



Employer's Playbook for Building an Apprenticeship Program



As the manufacturing sector advances in the United States, the pathways to developing and acquiring talent are also changing to keep pace. While private employers are ideally equipped to define the skills they need to succeed, they cannot go it alone. Therefore, the apprenticeship model, which brings together community colleges and employers, is rapidly taking hold as a viable training approach that can quickly and effectively build the manufacturing workforce of the future.

Alcoa, The Dow Chemical Company, and Siemens Corporation – all active participants in the Obama Administration’s Advanced Manufacturing Partnership (AMP) – have successfully established apprenticeships in their U.S.-based facilities for years. And they have reaped the benefits of these programs, namely as a way to develop a highly skilled and qualified workforce that is certified, highly motivated and work-ready.

This “Employer’s Playbook” represents the combined experience of these three companies and was developed to be an easy-to-use guide for any private employer that seeks to develop an Apprenticeship Program.

The playbook’s nine chapters take the reader step by step through the process – from workforce planning and building your business case for an Apprenticeship Program, to establishing critical public-private partnerships, and marketing the program. It offers a “how to” for selecting Apprenticeship Program participants, monitoring the program’s performance, and transitioning apprentices to longer-term employment. Importantly, it also provides guidance on how employers and their external partners can maintain the relevance of the Apprenticeship Program and ensure its long-term success. The playbook is chock-full of companion tools and references, as well as guidance on securing funding – all of which will aid you in setting up your own Apprenticeship Program.

Many individuals were deeply involved in the development of this playbook, and they are named below. The entire team encourages you to work through this guide and to rely on the best practices of our three model companies as you develop your own program.

Best of luck to you.

Executive Support

Mike Panigel, Siemens Corporation, Senior Vice President and CHRO, Malvern, PA
Contribution: Siemens Executive Sponsor & AMP 2.0 Working Team Co-Lead

Mike Brown, Siemens Corporation, Vice President, Talent Acquisition, Malvern, PA
Contribution: Siemens Steering Committee Lead

Lee Vickers, Siemens Corporation, Director, Human Resources, Orlando, FL
Contribution: Advisor

Roy Harvey, Alcoa, Executive Vice President, HR, EHS & Sustainability, New York, NY
Contribution: Alcoa Executive Sponsor

Michael Barriere, Alcoa, Former Executive Vice President HR, EHS & Sustainability, New York, NY
Contribution: Alcoa Steering Committee Lead

Johanna Soderstrom, The Dow Chemical Company, VP, Human Resources, Midland, MI
Contribution: Dow Steering Committee Lead

Project Leadership

Pooja Anand, Siemens Corporation, Workforce Strategy Lead, Talent Acquisition, Iselin, NJ
Contribution: Project Lead for Siemens, content development and author

Greg Bashore, Alcoa, Global Director Talent Acquisition and Workforce Development, Knoxville, TN
Contribution: Project Lead for Alcoa, content development and author

Lisa Skaggs, The Dow Chemical Company, Workforce Pipeline Director, Freeport, TX
Contribution: Project Lead for Dow, content development and author

Playbook Content

Kimberly Denley, Siemens Corporation, Human Resources Business Consultant, Buffalo Grove, IL
Contribution: Playbook development and author

Marissa McCluney, Siemens Corporation, Human Resources Business Consultant, Orlando, FL
Contribution: Playbook development and author

Lauren Minisci, Siemens Corporation, Compensation Analyst, Iselin, NJ
Contribution: Playbook development and author

Ignacio Ros, Siemens Corporation, Compensation Lead, Iselin, NJ
Contribution: Playbook development and author

Editing

Esra Ozer, Alcoa Foundation, President, New York, NY
Contribution: Playbook outline and editor

Natalie Schilling, Alcoa, Vice President, Corporate Human Resources, New York, NY
Contribution: Playbook design

Suzanne Van de Raadt, Alcoa Foundation, Global Communications Director, New York, NY
Contribution: Playbook outline

Subject Matter Expertise

Mike Albano, The Dow Chemical Company, Lead Director, Reliability & Maintenance, Plaquemine, LA
Contribution: Content contributor

Shujath Ali, Siemens Corporation, Plant Manager, Alpharetta, GA
Contribution: Content contributor

Dawn Braswell, Siemens Corporation, Training Manager, Charlotte, NC
Contribution: Content contributor

Roger Collins, Siemens Corporation, Technical Training Specialist, Charlotte, NC
Contribution: Content contributor

Pam Davis, Siemens Corporation, Human Resources Business Consultant, Ft. Payne, AL
Contribution: Content contributor

Marvin Dickerson, Alcoa, Human Resources Manager, Mount Holly, SC
Contribution: Content contributor

Mike Heath, Alcoa, Electrical Technical Advisor, Mount Holly, SC
Contribution: Content contributor

Amy Heisser, Alcoa, Director, Human Resources, Whitehall, MI
Contribution: Content contributor

Eowyn Hewey, Alcoa, HR Organizational and System Development Superintendent, Massena, NY
Contribution: Content contributor

Scott Hudson, Alcoa, Manager, Global Initiatives and Program Development, Pittsburgh, PA
Contribution: Content contributor

Matt Jensen, Alcoa, HR Specialist, Atlanta, GA
Contribution: Content contributor

Kristi Kirschner, The Dow Chemical Company, HR/LR Manager, Texas Operations
Contribution: Content contributor

Subject Matter Expertise *continued*

Robert Laquerre, Siemens Corporation, Operations Manager, Ft. Payne, Alabama
Contribution: Content contributor

Matt Meade, Siemens Corporation, Human Resources Business Partner, Alpharetta, GA
Contribution: Content contributor

Herb Melberg, Alcoa, Mechanical Training Craft Coordinator, Warrick, IN
Contribution: Content contributor

Jason Monk, The Dow Chemical Company, Maintenance Group Leader, Plaquemine, LA
Contribution: Content contributor

Carol Paul, Alcoa, Maintenance Superintendent, Lafayette, IN
Contribution: Content contributor

Neal Probus, Alcoa, Mechanical Training Craft Coordinator, Warrick, IN
Contribution: Content contributor

Mike Rousseau, Alcoa, Plant Manager, Mount Holly, South Carolina
Contribution: Content contributor

Larry Silvey, Alcoa, HR Business Partner, Pt Comfort, TX
Contribution: Content contributor

Michael Sirockman, The Dow Chemical Company, HR Manager, South Charleston, WV
Contribution: Content contributor

Nelsen Sorensen, Alcoa, Manufacturing Manager, Lafayette, IN
Contribution: Content contributor

John Thibodeaux, The Dow Chemical Company, Maintenance Leader, Texas Operations
Contribution: Content contributor

James Watkins, The Dow Chemical Company, Maintenance Leader, Plaquemine, LA
Contribution: Content contributor

Russell Winck, Alcoa, Central Services and Engineering Manager, Warrick, IN
Contribution: Content contributor

Alyssa Wisby, The Dow Chemical Company, WFP Sourcing Specialist, Texas Operations
Contribution: Content contributor

Jill Zahm, Siemens Corporation, Talent Manager, Leadership & Talent Development, Alpharetta, GA
Contribution: Siemens interview lead for Alpharetta, GA

Apprentice Insights

James "Paul" Anderson, Alcoa, Mechanic, Mt. Holly, SC
Contribution: Apprenticeship alumni perspective

Adam Bice, The Dow Chemical Company, I&E Tech, Texas Operations
Contribution: Apprenticeship alumni perspective

Billy Boaz, Siemens Corporation, Tool Maker Specialist, Winston-Salem, NC
Contribution: Apprenticeship alumni perspective

Cheyenne Buse, Alcoa, Electrical Apprentice, Warrick, IN
Contribution: Apprenticeship alumni perspective

Hope Johnson, Siemens Corporation, Apprentice, Charlotte, NC
Contribution: Current apprentice perspective

Ed Kizer, Siemens Corporation, Tool Maker Specialist, Winston-Salem, NC
Contribution: Apprenticeship alumni perspective

Chris Marrero, The Dow Chemical Company, Millwright, Plaquemine, LA
Contribution: Apprenticeship alumni perspective

Chris Murphy, Alcoa, Maintenance Mechanic, Mt. Holly, SC
Contribution: Apprenticeship alumni perspective

Jerry Remaly, Alcoa, General Mechanic, Lafayette, IN
Contribution: Apprenticeship alumni perspective

Robert Smith, Alcoa, Local Union President, Massena, NY
Contribution: Apprenticeship alumni perspective

David Stanley, Siemens Corporation, Tool Maker Specialist, Winston-Salem, NC
Contribution: Apprenticeship alumni perspective

Dwayne Waterman, Siemens Corporation, Procurement Specialist, Alpharetta, GA
Contribution: Apprenticeship alumni perspective

Scott Weatherford, Alcoa, Millwright Mechanic, Goose Creek, SC
Contribution: Apprenticeship alumni perspective

Vonce Wiles, Siemens Corporation, Tool Maker Specialist, Winston-Salem, NC
Contribution: Apprenticeship alumni perspective

Based on the needs of your business, you should consider the following:

- **Full Time Employee vs. Contractor:** Companies may decide to hire apprentices for the program either as full-time employees or through a contracting agency. If you choose the contractor route, the guidance and processes offered in this playbook would still apply. However, you will rely on the contracting agency to help manage the apprentices and implement some of these processes. When interacting with the apprentices, be aware of any potential co-employment risks if you are perceived as the employer.
- **State Variability:** In addition to the general guidelines and processes described in this playbook, companies should consider local and state differences that may impact the development and implementation of their Apprenticeship Program. Considerations include: regulations; funding opportunities; process for registering an Apprenticeship Program; compliance requirements; partnership opportunities; and political landscape, among others. Even within the same organization, State variables can alter your approach to this initiative. Leverage internal and external contacts who can help you navigate the state-specific considerations, like legal experts and State Departments of Labor and Department of Commerce.
- **Union Locations:** For those considering implementation of an Apprenticeship Program in a unionized location, you should recognize the important role that the union will play in the development and with the overall success of the program. Typically, this will include the formation of a Joint Apprenticeship Committee to help design and implement the program. You should also consult with legal counsel and have a good understanding of the bargaining requirements and the terms and conditions of employment for apprentice participants.

Employer's Playbook for Building An Apprenticeship Program

Table of Contents

Executive Summary	3
Workforce Planning	6
Building a Business Case	18
Public-Private Partnerships	31
Program Design	39
Branding & Marketing the Program	55
Selection of Participants	66
Monitoring Program Performance	80
Transitioning Out of the Apprenticeship	92
Maintaining Program Relevance	99
Appendix	107

Background

The Advanced Manufacturing Partnership (AMP) represents a national effort to secure U.S. leadership in the emerging technologies that will create high-quality manufacturing jobs and enhance America's global competitiveness. Today, job creation in the U.S. manufacturing sector is outpacing the availability of skilled workers to fill high-skilled, well compensated advanced manufacturing jobs. Apprenticeship Programs, established through public-private partnerships, represent a viable path to increase skills-based training in America. One of the goals of the AMP was to establish a work-and-project-based-study apprenticeship model, in partnership with workforce intermediaries and through a coalition of companies. Alcoa, Dow and Siemens formed the coalition, leveraging their expertise as large manufacturing organizations to develop a playbook for other employers seeking to build Apprenticeship Programs.

The final content of the Employer's Playbook for Building Apprenticeship Programs has been reviewed by the DOL Office of Apprenticeships and Manufacturing Institute and includes their input.

Workforce Planning:

Effective workforce planning is the foundation for creating meaningful, business-aligned workforce strategies. Often mistaken for an HR process, it is really a business process focused on mitigating operational risk. Successful execution of a business strategy requires the right people with the right skills at the right time to convert the business plan into results. Workforce planning is key to making this happen. In this chapter the reader learns what workforce planning is, its various components and keys for a successful implementation.

Subtopics are:

- Understanding Workforce Planning
- Components of Workforce Planning
- Developing Action Plans

Building the Business Case:

An Apprenticeship Program requires investment and, similar to any investment, developing a good business case is essential to success. A strong business case will secure leadership buy-in, identify cost and time requirements and promote overall accountability for program success. In this chapter the reader learns how to identify the key stakeholders, understand the issues and build a business case with broad support and measures for success.

Subtopics are:

- Managing the Stakeholders
- Identifying the Key Issues
- Building the Business Case

Public-Private Partnerships:

Building an Apprenticeship Program requires a significant amount of commitment on the part of the organization; however you do not have to do this on your own. With the right partners not only will you be in a mutually beneficial relationship, you will get additional support for your initiative and the chance to build the reputation of the program outside your organization. This chapter provides guidance to the reader on the approaches available to them.

Subtopics are:

- Understanding the Partnership Options
- Picking Your Partners
- Building the Relationships



Program Design:

One element that differentiates an Apprenticeship Program from other programs is the alignment and connectivity between academic learning and hands-on, practical on the job training. This dual study approach is unique and results in a deeper level of knowledge, skills and ability for the participant. In this chapter the reader learns how to develop an integrated program and prepare a support infrastructure for a successful launch. Even if well executed, a poorly designed program will not produce a positive result – it is critical that the design is well thought through to be impactful.

Subtopics are:

- Designing the Framework
- Building Classroom Training
- Building the On the Job Training
- Preparing for Program Launch

Branding & Marketing:

The quality of the candidates in your program is critical to its success. This chapter is intended to help you develop a marketing and branding plan to build the image of the program to attract high quality candidates and reinforce your position in the community as an employer of choice, in an industry of choice.

Subtopics are:

- Branding and Marketing the Program
- Implementing the Plan
- Building the Community Relations

Selection of Program Participants:

Even with a large pool of high quality candidates, it is important to have a good selection process. A good process will ensure the right people are placed into the program and that your selections follow a strong process. This requires a fact-based, multi-step, structured process that gathers information from many sources and summarizes the results to determine the final candidate selections.

Subtopics are:

- Defining the Success Profile
- Sourcing Candidates
- Defining the Selection Process
- Welcoming Your Apprentice

Monitoring Program Performance:

Once you launch the program you will need to make sure it is working well and will deliver the outcomes that you and the business leaders are expecting per the schedule and milestones you established through your Program Design. The best way to ensure the program will be successful is to periodically assess its components, conduct a fact based assessment, and if needed, adjust the program to make sure the value for the business is captured.

Subtopics are:

- Assessing Participant Successes
- Assessing Training Impact
- Assessing Support Structures
- Evaluating Progress

Transitioning Out of Apprenticeship:

A critical opportunity to impact your new employees is the time at which they transition into the organization. This is true for apprentices as well, even though they have been part of your organization for a couple of years or more. Though the process seems straightforward, there are several underlying issues which may arise during the transition process. It is important to be aware of the components related to apprenticeship transitions to ensure the apprentices become productive employees.

Subtopics are:

- Determining the Transition Approach
- Defining the Right Position
- Ensuring a Successful Transition

Close and Program Relevance:

Just as up-to-date text books and course material are necessary for effective college courses, relevant Apprenticeship Programs are critical to creating productive employees. Whether you are running your program continuously or intermittently, you need to take the time to evaluate the program to ensure both relevance and effectiveness. A relevant program will lower costs, increase interest and drive real business impact.

Subtopics are:

- Updating the Program
- Maintaining and Growing Your Partnerships
- Leveraging Alumni

Appendix - Government Partnership:

Partnering with the government to develop, implement and fund your Apprenticeship Program can add value to your business in many ways. This section provides an overview of major government entities involved in workforce development.

Subtopics are:

- Overview of Government Partnerships
- Overview of Government Entities
- Key Considerations to Keep in Mind

Path Forward

Going forward, the Playbook will be owned by The Manufacturing Institute and made available through multiple channels including the U.S. Department of Labor website. It is considered to be a living document and future updates will be made in collaboration with private (Alcoa, Dow and Siemens) and public (DOL, Office of Apprenticeship) sector input.

1. Workforce Planning	2. Building a Business Case	3. Public-Private Partnerships
Understand Workforce Planning		
<ul style="list-style-type: none"> An overview of workforce planning Different approaches to workforce planning The importance of aligning the plan to your business goals and with your business leaders 		
Components of Workforce Planning		
<ul style="list-style-type: none"> Align with the business strategy and identify key roles Assess internal and external factors, current supply and projected demand Identify key workforce gaps Close the workforce gaps 		
Develop Action Plans		
<ul style="list-style-type: none"> Action planning that makes things happen Refresh the plan 		
4. Program Design	5. Branding & Marketing the Program	6. Selection of Participants
7. Monitoring Program Performance	8. Transitioning Out of the Apprenticeship	9. Maintaining Program Relevance

Effective workforce planning is the foundation for creating meaningful, business-aligned workforce strategies. Often it is mistaken for an HR process, but it is really a business process focused on mitigating operational risk. It enables a business to have the right people with the right skills at the right time to achieve business goals. In this chapter you will learn how to use workforce planning to help guide the development of your Apprenticeship Program.

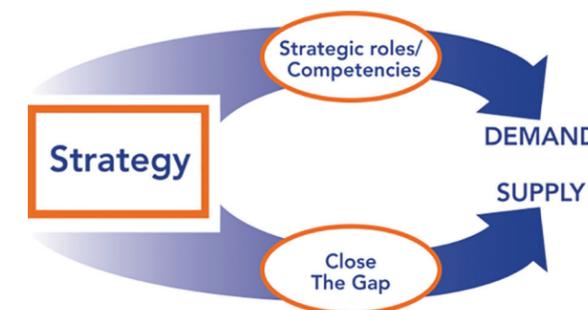
“An organization can be staffed more efficiently if it is able to forecast its need for talent in various areas, as well as the actual supply of talent that will be available in the future in those needed areas.”

Shujath Ali, Siemens Plant Manager, Alpharetta, GA

▶ Understand Workforce Planning
Components of Workforce Planning
Develop Action Plans

An Overview of Workforce Planning

Workforce planning is a process that business leaders use to align their workforce capability to meet the needs of the business. It is a way to determine the operational risk of too few or too many of the resources and skills needed to run your business. It is a forward-looking process typically focused on assessing the workforce over a three to five year period. It is not the annual budgeting process, nor a headcount report, nor is it focused on the here and now. A good workforce plan aligns the most important segments of the workforce to meet the needs of the business and prevents shortfalls or overages.



<http://www.hci.org/>

The workforce plan is also not expected to be a fixed document, or placed on a shelf. It is a living document that is updated regularly (usually annually) and adjusted as changes in business needs or the workforce occur. It is also not a rigid academic exercise. There are many ways to conduct workforce planning and the important thing is that you use the process that makes sense for your business and fits your culture.

Different Approaches to Workforce Planning

Creating a process that is overly complex, difficult to update or one that doesn't drive actions will only result in a plan that will not be used. If your planning process is seen as non value-add, then it certainly will not be used, actions will not be generated, and the value of the process is lost.

To help you create action-oriented plans, the following chart outlines different workforce planning approaches. Since there are no silver bullet solutions, you must apply your own insight and logic to selecting the appropriate approach for your structure.

Approach Alternatives:

	Structured Annual Approach	Event-Driven Approach	Periodic Approach
Definition	Preparing a workforce plan as a part of a larger annual update process	Completing a workforce plan in a just-in-time fashion based on a specific business need	Providing both standards but allowing for location level flexibility
Example	Embedding standard workforce planning into the annual budget process resulting in each budget owner developing a plan	Performing this process as a response to the launch of a new production line	Using standard tools but varying cadence for the workforce planning, depending when the location manager identifies a need

Workforce Planning

Scope Alternatives:

Think about the scope of your workforce planning efforts. For example, you can apply your process at a department level, a location level, a regional level, or a global level. You need to be focused on applying the process in a manner that will add value for the business. Work with your business leaders to define not only the appropriate process but also the appropriate scope. In some cases, it may make sense to complete a workforce plan for an entire plant, while in other cases it may be appropriate to complete a workforce plan for a certain position that spans many locations and geographies.

	Department Level	Location Level	Regional Level	Global Level
Definition	Workforce planning for a specific work group or function	Implementing planning for one specific geographic site	Applying the process for a defined geographic area (e.g., zone or district)	Planning for your entire company, across the globe
Example	Creating an action plan due to a need to build a talent pipeline in your assembly department	Workforce planning to address the shortage of a skilled labor pool for your site	Planning to shift the skill set of employees in a geographic region due to the market conditions	Utilizing the process to support a business initiative encompassing all of your work locations

Regardless of the approach and scope you choose, the important thing is that the planning connects the overall business strategy with the workforce needs.

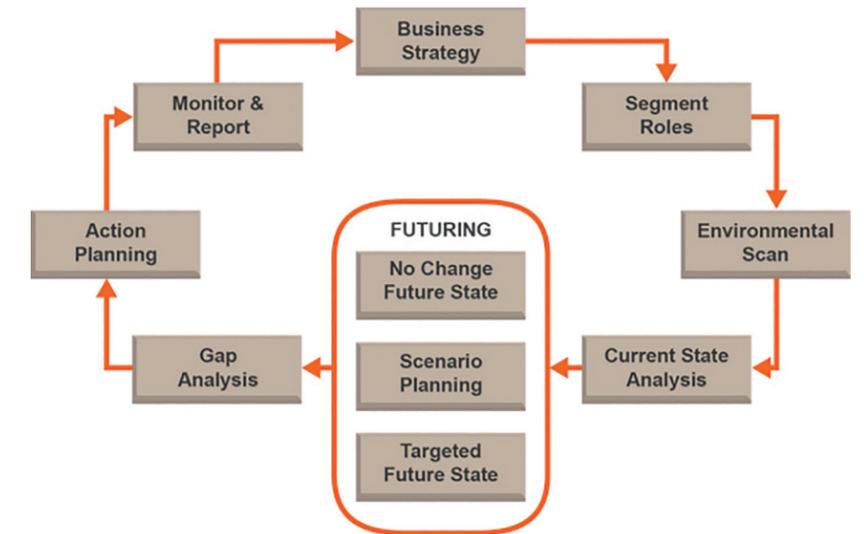
Align Business Leaders

The workforce planning process, tools and scope must be seen as a value-add for your business leaders. While facilitated by human resources, it must be owned by the operational leaders. To ensure a meaningful plan, the formula for success is simple:



Components of a Workforce Planning Process

Regardless of the approach or scope that you use, the high level steps of workforce planning are the same. As the following Human Capital Institute (HCI) overview shows, everything starts with understanding the business strategy:



Business Strategy and Role Segmentation

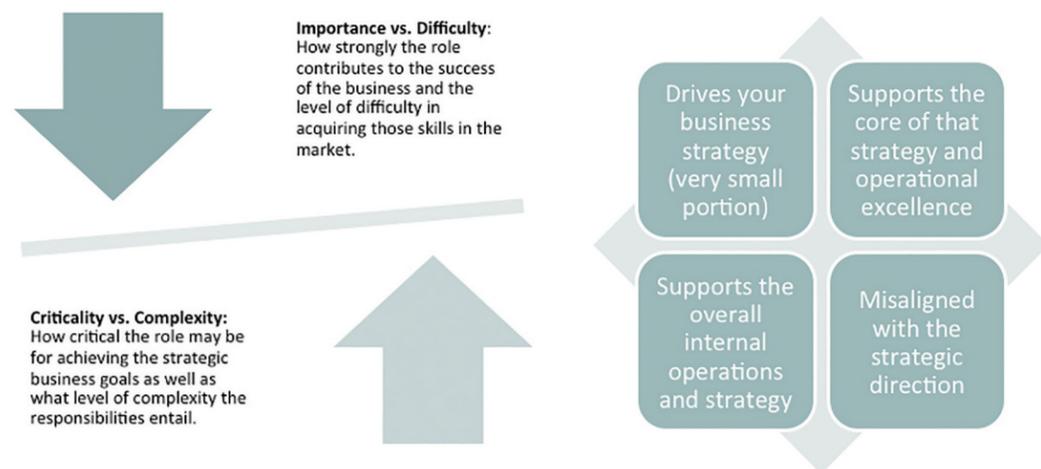
This first step in the process is to thoroughly understand the business strategy and to identify the roles that impact the ability of the business to deliver the strategy. Remember, not all roles are equally important. When assessing the needs for an Apprenticeship Program, understanding the production strategy is essential to project the future needs for the skilled trades in a plant. All of these factors come into aligning the roles to the strategy:

- What is the expected financial performance of the plant?
- Is the plant growing or shrinking?
- What areas of the plant are most impacted?
- What skilled trades in the plant are most critical today and which will be tomorrow?

Workforce Planning

In identifying the key positions that you would like to focus your workforce planning efforts, you may want to consider the following:

Roles can be categorized into one of the following categories depending on how it corresponds with strategy:



<http://www.hci.org/blog/2013-workforce-planning-analytics-conference-part-5-role-segmentation-fedex>

Environmental Scanning

Also consider the external environment that will impact the success of your business and define the needs of your Apprenticeship Program. You should focus on what is happening in other businesses in your field and the local labor market, because that will impact your supply or demand for the role. Since the tendency is to be internally focused, this step will force you to think beyond your company and plant.

Your local workforce investment board will serve as a good resource to offer an accurate assessment of the environmental changes occurring in your area. As the party responsible for development and oversight of the public workforce system, they can assist with:

- ▶ Providing regional indicator data and analysis that captures economic development to support informed workforce development decision making
- ▶ Identifying gaps between the skills of the regional workforce and current as well as future needs of employers
- ▶ Collaborating with companies to develop strategies to address identified gaps
- ▶ Developing innovative programs that can be utilized to address local workforce needs

<http://www.workforceboardsmetrochicago.org/AboutUs/WhatWeDo.aspx>

Current State (Supply) and Future State (Demand)

With the previous steps completed, you will now need to outline the current condition for the roles you have selected. This includes the number of positions you have, the unique skills current employees possess, your population's retirement eligibility and attrition rates, and your current operating skill gaps. This allows you to identify the risk you have relative to your current employee base over time. Ask the following questions:

- What staffing levels do you have today?
- What percent of people currently in the role will still be in the role over the next few years?
- What skills and knowledge are at risk?
- What departments are at the greatest resource risk and how do they contribute to delivering the strategy?
- What production risk do you have?

This current state analysis provides you a view of what the workforce will look like in the future if you simply do nothing. Since typically there are costs of doing nothing, you need to make sure the business leaders understand what this impact will be.

