



UTAH  
REGISTERED

# APPRENTICESHIP PLAYBOOK







**THIS RESOURCE PROVIDES** helpful steps and tools to start and register an apprenticeship program, from exploring the apprenticeship model as a workforce strategy to launching a new program. This resource was created for:

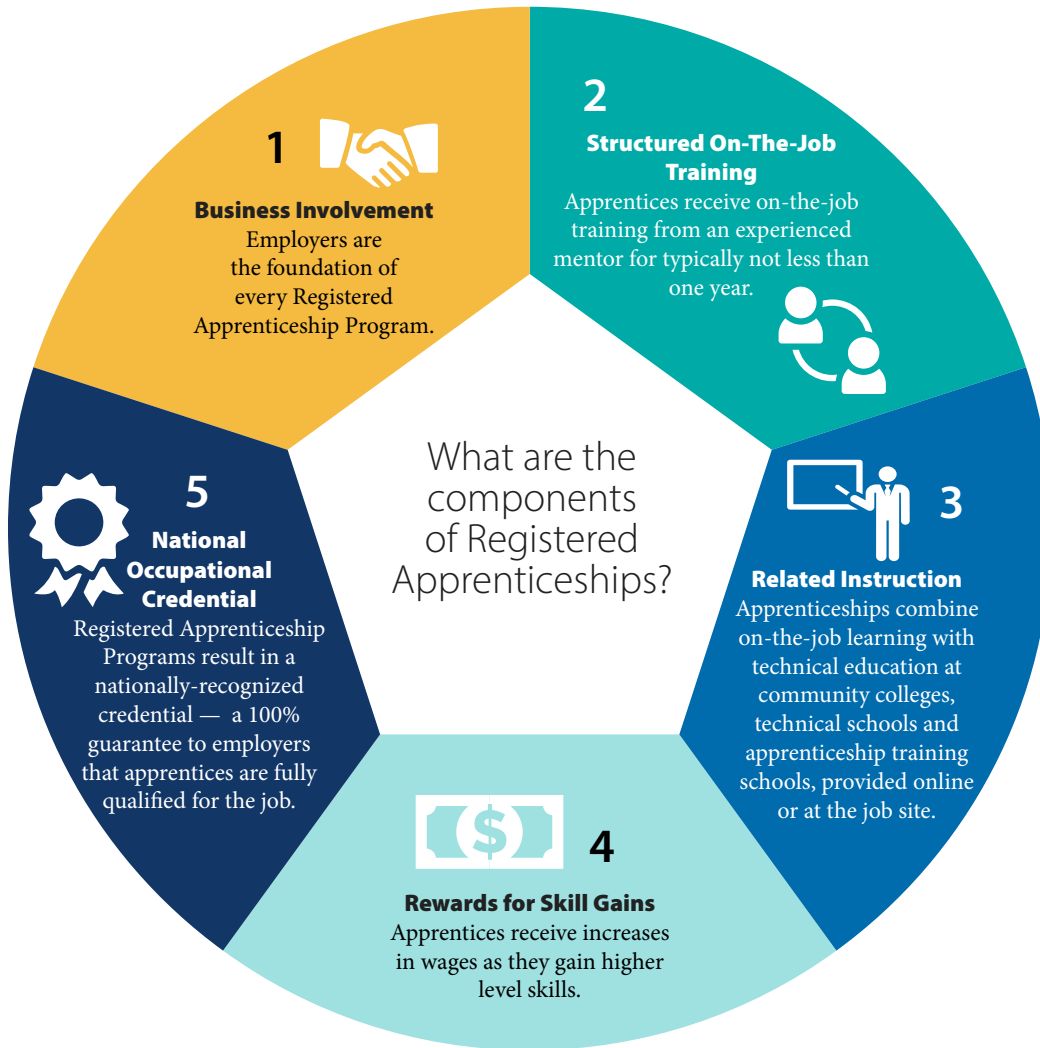
- Businesses
- Labor organizations
- Industry associations
- Any other workforce intermediaries
- Education providers
- Public workforce systems
- Community-based or service organizations



## WHAT ARE REGISTERED APPRENTICESHIPS?

Registered Apprenticeship Programs are industry-driven, high-quality career pathways where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction and a portable, nationally-recognized credential. Apprenticeships benefit all involved—apprentices, businesses and the community at large which ultimately benefits Utah’s economy as a whole. Apprenticeship programs are offered in an ever-growing number of industries including construction, manufacturing, energy, transportation, health care, telecommunications and IT.

