the AMP
- Meeting with owner, engineering procurement construction managers (EPCM), labour provider and contractor management to establish support and champions for the AMP
- Participating in the development of program objectives with senior management, EPCM, client, labour providers and users
- Establishing, in conjunction with staff, necessary support activities for the AMP and monitoring the results
- Monitoring program participation and success through reports from AMP staff
- Developing and delivering supervisor, mentor and mentee orientations to applicable EPCM and contractor personnel
- Providing AMP overview to all new hire craft personnel
- Establishing and maintaining a recognition program for all participants (mentors and mentees)

- Ongoing liaison with off-site agencies such as Alberta Employment, Immigration and Industry, Apprenticeship, Industry and Training, labour providers and other industry associations
- Auditing the proper implementation and administration of the AMP.

2.0 Manages the administration of all aspects of the AMP to ensure a professional service based on excellence in quality, timeliness and expertise by:

- Establishing systems and procedures to implement the AMP, including notification, correction and auditing
- Developing and implementing systems to ensure program elements are clear, consistent and recorded
- Costing of AMP for budgeting and forecasting
- Monitoring the handling of program opportunities for change and participating directly, if necessary, in their resolution.

3.0 Develops long-range and short-range AMP planning within the project structure to ensure that the program's philosophy is achieved by:

- Evaluating existing systems, policies and programs and making or recommending changes to ensure effectiveness
- Recommending and/or developing new systems, policies, programs and procedures to ensure a creative, progressive approach
- Developing and implementing an audit system to ensure that systems, policies, programs and procedures are working as designed and to highlight deficiencies, if any.



4.0 Coordinates the development and delivery of AMP training, in order to ensure management, supervision and employees are familiar with and are using current AMP practices, policies, procedures and programs by:

- Identifying with senior management the training needs for the AMP at all levels within the organization
- Establishing priorities for the development and delivery of training
- Developing or coordinating the development of identified program materials, including researching and compiling data and information
- Coordinating the scheduling of AMP training, including physical arrangements, notifications, information dissemination
- Delivering, either as an instructor or facilitator, AMP training; coordinating the delivery of training through AMP staff
- Evaluating the training provided, including participation, program content, effectiveness, etc. and revising and revamping program materials and arrangements for future training.

5.0 Responsible for the management and administration of the AMP staff to ensure a professional, efficient and planned service is provided by:

- Supervising and directing the day-to-day activities of the AMP staff
- Coordinating the professional development and training of AMP staff
- Developing and implementing an appropriate succession plan for AMP staff
- Monitoring and evaluating, in conjunction (when appropriate) with applicable project management, the performance of AMP staff, including performance appraisals, setting goals, salary reviews, etc.
- Recruiting and establishing appropriate career development plans for all AMP staff
- Developing and implementing AMP budget, monitoring budget on a regular basis and taking corrective actions where necessary
- Developing and implementing administrative systems and auditing them to ensure effectiveness.

6.0 Develops contacts and relationships within industry and government to ensure active and open lines of communication and harmonious relationships built on trust by:

- Representing or coordinating, when requested and approved by senior project management, the participation of AMP staff on behalf of the project in meetings of industry associations
- Contacting labour provider representatives on a regular basis to discuss issues of general interest and project-specific agenda items, proposed policies, etc.
- Seeking feedback from labour provider, EPCM, contractor associations and project management representatives on the AMP policies and procedures
- Developing and implementing a planned schedule of AMP audits
- Contacting project management representatives on a regular basis to discuss issues, provide information and solicit comments.

Required knowledge, skills and abilities:

- Strong management and supervisory skills
- Strong interpersonal skills
- Excellent oral and written presentation skills
- Education: university or technical school graduate with emphasis in training; post secondary training in management skills
- Experience: 10 to 12 years experience in a training function in construction or maintenance industry, including significant experience in a supervisory/management capacity. Experience in development and delivery of programs, procedures and systems is a definite asset.