With the current condition complete, you now need to shift your focus to the target condition, or what your business and workforce demands will look like in the future to deliver your business plan effectively. In this step you will outline many of the attributes you did in the current state, but you outline them in a way that you ensure your business can meet its strategic obligations. To define future workforce demands, ask the following questions:

- What staffing levels are required across the plant?
- What staffing levels are required in the most critical departments?
- What skills are required in each department and what are the most important skills?
- What will be most important production areas and what needs will they have?
- What emerging technology will be used and what specifically is required for the workforce to be successful with the technology?

The target state analysis provides a view of what workforce needs will look like in the future if you are to meet the needs of your business.

The chart below outlines the combined effect of the supply and demand concept:

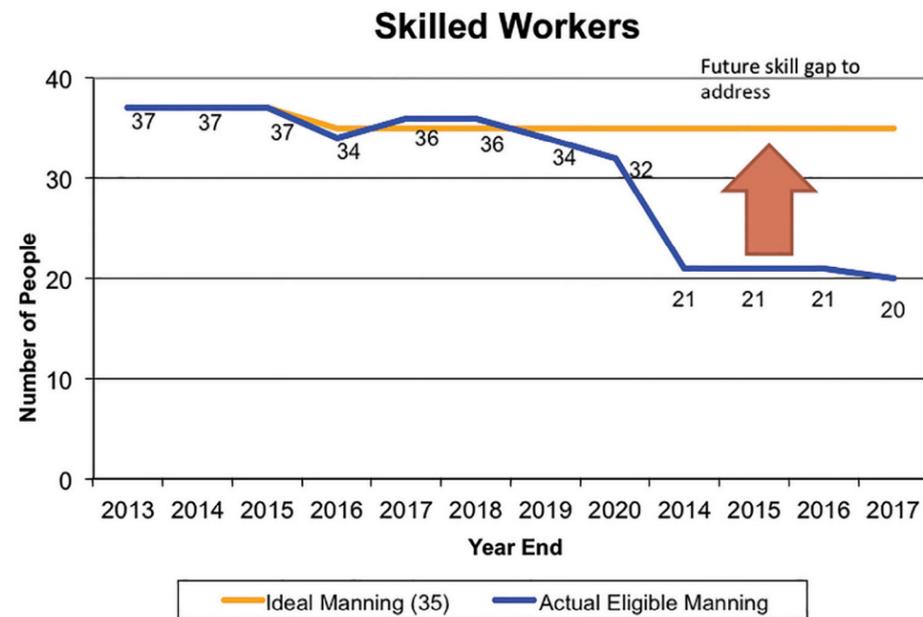
Forecasted Demand: skill level or capacity required	Average age of retirement compared to the age of your current employees
	Retirement prediction based upon what percentage of your workforce will be eligible to retire due to their age and tenure
	Current turnover rate due to resignation with consideration that increased competition for talent may lead to a higher rate in the future
	Rate of position changes which creates internal movement of personnel
Forecasted Internal Supply: percentage of the workforce that will be retained	Plant's projected output volumes and revenues
	An assessment of the skills needed to meet the business projections
	Productivity improvements which may free up time and resources
	Planned upgrades or processes that would require new skills or expanded staff

Gap Analysis

It is critical that you focus on identifying the most impactful gaps from your supply and demand analysis, including if an Apprenticeship Program is needed. Focus on targeting the areas that will negatively impact your ability to meet the business strategy. It also highlights areas that will create the highest operational risk and pose the biggest threat to achieving your strategic goals. Compare your target state to your current state by understanding the difference in several key areas including:

- Employee surpluses
- Employee deficits
- Skills surpluses
- Skill deficits
- Knowledge surpluses
- Knowledge deficits

Once you find gaps when comparing the current condition to the target condition, develop a gap closure plan to bridge the most meaningful gaps, thus mitigating operational risk and deliver the business plan. Remember, you want a plan that is actionable and impactful. Below is an example that models a potential employee deficiency that you would need to develop a plan to address:



Understand Workforce Planning

Components of Workforce Planning

▶ Develop Action Plans

Close the Gap

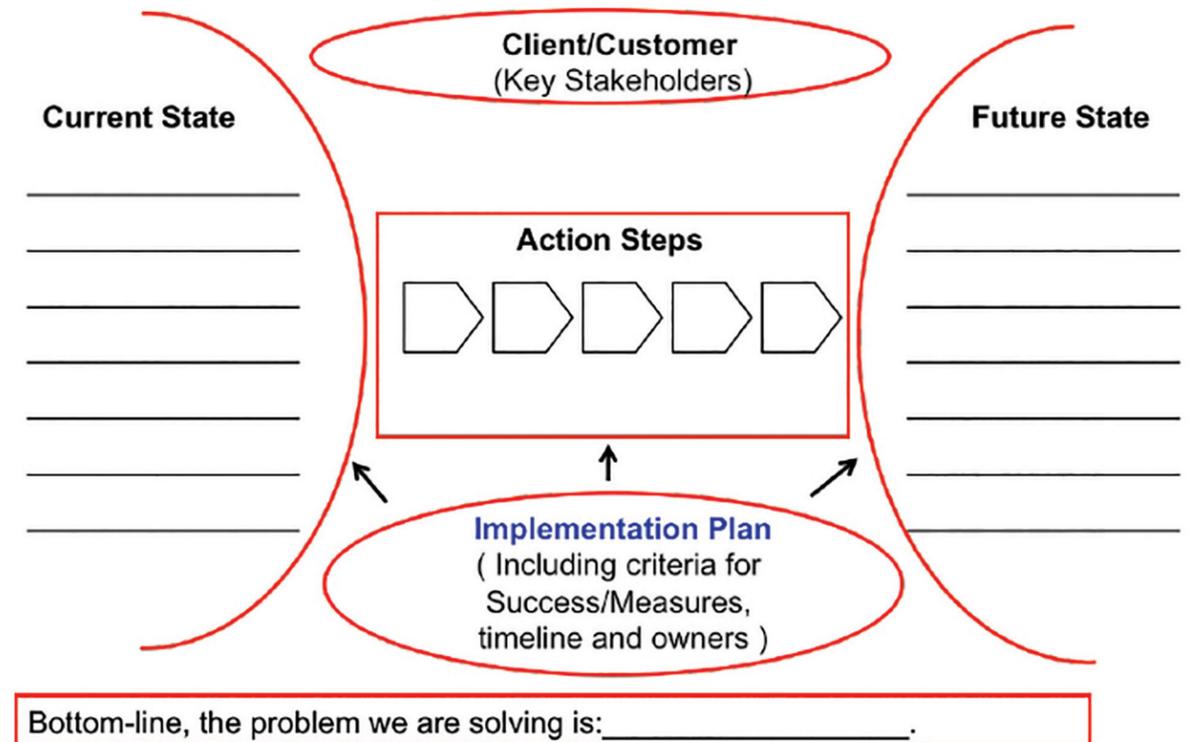
Once the critical gaps are identified, leaders will look for tangible actions to close the gaps.

Your action plan for each gap must include the timeline, single point of accountability and measures for success. The more binary you can be with your action plan, the higher the likelihood of completing the action and closing the gap.

The “6B and OD framework” (see Toolbox) is a useful decision-making tool that can be applied to action planning to determine the best techniques to provide needed skills and capabilities for your business. Additional information on the model as well as a worksheet can be found in the toolbox to help facilitate action.

Remember: Nothing else matters in workforce planning if you do not execute.

Gap Analysis Worksheet



Source: Linkage



Refresh the Plan

“Your workforce planning model needs to be dynamic and flexible; making changes does not mean there’s a flaw. Review and refresh the plan quarterly to address any internal or external changes that have occurred since it was created or last refreshed. And build in a holistic review as part of the annual budgeting or strategic planning process to ensure adequate funding of the Apprenticeship Program.”

Greg Bashore, Alcoa, Global Director Talent Acquisition and Workforce Development, Knoxville, TN

Recommendations for how often and when to review the plan:

- You should revisit it as frequently as needed based upon the business needs.
- At a minimum, we advise that you revisit progress of existing plans quarterly.
- We also recommend that you update plans for the key roles every 12-18 months.
- The ideal time for this holistic review to take place would be prior to or in conjunction with the budgeting or other strategic processes to ensure that appropriate funds are allocated to support the updated plan.

DO!	DON'T!
Make it relevant and business based	Don't make the process overcomplex
This is not just a “check the box” exercise; it is only valuable if you are using it to address your business needs.	If the process is too complicated, you will lose stakeholders’ buy-in and it is less likely to be used.
Do keep it simple and straightforward	Don't skip defining the right approach and scope
The process involves numerous steps, ensure your approach is applicable to your needs.	When performing planning, it must be clear how proactive rather than reactive it will be and what scope the process will cover.
Make business leaders the owner	Don't perform the planning in a vacuum
This is a business process that HR supports, not drives.	Involve all stakeholders, both internally and externally, gain buy-in and incorporate their feedback.
Focus on action plans and progress	Don't underestimate the need for business ownership and buy in
It is not just performing the planning; develop an action plan, execute upon it and progress until your gaps are closed.	This is a long-term investment and commitment at all levels is needed from the start for sustainability.
Do utilize and commit all resources available	Don't confine your thinking
These include people, processes or tools. Leverage trusted advisors to ‘bounce’ your ideas and plans against.	Challenge the status quo as your workforce needs must not only be met through strictly conventional approaches.

Check Point:

Review this checklist to evaluate your understanding of workforce planning fundamentals. You should have successfully complete the checklist items and can move to the next chapter.

- Understand the different approaches to workforce planning and business linkage
- Understand the components of the workforce planning process and develop a relevant scope and approach for your business
- Complete a workforce planning process and have a meaningful action plan
- Decide if an Apprenticeship Program is the best solution to secure the talent you will need.



Toolbox:

-  [The 6 B's - Build, Buy, Borrow, Bounce, Balance, Bind and OD](#)
-  [6 B's and OD Worksheet](#)
-  [Workforce Development Project Plan](#)
-  [Strategic Job Gaps Worksheet](#)
-  [Workforce Development Project Plan](#)

The Bureau of Labor Statistics maintains current occupational profiles on its Occupational Outlook Handbook website, with useful information for businesses <http://www.bls.gov/ooh/>

The O*NET database contains information on hundreds of standardized and occupation-specific and skill-specific descriptions and crosswalks. O*NET is available to the public at no cost, and is continually updated. <http://www.onetonline.org/>

1. Workforce Planning	2. Building a Business Case <ul style="list-style-type: none"> Manage the Stakeholders <ul style="list-style-type: none"> Know who has to be involved and how they can influence your success or failure Develop a plan to understand their wants, needs and concerns Identify Key Issues to Address <ul style="list-style-type: none"> Summarize the learnings from the stakeholder discussions to identify key issues Identify which key issues should be addressed in your business case Learn how to create joint ownership with critical stakeholders Build the Business Case <ul style="list-style-type: none"> Structure your business case in a way that resonates with business leaders Present your business case and determine the plan going forward 	3. Public-Private Partnerships
4. Program Design	5. Branding & Marketing the Program	6. Selection of Participants
7. Monitoring Program Performance	8. Transitioning Out of the Apprenticeship	9. Maintaining Program Relevance

An Apprenticeship Program is an investment that requires a solid business case to ensure success. A strong business case, based on solid workforce planning, will secure leadership buy-in, identify cost and time requirements and promote overall accountability for program success. In this chapter you will learn how to identify the key stakeholders, understand the issues, and build a business case with broad support and measures for success.

▶ Manage the Stakeholders
Identify Key Issues to Address
Build the Business Case

Manage the Stakeholder

Before you prepare a business case you need to understand the views and opinions of the individuals who will be impacted by your recommendation to develop an Apprenticeship Program. By understanding their needs, concerns and key issues you can proactively address many of their concerns resulting in a stronger business case, a higher degree of ownership, and probability of program success.

The first step in stakeholder management is simply developing a list of stakeholders who are impacted by, or can impact, the approvals or outcomes of the program.

IT IS ALL ABOUT:

- Who are the decision makers who will approve the program?
- Who are the individuals who will help build and deploy the program?
- Who are other individuals who will be indirectly impacted by the program?

Below are questions to help you identify possible stakeholders:

- ▶ Who will need to approve the program and support the overall effort to ensure success?
- ▶ Who will benefit from the program? Who will be negatively impacted by the program?
- ▶ Who will be responsible for delivering the program?
- ▶ What organizations outside of the company have a vested interest or accountability for the program?
- ▶ Who are key influencers in the organization?
- ▶ Who has previous experiences with prior programs - good and bad?
- ▶ Who should be aware of the program outside of the location?

“Investing to develop a robust pool of qualified talent ultimately equates to investing in business success. When companies have ready access to prospective employees who possess the specialized skills necessary to succeed in today’s manufacturing jobs, they gain the ability to cultivate a workforce that will drive enhanced productivity, reliability, safety and product quality. This represents a significant source of competitive advantage for any U.S.-based company.”

Gregory Freiwald, Chief Human Resources Officer and Executive Vice President, The Dow Chemical Company

Develop a Stakeholder Map

To help you think through the stakeholders it is recommended that you develop a stakeholder map. This is simply a spreadsheet listing each stakeholder, their criticality to the success of the program and key needs and issues which may be relevant. Below is a simple example of a stakeholder map.

	Stakeholder	Criticality to success (high, medium or low)	Relevant needs or issues
Internal	Plant Manager	High	How do I get this funded?
	Plant Controller	High	What is the financial impact and accuracy?
	HR Manager	High	What are the business and workforce implications?
	Business Leaders	High	What is the strategic impact and business implications?
	Corporate Public Relations	Medium	Does this impact the community and how can we leverage it?
	Corporate Contributions	Medium	How to align contributions with key community organizations?
	Department Managers	Medium	What are the resource impacts – good and bad?
	Supervisors	Low	What are the resource impacts – good and bad?
	Existing Employees	Low	What does this mean for me?
	Corporate Human Resources	Low	How does this fit into our broader workforce strategies?
External	Community Colleges	High	What does this mean for the college?
	State DOL Office	High	How can we help with program registration and funding?
	Regional Business Organizations	Medium	What is the impact on the region?
	Other Local Businesses	Low	What are other companies doing?
	Professional Associations	Low	How can we help?

Develop a Stakeholder Engagement Plan

Once your stakeholder map is complete, you will need to identify the individuals critical to building, reviewing and approving your business case for a new program. It is recommended that you focus on those who will be making the decision to approve or not approve your business case and other individuals who will be critical to providing feedback necessary to build your business case. This will typically include all your critical resources identified in your stakeholder map like plant manager, controller and the appropriate community college contact.

With the key business case stakeholders defined, you should outline key issues you believe are relevant to that stakeholder in advance of having a discussion. Prepare a simple list of discussion topics which will include the broader results of the previous workforce planning efforts to help you in the discussion. You should schedule time with the stakeholders separately and use your discussion list to identify their key needs, issues and concerns.

Remember: listen, ask probing questions and use their input to help solve any obstacles that appear.

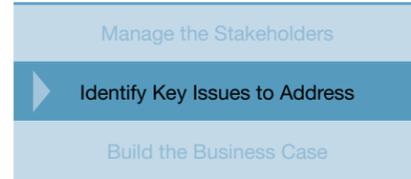
Below is a brief example of a discussion guide.

Controller discussion guide and questions example

<p>Set the Context as You Kick off the Conversation: Introduce the concept of an Apprenticeship Program as a result of the workforce planning efforts and indicate that you are building a business case in support of a new program and need his or her feedback and support:</p>	<p>Question 1 - What do you see as the financial challenges in launching the program?</p> <p>Question 2 - What operational risk do you see if we do not develop the program?</p> <p>Question 3 - Would you share with me any spending constraint for the program?</p> <p>Question 4 - Would you share with me your personal opinion on the value or any concerns with the program?</p> <p>Question 5 - What are the main topics to focus and financial templates to use in preparing the business case?</p> <p>Question 6 - With whom can I partner from the team to help me on the financial portions of the business case?</p>
---	--

“It helps bring it all together to have a dialogue and problem solving discussions as a group, where we can work on making the program a success. Success is derived from open and honest communication between the sponsoring company, the State, the school and the union.”

Robert Smith, Alcoa, Local Union President and apprentice program alumnus, Massena, NY



Summarize the Learnings

Once the discussions are completed with the stakeholders, you may find it helpful to summarize the issues to identify the critical issues which must be included in the business case. One tool which can help you summarize the learnings is a SWOT Analysis. The SWOT Analysis is a simple tool to help evaluate the strengths, weaknesses, opportunities, and threats involved with a particular business objective. It is very helpful in identifying the internal and external factors that are favorable and unfavorable to achieving the goal. The applicable definitions and a sample template are below:

- Strengths: characteristics of the business or project that give it an advantage over others.
- Weaknesses: characteristics that place the business or project at a disadvantage relative to others
- Opportunities: elements that the project could exploit to its advantage
- Threats: elements in the environment that could cause trouble for the business or project

SWOT ANALYSIS



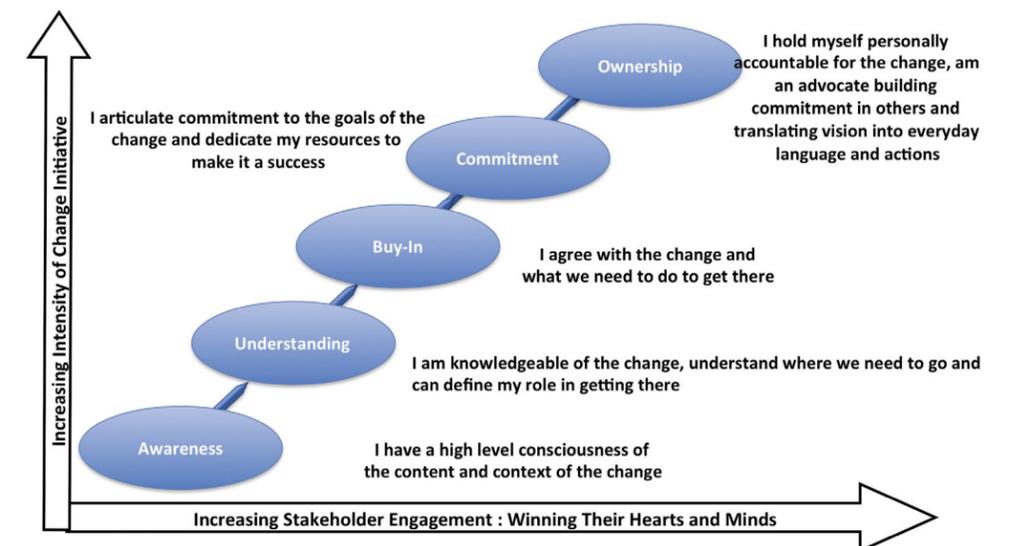
The framework will help you consolidate the feedback from your stakeholders and it will help you think through how to best include or address the learnings as part of your business case. A sample SWOT analysis is below:

	Helpful (to achieving the objective)	Harmful (to achieving the objective)
Internal Origin (attributes of the organization)	Strengths <ul style="list-style-type: none"> • Competitive pay • Strong growth path • Excellent track record of former apprentices • Strong supervisors • Strong hourly instructors • Sufficient budgeting and commitment 	Weaknesses <ul style="list-style-type: none"> • Aggressive OJT expectations • Limited tool sets • Shift schedule requirements
External Origin (attributes of the environment)	Opportunities <ul style="list-style-type: none"> • Potential partnership with three large manufacturers • Proven curriculum at community college • Strong brand name in local labor market • Strong relationships with government officials 	Threats <ul style="list-style-type: none"> • Limited local labor market • New teachers at community college • Community colleges' outdated lab

Create Joint Ownership with the Critical Stakeholders

The reason you are engaging your stakeholders and understanding their key issues is simple – you want to create a sense of ownership with the key players which will ultimately lead to a higher probability of success for the program. This is an ongoing process, but critical during the business case development phase. A model showing the different levels of ownership is outlined below and provides a simple overview of this concept:

Chart: Alcoa Change Management Tool Kit Slides



Building a Business Case

- Manage the Stakeholders
- Identify Key Issues to Address
- Build the Business Case**

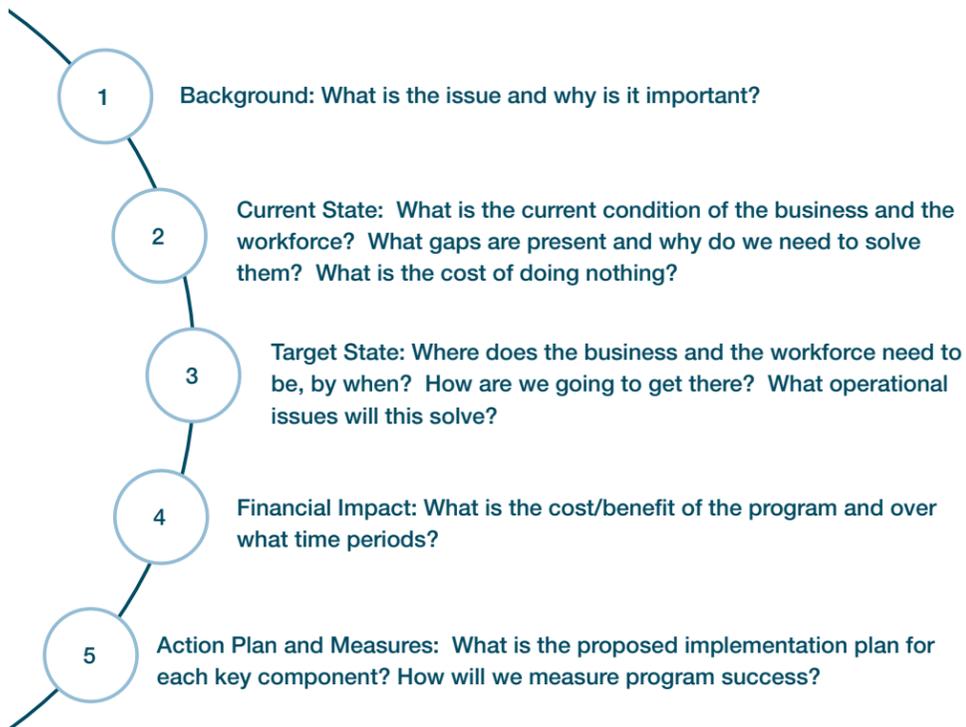
Develop the Business Case

With the workforce plan and the stakeholder analysis complete you are now ready to develop the business case for your program.

Remember, the business case is critical as it will secure approval to move the program forward and will be the baseline for measuring program success.

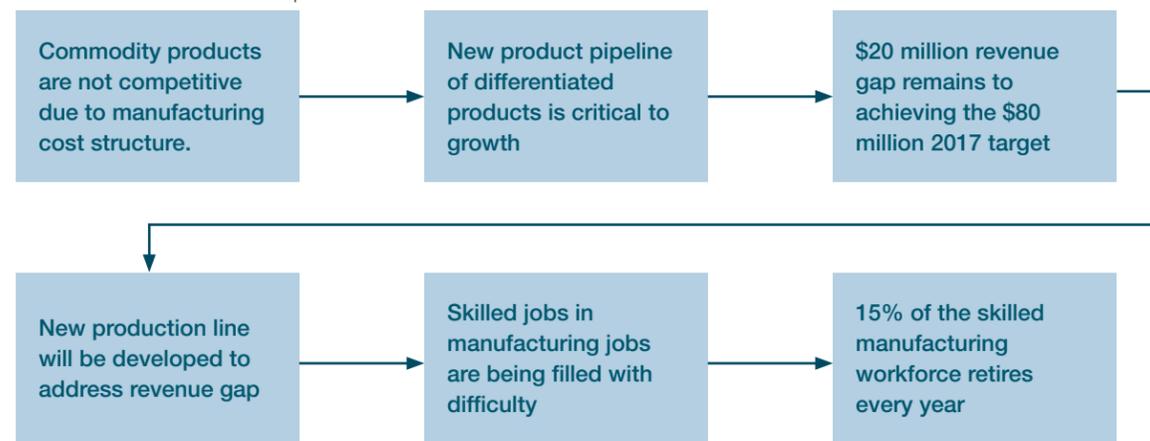
As such, the business case will need to be written in a format that business leaders can easily understand and which will resonate well with them. You also need to provide the business leaders with information that they can easily translate upwards and also into the financial planning process. Typically, at a plant level the business case audience will be the plant lead team, but it may vary by location or organization. It is also important that you do not develop the business case in a vacuum; it is recommended that you include support from the finance organization in building the financial portion of the business case.