## Five Core Components of Registered Apprenticeship



## Key Partners in Registered Apprenticeship

**Employers** — A Registered Apprenticeship Program cannot exist without an employer, or group of employers. Employers play the most important role in an apprenticeship. They work with partners to develop a customized work process and Related Training Instruction (RTI) suited to their needs, and employ and mentor apprentices throughout their program.

**Apprentices** — Apprentices participate in employer-driven apprenticeship programs to grow their skills and kick-start their careers. Apprentices may be existing employees within an organization or they may be new hires selected specifically to participate in the company’s apprenticeship program.

**Related Technical Instruction Providers** — RTI providers deliver the required technical instruction defined in apprenticeship programs. All types of training providers can serve as RTI providers, but RTI providers are often community or technical colleges that work with employers to develop curriculum for their apprenticeship programs. RTI providers also work directly with apprentices for matters related to enrollment, financial aid, etc.

**Intermediaries** — Third party organizations sometimes serve as apprenticeship sponsors in the role of an apprenticeship intermediary.

**Workforce Development Agencies** — Workforce Services is often involved in helping employers to develop and launch apprenticeships, as well as facilitate the registration process with the Department of Labor, Office of Apprenticeship. Among other things, Workforce Services offers employers access to talent and funding opportunities to support their programs.

**U.S. Department of Labor, Office of Apprenticeship** — The DOL, Office of Apprenticeship is responsible for reviewing, approving, registering and monitoring Registered Apprenticeship Programs. The DOL, Office of Apprenticeship works with employers and other organizations sponsoring apprenticeships to ensure that programs maintain a high-quality standard, program records and provide a benefit to apprentices.

## APPRENTICESHIP SPONSORS

Any employer, association, committee or organization that operates a Registered Apprenticeship Program can be an apprenticeship sponsor. This entity assumes responsibility for administration and operation of the apprenticeship program. Sponsors can be a single business or a consortium of businesses.

Alternatively, a workforce intermediary or third party organization may serve as the sponsor on behalf of employers. This essentially “outsources” the management and oversight of the program to the sponsor. Many companies may benefit from utilizing an intermediary sponsor. In particular, small and mid-size companies without extra human resource capacity can benefit from an intermediary’s support in creating and managing their apprenticeship programs. Intermediary organizations may include: industry associations, community and technical colleges or community-based organizations. Labor unions may also be an intermediary and often provide their own RTI.



## Types of Apprenticeships



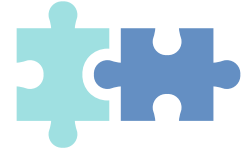
### Time-Based

Apprentices complete a required number of hours in on-the-job training and related instruction. Time-based apprenticeships vary in length from one to six years.



### Competency-Based

Apprentices progress at their own pace. They demonstrate competency in skills and knowledge through proficiency assessments, but are not required to complete a specific number of hours. Once an apprentice is deemed fully “competent” by their employer, they complete their program.



### Hybrid

Apprentices must attain and demonstrate competency in skills and knowledge through proficiency assessments within a minimum and maximum range of hours.

## Typical Apprenticeship Delivery Models



**Traditional** — Apprentices receive both related instruction and on-the-job training concurrently throughout the program.



**Front-Loaded** — Apprentices complete some or all of the related instruction in order to learn the critical skills required for the first day on the job site before starting on-the-job training.



**Segmented** — Apprentices alternate between related instruction and on-the-job training.



**Pre-Apprenticeship** — This can also be built into the program, where essential skills are learned and then individuals are accepted into the apprenticeship program, sometimes receiving credit for prior experience.



# PRE-APPRENTICESHIP AND YOUTH APPRENTICESHIP

Youth apprenticeships and pre-apprenticeships are often used synonymously; however, they are not always the same. Both pre-apprenticeship and youth apprenticeship programs are designed to prepare individuals to enter and succeed in a Registered Apprenticeship. However, pre-apprenticeships can be used for both youth and adults. High-quality pre-apprenticeship and youth apprenticeship programs link directly and bridge to existing apprenticeship programs and provide instruction, preparation and support necessary to advance participants to apprenticeship programs or careers.