MENTORING SPECIALIST, AMP

Position description:

Position title: Mentoring specialist,
AMP
Department: Training Department
Immediate supervisor: Coordinator, AMP

Primary purpose of position:

Under direct supervision of the coordinator of the AMP, the mentoring specialist manages the day-to-day AMP activities on the project; participates in the delivery of programs and policies; develops contacts and relationships with labour provider, EPCM, client, contractor and contractor association representatives; participates in the delivery of AMP training programs on site.

Basic duties and responsibilities:

- 1.0 Assist the AMP coordinator by providing advice regarding the development, implementation, administration and general management of the AMP, thereby contributing to processes that provide for an effective mentoring program that contributes to a stable and productive business environment by:
 - Delivering AMP orientations
 - Assisting AMP coordinator with the development of all applicable program materials
 - Assisting AMP coordinator with the implementation and administration of the AMP
 - Participating in the development of program objectives with the AMP coordinator
 - Assisting with the establishment of necessary support activities for the AMP and monitoring the results
 - Monitoring program participation and success through reports from AMP staff
 - Assisting with the development and delivery of supervisor, mentor and mentee orientations to applicable EPCM and contractor personnel
 - Providing, as assigned, an AMP overview to all new hire craft personnel
 - Assisting with establishing and maintaining a recognition program for all participants (mentors and mentees)
 - Where required and authorized, liaising with off-site agencies such as Alberta Employment, Immigration and Industry, Apprenticeship, Industry and Training, labour providers and other industry associations

- Producing and providing program metrics
- Ordering program materials and recognition awards
- Providing direction to the administrative assistant where required
- Assisting and guiding the field mentoring specialist, when such a position is part of the program
- Assisting with auditing the proper implementation and administration of the AMP.

- 2.0 Assist with the administration of all aspects of the AMP to ensure a professional service based on excellence in quality, timeliness and expertise by:

- Assisting with establishing systems and procedures to implement the AMP, including notification, correction and auditing
- Assisting with developing and implementing systems to ensure that program elements are clear, consistent and recorded
- Monitoring the handling of program opportunities for change and participating directly, where authorized, in their resolution.

- 3.0 Coordinates the development and delivery of AMP training, in order to ensure management, supervision and employees are familiar with and are using current AMP practices, policies, procedures and programs by:

- Identifying with the coordinator the training needs for the AMP at all levels within the organization
- Assisting the coordinator with establishing priorities for the development and delivery of training
- As directed, developing or coordinating the development of identified program materials, including researching and compiling data and information
- As directed, coordinating the scheduling of AMP training, including physical arrangements, notifications, information dissemination
- Delivering, either as an instructor or facilitator, AMP training as directed by the coordinator, coordinating the delivery of training through AMP staff
- Assisting the coordinator in the evaluating of training provided, including participation, program content, effectiveness, etc. and revising and revamping of program materials and arrangements for future training.

4.0 Develops contacts and relationships within industry and government to ensure active and open lines of communication and harmonious relationships built on trust by:

- Representing or coordinating, when requested and approved by the coordinator, the participation on behalf of the project in meetings of industry associations
- Contacting labour provider representatives, when requested and approved by the coordinator, to discuss issues of general interest and project-specific agenda items, proposed policies, etc.
- Seeking feedback, when requested and approved by the coordinator, from labour provider, EPCM, contractor associations and project management representatives on the AMP regarding policies and procedures
- Assisting the coordinator with developing and implementing a planned schedule of AMP audits.

Required knowledge, skills and abilities:

- Strong supervisory skills
- Strong interpersonal skills
- Excellent oral and written presentation skills
- Education: university or technical school graduate with emphasis in training; post secondary training in management skills
- Experience: five to 10 years experience in a training function in construction or maintenance industry, including significant experience in a supervisory capacity. Experience in development and delivery of programs, procedures and systems is a definite asset.

ADMINISTRATIVE ASSISTANT, AMP

Position description:

Position title: Administrative assistant
Department: Training Department
Immediate supervisor: Coordinator, AMP

Primary purpose of position:

As administrative assistant for the apprentice mentoring program (AMP) coordinator, this position is responsible for coordinating all administrative support activities. This will include establishing work priorities, assigning and supervising day-to-day and ongoing administrative support activities, providing advice, training and direction to other support staff, and overseeing the upkeep and maintenance of the AMP system(s) (i.e. database, training record entries, application forms, follow-up records, etc.).