The following format contains the relevant components of a business case with a further description below:



Background:

In this section you want to be brief and focus on the general background of the issue. Specifically, you should be focused on making sure the problem is clear and the gap is identified. You should connect the workforce gap to the business need and articulate the business value of solving the problem. You should leverage the key issues identified in the workforce plan. This will be used to frame the issue and capture the attention of your audience. Typically, this is in the form of three to five sentences or bullet points capturing the essence of why the issue is relevant and why it is being discussed. You should link this to business impact, financial results and strategy. A sample background statement mind map is below:



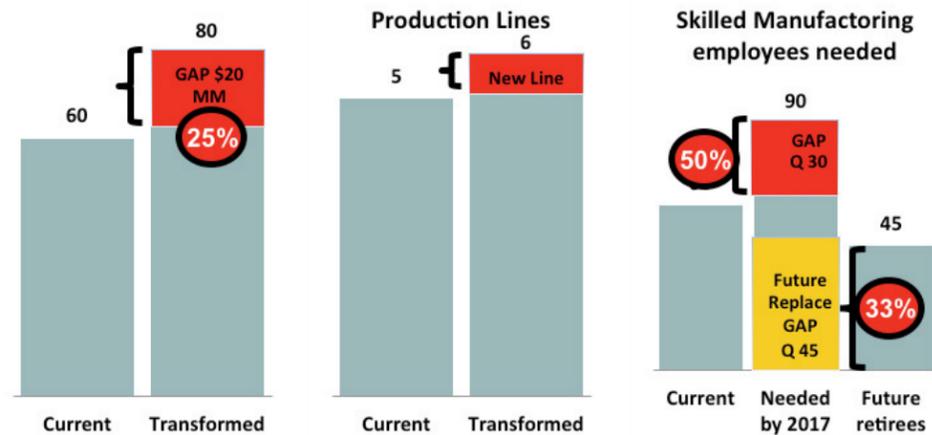
Current Condition:

This section should focus on the gap you are seeking to address. Specifically, what problem is your apprenticeship targeted to resolve? Be specific on the issues in this section including the projected shortage, operational impacts, potential financial impacts and overall operating risk. The workforce plan will be helpful in outlining the key issues. You will need help from the operational leaders and financial leaders to translate the gaps into operating and financial impact. Much of this would have been captured during your stakeholder discussions, but you will certainly have to finalize several items as you prepare the business case. Make sure to describe the problem and any sub-problems that contribute to the business case. An example of how to link the skills gap to business impact is below:



Target Condition:

In this section you need to outline where you would like to be at the end of your program relative to your workforce capability. Similar to the current condition, you need to link the workforce target to the business impacts, financial impacts and operational risk. In this section you should also clearly link the target condition to the needs of your stakeholders as identified in the stakeholder discussions. In addition, this section should directly address the gaps outlined in the current condition section of the business case. A sample depicting the current versus target condition is below:



Financial Impact:

In this section of the business case you will need to show the financial impact of the program including run rate impact and one-time costs. There will also be several intangibles which should have been addressed in the current and target conditions, which you may or may not decide to include in this section. As mentioned earlier, you should have support from your finance department in developing this section of the business case. Make sure that you are capturing the costs and benefits appropriately and that they are linked to your financial planning standards. Examples are below:

Summary of RUN-RATE Costs:

Tuition fees and classroom material	\$0.90
Trainers hours "out of their jobs" lost of production	\$0.45
Travel/Sundry	\$0.35
Recruiting	\$1.40
Total RUN-RATE Costs	\$3.10

Summary of One Time Costs:

Curriculum Development	\$2.20
Incremental Technology Enhancements	\$1.70
Instructor Training	\$0.45
Branding and Advertising	\$0.80
Total One Time Costs	\$5.15

Summary of Savings:

Grants	(\$0.90)
Tax Credits	(\$0.45)
Total Savings	(\$1.35)

\$ in millions

Apprenticeship Program Impact on Business: Benefits and ROI Analysis

	Year 0	Year 1	Year 2	Year 3	Year 4
Annual Savings	\$0.00	\$1.35	\$1.35	\$1.35	\$1.35
One-time Cost	(\$5.15)	\$0.00	\$0.00	\$0.00	\$0.00
RUN-RATE Cost	\$0.00	(\$3.10)	(\$3.10)	(\$3.10)	(\$3.10)
Revenue New production Line	\$0.00	\$6.15	\$8.00	\$9.00	\$9.00
Return of Investment (ROI)	(\$5.15)	\$4.40	\$6.25	\$7.25	\$7.25
Payout Period = 4 Years					

\$ in millions

Revenue increased

Action Plan and Measures:

For a successful implementation, you have to put together an action plan where a clear calendar of activities with clear milestones and expected outcomes, followed in a timely manner, will guide the expected implementation of the program. In addition, you will need to think through the success measures for your program. Though they may not be comprehensive at this time you should establish base measures such as the percentage of those successfully completing the program, delivering the program at or under budget and adherence to key timeline needs. Below, please find examples of a high level action plan and milestones for your review.

High Level Action Plan	2015												2016			
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Project Set up	Team & plan complete		2nd Mgt Briefing													
Communication to Stakeholders		Plan complete		Communication complete												
Course Training				Partnership Complete		30% Course	60% Course	90% Course	100% Course Complete	Validation	New course starts	Course Monitoring				
On the Job Training		Identify Journeymen		Training Plan raised		Feedback			Evaluation		Evaluation	Feedback				
Communication	Start planning		Plan agreed		Comms released											
Project Monitoring						Quality Check		Maintenance Check								

Building a Business Case

Milestones:

	Milestone Description	End date	Responsibility
1	Securing of approvals and buy-in	1 st Quarter, 2015	Implementation Team and Senior Management
2	Creation of a joint committee of engaged employees and management to begin assessment and planning.	1 st Quarter, 2015	Implementation Team
3	Communicate project implementation to management	February 12 th , 2015	Implementation Team
4	Prepare project scorecard for tracking financial measures and outcomes	2 nd Quarter, 2015	Implementation Team
5	Project implementation	2 nd Quarter, 2015	Implementation Team

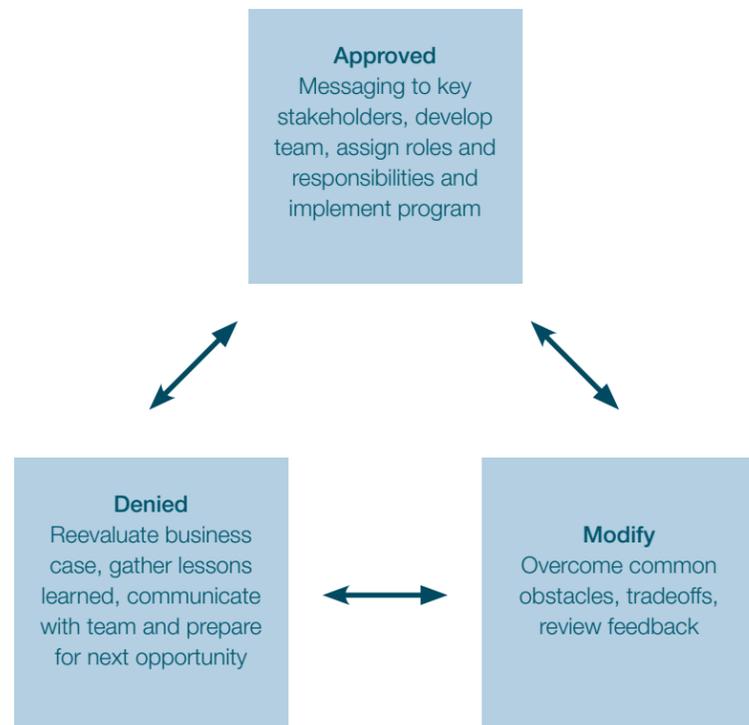
If for some reason your proposal is not approved, carefully consider the feedback you receive on the business case and discuss next steps with your key stakeholders. Some key considerations to overcome pushback are listed below:

- Keep an open mind, adapting to the changing environment. Go back to your stakeholders, get feedback and support, reevaluate your business case.
- You will succeed if you tend to your network: continually building and rebuilding connections, partnerships, and relationships. Update the relevant pieces of the business case, adjust to the changes in the business and the workforce.
- Primarily focus on prevention, not the treatment: this is the art of anticipating the obvious and doing something positive to stop it from happening. Focus on getting additional funding, get more buy-in.
- Timing and patience is everything, but never stop pushing. Delay the timing, wait for the right moment to present your case.

<http://blog.wardclapham.com/125/>

Potential Outcomes

After you present your business case to your leadership team, you will face the following possible outcomes and key actions:



Do's and Don'ts for Building the Business Case

DO!
Do understand your stakeholders What are their issues and how do you overcome them.
Do address key issues Work the issues in advance and make sure you address the items which are most important.
Do demonstrate how a skilled workforce aligns to your business strategy Emphasize how the business strategy is aligned and can be leverage by your talent pipeline.
Do be business relevant Make sure your business case is presented in a business based manner.
Do listen to the feedback and adjust accordingly Make sure you hear the leaders' feedback from your business case.

DON'T!
Don't assume that everyone will understand the need for the program Provide context and details for your proposal to build understanding of the approach.
Don't leave room for surprises Meet with your stakeholders and understand their issues.
Don't create the financials alone Leverage appropriate financial resources to develop this section.
Don't give up If the answer is no, understand the rationale, make adjustments and try again.



Check Point:

Review the tollgate checklist to evaluate your understanding of **Building the Business Case** fundamentals. Only when you successfully completed the checklist items, you can pass the tollgate and move to the next chapter.

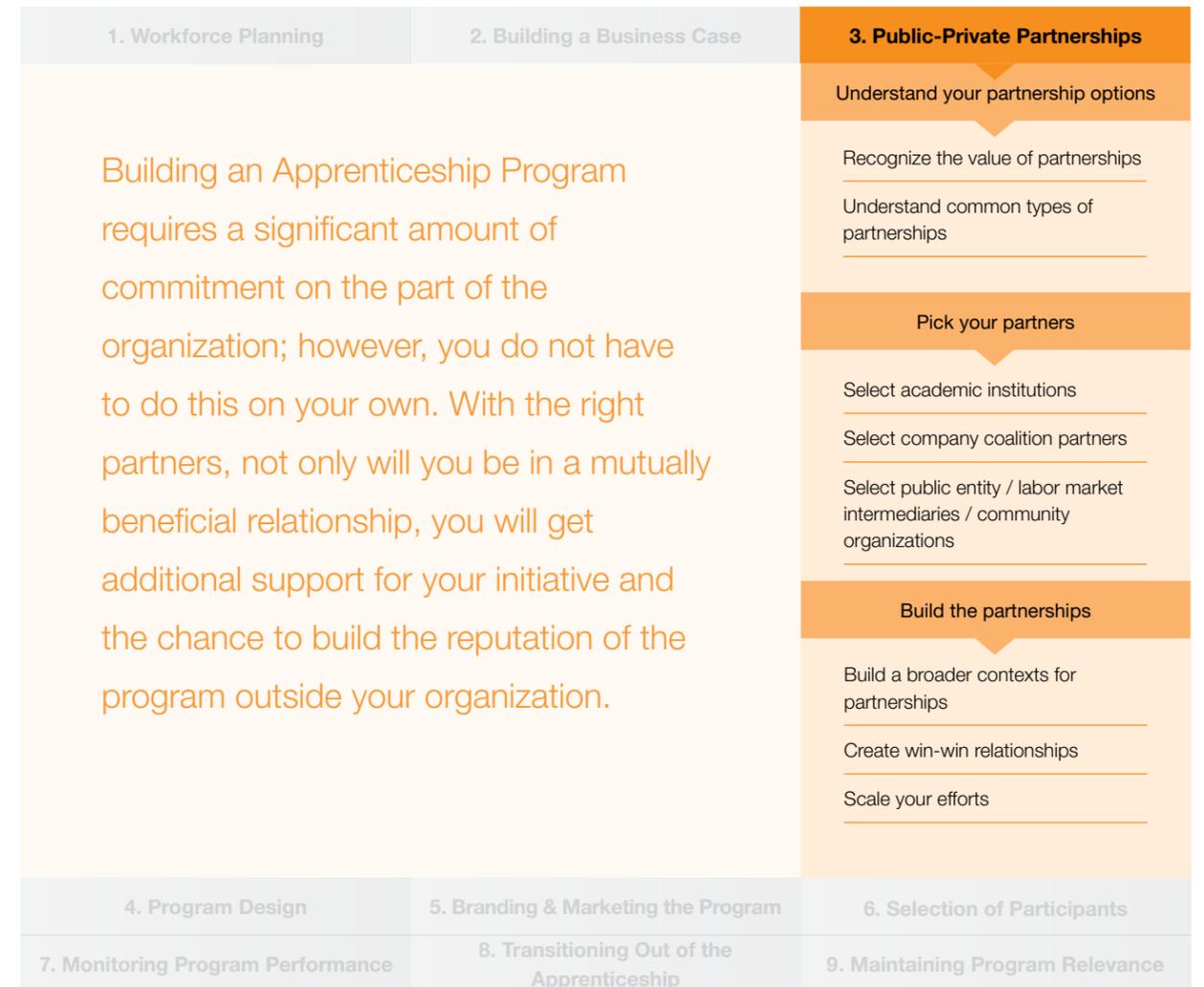
- Identify who will be critical for launching your Apprenticeship Program through a stakeholder map.
- Work toward the creation of a joint ownership model with your stakeholders.
- Build a relevant business case.
- Be prepared for the potential outcomes and to deal with pushback or concerns



Toolbox:



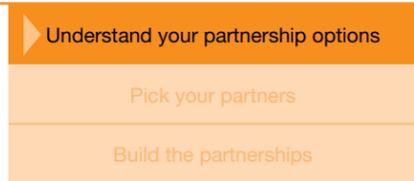
[Business Case Template](#)



Building an Apprenticeship Program requires a significant amount of commitment on the part of the organization; however, you do not have to do this on your own. With the right partners, not only will you be in a mutually beneficial relationship, you will get additional support for your initiative and the chance to build the reputation of the program outside your organization.

“As an industry training manager, I could not ask for a more dedicated educational partner than Central Piedmont Community College (CPCC). This partnership has afforded us access to highly qualified instructors, who possess the knowledge and skills necessary to help prepare our workforce for not only today, but tomorrow. CPCC’s assistance with all aspects of our expansion during the last three years has been invaluable.”

Dawn Braswell, Training Manager, Siemens Power Generation, Charlotte, NC



The Value of Partnerships

Partnerships can be a valuable part of your Apprenticeship Program as they can offer many benefits to employers. They can accelerate program development, increase the number of program participants or reduce costs through grants and leveraging of resources. Potential benefit areas include:

- The ability to leverage untapped networks and affiliations of partners for economies of scale
- Broader access to funding opportunities, typically through community colleges/educational institutions and company coalitions
- Gaining insights into expertise and best practices of other partners

Common Partnership Types

Partnership models can be broad or narrow and there are many types of partnership opportunities available. Although different types of partnerships and partners exist, there are typically three main partners that employers need to take into consideration:

- 1) **Academic Institutions:** These can be Community Colleges, High Schools, Vocational Schools and Universities. For the purpose of this playbook we will focus on Community Colleges as they typically provide relevant classroom material for an Apprenticeship Program.
- 2) **Company Coalitions:** This is typically a group of companies that have common workforce development needs and are looking to build similar pipelines for skilled trades. They could also be companies within the same region or town that have the need for broader workforce development. The companies do not have to be the same size or even the same industry, they simply need to have the same need for building a strong local or regional workforce.
- 3) **Public Entities & Labor Market Intermediaries:** Public entities are government institutions at the state, federal and local level. Labor Market Intermediaries typically are not-for-profit groups. These include Chamber of Commerce, professional organizations, or company-sponsored foundations. Workforce development boards and Manufacturing Extension Partnerships (government agency to promote and assist small and medium sized manufacturers) can also make for strong partners.

“Success or failure is contingent upon having a good working partner. Make sure that whatever activity you do is a positive image builder for both you and the other party.”

Alcoa Refinery Manager, Point Comfort, TX

The table below provides an overview of the three types of partnerships and the opportunities that each partnership could offer:

Community Colleges/ Academic Institutions	Company Coalitions	Public Entities and Labor Market Intermediaries
<ul style="list-style-type: none"> • Already developed curriculum - reducing cost • Access to grants - reducing cost and increasing access to untapped pools of talent • Availability to a pool of program participants - reducing launch time • Introductions to other companies - access to best practices and economies of scale • Opportunity to develop customized Apprenticeship Programs - combine classroom with on the job training 	<ul style="list-style-type: none"> • Access to best practices and economies of scale - reducing cost • Potential access to developed curriculum - reducing cost • Opportunity for joint recruiting - enabling stronger candidate pools • A broader network and opportunity to build positive reputation - extending assistance to small and medium sized manufacturing companies • Varying business cycles across the coalition leads to greater sustainability of the program 	<ul style="list-style-type: none"> • Access to best practices - reducing cost and cycle time • Introductions to other companies - economies of scale • Availability to funding opportunities - government grants and programs • Access to candidate pools and national resources

It is recommended that to support your program, you spend time identifying potential partners from the categories listed above. This can be accomplished by simply listing the potential partners by category and prioritizing them to define an order of contact. As you connect with each potential partner, be sure to ask questions, and listen to their comments and recommendations as they will lead you to other contacts and ultimately help you establish your program's partnership model or build on an existing program.

Build your Workforce Skills with American Apprenticeships!

American Apprenticeship Initiative reps will work with you to tailor your own skills pipeline and take full advantage of partnerships, any applicable education resources, benefits and tax credits.

Link: <http://DOLeta.gov/OA/contactus.cfm>

Understand your partnership options

Pick your partners

Build the partnerships

Establish Your Partnerships

As mentioned above, the form an effective partnership takes depends on many factors. Most importantly, the type of program and the needs of the business. In addition, partnerships depend on the local labor market, regional markets, presence of other businesses and local economic conditions. Clearly, we cannot be prescriptive as to what your partnership model should look like, but we can provide you key considerations by partnership category which may be helpful as you work to build your approach.

Academic Partnership Considerations

The academic institution that you select to work with will depend on the type of skill you are looking to build, proximity to your location and overall track record relative to supporting similar programs. For example, a large university which is 100 miles away would not be an ideal partner if your company has a need for local welders. A community college or high school that offers vocational training 10 miles down the road would be a more logical partnership candidate. As you think through the potential educational partners for your program you should consider the following factors:

- Do they align well with the skills we are trying to develop?
- Do they have curriculum that is similar to the needs of the business?
- Do the teachers have the requisite skills to teach the required content?
- Are their teachers certified instructors?
- Do they understand the latest manufacturing technology?
- Do they have the latest equipment or does it need to be updated?
- Do they partner with other companies and if so what is their track record? If not, why?
- What is the quality of their student base and ability to help recruit program participants?
- What is their knowledge of the local labor market?
- Do they have a successful track record of partnering with companies and securing funding?
- What are their graduation rates?
- How far is the Community College from your manufacturing location?
- What is their reputation in the community?
- How easy or difficult are they to work with? Are they business and job oriented?

Company Coalitions Considerations

Someone once said, there is strength in numbers. This is the relevant context behind building partnerships with other companies in an effort to improve the local or regional labor market and talent pools. Though businesses experience many similar things, based on specific business cultures, products and leadership models they also have many differences. This means they have different best practices related to developing, sourcing and hiring employees. There are also differences in business footprints, profitability, funding capability and brand equity. Your goal in building partnerships with other companies is simply to capture the value of the differences and business diversity to advance your program. For example, if you are a smaller manufacturer, partnering with a well known manufacturer will provide you access to many resources you wouldn't be able to capture by going it alone. Conversely, as a large manufacturer, partnering with a smaller manufacturer may provide you very valuable insights into the community and the local

labor market. The key, picking the right partners based on the value proposition each could bring to you. Below are some items which you should consider when determining potential company partnerships/coalitions to target:

- What companies / coalitions have a strong reputation for developing the local workforce?
- Which companies have existing partnerships with educational institutions?
- What employers have the largest hiring or retraining needs?
- Which companies are seen as employers of choice in the area?
- Which employers have values and cultures which are well aligned with yours?
- What companies have the ability to fund and provide resources for broader workforce development?
- Are any local companies members of the local manufacturers' roundtables?

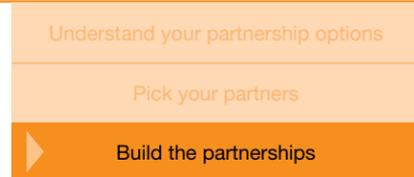
Building the right mix of diverse partnership companies (different size, markets and industries) will ensure sustainability of the program and the local labor market. This is the result of a larger hiring need, common training design, and variation in business cycles. Simply put, different businesses will have different workforce needs at different times allowing each to pull from the program as necessary maintaining its long term viability.

Public Entities and Labor Market Intermediary Considerations

The strategy is slightly different when determining your partnership model in this category. You need to cast a wide net to identify relevant resources and tools from the public and nonprofit sectors. There are many programs and entities which maintain a deep level of knowledge and expertise which will help you successfully launch an Apprenticeship Program. Types of expertise they possess include:

- Funding opportunities, requirements and contacts
- Requirements for registering an Apprenticeship Program
- Access to nationwide networks or relevant expertise
- Candidate sourcing opportunities through job service boards and veterans associations
- Linkages to pre-apprenticeship and job-readiness programs

Working with government agencies and public entities can be a complicated and challenging process. Leverage your coalition, as well as your community college to understand the best contacts and resources. Below are select key contacts and listings of relevant support they can provide:



The Broader Context for Partnerships

Building partnerships is a time consuming process, but a process which is also very worthwhile. The benefits clearly outweigh the costs and as you try to get commitment from potential partners it may be important to reinforce the value proposition for everyone involved. Partnerships can decrease competition for scarce talent by extending opportunities to small and medium sized manufacturers, providing opportunities to untapped pools of talent and in underserved communities, and promoting a more accurate image of manufacturing careers in communities.

Company Coalitions:

When companies, big and small, decide to create a coalition, they leverage their networks, best practices, strengths and reputation to create a better program. Successful participants help to further spread the word and build a reputation of community investment and a commitment to long term workforce development.

Academic Institutions:

Partnerships enable the Community College to get access to industry standards, new manufacturing processes and technology. This allows them to develop relevant and meaningful curriculum and allows them to develop a relevant and job focused graduate.

Public Entities & Labor Market Intermediaries:

Partnerships enable the government and not-for-profit institutions to fulfill their mission to build the nations workforce. The grant monies, funds and expertise that they provide will be utilized to help generate skills for manufacturing jobs. With each job, families are positively impacted, local economies grow and collectively we create a stronger America.

Create a win-win situation

Another way to incentivize partners to sign up is to create a win-win situation for everyone involved. To do this you will need to have a clear understanding of everyone's needs and make sure the partnership model helps deliver those needs. You may want to keep the following in mind when determining if the partnership model will be mutually beneficial to all parties.

- ▶ Don't focus on only what is in front of you - know that there are many options out there for partnerships
- ▶ Be transparent about your purpose - communicate your purpose in the partnership and know what you will be able to contribute
- ▶ Understand their purpose - make sure your potential partner communicates their value and what they can bring to the table
- ▶ Confirm if there is a mutual vision/benefit - ensure there is a match as it relates to needs and goals
- ▶ Take your time - don't make a quick decision. Fully think through if this will be a mutually beneficial relationship
- ▶ Document - write down all aspects agreed upon with the partnership and share

How to Create Strategic Partnerships that are a Win-Win <https://smallbusiness.yahoo.com/advisor/create-strategic-partnerships-win-win-193000478.html>

Scalability

On a final note, you may want to consider replicating the program at another location following a successful implementation. To do this efficiently, you will need to make sure that the first site properly documents all aspects of the program. This should include the learnings from the program, partnership model and funding approaches. Keep in mind that you may need to modify certain components of the program based on geographic locations and unique needs. However, when possible, avoid reinventing the wheel – learn from the successful program and slowly expand to other sites.

Do's and Don'ts for Public & Private Partnerships

DO!	DON'T!
Do your research	Don't go alone
Take the time to vet institutions and community colleges.	An Apprenticeship Program may not be as successful without the support of partnerships.
Do identify the value propositions for all	Don't take the easiest route
This includes all potential partners and be articulate about how the partnership is mutually beneficial.	Select partners that are the right fit for you, even if this means taking more effort in building the partnership.
Do consider registering your Apprenticeship Program with the Department of Labor	Don't forget the importance of trust
There are many benefits that you should consider before opting out.	A trusting relationship is key to a strong partnership.
Do leverage your partners	Don't underestimate the importance of effective communication
To get insight into their best practices, as well as explore and secure potential sources of funding.	Keep your partners updated on the progress and seek updates from them if not readily provided. Build open lines of communication as a shared platform for best practices.
Do build a win-win situation for all partners	Don't be shortsighted
This is a long-term approach and will need collective support to make the program sustainable	Create a program that supports your future workforce needs and can be replicated at various sites.



Check Point:

Review the checklist to evaluate your understanding of **public and private partnership** fundamentals. You should have successfully completed the checklist items and can move to the next chapter.

- Identify and vet potential partners, pick the best one for you
- Build commitment with selected partner and set clear expectations
- Ensure the partnerships are mutually beneficial and have longevity



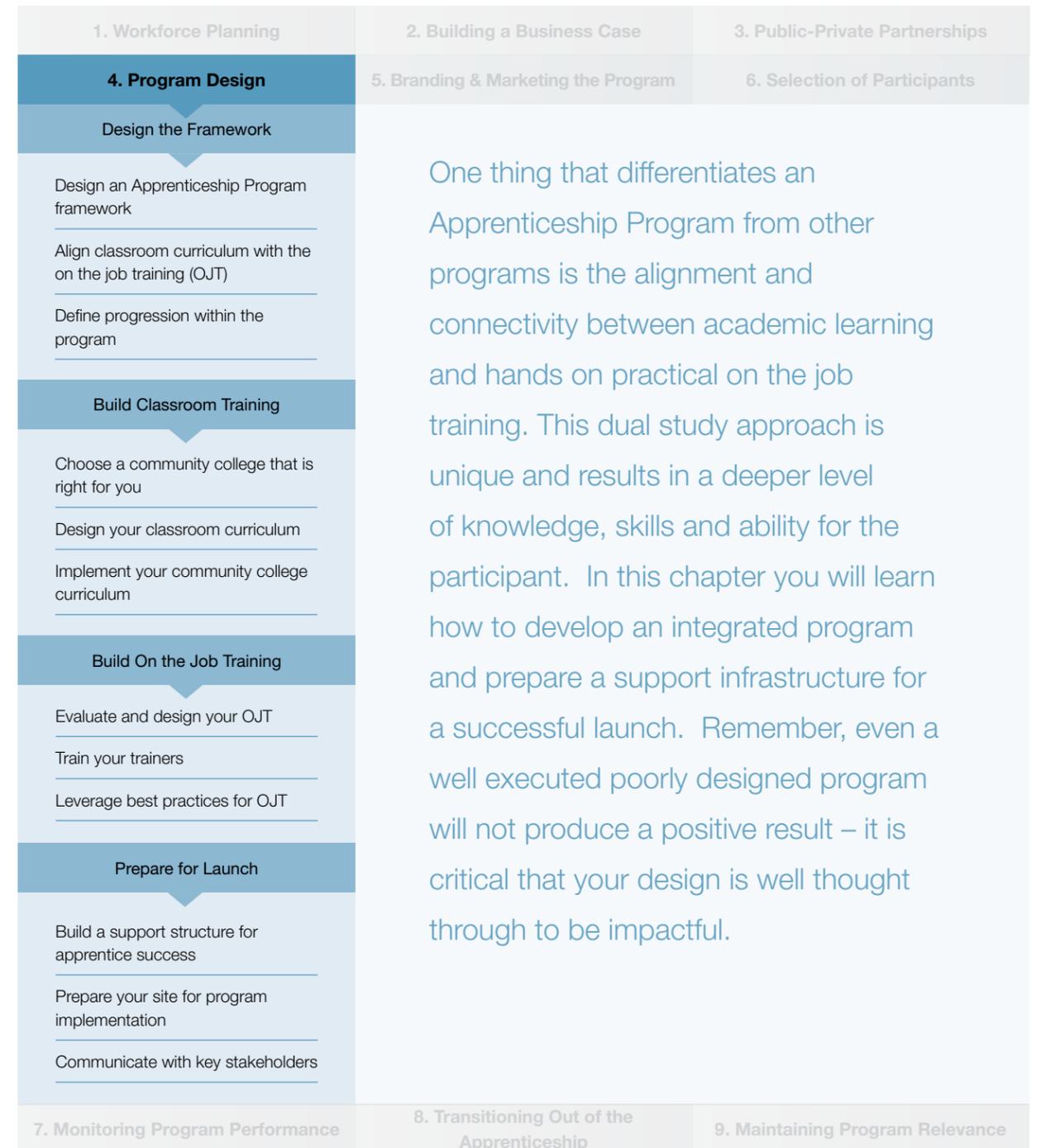
Toolbox:

 [Checklist for Public & Private Partnerships](#)

Sector Strategies Report: <http://www.nga.org/cms/home/nga-center-for-best-practices/center-publications/page-ehsw-publications/col2-content/main-content-list/state-sector-strategies-coming-o.html>

Career Pathways Report: http://isites.harvard.edu/icb/icb.do?keyword=pathways_to_prosperity&pageid=icb.page501351&pageContentId=icb.pagecontent1073692&state=maximize

Please see Appendix for other helpful partnership resources.