There are six essential elements of a high-quality pre-apprenticeship or youth apprenticeship program:

1. Transparent entry and success requirements
2. Alignment with skills sought by local employers and high-quality apprenticeship programs
3. Culmination of one or more industry-recognized credentials
4. Development of skills through hands-on activities or work-based learning
5. Offer of academic, career exploration and wraparound supports
6. Transition into a registered or other high-quality apprenticeship program

## Why should employers invest in youth apprenticeships?



# SET UP YOUR REGISTERED APPRENTICESHIP PROGRAM

1. Connect with apprenticeship experts to help design and register your program, determine the right model for your organization, build strong partnerships and obtain resources to create, sustain and expand your apprenticeship program. Email us at [apprenticeship@utah.gov](mailto:apprenticeship@utah.gov) to get started.
2. Determine the structure of your program:
  - Develop individual program or connect to existing intermediary sponsor
  - Type of apprenticeship and delivery model
  - Related Training Instruction provider
3. Register your program with the Department of Labor, Office of Apprenticeship. Workforce Services will help facilitate this process.
4. Join the Utah Apprenticeship Network. Connect with businesses and partners to enhance the core components of your program. Share your best practices and tell your story. Other businesses can follow your path when you highlight your success. Workforce Services can add your organization to the network.



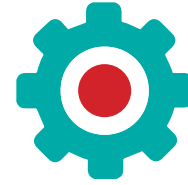
## CONNECT WITH APPRENTICES



5. List your open apprenticeship positions on [jobs.utah.gov](https://jobs.utah.gov) to make sure the right job seekers find your program. For a tutorial on how to post an apprenticeship, watch this video, [apprenticeship.utah.gov/employers/post-opportunity/](https://apprenticeship.utah.gov/employers/post-opportunity/).
6. Connect with Workforce Services by emailing [apprenticeship@utah.gov](mailto:apprenticeship@utah.gov) to discuss resources to support education and employment related expenses.
  - Apprentices may be eligible for the Workforce Innovation and Opportunity Act. These programs can provide training funds to support on-the-job training and related instruction, as well as provide supportive services to help apprentices successfully complete their programs.
  - Apprentices may be eligible for federal financial aid under certain circumstances. If the apprenticeship is connected to a school's program of study, then apprentices may be eligible for Pell Grants or federal work-study grants.
  - By becoming approved for the GI Bill, Registered Apprenticeship Programs can assist their current and future veteran apprentices with the benefits they've earned. Veterans who qualify for the GI Bill can receive a monthly stipend (paid by Veteran Affairs), in addition to the wages they receive in an apprenticeship.
7. Have your program listed on the Workforce Services Employment and Training Provider List for great exposure in connecting to future apprentices. Contact us at [apprenticeship@utah.gov](mailto:apprenticeship@utah.gov).



# APPRENTICESHIP MENTORING PRINCIPLES



## What is Mentoring?

Mentoring is a required part of any Registered Apprenticeship Program in Utah. A mentoring relationship is between two individuals, the mentor and apprentice. The mentor fills the role of an advisor, coach and teacher throughout the apprenticeship. Mentoring makes a difference to effectively transfer the knowledge from experienced workers to the apprentices. The mentor has greater professional experience and is open and willing to share that experience with others. The apprentice, as the learner, is committed to continuous improvement, taking responsibility for the development of their own knowledge, skills and abilities.

## Benefits of Mentoring

Mentoring has many positive benefits for both businesses and the apprentices involved. These include:

- Increased employee retention
- Improved motivation and employee engagement
- Effective transfer of knowledge and experience from mentor to apprentice
- Increased innovation and creativity
- Improved communication and stronger team work
- Complements and reinforces related technical instruction

## How Does Mentoring Work in an Apprenticeship?

As a key element of an apprenticeship program, mentoring is flexible and can happen as often as needed and in a variety of settings. Some of the ideal circumstances might include:

- Targeting the growth and development of specific individuals in the organization to mentor apprentices
- Preparing the apprentice for the opportunity to take on new roles and responsibilities
- Increasing confidence and motivation of the apprentice
- Long horizon growth. Mentoring is very effective as a long-term relationship dedicated to the growth of the apprentice over time and fosters a culture of life-long learning within the business

- Transferring knowledge and expertise from the more experienced employee to the less experienced apprentice
- Focusing on developing the apprentice as a whole for continuous professional development

## KEY ATTRIBUTES OF A SUCCESSFUL MENTOR

The mentor actively leverages opportunities to use their experience and knowledge to advise, guide and train the apprentice.