Basic duties and responsibilities:

1.0 Coordinates, through other support staff or by performing directly, the production of all typewritten documents, correspondence, reports, memos, etc., through use of computer software (Microsoft Word, Excel, PowerPoint, Microsoft Outlook, and various databases) including:

- External and internal memos
- Letters
- Policies and procedures manual
- Contingency plans
- AMP audit program
- Computer systems manuals
- Distribution lists
- Forms
- Arranges meetings, takes minutes and issues after approved by coordinator.

2.0 Responsible, either directly or through the assignment to other support staff, for all daily administrative activities for the AMP staff, including:

- Preparing weekly timesheets
- Preparing travel authorizations
- Preparing cheque authorizations, and ensuring proper charge codes are in place
- Receiving and distributing incoming and outgoing mail
- Receiving and recording incoming telephone calls
- Coordinating meeting rooms on-site and off-site
- Preparing and sending faxes
- Processing expense reports, obtaining signatures, ensuring proper charge codes are used
- Obtaining necessary supplies and materials for departments
- Photocopying or arranging for reproduction of manuals, as required.

3.0 Responsible, either directly or through assignment to other support staff, for maintaining computerized systems for AMP staff, including inputting of data, printing reports, etc.

4.0 Responsible, either directly or through assignment to other support staff, for the maintenance of filing systems for the AMP by:

- Filing all material, establishing new files, updating and circulating computerized filing indexes, and maintaining various record books and binders, such as application and evaluation forms.

Required knowledge, skills and abilities:

- Education: post secondary or business education; computer training
- Experience: a minimum of five years experience in an administrative function in a construction or maintenance setting
- Must have experience in Microsoft Word, Excel, PowerPoint, Microsoft Outlook, etc.
- Strong organizational skills and ability to establish work priorities
- Ability to work independently
- Strong oral and written skills
- Supervisory experience would be an asset.

CONSTRUCTION TRADES GENERAL FOREMAN

Position description COAA recognized standard

Responsibilities:

The industrial construction trades general foreman provides leadership and is responsible for, although not limited to: scheduling, workforce planning, coordinating, supervising, assisting in cost control and ensuring the safety, consistent and fair application of all Labour Relations policies and procedures, proper apprentice training and productivity of crews at the workforce who install/assemble components of industrial products and structures. As a key participant in the relationship with the contractor, other contractors, company and client, the general foreman is generally the second management level and has a further role as a coordinating manager and client interface. The general foreman has the following specific areas of responsibility.

1.0 Safety: The general foreman must champion and provide leadership that results in a safe work culture, is responsible and accountable for the safety of the crews under his or her direction and must understand and accept the importance and legal liability of the role. The general foreman provides direction and leadership, supports and holds the foremen responsible and accountable for meeting their responsibilities, goals and commitments, and provides the necessary information and leadership in this regard. This may include:

- Knowing and understanding the requirements of and liabilities under the Occupational Health and Safety Act
- Knowing, understanding, communicating and ensuring compliance with the safety regulations (Occupational Health and Safety Regulation and Code) and safety policies and procedures
- Identifying needs for crew safety training and facilitating delivery of training
- Participating in and monitoring “safety tool box meetings”
- Ensuring completion of initial safety and hazard assessments (field level risk assessments)
- Expediting answers to any technical safety questions
- Participating in safety/incident investigations and reviews
- Ensuring timely responses, actions and corrections to any safety issues.