One thing that differentiates an Apprenticeship Program from other programs is the alignment and connectivity between academic learning and hands on practical on the job training. This dual study approach is unique and results in a deeper level of knowledge, skills and ability for the participant. In this chapter you will learn how to develop an integrated program and prepare a support infrastructure for a successful launch. Remember, even a well executed poorly designed program will not produce a positive result – it is critical that your design is well thought through to be impactful.

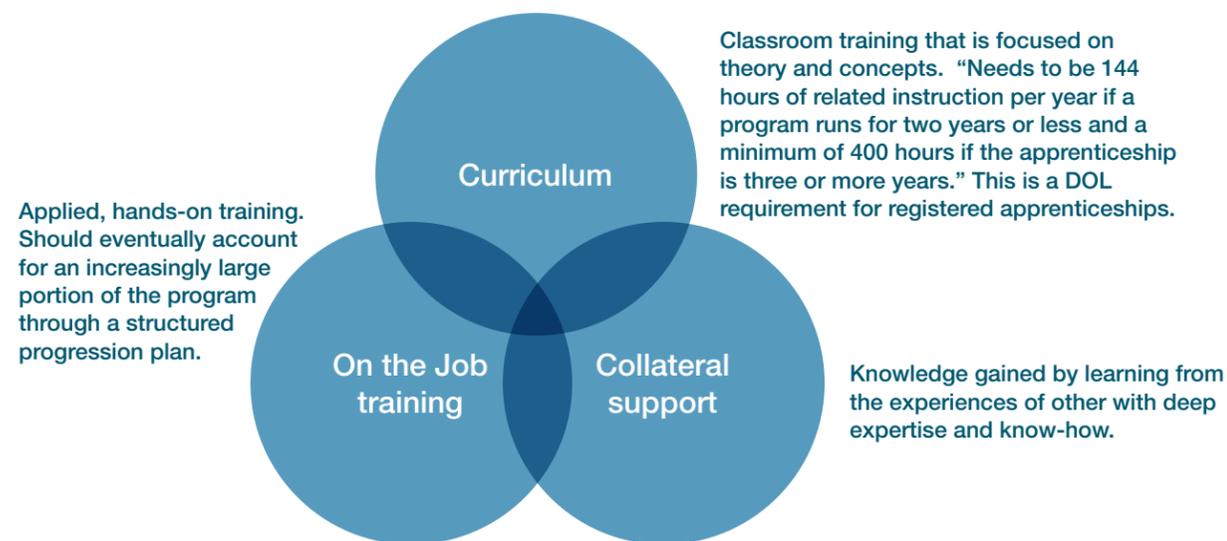


“If training and credential programs are not grounded in the skills that employers require, they are not effectively preparing the next generation of employees – and that’s bad for business and for all hardworking Americans.”

Eric Spiegel, President and Chief Executive of Siemens Corp., Vice Chair of the Business Roundtable’s Education and Workforce Committee

Design the Program Framework

The program framework needs to be designed to effectively build the skills that you identified as gaps when doing your workforce plan. There are three main aspects to consider:



Apprenticeship: It Makes Good Business Sense (http://dwd.wisconsin.gov/apprenticeship/pdf/06_EmployerToolkit.pdf)

There are three ways to structure successful completion of your program:

1. Time-based requirements
 - Requires at least 2,000 hours of time/work spent by the apprentice on the skill needed for the specific job.
2. Competency/Performance Program requirements
 - Program based on specific competencies (“an observable, measurable pattern of skills, knowledge, abilities, behaviors and other characteristics that an individual needs to perform

work roles or occupational functions successfully”) to be learned on the job instead of focusing on a number of hours of on the job learning.

3. Hybrid Program Requirements

- A combination of time-based requirements and competency/performance program requirements

Registered Apprenticeship (<http://www.DOLeta.gov/OA/employer.cfm>)

A detailed checklist on standards for an Apprenticeship Program is included in the toolbox.

Who will teach my Apprentices?

The classroom instruction for apprenticeship can be taught by a community college (for credit), by a career and technical education provider or other trained professional educator. We can help you connect to the Registered Apprenticeship College Consortium and other educational resources.

Links: (RACC) <http://www.DOLeta.gov/oa/racc.cfm>
Apprenticeship Reps <http://DOLeta.gov/OA/contactus.cfm>

Align Classroom Curriculum with OJT

It is important that the classroom learning and on the job training (OJT) is not experienced in silos. All aspects of the program structure need to be aligned to ensure the skills needed for the business are being built at the levels needed for all of the participants. Work with your community college to ensure alignment between classroom and on the job activities. Identify topics and ensure they are



approached from a theoretical aspect in the classroom as well as from a practical aspect on the job. Only with both effective classroom curriculum and on the job training will you maximize productivity of your apprentices.

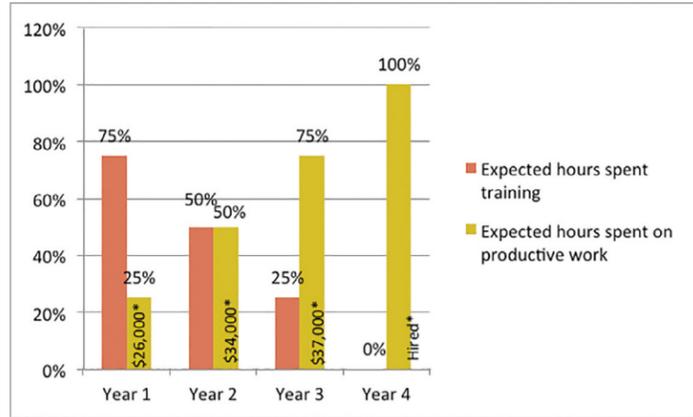
Define Program Progression

Program design should progressively lead to an increase in apprentice productivity as the program progresses. You will want to create an overall program schedule, with key milestones indicated, to ensure that it stays on track. Some key features you should see:

- Progress from understanding basic concepts to deeper theoretical knowledge. Progression from simple tasks to mastering more complex tasks like troubleshooting and problem solving
- Wage progressions that are tied to meeting key program milestones. See the toolbox for additional guidance when creating the Compensation structure

- Give consideration to apprentices with previous experience in skill or job. This credit could include one or more of below options:
 - o starting the program at a higher level/wage
 - o progressing them through the program at a quicker rate
 - o providing earlier wage increases

DOL, *Setting Up A Registered Apprenticeship Program: A Step-by-Step Guide for the Design and Implementation of The Registered Apprenticeship Training*



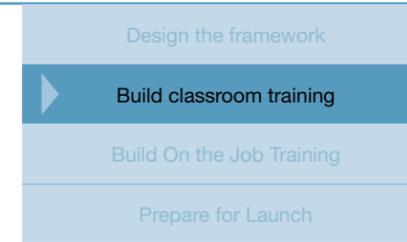
*This chart represents a 3.5 year Apprenticeship Program that reflects wage progression with increases in productivity.

Charlotte, NC Siemens facility

Performance aspects to consider include:

- How well the technical skills of prior participants progressed throughout the program
- How their progress compared against the realistic expectations and milestones for the role
- Participant ratings on validated testing which was performed during the OJT curriculum
- Whether apprentices were transitioned to full-time employees upon program completion
- Whether those graduates are currently using the skills they learned
- Performance measurements of graduates as an indication of productivity

The validation process does not stop once the program has been updated and implemented. You will want to ensure that you are monitoring the success of the classroom training and OJT during the program to identify whether the intended progress is being achieved. If not, you may need to adjust.



Design Your Classroom Curriculum

At this point, a community college partnership should already be established as discussed in Chapter 3. Leverage the community college partnership when designing your classroom curriculum. In addition to direct business relevance, below are the key principles that should be incorporated:

- A philosophy - the curriculum should be based on the shared belief of the community college and company for the Apprenticeship Program.
- Clear purpose and goals - the objectives of the curriculum and program should be clearly described.
- A theoretically sound process - ensure the experiences and lessons throughout the curriculum follow an approach geared towards the end result desired of the program.
- A rational sequence - make sure the order of the curriculum makes sense.
- Continuous assessment and improvement of quality - make sure to review the curriculum on a regular basis and make necessary updates.
- High-quality academic advising - ensure students receive the advising needed to be successful.

Designing a College Curriculum (http://www.thenationalacademy.org/readings/designing.html)

Remember: When looking to modify or customize an existing community college curriculum, it is important to start with reviewing what currently exists.



When evaluating a curriculum, first review the community college's current one and determine if it is a fit. Next, perform a gap analysis to see if the curriculum you choose has any course or curriculum gaps to be addressed.

The community college you decide to partner with could already have a program that fits the classroom learning needed for the Apprenticeship Program. However, should not all courses align, select the courses that best fit your organizations needs and create additional courses to fit the needs of the business. Never lose sight of the needs of the business and make sure the design is closely aligned to them. Keep in mind the gap analysis and needs assessments performed to understand the feedback from the stakeholders of the Apprenticeship Program.

Here are some key questions to ask when assessing the curriculum:

- Will the current curriculum fill the learning/theoretical side of the skill gaps that have been identified
- Will the theory enable the apprentice to understand the work done on the job and the work processes in place?
- Does the sequence of topics complement and align with the sequence of the on the job training?

Also, make sure to:

- Look at the community college's existing students. Which companies hire them? Conversely, look at a company's existing incumbents. Which community colleges did they attend? This is a good measure to see if the curriculum is working.
- Measure graduation rates
- Pull your own experts in to validate content and identify gaps
- Conduct a gap analysis to determine if the skills needed on the job match the theory taught in the classroom. The goal of a gap analysis is to:
 - o "Determine what the desired curriculum should be"
 - o "Compare the desired curriculum with the existing curriculum and determine the "gaps" between the two, and"
 - o "Suggest changes that could be made to move the curriculum from its current state to the desired state"

To address the gaps, consider using the gap analysis tool below.

Topic	Targeted Skill	Curriculum Gap	Course Gap	Course / Curriculum Acceptable
Introduction to Print Reading	Print Reading	X	X	
Introduction to Welding	Welding		X	
Machine Maintenance & Installation	Machining			X
Fluid Power Basics	Fluids	X		
Basic Electricity	Electric			X

* An "X" indicates that a gap has been identified.

Key

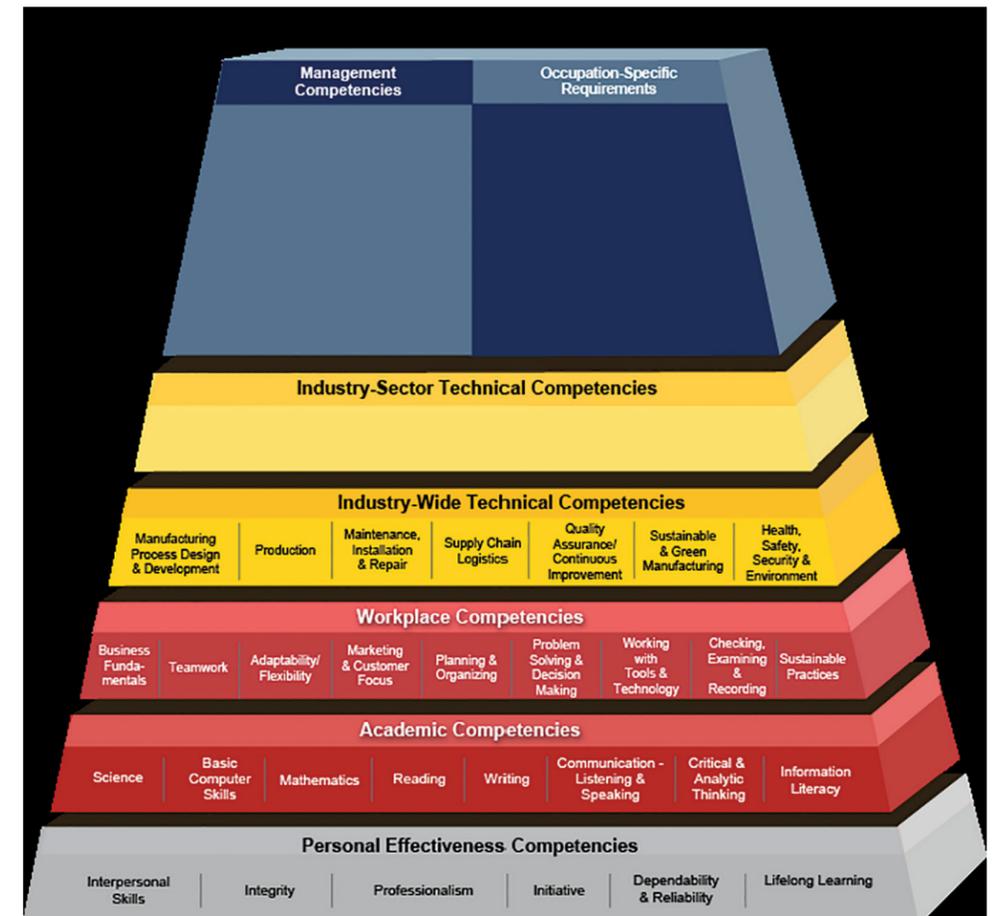
Curriculum Gap	Curriculum does not incorporate courses that develop identified skills
Course Gap	Course exists, but there are gaps in the existing content that needs to be filled to develop the skills needed to fulfill the job

A company can gather feedback from internal experts or current journeyman to evaluate whether the courses will equip apprentices with the knowledge needed to apply to the job (course gap) and whether necessary courses are included in the curriculum (curriculum gap) by having them complete the gap analysis tool above.

Course, Program, and Curriculum Gaps: Assessing Curricula for Targeted Change
<http://fie-conference.org/fie2005/papers/1600.pdf>

When selecting course content that matches skill needs, identify which competencies can be covered by the curriculum. These may include Technical, Workplace, Academic and Personal Effectiveness competencies. The six layer pyramid below "illustrates how occupational and industry competencies build on a foundation of personal effectiveness, academic, and workplace

competencies. Each tier is comprised of blocks representing the skills, knowledge, and abilities essential for successful performance in the Advanced Manufacturing industry. At the base of the model, the competencies apply to a large number of industries. As a user moves up the model, the competencies become industry and occupation specific. However, the graphic is not intended to represent a sequence of competency attainment or suggest that certain competencies are of greater value than others."

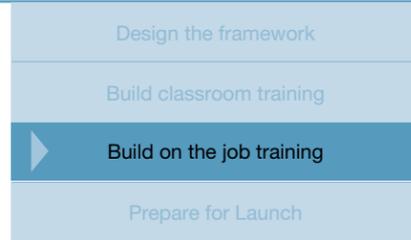


Employment and Training Administration United States Department of Labor www.DOLeta.gov

Implement Your Community College Curriculum

Once you have selected the curriculum that is right for you next step is to ensure there are qualified teachers to teach the apprentices. Specific things to ensure would be their credentials, qualifications, and teacher certifications.

In addition be sure to have experts evaluate the lab facility to make sure it meets the standard you have set for the curriculum and is comparable to your manufacturing facilities. Some companies leverage current employees or those transitioning into retirement as professors to teach at the community college. Taking this approach can serve a dual purpose: the employees will be able to share knowledge, critical skills, and real-life business examples with the students as well as provide context for what it is like to work at your company.



Evaluate and Design Your OJT

For simplicity purposes, we will utilize the phrase on the job training (OJT) for this section but that can be interchangeable with on the job learning (OJL).

On the job training (OJT) involves providing hands-on learning in real world scenarios – learning by doing gives Apprentices the practical experience under close supervision until they have enough skill and knowledge to work independently. Begin by evaluating the OJT currently being used at your facility. Likely you will already have some components, even if they are informally used. If not, you will need to create the OJT for the Apprenticeship. Rather than working from scratch, try to gather information on OJT used by other companies. This can be facilitated by leveraging your resources such as your company coalition, workforce investment board, or the Department of Labor.

Prior to evaluating the training, you should have already clearly defined your company's workforce needs and how apprentices can help meet any projected gaps. Once you have an OJT program for a starting point, you will want to review it to determine if it will meet your requirements. Tools that were utilized with the curriculum review may be helpful with this process.

http://dwd.wisconsin.gov/apprenticeship/pdf/06_EmployerToolkit.pdf

When reviewing OJT curriculum:

Evaluate the OJT training with your skill needs and job success profile in mind (see Toolbox)

Ensure that the OJT will ultimately develop those skills and capability you need in the future

Conduct a gap assessment to identify which of your needs are not being met

Update the OJT curriculum as needed to address any additional skills not already being addressed

http://dwd.wisconsin.gov/apprenticeship/pdf/06_EmployerToolkit.pdf

An example of a gap analysis:

Work Process	Targeted Skill	Process Gap	OJT Gap	Process/OJT Acceptable
Motor Installation and Control	Electrical Installation		X	
Lubrication and Preventative Maintenance Inspection	Machine Maintenance	X	X	
Gas Metal Arc Welding (GMAW)	Welding			X
Polishing	Drill Press Operations	X		
Operate & Control CNC Milling Processes	CNC Machining		X	

* An "X" indicates that a gap has been identified.

Key

Process Gap Existing process did not train the participant in skills needed

OJT Gap The training has components missing that are needed to build identified skills

A major component of the OJT curriculum is a schedule of work processes that includes a list of all major OJT activities necessary for the position of which the apprentice is being trained. Most occupations have standard recommended work processes and these can be obtained through your Department of Labor's Office of Apprenticeship. You could also observe your experienced workers to determine the work process schedule that would be a good fit for you and include them into your OJT design.

http://dwd.wisconsin.gov/apprenticeship/pdf/06_EmployerToolkit.pdf

An excerpt from an example work process schedule:

Schedule of work processes: Bio-Manufacturing Technician

Competencies and Tasks of Bio-MANUFACTURING TECHNICIAN (DOWNSTREAM)									
Conducts specific manufacturing operations, such as CIP/SIP of equipment, column chromatography, ultrafiltration, diafiltration, protein purification operations, monitoring control devices									
COMPETENCIES/TASKS									
1. Adhere to GMPs (Good Manufacturing Practices)									OJL Hours: 300
Task A: Gown personnel	a. Enter gown room	b. Don gowning materials in correct order per SOP (Standard Operating Procedures)							
Task B: Follow procedures	a. Train on SOP	b. Use procedures to do tasks	c. Record and report all deviations from normal processing						
Task C: Train personnel	a. Find qualified trainer	b. Identify deficient area for training	c. Conduct training	d. Assess trainee	e. Document training procedure or task				

DOL, *Setting Up A Registered Apprenticeship Program: A Step-by-Step Guide for the Design and Implementation of The Registered Apprenticeship Training*, PDF

Once the work processes have been finalized, allocate the training time required to reach proficiency in each of the steps in the process. Many occupations already have the minimum hours established by industry. Make sure that the appropriate proportion is spent on each process based upon the relative difficulty to master.

http://dwd.wisconsin.gov/apprenticeship/pdf/06_EmployerToolkit.pdf

Define the milestones for your OJT. By the end of the program, a successful apprentice should be spending their full day on the job, outperforming some of their entry-level peers. Their progress toward this end goal should be the main measure of success at each of the milestones. This will be covered further in Chapter 7.

<https://s3.amazonaws.com/apprentice.us/Apprenticeship-Programs.pdf>

Throughout the program, you will need to balance the lower productive time of the apprentice and individuals supporting OJT with the requirements to sustain operations. Site disruptions will be partially off-set by the increased productivity of the apprentice as they progress through the OJT program.

Once you have developed the OJT component of the Apprenticeship Program, share with your Community College to ensure there is still strong alignment with the classroom training and that the two complement each other. If registering your program, there may be OJT requirements that must be met. http://dwd.wisconsin.gov/apprenticeship/pdf/06_EmployerToolkit.pdf

Train Your Trainers

Selecting the right current workers to conduct the training is critical. Not only do they need to be skilled at their job but also have good coaching abilities to teach the Apprentices. Additionally, you should take the time and effort to match the trainer with the apprentice(s) that you feel can work well together with. Reinforce the role of the trainers to be equivalent to that of a community college teacher.

Considerations for what can make an ideal apprenticeship trainer include:

- ▶ **Subject matter experts on the phases of the position they are going to teach**
- ▶ **Understands your standards and needs for the position**
- ▶ **Interested in making sure their skills are taught right**
- ▶ **Shows an aptitude for teaching and leading others**
- ▶ **Willing to take ownership to ensure success of their trainees**
- ▶ **Able to make the large time commitment needed to lead OJT**

Once you have selected the individuals, you will need to prepare them to effectively teach apprentices. This will require training on new work processes, equipment upgrades, and troubleshooting to ensure their technical skills are up-to-date. It will also involve familiarizing them with some basic steps in teaching job skills, an example of which can be found in the toolbox. This will prepare the trainer to provide quality instruction to participants throughout the program. There may be funding available to support you in this process (See Government Partnership Appendix).

<https://21stcenturyapprenticeship.workforce3one.org/view/300112713777842964>

Leverage OJT Best Practices

- ▶ **Build OJT rotations to each area and process of the plant to provide broad exposure and develop a well-rounded employee**
- ▶ **Time rotations based upon how complex the function is and if it builds upon another task**
- ▶ **Consider rotating trainers during the program to maximize exposure to your experienced workers**
- ▶ **Increase the difficulty and complexity of on the job tasks as an apprentice builds their foundation skills**
- ▶ **Align OJT, in addition to curriculum, to competencies needed in the role (see toolbox for an example)**
- ▶ **Display training certificates and provide recognition to apprentices who exceed expectations.**

http://dwd.wisconsin.gov/apprenticeship/pdf/06_EmployerToolkit.pdf

A graduate of an Apprenticeship Program describes how his program was designed and implemented in order to be effective, “I was able to make the connection with the theories learned in school and apply them to day to day task and activities... I realize that I need some time to learn the hands on part of the job. I wasn’t expected to know exactly what to do, they understood the learning curve and there was no pressure... After being mentored for a while I was able and trusted to do routine work out in the plant.”

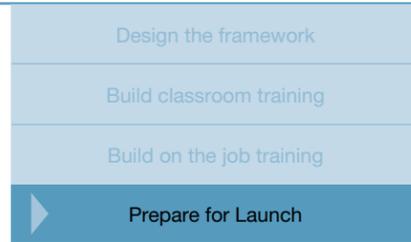
– Adam Bice, Instrument and Electrical Technician, Dow, Freeport, TX

Once you have finalized and implemented your OJT, you will want to be sure to regularly refresh the content as needed to reflect updates that may have occurred with technology or processes. This is recommended at least every couple of years. We will go further into maintaining program relevance in Chapter 9.

Need Help Setting up Your Apprenticeship Program?

Contact your American Apprenticeship Initiative representative for assistance and take full advantage of partnership opportunities, any applicable educational resources, benefits and tax credits by registering your program.

Link: <http://DOLeta.gov/OA/contactus.cfm>



Build a Support Structure

Outside of classroom curriculum and OJT, a successful Apprenticeship Program will also need a broad collateral support structure. Thorough training requires that many parties other than just the trainer are utilized to support success of the apprentice and maintain program sustainability. Although their role may include supporting the OJT, they provide people experiences which facilitate the apprenticeship's learning.

It may be useful to utilize a formal process for identifying individuals to act in supporting functions as well as enable them to effectively perform their role. All must be sensitive to the apprenticeship requirements for the program such as the need for OJT and for them to attend classroom instruction.

People need to see the value of the program. If you are not willing to make the overall investment in the program, which includes the non-direct parts, the trainers, etc., unless you are committed to making that investment, you should not go down this path.

-Lee Vickers, Siemens, Sr. Director, Human Resources

Depending on the size of your organization and resources that are available, one individual may take on more than one role in supporting the program. One person acting in multiple support functions will require practice, the appropriate attitude and common sense from that individual.

http://dwd.wisconsin.gov/apprenticeship/pdf/06_EmployerToolKit.pdf

Ideally, taking on support functions will become embedded into the culture and understood to be a part of certain job responsibilities. When beginning a new program, you may want to consider whether additional actions will be needed to incentivize the individuals in the support structure.

A collateral support structure with the following roles in some capacity is recommended:

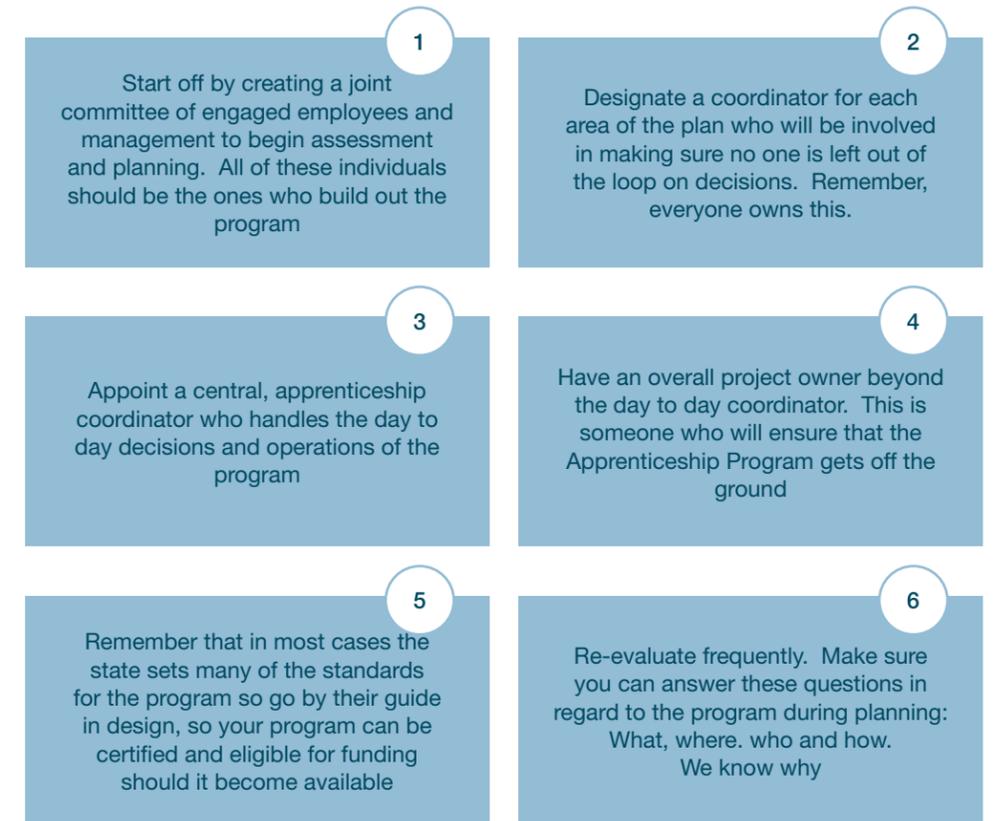
A description of the responsibilities of each of these roles can be found in the toolbox.