### Attributes of a successful mentor might include:

- **A desire to help others develop** – You should genuinely have a desire to help others grow and be successful.
- **Superior communication** – You need the ability to clearly communicate ideas and feedback.
- **Self-awareness** – You should be aware of personal strengths and weaknesses.
- **Active listener** – You need to be willing to simply listen and validate the thoughts of the apprentice.
- **Feedback** – You must be comfortable providing honest and constructive feedback.
- **Available and flexible** – You need to be prepared to commit time and effort to the success of the apprentice.
- **Praise and motivation** – You must be comfortable giving regular praise and recognition of success.
- **Challenge and encourage** – You need to be comfortable challenging and encouraging the apprentice to stretch, grow and develop.

## KEY ATTRIBUTES OF A SUCCESSFUL APPRENTICE

While the apprentice relies heavily on the knowledge, experience and guidance of the mentor, the primary role of growth and development lies with the apprentice. The apprentice must be accountable for their own improvement and success.



### Attributes of a successful apprentice might include:

- **Commitment to self-development** – They must be committed to their own growth and development.
- **Open communication** – They must be open and communicate needs and concerns clearly.
- **Open to feedback** – They actively seek advice and feedback from their mentor.
- **Active listener** – They actively listen and ask thoughtful questions.
- **Commitment and dedication** – They will need to stay committed for the duration of the apprenticeship.
- **Open to change** – They are committed to accepting feedback and making necessary changes and improvements as needed.
- **Giving feedback** – They need to be comfortable giving feedback to the mentor about what is and is not working.

## APPROACHES TO WORKING WITH APPRENTICES

Identifying and engaging in various approaches to working with apprentices can be a key to long-term success.

Approaches might include:

- **A collaborative approach** — Ask questions, find out what the apprentice knows, assist in moving forward in the process, assess what they know and can do and find out how much they are willing and able to do.
- **A strength-based approach** — Focus on trusting and workable relationships, empower people to take a lead in their own apprenticeship process, work in collaborative ways to mutually agree upon goals, draw upon the personal resources of motivation and create a sustainable change through learning and experiential growth.



## CREATING AN INCLUSIVE WORK ENVIRONMENT

Apprentices take a non-traditional path to the work environment. Because of this, apprentices have various backgrounds and abilities. Individuals will come into the work environment with

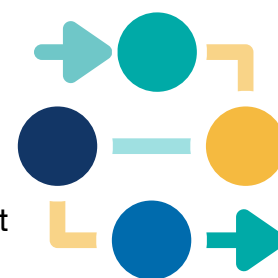
different experiences and it is important that the mentor get to know the apprentice as an individual. Some considerations include:

- Different generations — Be mindful of different attitudes about work ethics, authority and relationships.
- Diverse backgrounds — Be aware of different ethnicities, religious backgrounds and countries of origin. This is an opportunity for both the mentor and apprentice to learn about different cultures and to provide support in the workplace.
- Gender — There is an increasing number of women entering non-traditional occupations. Communication, respect and working together will be a key for success.

## HOW TO MAKE THE MAGIC HAPPEN — THE MENTORING PROCESS

### STEP 1 — IDENTIFY

Identify which mentoring approach will be most effective to the type of mentoring you are considering. Determine the timing for the mentoring. Will it be primarily for a short period of time such as a project or for the duration of the apprenticeship?



### STEP 2 — PLAN

Take a moment to gather your thoughts and make a list of the benefits that both the mentor and apprentice might expect to see from engaging in this new relationship. Come prepared to help paint the picture of how exciting this opportunity will be.

### STEP 3 — GET STARTED

Jump in! Don't let your fear get in the way. Connect with both the mentor and apprentice in a short appointment designed specifically for setting up expectations and goals.

### STEP 4 — THE INITIAL MEETING

The initial meeting is a key step to a successful long-term mentoring relationship. Here are a few important elements to consider for your initial planning meeting.

- Identify the purpose of the mentoring relationship and what you hope to accomplish.
- Format of meeting — How often, where and how long will you meet?
- Discuss the goals and objectives of the apprentice. What type of skills and characteristics are they hoping to develop?
- Review the competencies outlined to be learned on the job for the apprenticeship program.
- The apprentice should share their classroom training schedule, so the mentor knows what they will be learning.