2.0 Leadership and supervision: The general foreman coordinates crews, is accountable for the efficient organization of crews and must understand and consistently apply the employer’s and owner’s policies and procedures. The general foreman is required to be involved and supportive of any day-to-day disciplinary decisions and those additional discipline actions deemed appropriate by project senior management. This may include:

- Ordering manpower as required
- Assessing competency and capability of foremen and tradespersons; and evaluating crew capability, training and coaching to ensure that the crew meets required levels of quality
- Communicating the job to and with the foremen
- Assigning crew tasks
- Supporting job training for apprentices and facilitating mentoring of apprentices by journeypersons
- Recognizing, addressing and resolving issues or problems among and between crew(s)
- Setting and maintaining work standards and outlining behavioural expectations to ensure crew morale and productivity
- Applying the company’s corrective action policy where applicable
- Applying the principles of workplace respect on site
- Ensuring crew compliance with project policies and procedures
- Mentoring foremen.

3.0 Planning and scheduling: The general foreman is accountable for following project plans and schedules and ensuring that crews under his or her direction perform daily and weekly activities to meet production goals. This may include:

- Identifying and/or verifying that the field installation work package (FIWP), which includes all tools and materials required by the crew, is available and complete
- Identifying needs and deficiencies in the look ahead plan/schedule and communicating these to the appropriate persons
- Translating general work requirements into a prioritized work plan for each crew



- Reviewing and adjusting specific workforce activities and task schedules to meet established production schedules
- Working with the crews to overcome work challenges
- Identifying, verifying and reporting any scheduling conflicts with other crews and contractors to the appropriate persons
- Communicating and coordinating with other trades to avoid and resolve conflicts.

4.0 Labour relations: The general foreman must champion an inclusive labour relations (LR) culture, and is accountable for the adherence to LR policies and procedures by the crews under his or her direction. The general foreman supports and provides information and leadership to the foremen as it relates to them meeting their LR responsibilities. This may include:

- Knowing, understanding, communicating and ensuring compliance with all project LR requirements as they relate to LR policies, procedures and programs
- Identifying needs for crew LR training and facilitating delivery of training
- Expediting answers to any LR questions
- Ensuring a respectful and inclusive LR work environment
- Understanding the importance of apprenticeship training
- Ensuring that the project LR manager or designate is included in all major, potentially controversial or questionable LR matter discussions. The advice of the LR manager is sought in a timely manner and is consistently and fairly applied
- Participating in LR incident investigations and reviews when requested
- Promoting, supporting and facilitating teamwork and harmony between all construction crews by promoting and fostering a positive, visible teamwork attitude among all project crews, regardless of craft makeup.

5.0 Quality control: The general foreman is accountable for ensuring the work done meets standards and for implementing work processes to improve productivity and product quality. This includes:

- Overseeing the execution of the work, including quality and production, by ensuring that the crews work to job specifications and follow drawings
- Reviewing inspection reports and coordinating resolutions to deficiencies.

6.0 Administration: The general foreman is accountable for the preparation of reports and review of foremen's reports as required by the employer. This may include:

- Ensuring foremen's logs or diaries are maintained
- Reporting on crew production, work progress and change
- Approving material requisitions to address any deficiencies in FIWPs
- Completing quality control reports when required
- Completing required information or data
- Reviewing time cards
- Distributing cheques and handling problems with cheques
- Recommending personnel actions such as hiring, promotions and corrective action.

Knowledge, skills and attitude:

Knowledge: Knows and understands:

- Project construction scope and objectives
- Company and project safety programs and objectives
- Company and project/owner LR policies, procedures and programs
- Occupational health and safety and environmental policies and procedures
- Workers' Compensation Board reporting timeframes and responsibilities
- Collective agreement(s) and company policies
- How to read drawings and interpret specifications
- Scope of both one's own and other construction trades
- Scheduling and planning
- Administrative tools and systems.

Skills: Has the ability to:

- Lead crews in a productive manner
- Effectively communicate orally and in writing, with good comprehension
- Implement team building skills
- Use effective interpersonal skills
- Assess crew skills
- Coach and teach foremen and crew members
- Apply good problem solving and conflict resolution skills
- Encourage, foster and manage differences and diversity at the work site
- See how the work and tasks fits into the project
- Form and implement workforce crew plans and schedules
- Organize and delegate work
- Effectively run a meeting
- Handle the administrative duties of position, including completion of required documents
- Effectively use computers and other technology applicable to the job
- Effectively use time management and goal setting.