Large scale consensus is necessary for program successes. In order to get everyone on the same page, it is a critical that you engage employees who will be supporting the Apprenticeship Program. Work with leaders when you are identifying those who can teach or want to learn how to teach. There is no better way to engage someone than to make them responsible for someone else.

Prepare for Implementation

Steps for developing a program team to lead the implementation:



Manage Stakeholders

It is important to communicate to the entire organization. Message the workforce development strategy and the upcoming Apprenticeship Program to all employees at a town hall meeting so that employees understand what is coming. This can also help generate interest for an internal apprentice hire or taking on a support role.

Regular communication to all stakeholders, both within your organization and in the community, is critical. For effective communication, a successful strategy is to walk the talk and take the lead. Appropriate messaging allows for an open dialogue between all stakeholders. Be thoughtful in your choice of messages for both internal and external communication.

Once a program has been put in place, leverage teams to assist with the implementation. Within the various workforce development teams, hold regular standing meetings to provide status updates. Also, have quarterly meetings with your stakeholders and steering committee (at least) to keep them well informed of progress and continue to gain buy-in and direction at the leadership levels of the project.

Communication considerations:

- Use messages or themes from your executives related to talent shortfalls and planning
- Own the strategy and be honest about it
- Communicate well and often, but be flexible
- Reinforce that apprenticeships are a priority
- Identify supporters early on and leverage them once on board
- Cascade information about the program down to inform or solicit interested candidates
- Brand your communication plan

Identify common structured bonding/teambuilding experiences for participants, “class of...”

A necessary aspect to support your apprentices with developing from peer experiences is facilitating positive relationships amongst participants. This can be achieved through regular and structured teambuilding activities. Peers can be critical in supporting the success of other apprentices but only when a positive relationship has been created by bonding experiences. This involves developing a cohort mentality which creates a sense of belonging for participants. Engaging in the program with a cohesive team that can act as a support system in itself will allow for participants to learn from each other as they progress through the curriculum together.

When bringing the apprentices together, it is helpful to have plant leadership involved. This helps to energize the apprentices as well as build and maintain strong relationships in your plant. For additional strategies to develop a cohesive apprenticeship team please refer to the toolbox.

Do’s and Don’ts for Program Design

DO!	DON'T!
<p>Do ensure that training is aligned with your business objectives</p> <p>Understand what skills will be needed to meet the upcoming business goals and incorporate into the classroom and OJT curriculum.</p>	<p>Don't assume all apprentices are getting the training they need</p> <p>Everyone learns differently. Stay ahead of the curve and identify those who need help proactively.</p>
<p>Do make sure your training needs and funding are aligned</p> <p>Ensure funding is either not an issue/covered or reassess implementing the program.</p>	<p>Don't let your “stretch” program “break” the apprentices</p> <p>You want them to succeed. Check the pulse of the apprentices and their mentors to understand how the training/OJT is working for them.</p>
<p>Do foster a positive OJT environment for the apprentices</p> <p>Make the apprentices feel comfortable enough to ask questions and focus on learning from others. Ensure current employees are supportive and take the time and effort to teach the apprentices.</p>	<p>Don't introduce a lot of theory into this program</p> <p>This is vocational training. Emphasis should be placed on practicality.</p>
<p>Do be committed to both types of trainings</p> <p>Make sure the apprentices are able to focus equally on classroom and OJT training and are able to be released from work to attend classroom instruction.</p>	<p>Don't be afraid to try new approaches to learning</p> <p>This would include online learning or even training after hours.</p>
<p>Do ensure the participants are assigned to the right areas</p> <p>Appropriately assign OJT by business needs and skills and enable the apprentices to learn and grow both technically and professionally.</p>	<p>Don't undervalue the importance of a gap analysis</p> <p>Ensure the classroom material and overall community college curriculum includes the relevant information needed to gain the skills to perform the job on the floor.</p>



Check Point:

Review the checklist to evaluate your understanding of program design fundamentals. You should have successfully completed the checklist items and can move to the next chapter.

- Establish a classroom curriculum that covers the necessary theoretical understanding for the apprenticeship role.
- Create an on the job training plan that effectively develops your future workforce skill needs.
- Ensure alignment between formal learning and on the job experiences for the program.
- Make certain collateral support structures are in place to make the program successful.



Toolbox:

- | | |
|---|---|
| Apprentice Previous Credit Award Form | Elements of a Communications Plan |
| Basic Steps in Teaching Job Skills | Gap Analysis |
| Compensation Structure | Alcoa Curriculum Example |
| OTJ Training, Experiences, and Related Curriculum | Demand Driven Manufacturing Pathway |
| Responsibilities of Different Support Structure Roles-1 | Example of OJT and Classroom Instruction |
| Responsibilities of Different Support Structure Roles-2 | Job Success Profile |
| Schedule of Work Processes OTJ Training | Strategies for Developing a Cohesive Team |

1. Workforce Planning	2. Building a Business Case	3. Public-Private Partnerships
4. Program Design	5. Branding & Marketing the Program	6. Selection of Participants
	<p>Brand & Market the Program</p> <ul style="list-style-type: none"> Build a brand statement and marketing plan Determine a strategy to target your audience Develop your messaging <p>Implement the Plan</p> <ul style="list-style-type: none"> Leverage best practices and unconventional touch points Test the marketing plan Implement the plan effectively <p>Build Community Relations</p> <ul style="list-style-type: none"> Understand the importance of reaching out to the community Implement your outreach plan 	<p>The quality of the candidates in your program are critical to its success. This chapter is intended to help you develop a marketing and branding plan for your program to build the image of the program to attract high quality candidates and reinforce your position in the community as an employer of choice in an industry of choice.</p>
7. Monitoring Program Performance	8. Transitioning Out of the Apprenticeship	9. Maintaining Program Relevance

“The industry sure does look a lot different these days. It’s typically clean and sanitary, with robots to do most of the heavy lifting and powerful machines instead of belching furnaces. But that image hasn’t translated to the young people looking for jobs in a tough economy – or perhaps more importantly, their parents.”

<http://www.washingtonpost.com/blogs/wonkblog/wp/2014/05/15/there-are-some-jobs-now-in-manufacturing-kids-just-arent-interested-in-taking-them/>

Branding & Marketing the Program



Create a Brand for Your Organization and Program

Typically Apprenticeships and the larger field of manufacturing are still not completely understood and not always considered to be attractive propositions that candidates consider actively when planning their career. Following are some key challenges typically faced:

- Manufacturing is seen as a dying industry
- Manufacturing is low tech and boring
- Envision a poor working environment
- Apprenticeships grow to very narrow career paths
- Apprenticeships take a large investment with low return

Appropriate branding is needed in order to attract the best and brightest candidates for your Apprenticeship Program. Your efforts will result in attracting the more qualified candidates from your desired population. You will not only have a pool of candidates but one large enough to allow you to select the best for your program. To create that outcome, you will need to:

- Inform and educate your target audience
- Build interest and excitement around your efforts
- Engage experts to help you achieve this goal

This requires you to rebrand your Apprenticeship Program as not only a viable option but a desirable one. You will need to put in effort to build understanding of the benefits of being an Apprentice and the future prospects for taking on this commitment.

Elements of employer branding includes:			
Position yourself as an employer of choice with desired attributes	Communicate the value of your program	Emphasize career opportunities you can offer	Identify your companies as a strong coalition of industry leaders

www.workwonders.nl/download.asp?id=32

Keep in mind – Always be realistic in your portrayal of the Apprenticeship Program. Showcase the many advantages but do not down play the commitment needed to be successful in this role. This will help ensure that you are attracting the right pool of candidates.

“[Apprenticeships offer] good, middle-class jobs with skills and benefits. We’ve got to emphasize with apprenticeship jobs that these are not (career) ceilings; these are floors.”

-Randy Zwirn, Siemens Energy CEO

<http://www.charlotteobserver.com/2014/05/23/4929798/eric-cantor-joins-nc-congressional.html>

Benefits of an apprenticeship that you may want to focus on during branding efforts:

- They could earn an Associate's degree, a state recognized license and a job with no debt
- Compensation of this type of work is higher in comparison to other entry level positions
- Participants are able to earn while they learn
- Hands on training and experience in a marketable skill set which provides secure employment opportunities in the manufacturing industry
- Potential for a full-time role after project completion with advancement opportunities within the identified carer path
- Provides an opportunity to remain in an individual's community

<http://centrefenterprise.com/wp-content/uploads/2013/07/Apprenticeship-plan-FINAL-25-July.pdf>

For larger organizations that may already have a national or global brand, you can leverage it to promote the Apprenticeship Program locally.

Define the Foundations for your Marketing Plan

Once you begin building the foundation for your marketing plan, you will want to follow the below steps:

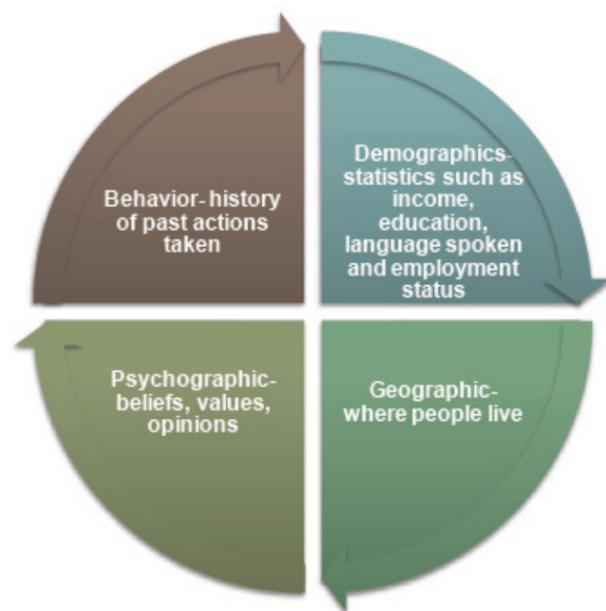
	1) Determine the Problem	2) Develop your Goal	3) Define your Audience	4) Decide on a Solution
Action Needed	Determine the root problem that you need to solve. Keep it broad instead of jumping to solutions.	Specifically define what you want to accomplish, so your marketing plan can get you there.	Identify what party it would be best to target your marketing efforts towards reaching.	Develop a plan which addresses the problem with your audience and obtains your goal.
Example 1	A large population of your workforce will retire in the coming years.	Develop a pipeline with the newest generation of talent.	High school students/ teachers/counselors	Host facility tours where you educate students about your company and work.
Example 2	Your pool of applicants lacks diversity.	A pool of candidates which will allow for a diverse workforce.	Veterans	Place ads and job postings at military transition centers.
Example 3	You are not receiving qualified candidates from your area.	Generate interest from people and community organizations outside of your area	Those located in the surrounding areas	Place a radio or TV ad at local stations in the defined areas.
Example 4	There is a lack of interest in manufacturing as a career.	Generate interest in participating in an Apprenticeship Program.	Entry level workers looking for a career path	Create a social media campaign emphasizing the benefits of being an apprentice.
Example 5	Misconceptions are held about your company.	Create greater awareness and build a positive image of your organization.	Your community and job seekers	Create a marketing campaign showing your company as socially responsible.

Branding & Marketing the Program

How to Segment and Target your Audience

If you have identified multiple groups to target, approach them in different ways. This will require market segmentation to break your entire audience into separate subgroups and consider each of their characteristics to understand how each of them will respond to your message. Ensure that you are maintaining a focus on the recruitment goals for your program.

Examples of characteristics that can be used to define subgroups include:



Once you have defined market segments, evaluate each upon these four criteria to help prioritize whether it is worth dedicating resources to this group:

- **Measurability:** whether the segment is large enough and has enough influence in order to help you to achieve your goal
- **Accessibility:** whether you can reach that specific segment with marketing efforts based upon the resources you have available
- **Substantiality:** whether the segment is large enough and likely to yield sufficient progress towards your goal to be worth the cost
- **Actionability:** whether the segment has distinct enough characteristics in order to effectively tailor your marketing

<http://ctb.ku.edu/en/table-of-contents/sustain/social-marketing/reach-targeted-populations/main>

In general, a small organization shouldn't try to address more than three segments at a time. With limited resources, you may even get better overall results if you target just one.

Nedra Kline Weinreich, in Hands-On Social Marketing

Marketing Strategy

Next you should pick the best type of marketing campaign to reach your target audience. Your approach will depend upon your resources as well as how similar the objectives are for each group, if targeting more than one. Leverage your company's marketing department or that of your coalition of companies to support with the strategy. Sharing resources and utilizing a common marketing campaign is just one advantage of forming a company coalition.

When developing a marketing program and strategies for attracting a diverse talent pool, consider the following approaches as they specifically relate to high schools, community colleges, veterans, the long term unemployed and existing employees and their families. Remember that each segment has their unique long-term benefits from an employment perspective. Please see the toolbox for specific examples of how you can reach each of these segments of the community.

High School and Youth Organizations	Community Colleges	Veterans	Long-Term Unemployed	Existing Employees/Families
Promote manufacturing and STEM career paths to the next generation of the workforce.	Build a strong partnership which provides a long term talent pipeline for the program.	Recruit candidates for the program who have developed skills such as discipline that match the workforce needs.	Provide opportunities for qualified and underutilized members of society.	Create a committed and engaged workforce while at the same time leveraging this internal network to identify future program participants.

Possible types of strategies are detailed in the toolbox.

"Diversity is key to survival in the biological world, and we, as community organizers, would do well to learn a lesson from the natural scientists. The more times a message is given, and the more ways in which it is told, the more likely people are to really hear it--and finally, to follow it."

<http://ctb.ku.edu/en/table-of-contents/sustain/social-marketing/conduct-campaign/main>

Although less can usually be more when it comes to marketing, it is really about finding the right balance of the resources you have. Even with a simple campaign, introducing some diversity can ensure that your message reaches the most parties.

Messaging

No matter which strategic approach you decide to take, make sure you clearly define what you want to say and how. When developing a message and medium, choose the ones that would be most effective on your target audience.

Branding & Marketing the Program

When crafting your message, things to consider:

Appropriateness	Levels of Affluence	Language	Level of Awareness	Culture
What would be appropriate for the identified group	What their ability and role towards contributing to your goal may be	What language the audience speaks and whether they may utilize slang	How aware they are of any applicable issues your marketing may address	Expectations of your segment on how they are marketed to due to their culture

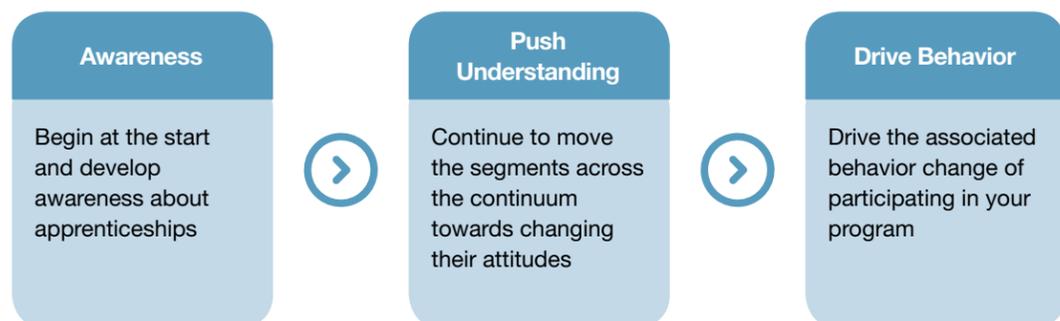
When selecting the channel of communication consider the following:

- Be aware of your budget constraints but do not be limited by them. Be creative...
- Utilize multiple modes of communication to increase the visibility of your message
- If your target audience is comfortable with the channel of communication, especially if it involves new technologies like social media
- How often your target audience will be exposed to the that channel, seldom or often?

<http://ctb.ku.edu/en/table-of-contents/sustain/social-marketing/conduct-campaign/main>

Timing of your Messaging

When sequencing your marketing efforts, you may want to use a “panel design.” This is an approach in which messaging builds upon itself. Tailoring the message to the appropriate stage of change is important regardless of whether it is towards understanding the issue, identifying the relevance, or realizing the benefits to participating.



Also consider whether there will be a “domino effect” when sequencing your marketing efforts. Is there a particular group that would lead the way for others to change their thoughts or behavior if you can convince them to join an Apprenticeship Program? If so, you will want to prioritize efforts on that segment first.

<http://ctb.ku.edu/en/table-of-contents/sustain/social-marketing/conduct-campaign/main>



Leverage Best Practices

There are many best practices that can be leveraged to promote your company and program brand which are more traditional. They include:

- Advertisements through print, TV and radio
- Communications directed to the media such as press releases
- Internal and external job postings, both electronic and paper, and job fairs
- Seminars at business events for the industry
- Presentations at targeted community locations such as high schools or colleges
- Word of mouth in your plant as well as in the community
- Host family day and plant tours to demonstrate your plant and technology
- Online tools and technology, including social media
- Relationships with career planning centers that can advertise your openings
- Transition centers for military personnel as a source for diverse candidates
- Job postings through the Department of Labor offices and job services board

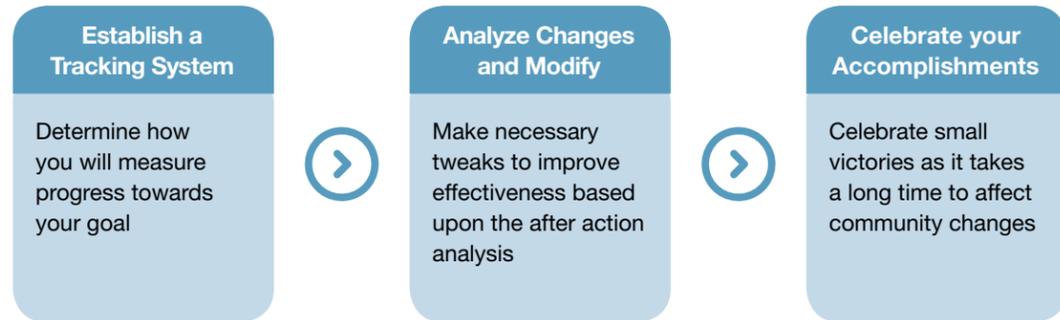
Use unconventional approaches to complement or supplement traditional branding and marketing efforts to reach your target audience. Often these unconventional touch points can also be more cost effective (Ex: free services, minimal costs, etc.) in comparison to other traditional methods. Examples of marketing materials used for an Apprenticeship Program as well as additional information on leveraging unconventional touch points are provided in the toolbox.

Test the Marketing Plan

Prior to launching a marketing program, it is important that you anticipate how your audience might respond to your planned campaign. A simple approach would be to have various internal and external stakeholders review your marketing communications and integrate their input. If you would like to conduct extensive market testing, additional information can be found in the toolbox.

Branding & Marketing the Program

While your marketing campaign is running, constantly and consistently take note of successes and opportunities for improvement. Building and maintaining your brand image is a continuous process. It will require that you review your efforts and ensure it is effective in generating interest in your Apprenticeship Program. That involves the below steps:



<http://ctb.ku.edu/en/table-of-contents/sustain/social-marketing/conduct-campaign/main>

Key Considerations and Guidelines for Implementation

In order to ensure successful implementation of your marketing plan, consider doing the following:

- Coordinate activities effectively and efficiently by clearly defining responsibilities.
- Determine where your time is best spent, not allowing distractions.
- Maintain close attention to detail and thoroughness.
- Instill accountability with those supporting implementation activities but communicate with them regularly, manage the progress and intervene when needed to ensure implementation stays on track.
- Under-promise to the audience to manage expectations but then over-deliver to exceed them and make a strong impact.
- Internally manage those activities your organization does well and outsource or delegate the rest. <http://www.entrepreneur.com/article/193460>
- Ensure that those on the implementation team understand how the marketing plan and implementation efforts align to and help contribute to the business goals.
- Develop contingency plans to mitigate risk for if your marketing plan does not have the intended effect.
- Highlight connectivity with community organizations to broaden sources for qualified candidates.

<http://www.business.qld.gov.au/business/running/marketing/write-implement-marketing-plan/implement-marketing-plan>

Ultimately the implementation process will require a balance of maintaining flexibility to adjust your plan to meet the needs for your Apprenticeship Program while still aligning appropriately with your internal resources and subject matter experts such as your marketing and communications department(s).

Brand & Market the Program

Implement the Plan

▶ Build Community Relations

Develop a Community Relations Plan

In addition to having a marketing plan, consider secondary efforts by implementing touch points in the community. Before developing a community relations plan you must first be a great community partner. At the core, this means spending time, money and resources on partnerships that are mutually beneficial. It is important to develop long-term relationships but to be selective to not over commit yourself.

Consider first the public and private partnerships you have developed (Chapter 3) when beginning the development of a community relations plan. Leverage your network to develop your employer brand and attract high quality candidates into your Apprenticeship Program.

Companies should consider their Corporate Social Responsibility (CSR) programs, including educational and volunteer initiatives. Showing a strong interest and commitment to the local community will help build a positive employer brand while also advertising the Apprenticeship Program. These CSR activities can help expand current networks, identify potential partners and source candidates for future programs. Additionally, if you are a good community steward then the public, especially those in power who have major influence, will listen to your point of view. Leverage your Public Relations department and tap into both print and online media to promote the company and the program. You can also use this as an opportunity to promote community partners. Also consider setting up an internal community advisory panel which could allow members of the community to meet with the company on a regular basis.

Strong community relations will positively impact your Apprenticeship Program:

- Provide a platform for showcasing the long-term workforce investment you are making in the community through the program
- Build a reputation as an employer of choice, attracting the best and brightest for the program
- Improve the image of apprenticeship as a desirable career attracting more people

“The advanced manufacturing industry looks a lot different these days. It’s innovative and high-tech like never before. That image – and the opportunity that’s available for skilled workers - needs to be communicated to those seeking for jobs in a tough economy.”

Klaus Kleinfeld, Alcoa, Chairman and CEO



Do's and Don'ts for Branding & Marketing

DO!	DON'T!
Do change mindsets	Don't be afraid to try something different
Challenge preconceived notions of what an advanced manufacturing career really means in order to prompt behavior change.	Embrace the opportunity to try something new to make a positive impression while still being straightforward and clear.
Do consider working with your partners	Don't engage in false or misleading marketing
You could partner with resources such as the community college to develop and execute a promotional campaign together. Tap into your community relationships as a source of research for understanding your target labor market.	This will ultimately tarnish the reputation of your company and the program. Always remain factual in your messaging.
Do leverage internal subject matter experts and resources	Don't tap every community or special interest group out there
This includes your communications, marketing and public-relations team(s) to ensure you implement the most effective plan. Even the best-planned marketing plan cannot be completed without the necessary resources of people, time and money.	Be selective about how you market the program and brand your company. Make sure there is real value in targeting this population and the group aligns with your workforce and program needs.
Do tailor your marketing and community relations approach	Don't start from scratch
Keep in mind the specific population you are targeting (Ex: veterans); customize your campaign accordingly.	Leverage the news and media coverage that other companies and the government has spurred as a result of their own efforts.
Do leverage unconventional touch points	Don't overlook the obvious
This will help you reach a broader audience to market the program and build your company's reputation.	Traditional methods and small efforts such as word of mouth or a simple job posting can go a long way.

Check Point:

Review the checklist to evaluate your understanding of branding and marketing fundamentals. You should have successfully completed the checklist items and can move to the next chapter.