- What are the expectations of the mentor?
- Discuss what a healthy and effective relationship will look like.
- Discuss what the closure of the experience will look like. Will the mentoring come to an end? If so, when do you anticipate the relationship will end?
- Establish boundaries. Are there any concerns of either party about what is and is not appropriate?
- Remind each other of the essential nature of confidentiality in the relationship.

## STEP 5 — THE ONE-ON-ONE SESSION

While daily supervision on the job will be occurring with the mentor, ongoing meetings to review goals and progress should also be held. The following are tips on how to make the ongoing one-on-one visits more effective and meaningful.

- **Review recent experience** — How did things go over the past days or weeks? Were there any challenges or successes to highlight?
- **Revisit goals and objectives** — Is the apprentice still on track? Are they accomplishing what they need to in order to complete their apprenticeship program?
- **Amend goals and objectives as needed** — Situations can change. Be open to making revisions and adjustments in order to stay on track.
- **Provide feedback** — As a mentor, take the opportunity to give constructive feedback. This is key in helping the apprentice to know where to focus efforts and energy.
- **Celebrate achievements** — Make a big deal out of successes. What were the efforts that led to those successes?
- **Learn from mistakes** — Accept that mistakes will occur and at times objectives may not be met. As a mentor, provide encouragement and help the apprentice know what to learn from the experience.
- **Establish new objectives** — Once goals are met, look for new opportunities for growth and establish new objectives.
- **Arrange for the next meeting** — Times can get very busy and other demands will encroach on your time. Remember your commitment to each other and schedule and protect the time you have together.

## STEP 6 — CONCLUSION

Not all great things will last forever. The mentoring relationship will likely need to come to an end. Truly effective mentoring relationships require a great deal of trust and commitment. Here are a few things to consider when concluding the relationship so that it can end on a high note.



- **Celebrate successes** – Take the time to really focus on what has been accomplished and the ongoing improvements that have been made.
- **Give advice** – As a mentor, take the opportunity to give some final thoughts and advice on how the apprentice can move forward including your hopes and vision for their future.

# FREQUENTLY ASKED QUESTIONS FOR EMPLOYERS



## What are the elements of an apprenticeship program?

High quality apprenticeship programs include business involvement, structured, on-the-job training and mentorship, related classroom instruction, wage increases coinciding with skill gains and nationally-recognized credentials.

## How will an apprenticeship program benefit my business?

Among the many benefits to businesses, apprenticeship offers:

- High employee retention rates
- Customized training to meet specific needs
- Higher productivity and fewer accidents, improving the company's bottom line
- A long-term solution to talent recruitment and ongoing workforce development
- A diverse, skilled workforce
- Average return on investment of \$1.50 for every \$1 invested according to the Department of Labor

## What funding resources are available to those wanting to start or continue an apprenticeship program?

The Utah Department of Workforce Services has a grant to expand and diversify apprenticeship in the state. Apprentices must apply for eligibility and then if accepted, the employer is reimbursed for some costs associated with the apprenticeship. Additional grants are available through several Utah universities for apprenticeships in technology, cybersecurity, behavioral health and advanced manufacturing. For more information, email [apprenticeship@utah.gov](mailto:apprenticeship@utah.gov).

## How do I start or expand an apprenticeship program?

The easiest way to start is to contact us at [apprenticeship@utah.gov](mailto:apprenticeship@utah.gov). We will help you identify your organizational needs and determine the appropriate program structure to fit with your organization. With approximately 1,200 occupations recognized as apprenticeable, you will likely be able to pattern your program from an existing one.

## Where can I find a current list of apprenticeship program sponsors?

You can view our current training provider list online at [jobs.utah.gov/jsp/utjobs/seeker/ra](http://jobs.utah.gov/jsp/utjobs/seeker/ra). To add your apprenticeship program to the list, email [apprenticeship@utah.gov](mailto:apprenticeship@utah.gov).

## How do I post an apprenticeship with jobs.utah.gov?

Go to [jobs.utah.gov](http://jobs.utah.gov) and log in or create a username. Enter your username and password and go to the 'Post a Job' tab. Complete the 'Post a Job' application. Watch a video tutorial at [apprenticeship.utah.gov/employers/post-opportunity/](http://apprenticeship.utah.gov/employers/post-opportunity/).



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