Attitude: Shows that he or she:

- Can take on new challenges and is willing to learn
- Has good work ethics
- Can adjust to change
- Is a role model who leads by example
- Can motivate and mentor foremen crew members
- Takes responsibility
- Is honest and acts with integrity
- Sets the tone for the work group
- Accepts that a diverse workplace is the workplace of the future.

Qualifications:

- Has completed Leadership for Safety Excellence, Construction Safety Training Systems (CSTS)
- Has a current standard first aid certificate
- Has completed a formal supervisory training program (e.g., Better Supervision, Merit Supervisory Training Program, CLAC Supervisory Training Program or equivalent)
- Has three or more years experience as a qualified and competent foreman, who is familiar with other construction trades.

CONSTRUCTION TRADES FOREMAN

Position description COAA recognized standard

Responsibilities:

The construction trades foreman provides leadership, schedules, coordinates, supervises and ensures the safety and productivity of crews at the workface who install/assemble components of industrial products and structures. As a key participant in the relationship with the contractor, company and client, the foreman acts as management liaison and client interface. The foreman has the following specific areas of responsibility:

1.0 Safety: The foreman must facilitate a safe work culture, is accountable for the safety of the crew and must understand the legal liability of the role; ensuring crew members apply the standards for safe working conditions and are fit for work each day. This may include:

- Knowing, understanding, communicating and ensuring compliance with the safety regulations (Occupational Health and Safety Act) and safety policies and procedures
- Identifying needs and providing or arranging for crew safety training
- Conducting “safety tool box” meetings
- Completing initial safety and hazard assessments (field level risk assessments)
- Providing answers to any technical safety questions
- Participating in safety/incident investigations and reviews
- Completing incident and other safety reports.

2.0 Leadership and supervision: The foreman leads the crew and is accountable for how the crew completes the assigned work, and must understand and consistently apply the employer’s policies. This may include:

- Ensuring new crew members are oriented to the job
- Assessing competency and capability of tradespersons – evaluating crew capability and benchmarking to others to ensure that the crew meets required levels of quality
- Communicating the job to and with the crew
- Assigning individual and crew tasks
- Training and mentoring crew members in specific tasks

- Coordinating on-the-job training for apprentices and facilitating mentoring of apprentices by journeypersons
- Recognizing, addressing and resolving issues or problems among and between crew(s)
- Setting and maintaining work standards and outlining behavioural expectations to ensure crew morale and productivity
- Applying the company’s corrective action policy where applicable
- Applying project procedures, work site policies and collective agreement requirements.

3.0 Planning and scheduling: The foreman is accountable for following project plans and schedules and ensuring the crew’s daily and weekly activities meet production goals. This may include:

- Identifying and/or verifying that the field installation work package (FIWP), which includes all tools and materials required by the crew, is available and complete
- Identifying needs and deficiencies in the plan or schedule and communicating these to the appropriate persons
- Translating general work requirements into a prioritized plan for individual tasks and assignments
- Reviewing and adjusting specific workface activities and task schedules to meet established production schedules
- Working with the crew to overcome work challenges
- Resolving or, if unable to resolve, reporting any scheduling conflicts with other crews and contractors to the appropriate persons.

4.0 Quality control: The foreman is accountable for ensuring the work done meets standards and for recommending work processes to improve productivity and product quality. This may include:

- Overseeing the execution of the work, including quality and production, by ensuring that the crew works to job specifications and follows the blueprints
- Inspecting completed work and initiating timely resolutions.



5.0 Administration: The foreman is accountable for the preparation of reports as required by the employer. This may include:

- Requisitioning supplies to address any deficiencies in FIWPs
- Maintaining foremen's log or diaries
- Reporting on workface production and work progress
- Completing quality reports
- Completing required statistics
- Obtaining permits
- Time keeping and time cards, including recording late starts/early starts
- Distributing cheques and handling problems with cheques
- Recommending personnel actions such as hiring, promotions and discipline.

Knowledge, skills and attitude:

Knowledge: Knows and understands:

- Company and project safety programs
- Occupational health and safety and environmental issues
- Workers' Compensation Board and insurance (health and welfare/disability) provisions
- Collective agreement, employment standards and company policies
- How to read blueprints
- Scope of both one's own and other construction trades.