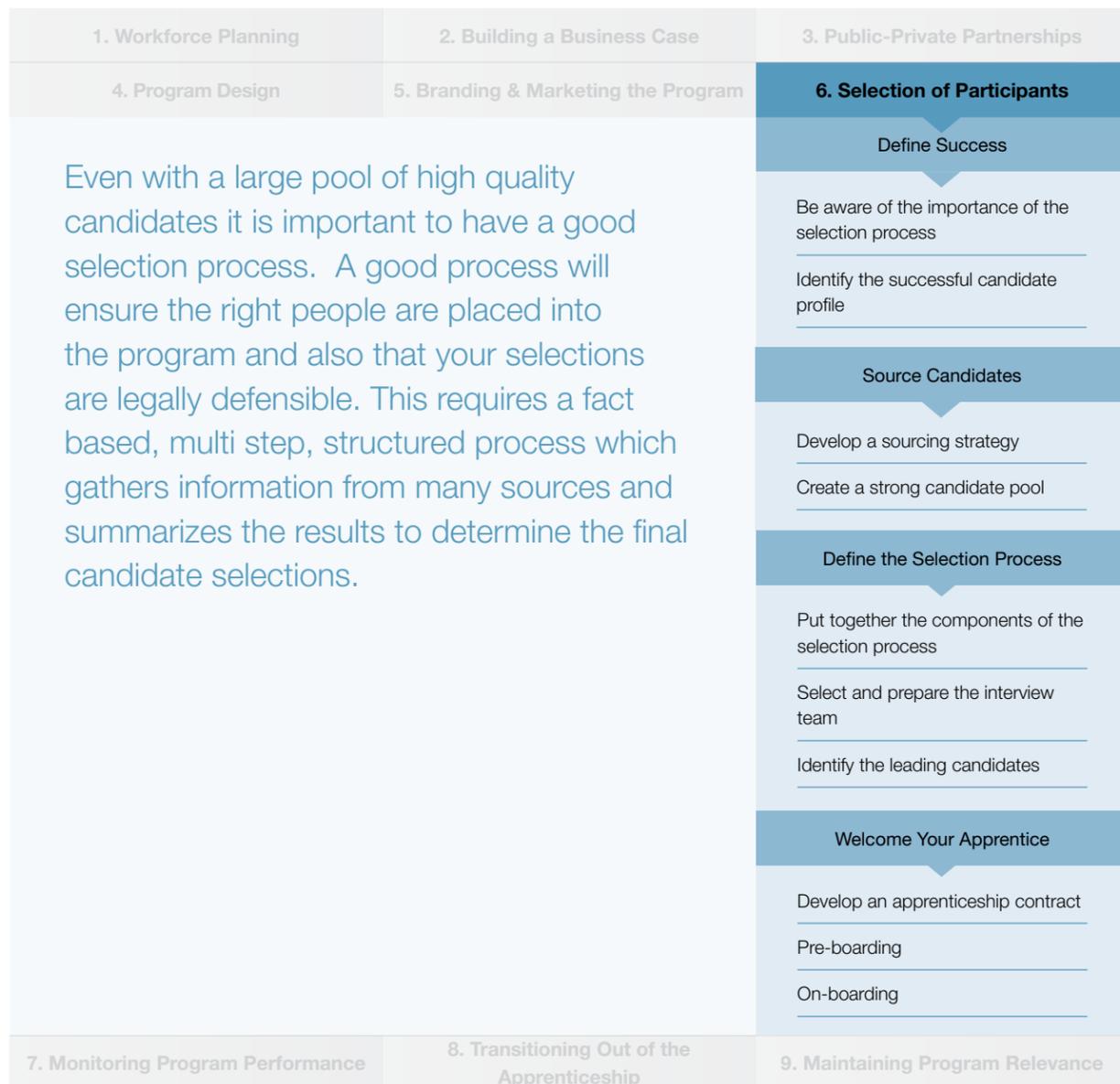
- Understand unique challenges associated with manufacturing and an Apprenticeship Program that you must overcome
- Define your target audience and segment it accordingly
- Determine your marketing strategy for reaching your priority segment(s)
- Develop your branding and marketing plan, detailing the timing, messaging and medium
- Conduct pre-testing of your marketing plan and make adjustments to your plan based upon feedback obtained
- Determine your community relations plan, detailing the target populations, benefits of this population and company actions
- Select relevant nonconventional touch points to reach a broader audience



Toolbox:

- | | |
|--|---|
|  Leveraging Unconventional Touch Points |  Apprenticeship Press Release |
|  Segments of the Community |  Marketing Implementation Template |
|  Testing Your Marketing Plan |  Types of Marketing Strategies |
|  Apprenticeship Opportunities Sample | |

Selection of Participants



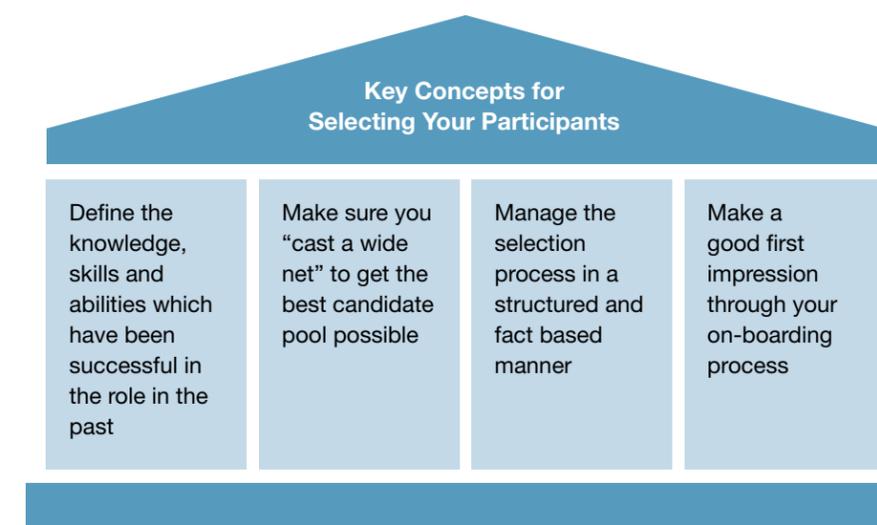
“The highly technical nature of manufacturing jobs today requires identification of candidates who possess core, foundational skills – as well as the drive and capacity to continuously learn. Apprenticeship Programs enable companies to select and develop promising individuals who possess the winning combination of the right raw talent and a passion for success.”

Johanna Soderstrom, Vice President Human Resources, The Dow Chemical Company



The Importance of the Selection Process

Selecting the right candidates is critical to the overall success of the program. This is part of the process which if completed appropriately will have a direct impact on the long term return of your program. The right candidates will fill the needed skill gaps and avoid the costly burden of poor performance or unexpected turnover. There are four key concepts in the selection process, each is very important to understand and each concept should have the right level of resources and attention. The four concepts are as follows:



Define the Successful Candidate Profile

Identify current high performers: The easiest way to determine the attributes you are looking for is to assess what is already working well. The best way to do this is to assess your current workforce and identify the individuals who have demonstrated strong performance and contribution over a longer period of time. Maybe they have become technical experts, been promoted into management roles or are simply someone who is very knowledgeable and considered a key contributor to the organization. When you identify the sample of strong employees, please make sure to speak with the appropriate leaders in the organization to get a well rounded pool.

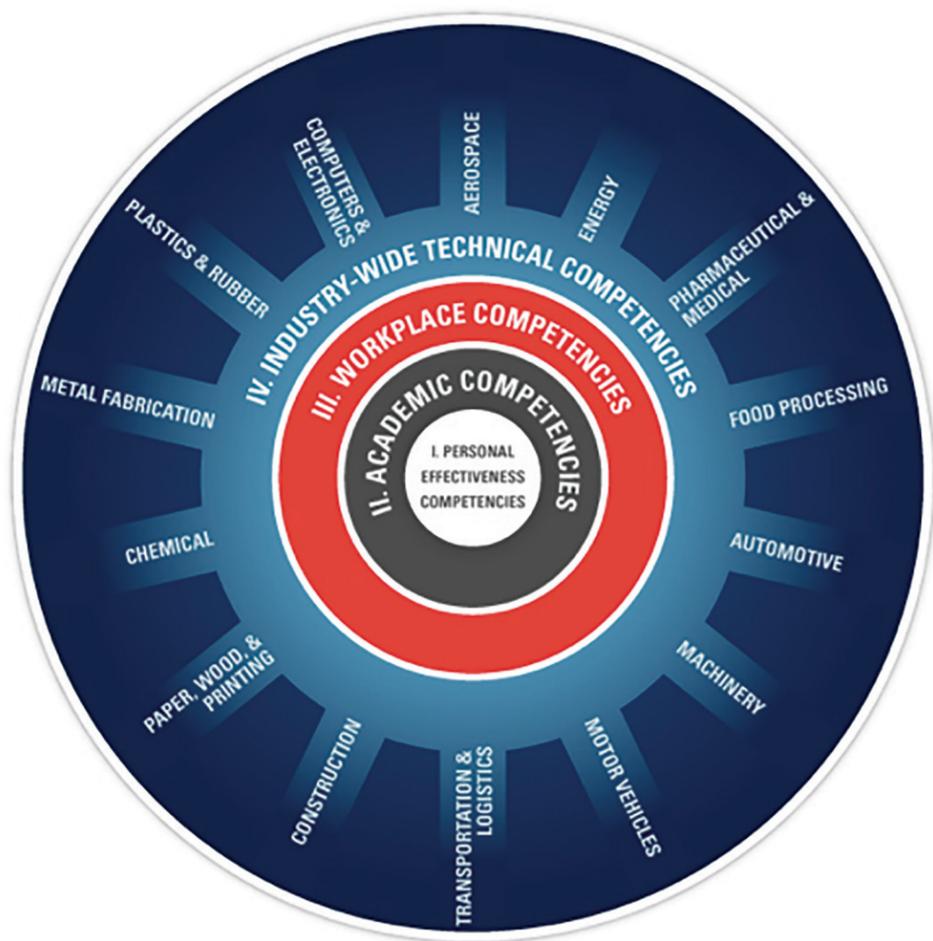
Define the attributes that contribute to their success: Once the pool has been defined, you should interview the individuals to identify what they believe has been the key to their success. What knowledge, skills and abilities were critical for them to succeed in the first and subsequent roles? These may be personal attributes, hard skills or previous experiences which contributed to their success. Also make sure to identify any gaps which were critical for them to close during their early assignments. This may lead to additional skills which are critical to long term success.

Selection of Participants

Build a competency profile: Once the interviews are completed, group the feedback into relevant competency categories specifically targeting a manageable number of areas. For each competency, create a competency definition and potential ways the competency can be demonstrated. Once this competency profile is complete, you should seek validation through a review round with key leaders in the organization, as well as, the pool of successful talent that you previously interviewed.

Once validated, you have created the knowledge, skills and abilities profile for which you want to recruit. This coupled with an appropriate job description will create the foundation of your selection process.

When building a candidate success profile, please consider the following:



The Manufacturing Institute Concept Overview - Developing a Nationally Sponsored 21st Century Entry-level Manufacturing Apprenticeship Program

Please refer to Chapter 4 for an example of a success profile



Develop a Sourcing Strategy

Once you understand what you are looking for you need to determine a sourcing strategy in an effort to get the best candidate pool possible. The better the candidate pool, the stronger the talent from which you can select your program participants. You need to spend the requisite time defining your sourcing strategy to ensure that other parts of the selection process are executed at a much faster pace. A poor sourcing strategy will result in frustration, poor talent pools and skill set gaps.

The sourcing strategy should focus on

- both internal and external candidates and should be targeted on the attributes you identified in the success profile.
- include a conscious decision on whether the sourcing will be conducted locally or outside of the immediate area. In circumstances where the local labor market is tight, it may make sense to target distant areas to secure the talent you need.
- sourcing the best and the brightest talent including ensuring a diverse talent pool is created. Depending on your location, you may need specific strategies to reach out to minority groups, returning veterans and the long term unemployed.

This type of thorough sourcing will make sure you have the best candidate pool possible. An example of potential candidate sources is below:

Internal Recruiting Sources	External Recruiting Sources
<p>Recruit talent internally with employees already with the company that may be interested in the Apprenticeship Program and the positions offered as a result of completing the program. This is a faster process and you already know your talent.</p>	<p>Career counselors within high schools and community colleges serve as a method of sourcing potential candidates for your company. Ensure career counselors understand the skills needed for your Apprenticeship Program so they can identify students with the right fit.</p>
<p>Employee referral programs. The current employees in your organization can recruit family and friends as potential candidates for your company in exchange for a small referral bonus should they be hired. While you don't know the candidate they come with reliable references.</p>	<p>The state employment bureau, including the division of employment and unemployment office, as this agency directs unemployed talent to available employment opportunities.</p>
	<p>You may engage sources of diverse talent through various avenues. In the past and still somewhat today, companies have gone to communities that have employment groups to attract individuals for various jobs, including</p> <ul style="list-style-type: none"> • High schools and community colleges where there is a presence or population of diverse candidates. • Local groups, community associations, youth and religious organizations. • Professional organizations. • Veteran organizations.



Components of the Selection Process

Once your candidate pool has been established, you will need to select the talent from the candidate pool which is the best suited for your program. This will require you to “down select” the candidate pool to reach the top candidates for which you will make an offer.

There are several tools which can help you identify the leading candidates for your roles. This includes the following elements.



Resume screening

- Once a candidate has submitted a resume or application the first step in the selection process is screening the resumes to identify candidates which you would like to move further in the process. The initial screening should be focused on matching the candidate’s knowledge, skills and abilities to the job description and the candidate success profile. Those meeting the majority of the requirements should be identified for the next step in the process.

Phone screen

- The second step in the process is typically conducting a phone screen with the candidates whose resumes were selected in the resume screening step. During the phone interview, the interviewer is focused on identifying personal attributes and interpersonal skills critical to the job. Following the phone screens, the interviewer will again segment the candidates into those that would move forward in the process and those which would not.

Standard tests

- When selecting candidates you can choose to use a standard test to help identify the top candidates and move them forward in the process. These can focus on the candidate’s knowledge, aptitude, personality and physical abilities. If you choose to use a standard test, you will need to ensure the test process is valid and reliable. Validity ensures the degree to which a test effectively measures what the candidate needs to be successful in the specific role. Reliability means that a test produces consistent results over time. Strong validity and reliability results ensure the selection process is non-discriminatory in nature. Companies may hire external consultants or companies to help develop, validate, and sometimes even conduct some sections of the tests, especially the pre-employment tests. Testing has evolved from pencil / paper to virtual test taken on the web. It is cost efficient and convenient for candidates to test at home when possible. There are nationally recognized businesses, such as WorkKeys®, that provides standardized tests that are a legally defensible cognitive assessment as it is based on job profiling to truly evaluate job relevant competencies.

Simulations

- Some companies use simulation tests to identify how the candidates will react in the day to day environment. Typically, simulations try to mimic a specific event which is required on the job like a routine task with fellow employees. The goal, to get a real life perspective of how the employee will react with his/her peers in a production setting.

Formal interview

- The face to face interview remains the primary tool used to select the leading candidates from the candidate pool. The formal interview process typically requires an interviewing team and structured behavioral based interview questions. This process is described in more detail in the next section of this chapter.

Other testing

- The majority of other testing is focused on after the leading candidates have been identified and prior to on boarding the candidate into the company. The tests tend to be focused on basic requirements such as adherence to the company’s drug use policy or basic medical evaluations to ensure the minimum job requirements can be successfully met. Any offer should be contingent on the successful completion of any minimum requirements. Another usual way to shortlist the candidates is through a six week internship process, before selecting the final apprenticeship candidates.

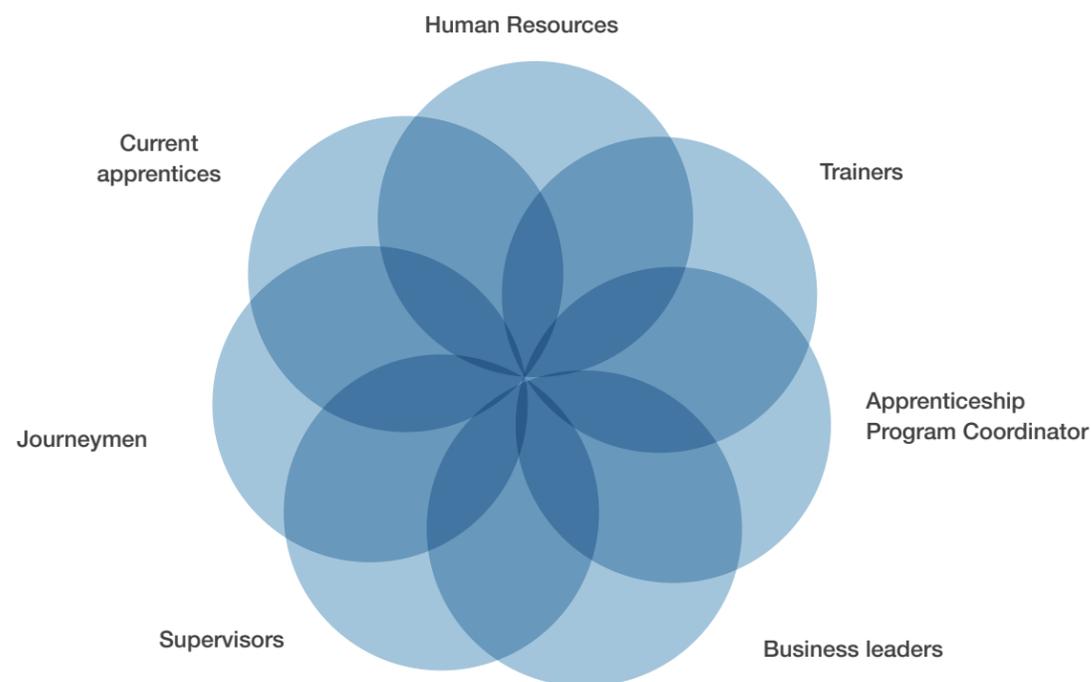
Whatever you choose for your selection process you should make sure that the order makes sense and that you are down selecting the best candidates in the most efficient way possible. In addition, you must make sure that each step provides you key information which is relevant to making your hiring decision.

Selection of Participants

Prepare for Formal Interviews

Since the formal interviews are a component of any selection process we will focus on this process in slightly more detail. First off, the interviews should be conducted by more than one person. This ensures you capture different perspectives of the candidates resulting in a higher degree of confidence in your selection. This will mean that you need to develop an interview team. When developing an interview team you must have the right people on the team. The selection team should be diverse, cross-functional and individuals which are strong interviewers and good judges of talent.

A potential list of interviewers is listed below:



Keep in Mind: Your interview process is only as good as your interview team.

“I would try to select candidates who had shown a past drive to educate themselves. And an upbeat, pro-active attitude helps.”

James “Paul” Anderson, Alcoa, Mechanic, Mt. Holly, SC

The interview team should include those that understand the business strategy and the mission of the program and the role that you are interviewing for. Their ability to see the long term benefit should make them champions of the program with an understanding of the knowledge, skills, and abilities needed for the apprentice role to be successful.

It is critical that the interview team receives training on the process to ensure consistency across all participants. This will result in a stronger interview process, a positive candidate experience and minimized legal risk to the company. Training could include:

-  Purpose of the Interview
-  Role of the Interviewer/Interviewee
-  Interview structure and tools
-  Interviewing techniques such as behavioral interviewing
-  Legal boundaries to comply with
-  Do's and don'ts of interview etiquette
-  Interviewing mistakes / what to avoid
-  How to answer questions from candidates

Schedule and Conduct the Interviews:

The interview process itself should be conducted in a very organized way. It is important for the process to be efficient, well planned and well timed to ensure each interviewer can assess the candidate pool in a fairly quick manner. The best practice is to schedule all interviews within the same week and for each interviewer to cover some common topics, as well as, focus on specific areas to ensure deeper discussion across key skill needs. A standard interview guide should be created and following the interview the interviewer should make his or her comments on the guide for future reference.

Your program counts in the American Apprenticeship Initiative!

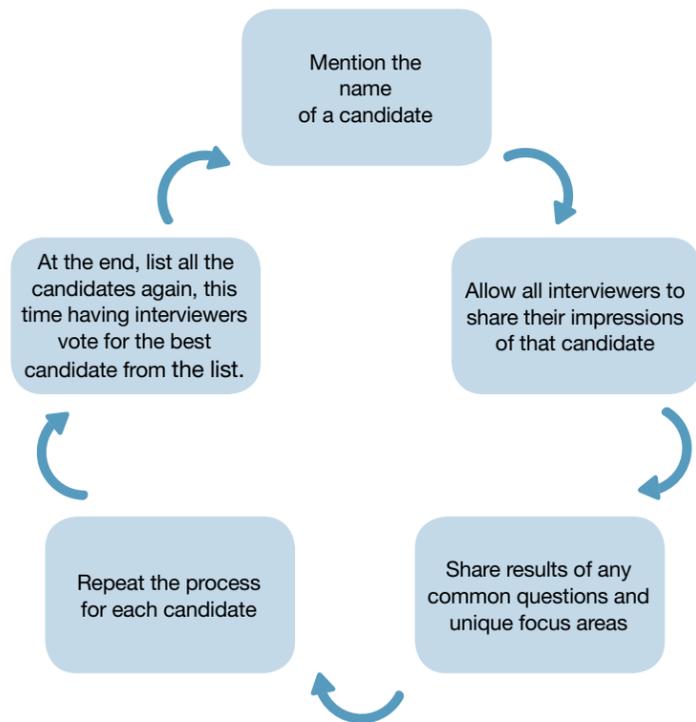
Data collection and maintaining good records are small but important components of a Quality Apprenticeship Program. American Apprenticeship reps are ready to assist you to set up and streamline your apprentice records.

Link: <http://DOLeta.gov/OA/contactus.cfm>

Selection of Participants

Conduct a Post Interview Consensus Meeting:

Following the individual interviews, the interviewing team will need to make a decision on who will move forward in the process. To make this decision in an efficient manner, a post interview consensus meeting is recommended. During this meeting, all interviewers are brought together to discuss the results of the interviews and rank the candidates. The interview guide is very helpful during this process and the meeting will need to be facilitated by the Human Resources department. A sample meeting approach is outlined below:



Identify the Leading Candidates

Once the final components of the selection process are completed, the leading candidates will be selected and offers will be prepared. The final selection needs to be well documented and facilitated by someone with experience in the hiring process. A consensus meeting should be scheduled and key selection team members should be invited. At this time all of the information for the leading candidates should be reviewed. This includes testing results, simulation results, interview results and resumes. It is ideal to consolidate this feedback in advance of the meeting so the discussion can be focused on the candidates in a complete and holistic way.

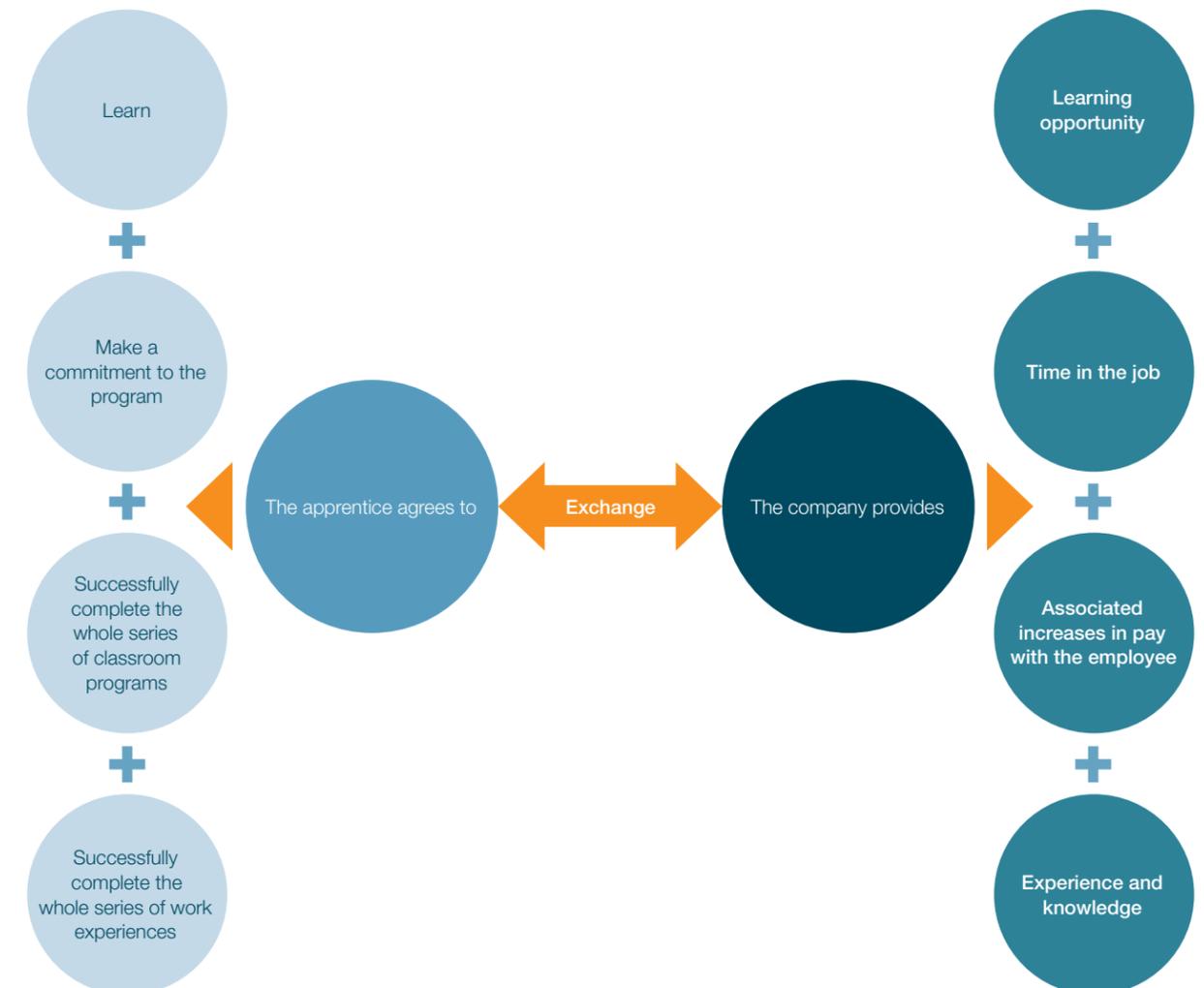
For the selection process itself, even though there may be candidates who clearly stand out as the most qualified for the job, it is surprising how interviewers' impressions can change once they all have an opportunity to carefully discuss and consider all of the candidates. Be sure your approach to selecting the best candidate is a comprehensive and consistent approach.

Define Success
Source Candidates
Define the Selection Process
▶ Welcome Your Apprentice

Develop an Apprenticeship Relationship

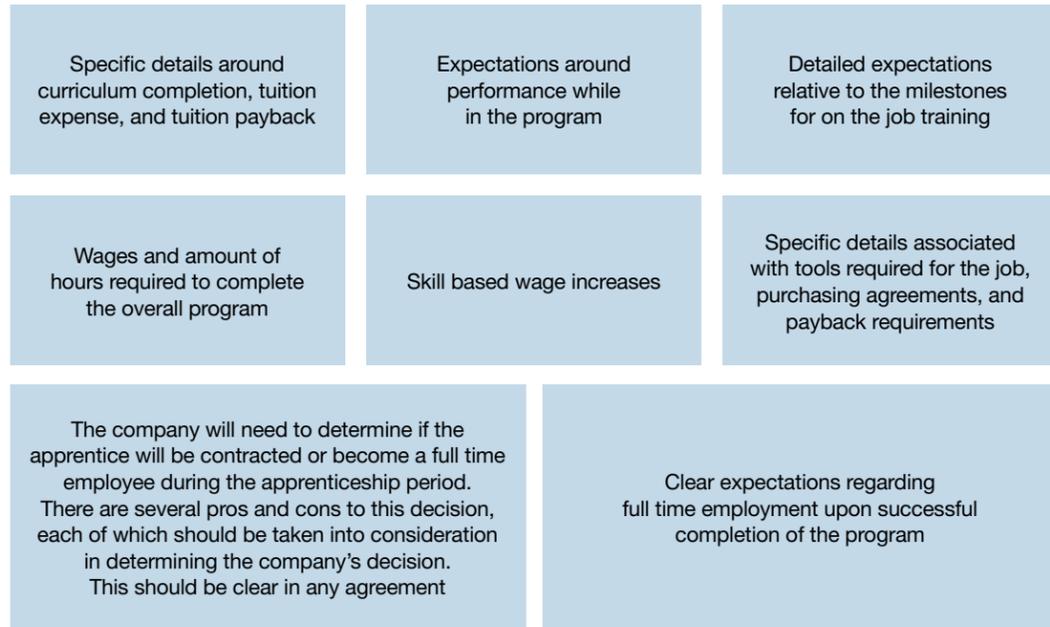
Once you have identified the candidates to which you would like to make an offer, you need to begin developing an apprenticeship agreement. The apprenticeship agreement starts with an understanding of what the Apprenticeship Program is, what the apprentice is accountable for and what the company is accountable for. This links to the program design, including the specific job, program duration, on the job training, and community college based training. The goal is to make the relationship and accountabilities very clear and entirely understood. This should include any repercussions for not successfully completing the program.

A diagram outlining many components of the relationship is listed below.



Selection of Participants

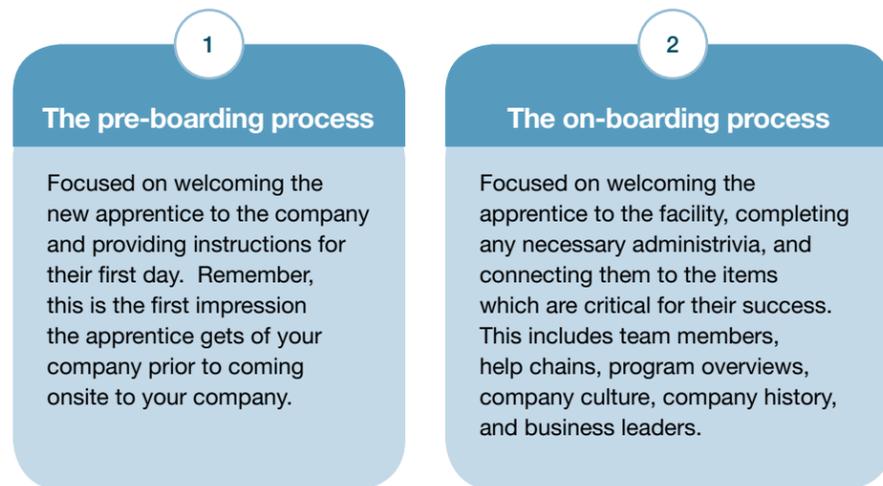
In addition to the relationship, below please find some key considerations which are typically found in an agreement.



You can find an agreement example in the toolbox

Welcome your Apprentice

This is an important step because it creates a first impression of your company. As with any first impression, you want it to be the best it can be. The on boarding process is typically broken into two distinct components.



Pre-boarding

An example of a pre-boarding outreach program is below.

1. Send new hires a welcome letter and/or package before they start. Do not underestimate the power of making a good first impression.
2. Announce your new hire to your team. Celebrate what your new hire brings to your company to make sure they will feel immediately welcomed and valued on their first day in the program.
3. Assign a Buddy. Nothing helps more in the early days than having a friend, especially on the first day.
4. Make sure to outline the formal on-boarding process and ensure everyone knows their part.
5. Schedule one-on-one time with appropriate peers and leaders.
6. Begin to reinforce the company culture wherever you can and specifically in the welcome package.
7. Ensure the managers will be accountable for the success of the new hire assimilation.

<http://www.phccweb.org/NewsPublication/ebulletinDetail.cfm?ItemNumber=12223&navitemNumber=534>
 PHCC - Personnel e-bulletin – April 2013. This content was developed for the PHCC Educational Foundation by TPO, Inc. (<http://www.tpo-inc.com>)

On-boarding

This is the most important part of the welcoming process for your employee. It is important that your administrative processes are efficient and organized, that any connection with peers and leaders are structured and focused, and any job related requirements are clear and easily understood. Consider the first week to be similar to the first day of school where the apprentice is unsure of the environment and trying to get their bearings. As we mentioned above, the on boarding process should be planned, organized, and extended for at least a 90 day period. It is highly recommended to connect the new apprentice with their buddy on the first day.

An example of a two day on boarding schedule is below.

- Monday, January 18th
- 8:00 a.m. – Arrive at facility and meet your buddy
 - 9:00 a.m. – Attend new hire orientation with other apprentices
 - 10:00 a.m. – Plant manager welcome and company overview
 - 11:30 a.m. – Lunch with manager and/or buddy
 - 2:00 p.m. – HR On boarding including all administrivia
 - 3:30 p.m. – Plant tour
 - 4:30 p.m. – First day closeout with the plant manager

Selection of Participants

Tuesday, January 19th

- 8:00 a.m. – Apprenticeship overview
- 9:30 a.m. – Community college onsite presentations
- 11:00 a.m. – Tools and books overview
- 12:00 p.m. –Lunch
- 1:00 p.m. – Department assignments and department manager introductions
- 2:00 p.m. – Department visits with buddy
- 4:30 p.m. – Second day wrap-up

Recruiting a Strong and Diverse Pool of Apprentices

American Apprenticeship Initiative reps can work with you to identify sources for recruiting a diverse pool of highly-qualified men and women apprentices. We can help you maintain Equal Employment Opportunity in your program.

Link: <http://DOLeta.gov/OA/contactus.cfm>

Do's and Don'ts for selection of participants

DO!	DON'T!
<p>Do seek input from existing employees</p> <p>They do this job everyday and know what is needed to be successful at it.</p>	<p>Don't show favoritism</p> <p>Be objective in your selection process or else the credibility program and the company is otherwise credibility goes down the drain.</p>
<p>Do utilize referrals</p> <p>Having internal referrals will result in closer alignment with your organization's culture.</p>	<p>Don't assess only on one dimension</p> <p>Place equal importance on their test scores, technical abilities and interpersonal effectiveness.</p>
<p>Do clearly define the criteria to participate in the program</p> <p>This would include job description and job requirements. Make sure everyone is aware what it takes to apply for the apprenticeship and give people a chance to meet the qualifications.</p>	<p>Don't ignore legal requirements</p> <p>If you buy a standardized test, the company guarantees and is liable for legal compliance.</p>
<p>Do ensure you have standard, defined selection process and an interview team</p> <p>Make sure it is implemented consistently.</p>	<p>Don't include those without knowledge of the job on the interview team</p> <p>You should only include panel members with knowledge in order to make the best selections.</p>
<p>Do engage the applicants on their level</p> <p>Talk to the candidates about their interests and activities. Offer guidance, proactively communicate and actively select people looking to learn.</p>	<p>Don't underestimate the importance of welcoming the employee</p> <p>You can never redo a first impression.</p>



Check Point:

Review the check point checklist to evaluate your understanding of selection of participants fundamentals. Only when you successfully completed the checklist items, you can pass the check point and move to the next chapter.

- Build your candidate success profile
- Develop your sourcing strategy
- Create a strong candidate pool
- Develop your selection process including selecting and preparing your interview team, identifying leading candidates, and creating an apprenticeship contract if needed
- Build your pre-boarding and on boarding process



Toolbox:



[On-boarding Checklist for Managers](#)

Monitoring Program Performance

1. Workforce Planning	2. Building a Business Case	3. Public-Private Partnerships
4. Program Design	5. Branding & Marketing the Program	6. Selection of Participants
7. Monitoring Program Performance	8. Transitioning Out of the Apprenticeship	9. Maintaining Program Relevance
<p>Assess Participant Success</p> <p>Collect performance feedback</p> <p>Conduct performance assessments and leverage checkpoints</p> <p>Retain your top performers and remove participants who are not meeting expectations</p> <p>Assess Training Impact</p> <p>Assess classroom training</p> <p>Assess OJT efforts</p> <p>Assess Support Structures</p> <p>Evaluate instructors and trainers</p> <p>Measure progress to plan</p> <p>Evaluate Progress</p> <p>Pull it all together</p> <p>Make mid-program adjustments</p>		

“The success of any Apprenticeship Program relies on clear metrics and a system for monitoring program performance over time. It requires companies to continuously assess how well the skills are being developed and deployed against requirements, how effectively gaps are being bridged, and how readily pipelines are being filled with competent, skilled workers. This enables companies to ensure an effective apprenticeship experience that measurably benefits their bottom line.”

Johanna Soderstrom, Vice President Human Resources, The Dow Chemical Company

Once you launch the program you will need to make sure that the program is working well and will deliver the outcomes that you and the business leaders are expecting per the schedule and milestones you established in Chapter 4. The best way to ensure your program will be successful is to:

- periodically assess the components of the program
- conduct a fact based assessment, and if needed
- adjust the program to make sure you capture the value for your business

Course corrections occur all the time and you should be very comfortable in conducting a thorough assessment and reporting out both the good and the bad. That being said, if you report out improvement opportunities you must be prepared to recommend solutions to get the program back on track. Focus on the solution as much as you focus on identifying the problem.

Typically, there are three components that you can assess as indicated in the graphic below:



“Success of an Apprenticeship Program definitely depends on the engagement of the people directly involved. However, true success is an outcome of foresight and commitment to workforce development at an organization/company level”

Mike Brown, Vice President Talent Acquisition, Siemens

Monitoring Program Performance

- ▶ Assess Participant Success
- Assess Training Impact
- Assess Support Structures
- Evaluate Progress

Assess Participant Success

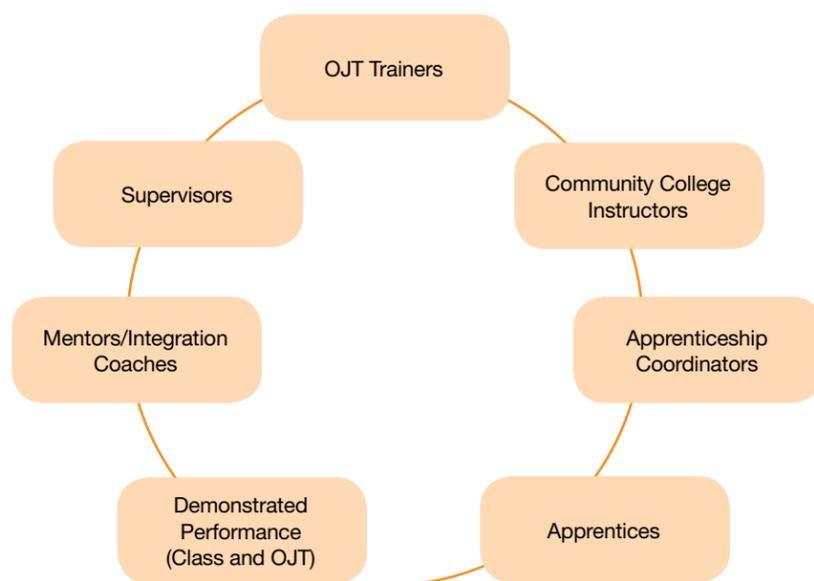
The best way to assess your participants' success is exactly how you would assess an employee's success – through fact based feedback and performance assessments. With apprentices, it is essential to regularly monitor performance during the program. Typically, the assessments should be:

- built into logical milestones of the program
- provide a holistic view of their performance (including academic performance, on the job training performance and 360 feedback from those close to the apprentice)

It is important that you design a structured process to collect performance feedback for your apprentice. As with any Apprenticeship Program, there are several opportunities to gather the information and you should use every meaningful opportunity to gather relevant information on how an apprentice is performing. In the short-term, the feedback will rely heavily on information from the trainers and instructors with a focus on how the apprentice's development is progressing against expectations and where there may be gaps.

Schedule regular discussions to review an apprentice's overall performance. To gain insights from the apprentice, you can also use a self-assessment tool, but this is not a common practice. Once the apprentice advances through the program, you can begin utilizing more tangible performance measures such as quality of their output or course grades. Remember, you want to focus on gathering feedback that identifies what the person does well and potential gaps for improvement. Focusing on just one or the other is detrimental to the process.

Potential sources of performance feedback include:



Conduct Performance Discussions and Leverage Checkpoints

Gathering performance data and conducting a good performance related discussions are linked, however, the discussion is the most critical part. The performance discussion can either motivate the employee to stronger performance or potentially lead to disengagement if handled poorly.

It is important that you engage in a fact based, open and honest discussion which accurately captures the employee's overall performance. The apprentice cannot be expected to improve or continue their positive performance if they are not fully aware of how they are or are not meeting expectations. It is your responsibility to not only provide the feedback but also to offer additional support as needed.

Although it is important that you monitor course grades, measurable learning goals should also be established which reflect improvements in overall skill level as a result of the collective training efforts. Routine evaluations can be conducted during the program to ensure that the participant has achieved the expected outcomes. These "checkpoint evaluations" measure certain skills that must be demonstrated by a specific point in the program in order to ensure full proficiency by program end. Follow any DOL standards around performance milestones if your program is registered. Once you determine what the key milestones should be, you will need to establish how you will implement the checkpoints. When a majority of curriculum is completed or at the end of the program, you may want to consider using a formal test or instructor led evaluation.

It is important to select the appropriate timing for the type of evaluation being completed and adhere to the predefined schedule. Below is a guide with recommendations on the appropriate frequency for the different methods:

	Formal Review	Progression Discussion	Program Start Evaluation (First three months)	Support Structure Feedback	OJT Checkpoints
Quarterly		X			
Every six months	X				
Ongoing				X	
Monthly			X		
Per defined milestone					X

Monitoring Program Performance

These various methods can assist you with assessing participant success by giving an opportunity for:

- Evaluation of if the apprentice is able to perform against expectations
- Demonstration of apprentice's understanding of certain skills and tasks
- Measurement of whether specific learning objectives have been met
- Review of the behavior and performance progress the apprentice has made since last checkpoint through measured criteria
- Indication of how well the participant may be able to perform when on his or her own

Increase and Maintain Engagement Amongst Participants and Address Underperformers

Your Apprenticeship Program will not be successful without retaining your top performers. Once your top performers have been identified, you will want to make sure they successfully complete the program and transition into full time roles. Though the decision to stay or leave a program/company is a personal one, there are several areas you can focus on to engage and retain participants, especially top performers. This includes:

- Provide externally competitive compensation
- Foster a positive and respectful work environment, reinforced through your interactions with them
- Create a sense of employment stability during the program
- Explain that if successful, they will be well suited for a full-time position when available (do not guarantee employment)
- Ensure that the apprentice feels the work is meaningful, effectively engage them
- Develop well-rounded and marketable skills
- Provide appropriate recognition

A specific way of collecting feedback that connects to your retention strategy is through stay interviews. They help you understand why employees stay, so that those important factors can be reinforced. It involves a periodic one-on-one structured retention interview which identifies and then reinforces the factors that drive an employee to stay. It also identifies and minimizes any "triggers" that might cause them to consider exiting the program. In addition to gaining an understanding of the issues, it also creates a positive impact on the employee by reinforcing their importance to the organization. The stay interviews are simple and should be used as part of a broader retention assessment process. They should be conducted by someone who has very strong interpersonal skills and is respected in the organization.

Let the apprentices tell you their story.



'I have been at Siemens for three years now ready to start my fourth and final year of the Apprenticeship. I have been through so much that most kids my age could never imagine. Siemens has allowed me to grow into a strong Machinist and even more important into a strong young woman. I never knew such a big company could be so employee oriented. They have

made me and my fellow apprentices feel like we have been here for far longer than we have. This opportunity has allowed me to find a passion in machining and engineering that I never knew I had'

-Hope Johnson, Siemens Apprentice

A sample of a simple stay interview guide is below for your reference:

- 1) Are you building academic and OJT skills per your expectations? Explain your response.
- 2) Do you get the support from subject matter experts on site and in the classroom? Explain your response.
- 3) What would be the biggest reason for your staying in the program?
- 4) Is there any reason that you would leave?
- 5) What would you change about the program if you could?

Monitoring Program Performance

If you complete your assessments and determine that an individual's performance is not meeting expectations you will need to address the gap immediately. Your goal is first to improve the performance or second, to exit the apprentice and invest in someone else. You will need to be transparent with the apprentice, share specific examples of the gaps and provide support to encourage improvement. It is highly recommended that you put in place a performance improvement plan with defined timelines and milestones. Reasons to consider removing an apprentice from the program includes, but are not limited to:

Demonstration of an unwillingness to study, learn, or participate in OJT or classroom activities

Poor job performance of classroom grades, even after additional support was provided

Becoming a safety risk for their self or others

Violation of site policy or professional expectations

Repeated absence from scheduled class sessions as an indication that they are unable or unwilling to attend regularly

Consult with your Human Resources and/or Legal department and follow the applicable corrective action process when considering removing an apprentice from the program. As mentioned in Chapter 6, in some cases when developing your agreement, you could consider including a repayment clause that either stipulates that the participant must repay training cost or not be reimbursed if they leave the program early. This can help protect your investment and can be an effort towards retention. If you choose to use a repayment agreement this needs to be very clearly documented and communicated in the on boarding process.

Assess Participant Success

▶ Assess Training Impact

Assess Support Structures

Evaluate Progress

Assess Classroom Training

As a part of the program checkpoints, you will want to make sure you review and determine the effectiveness of your classroom training. This is a major component of the program and you will need to make sure that it is fully functioning and delivering the learnings originally planned. You will want to become knowledgeable about how your community college measures success and leverage their data.

You should make sure that the community college understands what you will measure to assess their performance and how frequently you will be measuring them. In addition, the community college should help define some of the key measures as they have a vested interest to ensure

the overall success of the program. It may be helpful to conduct a gap analysis similar to when originally assessing the curriculum or utilize the below measurements (See Chapter 4). Additional measurements to utilize include:

- ✓ Periodic course evaluations completed by participants
- ✓ Pass/fail rates of participants
- ✓ Actual vs. planned delivery of the curriculum
- ✓ Supervisor and OJT trainer feedback on whether the classroom training is translating to OTJ understanding
- ✓ Course graduation rates and grades
- ✓ Any course evaluation or performance reporting conducted by the community college
- ✓ Scores and/or feedback on teacher evaluations completed by students

You may want to consider evaluating each of these measurements by scoring each topic from a scale of 1; Does Not Meet Expectations, through 5; Exceeds Expectations. By assessing the cumulative score, you can identify whether the classroom training is effective.

Remember, there are varying success rates to classroom training and you want to make sure that this portion of your program is progressing as planned.

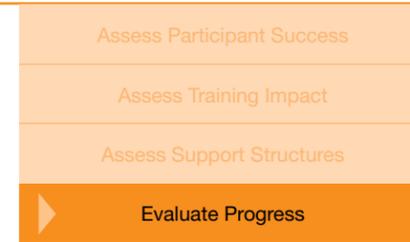
Assess OJT Efforts

In alignment with assessing your classroom training, you will need to assess your OJT efforts as well. Depending on your milestones, you may complete the assessment in parallel with your classroom assessment or you may evaluate the OJT efforts separately. You will want to focus on evaluating its overall effectiveness from several perspectives and then combine the individual assessments to create a holistic view of performance to date. Similar to assessing your classroom training, you have several tools to help you evaluate your efforts. Again, you should make sure those involved in the OJT portions of your program understand what you will measure to assess their performance and how frequently you will be measuring them. A list of potential focus areas is below for your reference and it may be helpful to conduct a gap analysis similar to when originally assessing the curriculum (See Chapter 4):

- ✓ Periodic evaluations completed by participants
- ✓ Pass/fail rates of participants
- ✓ Actual vs. planned delivery of the OJT
- ✓ Feedback or ratings given to apprentices during performance checkpoints and/or evaluations
- ✓ Productivity measurements of participants
- ✓ Quality of apprentice output once transitioned to productive work
- ✓ Whether the participants are achieving performance milestones according to progress requirements (see the below examples)

Similar to assessing classroom training, you may want to evaluate each measurement using the same scale and utilize the cumulative score to monitor your OJT efforts from several aspects. Please see the toolbox for an example of a form which measures an apprentice's progress against OJT schedule requirements.

Monitoring Program Performance



Evaluate Instructors and Trainers

It is important to make sure that your classroom instructors and OJT trainers are meeting program expectations as well. They play a critical role to the success of the overall program and as such your expectations for their performance should be high.

- Evaluate your instructors and trainers to review the rate of success or failure with the subjects they are teaching. Identify and compare the top and bottom quartiles of instructors and trainers can provide you with a basis for intervention.
- Rate them on key requirements such as curriculum completed relative to plan or percent of apprenticeships passing relevant tests or demonstrating relevant skills.
- Assess your instructors and trainers through qualitative feedback from the participants. Do this through instructor and trainer evaluations and/or interviews or focus groups with participants to determine their perspective and gather their feedback.

One outcome from the instructor and trainer evaluations which you should carefully manage is the sharing of best practices from the top performers to other instructors or trainers. This represents a key leverage point which will help your program deliver a high quality output and will demonstrate your desire to consistently improve the program.

Please see the toolbox for a sample apprenticeship evaluation form.

Measure Progress to Plan

In alignment with the development of your business case, you should review several aspects of your original business plan and determine if you are on track to meet the promised deliverables. Though the specific needs will be different for each business case, there are common components which should be reviewed:

- Actual vs. planned comparison of the program timeline.
- Actual vs. planned comparison of the program budget.
- Actual vs. planned comparison of the program's ability to deliver the number of apprentices required.
- Turnover rate of the program vs. normal attrition.
- An overall assessment of whether or not the program will address the specific business benefits outlined in the business case.

Pull it All Together

With all of your assessments complete you should prepare a program overview to discuss with your key stakeholders. This should be a simple and easy to understand format which identifies the status of the program and clearly conveys your key messages. An outline of a program update is listed below:

Progress as compared to the original business case	Focused on the project management components, simply outline your status to the original schedule and budget.
Introduction to the timeline and key checkpoints	In this section you would like to focus on where you are in the process and provide context on the rationale for the recent checkpoint and what you were assessing.
Single page overview of the status at the current checkpoint	Contains all components of the program and typically would include stop light logic to depict each components status.
An overview of the lagging components	Where you must focus not only on the issues driving the delays, but also on your solutions to get them back on track, highlighting any needed support.
Time to have an open discussion (at the end of your presentation)	Addressing questions and ensuring each key stakeholder has the opportunity to share their concerns and revalidate their commitment.

Remember, you must have regular and standard communications to inform your key stakeholders on the progress of the program and leverage their support.

In addition, if your program is registered, you will need to inform the DOL of updates to the program due to certification requirements. Assuming you have secured outside funding, make sure you understand if there are follow-up obligations to provide updates on program success or metrics to maintain the funding.

Monitoring Program Performance



Making Mid Program Adjustments

It is important to maintain flexibility with your program. Especially in the start-up year for the program, it may need to be tweaked to ensure long-term success. Any changes should be based upon business related changes, checkpoint assessments, or any other relevant input received.

The main goal of the program is to develop the skills that your business requires. If you determine that sufficient progress is not being made even though the apprentices demonstrate capability, you will need to adjust the curriculum or OJT. On the other hand, if participants appear to be progressing quicker than expected, you may want to accelerate or increase the complexity to ensure they are being challenged.

Not only must the training effectively develop the skills initially identified, but it may need to be refreshed to reflect the current needs of your business as well as the market. The ability to modify the work processes that are relevant to your industry is key to meeting the businesses needs.

Do's and Don'ts for Monitoring Program Performance

DO!	DON'T!
Do conduct a thorough assessment	Don't take for granted that performance monitoring happens without oversight and accountability
Conduct a fact based assessment aligned to checkpoints of all components and make necessary adjustments.	Apprenticeships' leaders needs to keep the lead team up to date about performance, and make updates as necessary.
Do keep alignment with your stakeholders	Don't rush into removing participants from the program
Engage in regular communications to key stakeholders, informing them of program progress and asking for feedback.	Clearly document the issues and address them with the participant in a timely manner.
Do measure the effectiveness of all components of the program	Don't be distracted by other events
Assess classroom training, OJT efforts and evaluate instructors and trainers as well as the performance of your participants.	Stick to the program. If you are going down this path, you have to commit budget-wise, etc, and allow the people to be focused on this program.
Do put in every effort to engage and retain your top performers	Don't be inflexible in the start-up year of the program
Identify your top performers and make sure they successfully complete the program by utilizing retention techniques.	Recognize that program may need to be revisited and tweaked to ensure long-term success.
Do be aware of changes in the business on a regular and ongoing basis	Don't evaluate your program in silos
Determine progress of program and any changes needed to ensure it remains relevant to your business needs.	Put all evaluation aspects together and prepare a program overview for the stakeholders.

Check Point:

Review the checklist to evaluate your understanding of monitoring program performance fundamentals. You should have successfully completed the checklist items and can move to the next chapter.