Skills: Has the ability to:

- Lead the crew
- Effectively communicate orally and in writing, with good comprehension
- Assess crew skills
- Coach and teach crew members
- Apply good problem solving and conflict resolution skills
- Manage differences and diversity at the work site
- See how the work and tasks fit into the project
- Form and implement workface crew plans and schedules
- Organize and delegate work
- Handle the administrative duties of position, including completion of required documents
- Effectively use computers and other technology.

Attitude: Shows that he or she:

- Is ready to take on new challenges and is willing to learn
- Has good work ethics
- Can adjust to change
- Can be a role model who leads by example
- Is willing to motivate and mentor crew members
- Is a team player
- Takes responsibility
- Is honest and acts with integrity.

Qualifications:

- Has completed Leadership for Safety Excellence
- Has completed Construction Safety Training Systems (CSTS)
- Has a current standard first aid certificate
- Has completed a formal supervisory training program (e.g., Better Supervision, Merit Supervisory Training Program) or equivalent
- Has three to five years experience as a qualified and competent tradesperson, who is familiar with other construction trades and crafts.

Orientation Presentations

- Orientation for mentors and mentees
- Orientation for supervisors, superintendents and managers
- Orientation for owners and contractors

AMP - ORIENTATION PRESENTATIONS



Complete PowerPoint presentations can be found on the enclosed CD

File name: AMP-mentors-mentees.ppt



File name: AMP-owners-contractors.ppt



File name: AMP-supervisors-superintendents-managers.ppt

Evaluation Templates

- Mentee questionnaire
- Mentor questionnaire
- Initial AMP evaluation
- Quarterly AMP evaluation
- Final AMP evaluation – Mentee
- Final AMP evaluation – Mentor

AMP - MENTEE QUESTIONNAIRE

Read each statement carefully and check the box that applies.

- 1 I spend an adequate amount of time with a mentor each day.
 Strongly agree Agree Disagree Strongly disagree
- 2 I am learning a lot.
 Strongly agree Agree Disagree Strongly disagree
- 3 Concepts are explained to me clearly.
 Strongly agree Agree Disagree Strongly disagree
- 4 I am given opportunities to practice new work processes.
 Strongly agree Agree Disagree Strongly disagree
- 5 I feel comfortable asking questions when I am unsure.
 Strongly agree Agree Disagree Strongly disagree
- 6 When I am having difficulty I receive assistance.
 Strongly agree Agree Disagree Strongly disagree
- 7 I have a better understanding of how WCB functions.
 Strongly agree Agree Disagree Strongly disagree
- 8 The AMP has raised my awareness regarding the provincial apprenticeship system.
 Strongly agree Agree Disagree Strongly disagree
- 9 I would participate in a program like this when I am a journeyperson.
 Strongly agree Agree Disagree Strongly disagree
- 10 The AMP has improved the way I am taught new skills.
 Strongly agree Agree Disagree Strongly disagree
- 11 The AMP has improved the attitude of the journeypersons on my crew.
 Strongly agree Agree Disagree Strongly disagree
- 12 I think the program is effective.
 Strongly agree Agree Disagree Strongly disagree
- 13 Journeypersons on my crew think the program is effective.
 Strongly agree Agree Disagree Strongly disagree
- 14 My foreman thinks the program is effective.
 Strongly agree Agree Disagree Strongly disagree
- 15 The program has changed the way I approach new tasks.
 Strongly agree Agree Disagree Strongly disagree

AMP - MENTOR QUESTIONNAIRE

Read each statement carefully and check the box that applies.

- 1 I feel comfortable teaching the apprentice trade skills.
 Strongly agree Agree Disagree Strongly disagree
- 2 The apprentices are given opportunity to practice new work processes.
 Strongly agree Agree Disagree Strongly disagree
- 3 The Tell, Show, Do model is a valuable tool in passing along skills to the apprentices.
 Strongly agree Agree Disagree Strongly disagree
- 4 I take advantage of opportunities to teach apprentices new things.
 Strongly agree Agree Disagree Strongly disagree
- 5 The AMP has raised my awareness regarding the provincial apprenticeship system.
 Strongly agree Agree Disagree Strongly disagree
- 6 My foreman feels the mentoring program is worthwhile.
 Strongly agree Agree Disagree Strongly disagree
- 7 The apprentices are treated with respect.
 Strongly agree Agree Disagree Strongly disagree
- 8 The apprentices treat the journeypersons with respect.
 Strongly agree Agree Disagree Strongly disagree
- 9 The program is worthwhile.
 Strongly agree Agree Disagree Strongly disagree
- 10 The apprentice orientation should spend more time discussing specific safety issues.
 Strongly agree Agree Disagree Strongly disagree
- 11 I take the time to ensure the apprentices fully understand directions and safe work practices.
 Strongly agree Agree Disagree Strongly disagree
- 12 I would have benefited from a program like this when I was an apprentice.
 Strongly agree Agree Disagree Strongly disagree
- 13 After taking the mentoring training, I am more proactive about safety.
 Strongly agree Agree Disagree Strongly disagree
- 14 The AMP has raised my awareness regarding the safety of apprentices.
 Strongly agree Agree Disagree Strongly disagree
- 15 The AMP has made the apprentices safer workers.
 Strongly agree Agree Disagree Strongly disagree

AMP - INITIAL AMP EVALUATION

Date: _____

Name of mentee: _____

Name of mentor: _____

1. How often do you meet? Is the time sufficient?
2. What are some of the activities that have been accomplished, are in the process of being completed, or are planned with mentor/mentee?
3. Are you benefiting from the partnership?
4. On a scale of one to five (one being very dissatisfied and five being very satisfied), how would you rate your mentoring experience? Why?
5. How are you communicating with your mentor/mentee? (e.g., email, meetings, telephone, etc.)
6. What changes would you make to the AMP?
7. Have you received your supervisor's support while participating in the program?
8. Is there any additional training that would make your partnership more successful? (e.g., conflict resolution, negotiating skills, communications, etc.)

AMP - QUARTERLY AMP EVALUATION

Date: _____

Name of mentee: _____

Name of mentor: _____

1. How often are you meeting your mentor/mentee? Is the time sufficient? Please explain.
2. How would you rate your mentoring experience on a scale of one to five (one being very dissatisfied and five being very satisfied)? Why?
3. What can be done to improve the mentoring partnership?
4. Is there any additional training that should be offered at this point of the mentorship?
5. Has the stretch assignment been identified? Is there adequate support for completing this assignment?
6. Additional comments/suggestions:

AMP - FINAL AMP EVALUATION – MENTEE

Date: _____

Name of mentee: _____

Name of mentor: _____

1. Overall, how would you rate your mentoring experience on a scale of one to five (one being very dissatisfied and five being very satisfied)? Please explain.
2. What did you gain from the partnership? Please explain.
3. Were the meeting times sufficient? Please explain.
4. What were the most important activities you accomplished with your mentor?
5. Did you acquire new technical, interpersonal and/or managerial skills? Please explain.
6. Has your organizational awareness and political savvy increased? How?
7. Is there any additional training that would make your partnership more successful? (e.g., conflict resolution, negotiating skills, communications, etc.)
8. What changes would you suggest to improve the apprentice mentoring program? Please be specific.

AMP - FINAL AMP EVALUATION – MENTOR

Date: _____

Name of mentee: _____

Name of mentor: _____

1. Did you benefit from the partnership? Please explain.
2. Were the meeting times sufficient? Please explain.
3. What were the most important activities you accomplished with your mentee?
4. What do you think you mentee gained from the mentoring experience?
5. Overall, how would you rate your mentoring experience on a scale of one to five (one being very dissatisfied and five being very satisfied)? Why?
6. Is there any additional training that would make your partnership more successful? (e.g., conflict resolution, negotiating skills, communications, etc.)
7. What changes would you suggest to improve the apprentice mentoring program? Please be specific.

Apprentice Mentoring Program



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