- Assess the overall success of the program
- Generate multiple feedback checkpoints to monitor apprentice performance
- Deploy retention mechanisms to engage and retain your top performers
- Evaluate the alignment of the program to the business need and the success of the courses, training, trainers and overall progress
- Make all the necessary mid-program adjustments in order to keep your program on track and responsive to business changes
- Ensure there is clarity of roles and responsibilities for all the program owners



Toolbox:



[Apprentice Evaluation Report](#)



[Apprentice OTJ Progress Requirements Form](#)

Transitioning Out of the Apprenticeship

1. Workforce Planning	2. Building a Business Case	3. Public-Private Partnerships
4. Program Design	5. Branding & Marketing the Program	6. Selection of Participants
7. Monitoring Program Performance	8. Transitioning Out of the Apprenticeship	9. Maintaining Program Relevance
	Determine Transition Approach	<p>A critical opportunity to impact your new employee is the time at which they transition into the organization. This is true for Apprentices as well, even though they have been part of your organization for a couple of years or more. Though the process seems straightforward, there are several underlying issues which may arise during the transition process. You should be aware of the components related to apprenticeship transitions and how to ensure your apprentices become productive employees.</p>
	Transition Approaches	
	Select the appropriate approach	
	Work with apprentices that will not transition to employment	
	Define the Right Position	
	Determine your placement strategies	
	Find the right fit for the apprentice	
	Ensure a Successful Transition	
	Develop the transition plan	
	Celebrate success	



Transition Approaches

When an apprentice is nearing the successful completion of the Apprenticeship Program you will need to determine the next step for the apprentice as it relates to transitioning out of the program. There are three possible transition alternatives:

- Option 1: The employee is transferred to a full time permanent position
- Option 2: The employee is transferred to a contractor position
- Option 3: The employee is not offered a position and therefore must pursue employment elsewhere

With a good workforce plan and active management of your program the supply that you graduate should be close to the demand for your business. Assuming this is true, the number of apprentices that you do not offer employment to should be fairly low if any. If you find yourself with a surplus of talent, please consider the following strategies to keep the apprentices in your company until such time a position becomes available:

- Create a temporary “holding pool” where the apprentices work assignments are in areas that you expect upcoming vacancies.**
- Place apprentices in another plant at your company and possibly relocate them back once a position becomes available**
- Absorb the apprentice into headcount and do not replace attrition**

Though most companies hire apprentices as full time employees upon completion of the program some companies prefer their apprentice to remain contractors for a period of time. Below is a table indicating the pro’s and con’s related to each alternative:

	Employee	Contractor
Pros	<p>Stronger ties to the company will lead to higher engagement and retention</p> <p>Can be a role model and strong motivator to succeed for other participants still in the program</p> <p>Longer term solution leads to less training on company policies and procedures and continuous direction</p> <p>May perform several roles and provides continuity to projects</p>	<p>More flexibility in managing headcount</p> <p>Could be a lower cost option based on the fee charged by the contractor’s agency</p> <p>Ability to end the contract if the individual is not performing</p> <p>Responsible for their own education and certifications</p> <p>Less potential for legal actions</p>
Cons	<p>Could be more expensive if benefits are part of the compensation</p> <p>Required to complete legal payroll items including taxes</p> <p>Responsible for training employees and ensure for proper credentials of employees</p> <p>Potential for legal actions from employees</p>	<p>Harder to retain and engage</p> <p>Might not integrate into the company culture and be disruptive to other team members</p> <p>Shorter term hires due to potential co-employment issues</p> <p>May not have company rights to products produced unless in the contract</p>

“Today, when Americans graduate from high school, there are simply too few options for skills-based continuing education. As this report shows, skills training in manufacturing is crucial for the nation’s global competitiveness. Together, through programs like the ones described here, we can prepare the next generation of Americans for tomorrow’s high-skilled, high-paying advanced manufacturing careers.”

Andrew N. Liveris, Chairman & CEO, The Dow Chemical Company.

The Pros and Cons of Hiring: Employee vs. Independent Contractor <https://smallbusiness.yahoo.com/advisor/the-pros-and-cons-of-hiring--employee-vs--independent-contractor-203736904.html>
Pros and Cons of Hiring Independent Contractors <http://www.nolo.com/legal-encyclopedia/pros-cons-hiring-independent-contractors-30053.html>
The Great Debate: Employee vs Independent Contractor <http://sbinformation.about.com/cs/laborlaws/a/contractor.htm>

Transitioning Out of the Apprenticeship

Select the Approach that is Right for Your Company

Align your decision with the needs of your business and the type of organizational culture you are looking to build. Make sure you document the rationale for choosing one option over another and directly link to the workforce plan you put in place. Consider the pros and cons of each option and the inherent risks for the direction you chose to take.

Work with Apprentices Who Will Not Transition to Employment

Given all the effort, time, and money that go into an Apprenticeship Program, you should have openings for all apprentices in the program, however, even with a plan, there may be cases where positions are not available as originally planned as a result of downturns or changes in the business. This becomes a difficult situation for graduating apprentices as they have successfully completed all aspects of the program. However, in the event that you encounter this issue, below are tips for transitioning graduating apprentices to other opportunities:

Utilize your partnerships with your company coalition and education partners to find alternative positions and education-training opportunities in the local area

Furlough employees until a position becomes available or give recall rights to go back to the company if positions become available

Offer outplacement services to help find a new job

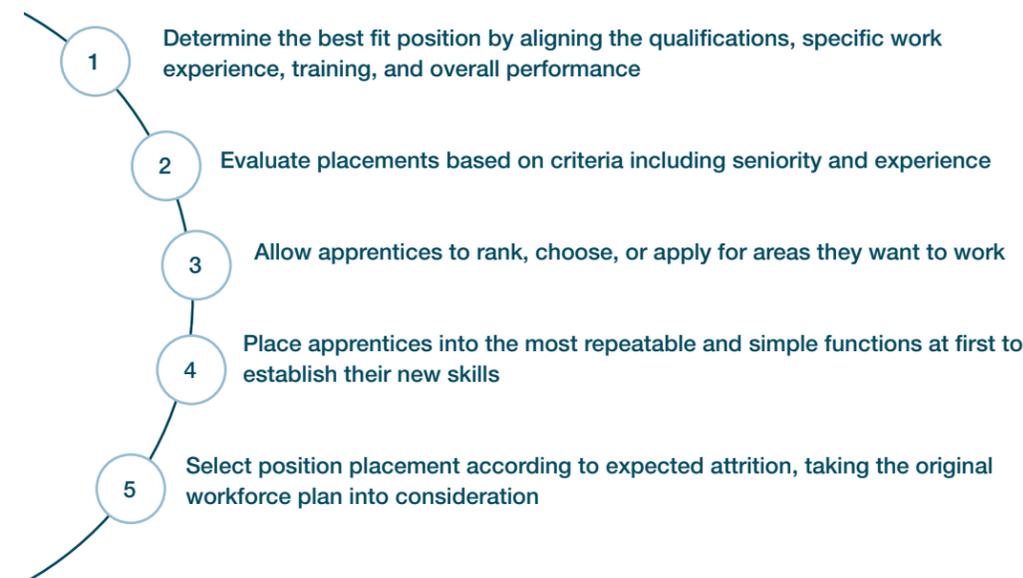
With any of the above mentioned options, it is recommended that you stay in contact with the individual. The person has been trained and has a strong knowledge base as it relates to your business and your location. If a position becomes available, this represents an opportunity to quickly fill the gap with a highly qualified resource.

“I learned so much from many of our senior mechanics. There were a lot who showed pride in what they did and how they helped me. It has made me want to always take time to show those who want to learn, those coming behind me, the same respect in hopes of making them better mechanics.”

Scott Weatherford, Alcoa Millwright Mechanic, Goose Creek, SC

Determine Your Placement Strategies

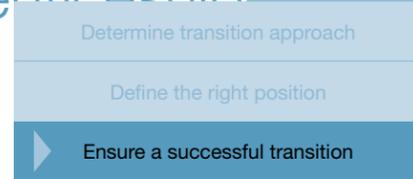
A participant is typically trained for a specific area of work and a plan should be in place at the onset of the program for the placement of apprentices into the pre-determined positions. However, as you think about final placement it is recommended that you consider the following items as part of your decision making process:



Determine the Right Fit for the Apprentice

In addition to the items outlined above, a key component of the placement will be the apprentices “fit” into the available positions. This reaches beyond the typical skill assessments and is more focused on the individual’s personal interests and his or her ability to fit within the working team, department culture and any specialized department needs. When placing them, consider not just the technical skills they have built during the Apprenticeship but also the expectations (yours and the Apprentice’s) of their career progression in the near and long term.

Transitioning Out of the Apprenticeship



Developing the Transition Plan

Once the destination position is determined you will need to focus on outlining the plan for transitioning the apprentice to his or her new role. This cannot be completed in a vacuum and must include the supervisor's leadership and commitment to be successful. In addition, you should make sure that you leverage this process to help the apprentice feel welcome, feel a sense of accomplishment and understand what the future will hold. In this step, though the apprentice has already been a part of the company in the Apprenticeship Program, they now will be "on-boarded" to a full time employee status. Key considerations when developing this transition plan include:

- Ensure coursework and OJT are preparing the apprentices throughout the program for the transition needed to hit the ground running based on the targeted role
- Plan transition in advance to make it as smooth as possible
- Hold a celebration for recognition
- Guide apprentices through the transition period with coaching and change management
 - o Be patient and let them grow. Keep in mind that apprentices are worried about putting it all together and delivering on the floor
 - o Allow apprentices to continue working with their assigned mentor
 - o Partner with the HR community in the on-boarding process and have apprentices attend the regular new hire orientation. Include a new hire checklist
 - o Make certain they gain familiarity with the company procedures, policies, expectations, and culture to make the integration easier as well

	30 Day	60 Day	90 Day
Intent			
	Create positive first impression	Broaden operational knowledge	Assess performance levels
	Finalize all administria	Integrate with broader team	Demonstrate team integration skills
	Build initial relationships	Deeper plant knowledge	Demonstrate leadership skills
	Understand company context	Understand practical application of skills	Demonstrate program commitment
	Transition into the program		Reinforce support for program
Activities			
	Pre-boarding plan	Supervisor production walkthroughs	Classroom assessment and supv discussion
	On-boarding plan	Mentor lunch meetings	OJT assessment and supv discussion
	HR paperwork	Operation manager plant flow reviews	Mentor connection regarding team and program
	Mentor connections	Department level lunch and learns	Soft skill observations and feedback
	Supervisor connections	Master crafts lunch and learns	Plant operating performance lunch and learn
	Plant tour	Commercial customer overview presentation	
	Company overviews		
	Leadership presentations		
	Program overviews		
Checkpoints			
	Week 1 - Mentor One on One	Week 5 - Supervisor One on One	Week 9 - Operations Mgr One on One
	Week 2 - Supervisor One on One	Week 6 - Mentor One on One	Week 6 - Mentor One on One
	Week 3 - HR Follow-up	Week 7 - Supervisor One on One	Week 7 - Plant Manager Lunch Session
	Week 4 - Mentor One on One	Week 8 - Mentor One on One	Week 8 - Mentor One on One
Follow-up			
	30 Day Review - HR / Ops	60 Day Review - HR / Ops	90 Day Review - HR / Ops
			First performance assessment

A collateral support structure similar to the one you established for the Apprentice in Chapter 4 (Supervisor, Mentor, Coach, and Buddy) should be put in place to help the transition whether it is an employee or a contractor. Since the Apprentice has been working at the organization for a few years they will be familiar with the overall company culture and expectations. The big difference when they graduate from the program is that the spotlight is likely no longer on them as much as it was when they were an Apprentice. Now they are expected to perform and deliver with a lower level of support than they were used to. Keep this in mind as you transition them into their new role.

If transitioning to an employee, a certain degree of on-boarding will be needed, including offer letter, systems and security access, orientation towards company policies and programs, etc. For both contractors and employees, consider changing their job titles, base compensation, bonus structure and other benefits to align with their new role.

Celebrate Successes

Graduating the Apprenticeship Program is a great accomplishment that deserves recognition. It is the culmination of many years of effort made by many people including the Apprentice, the company's in-house trainers and program managers, the community college staff, as well as the multiple stakeholders vested in the success of the program. Plan to celebrate their achievement both internally within your company as well as externally with external stakeholders, including the local community.

-  **Publish updates in network communications, publications, newsletters, e-mail communications, electronic bulletins, and social media**
-  **Hold Town Hall meeting to announce successful completion of program and provide certificate/award**
-  **Plan small celebration including breakfast or lunch or formal dinner with family and provide certificate/award**
-  **Provide opportunity for apprentices to walk at the community college graduation**
-  **Provide monetary award or bonus**

Ways to celebrate include:

Publicize your Apprenticeship Program's success to the external community. This will help give kudos to the company for creating and maintaining a successful program and also recruit new potential talent. Continue to build and maintain your community college partnership and publicize the success of the program to gain positive press for continuous or future funding efforts. Also, promote the program at job fairs and community outreach programs highlighting the apprenticeship opportunities to the community and the potential end result of a successful apprenticeship.

Do's and Don'ts for Transitioning Out of the Apprenticeship

DO!	DON'T!
<p>Do create a network</p> <p>Be prepared with a company coalition network if positions are not available at your company upon program completion.</p>	<p>Don't forget to inform stakeholders</p> <p>Communicate with appropriate parties the successes of the program.</p>
<p>Do have a plan</p> <p>Have a transitional plan for apprentices to follow.</p>	<p>Don't undervalue graduates potential</p> <p>Make sure apprentices are placed in assignments with meaningful work.</p>
<p>Do provide guidance and support</p> <p>Continue the mentoring relationships to assist with the transition.</p>	<p>Don't ignore the accomplishment</p> <p>Just because there is familiarity with the apprentice at the end of the program, don't fail to acknowledge their success.</p>
<p>Do continue to manage performance</p> <p>Monitor performance once transition to employment is complete.</p>	<p>Don't miss the opportunity for external recognition</p> <p>Ensure the company publicizes the program's success to recruit new talent.</p>
<p>Do celebrate</p> <p>Make the apprentice feel excited about their accomplishment.</p>	<p>Don't underestimate the importance of welcoming the employee</p> <p>You can never redo a first impression.</p>



Check Point:

Review the check point checklist to evaluate your understanding of transitioning out of apprenticeship fundamentals. Only when you successfully completed the checklist items, you can pass the check point and move to the next chapter.

- Determine your transition approach
- Define the right positions
- Ensure a successful transition plan



Toolbox:

 Transition Plan Template

1. Workforce Planning	2. Building a Business Case	3. Public-Private Partnerships
4. Program Design	5. Branding & Marketing the Program	6. Selection of Participants
7. Monitoring Program Performance	8. Transitioning Out of the Apprenticeship	9. Maintaining Program Relevance

Just as up to date text books and course material is necessary for effective college courses, relevant Apprenticeship Programs are critical to creating productive employees. Whether you are running your program continuously or intermittently, you need to take the time to evaluate the program to ensure both relevance and effectiveness. A relevant program will lower cost, increase interest and drive real business impact.

Update Program
Structured review and update of program
Review and update of on the job and classroom training
Maintain & Grow Your Partnerships
Maintain and strengthen current partnerships
Re-evaluate current relationships
Leverage Alumni
Profile successful graduates
Build an alumni network

“It is important to revisit the program criteria on a regular basis. Operations and local management must be the key stakeholders of the program, as they will determine the relevance and will ensure that program criteria remains up-to-date.”

Jill Zahm, Siemens, Talent Manager, Leadership & Talent Development

Maintaining Program Relevance

▶ Update Program
Maintain & Grow Your Partnerships
Leverage Alumni

Structured Review and Update of Program

We addressed assessing the effectiveness of the on the job and classroom training in Chapter 7 – that is a mid-program review. In this chapter, we revisit this topic to ensure post-program training is relevant or needs to be updated for future use. Building an Apprenticeship Program is not a once and done activity – it involves major investment and in order for it to continue to be relevant and applicable, it needs to be reviewed and updated on a regular basis. The time and effort that is needed to build a successful program merits setting up a review and update process to ensure the investment is still yielding returns, for example:

- Final grades of the apprentices
- On the job performance
- Graduation rates for Apprenticeship Program
- Readiness for role

It is key that you strike a balance between being open to making changes, and questioning the value add or necessity of the change. Feedback and update ideas to improve the program can come from various sources, internal and external to the company, including:

- Apprentices
- Shop floor managers
- Mentors, coaches and buddies
- Full time employees
- Leaders and department stakeholders
- Community college teachers and representatives
- Company coalition members
- Vendors
- Public entities and government contacts

Both informal and structured reviews can be used to determine areas of improvements, however, to determine what changes should actually be implemented consider using the various evaluation techniques presented below.



Have a program committee made up of key stakeholders and meet quarterly to:

- Discuss the results of the evaluations
- Approve which ones will actually be implemented
- Create a project plan for the changes

Review and Update of On the job and Classroom Training

As a best practice, companies and community colleges should establish a regular business rhythm of reviewing the existing curriculum for relevancy. Technology is constantly changing and may change during the course of your program. Be flexible to change. The company needs to ensure apprentices are receiving up to date course studies. The following are some examples of how to ensure that the training is applicable, on an ongoing basis.

Maintaining Program Relevance

- Company Run Classroom Sessions**

Have your company's Subject Matter Experts (SMEs) run classroom sessions at the community college. This will ensure that the program participants hear from the experts in the field and have yet another opportunity to understand the practical application for their classroom learning.

- Site Visits by the Community College Representatives**

As discussed in Public and Private Partnerships (Chapter 3), building and maintaining internal and external relationships is critical to the program's success. Regarding community colleges specifically, school representatives should be actively engaged as partners. Quarterly site visits will allow them to see firsthand the technological advances that are taking place on the shop floor and identify the areas where the curriculum needs to be adapted accordingly. The following are some additional advantages:

Meet with leaders and discipline specialists to communicate the latest changes in equipment, technologies and work processes

Provide insight into program design, build effective connection between OJT and curriculum

Collaborate with shop floor managers and trainers to teach courses

Provide interview criteria for hiring apprentices, support pre-assessment testing

Create program awareness and help source future candidates

Support ongoing skill evaluations as an objective party

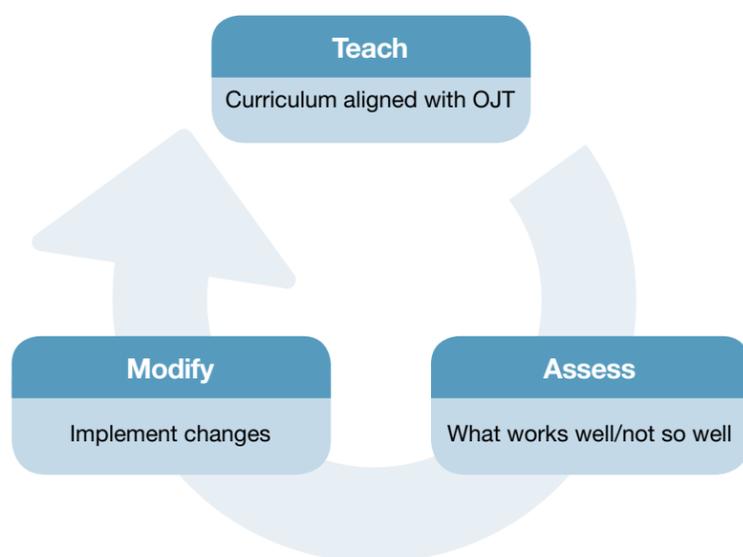
Speak with other college representatives about the skills company would like to see in future program participants

- Curriculum Update & Teacher Recertification**

Typically, partner companies sit on an Advisory Board that provides input to the community college or industry standards and requirements. While you may not be directly involved with the teacher recertification process, make sure you are able to provide input and insight into the technological changes taking place that would require the curriculum to be updated and the teachers to be recertified.

- Other Components to Consider**

Reevaluate the support structure of the program to ensure mentors, coaches and buddies are being utilized effectively and provide value to the apprentices. Revisit role expectations and responsibilities, clearly communicate gaps and allow the pairs to generate ideas for improvement in the relationship. Ultimately, these components are in place to help the apprentices be as successful as possible.



Update Program

Maintain & Grow Your Partnerships

Leverage Alumni

Maintain and Grow Your Partnerships

With Community Colleges

The theoretical knowledge that the apprentices build in the classroom forms the foundation for their on the job activity. Having a strong relationship with the community college will ensure that there is alignment and seamlessness in the program that allows for a much better learning experience. The recommendations for program updates mentioned earlier will not be as effective unless you and the community college are in true partnership with one another. Community colleges have their own networks and bring updates on best practices, funding, latest technology and more from their network that can greatly benefit your program.

With Coalition of Companies

The primary intent of the coalition of companies is to partner in the development and administration of the Apprenticeship Program. Strong relationships with this group will result in you widening your network of best practices. In addition, a coalition can better cover for the downturns in each other's business cycles (See Chapter 3). If you cannot afford to hire any apprentices one year, hires by other coalition partners will ensure the sustainability of the program. Invest time and effort in maintaining and growing this relationship. Being in the same industry could also have many advantages outside the Apprenticeship Program which can benefit your company long-term.

Labor Market Intermediaries

Partnership with labor market intermediaries can help you stay current on any legislative and grant updates that can further subsidize the cost of your program. In addition, they help support you as your talent strategy evolves and requires specific pools of talent for your workforce. As mentioned in Chapter 3, registering your program with the Department of Labor can provide you with additional access to a nationwide network of expertise and support.

Re-evaluate Current Relationships

As your program matures and evolves over time, you might find that there is a gap in your relationship landscape and your current partners cannot address some of the emerging needs of your program. As you look towards building new relationships clearly communicate your training needs and curriculum. This will help find partnerships that efficiently match.

Furthermore, part of updating and maintaining program relevance is re-evaluating the current partnerships to determine if a relationship is no longer mutually beneficial. What made this partnership once a viable option may no longer make sense based on where the program is in its. If you answer "No" to most of the below questions then you may want to re-align with your partner or consider separating the relationship and building new ones elsewhere:

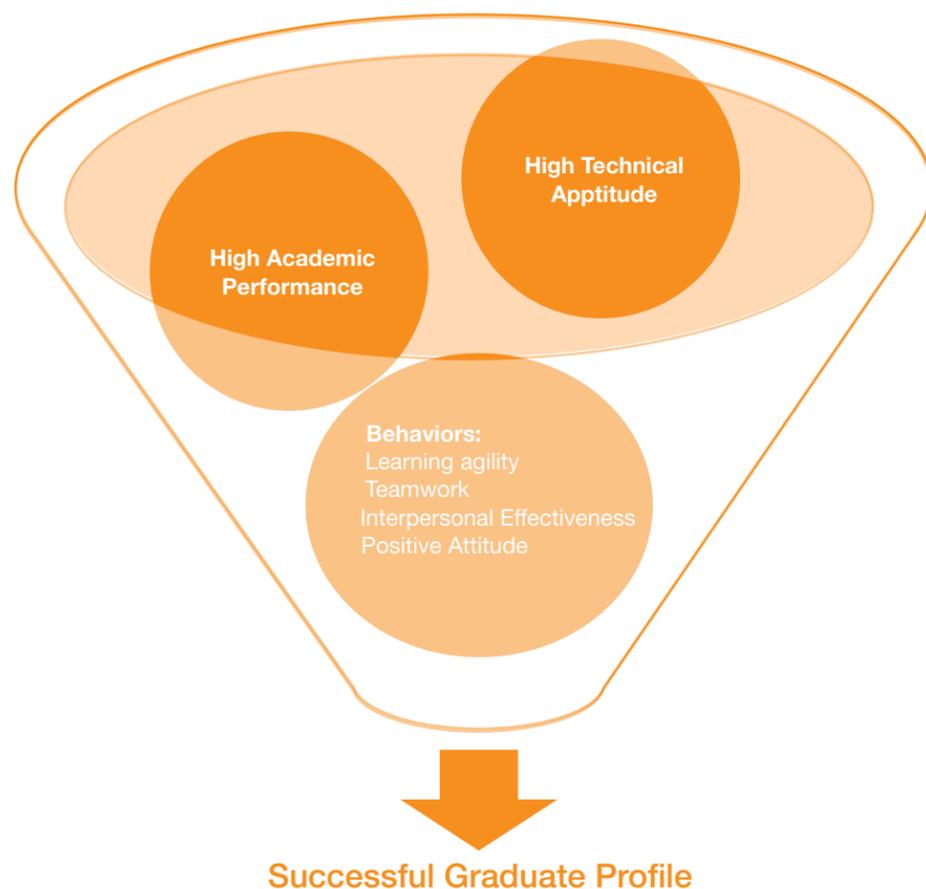
1. Are there still shared goals and interests?
2. Is there trust in the partnership?
3. Are all partners equitably invested in the program (money, time, resources)?
4. Is there good communication between partners?
5. Are the roles and responsibilities clearly defined?
6. Is there follow through on partner commitments?
7. Is everyone's subject matter expertise effectively leveraged?
8. Is there active engagement and sharing of networks?
9. Has the partnership resulted in a sustainable competitive advantage?

Maintaining Program Relevance

- Update Program
- Maintain & Grow Your Partnerships
- ▶ Leverage Alumni

Profile Successful Graduates

Profile your successful graduates. It will enable you to define what the participant needs to bring in order to succeed in the program. Consider which apprenticeship alumni have added the most value to the organization through their high engagement, career progression and expertise. What are the characteristics of the apprentices that went above and beyond expectations? One size will not fit all however basic factors that make up a successful graduate would likely include the following:



Be sure to revisit the job profile you created and used during the program design and selection process (Chapters 4 and 6). Update it where appropriate to align with the above three components and make sure it is still valid.

Also keep in mind the Alumni that missed the mark and understand why they did so. What was it about their skills, behavior, attitude or academic performance that was not a fit? By identifying trends of both the positive and negative apprentice selections, you can get a better grasp on what you need in a candidate and adapt your sourcing and selection process accordingly. It takes time to monitor and validate the process so be patient; even engage your partners so you have multiple

perspectives and insights into what success should look like.

Build an Alumni Network

Going through the Apprenticeship Program as a cohort is a unique experience that should make graduates feel a part of a special community. Building an alumni network will reinforce this sense of connection, impacting their engagement, retention and productivity. Apprenticeship Programs are a big investment for the organization as well as the apprentice and once the participant has graduated it should yield returns for both of them. Also for the current program participants the alumni could be a great source of inspiration and guidance. Here are a few ideas on how to effectively leverage your successful alumni for future programs:

- Gain feedback from their firsthand experience on various program components including OJT and curriculum
- Mentors, coaches or buddies for future apprentices
- Journeymen/trainers of equipment, technology, processes and other site specific information
- Workshop leaders to share experiences, best practices, general counsel
- Spokes people of the program internally and in the community, create excitement about joining the program
- Support sourcing and selection process, attend job fairs

Do's and Don'ts for Close & Program Relevance

DO!	DON'T!
Do evaluate program components	Don't make changes just for the sake of change
Use various techniques and engage stakeholders to ensure OJT and curriculum remain relevant and aligned.	Measure potential positive impact of change and why it makes good business sense first.
Do consider internal company policies and programs	Don't wait too long to make necessary changes
Leverage established programs, such as training and development courses, to add value to the apprentice experience.	Be flexible and quick to respond to negative feedback from stakeholders.
Do create and utilize an alumni network	Don't forget to engage community college representatives
Create graduate success profile and alumni may act as mentor/trainer/selector for future programs.	Site visits with these subject matter experts can support updates to program design and administration.
Do maintain a positive relationship with your community college	Don't avoid providing feedback to partners
Obtain information through their network, keep up to date with industry and market changes, update curriculum.	Community colleges should receive feedback on the curriculum and potential need for teacher recertification.
Do keep communication channels open	Don't keep partnerships that are no longer mutually beneficial
Communicate with company coalition to ensure alignment on roles and validate relationship is still mutually beneficial.	If future workforce needs and goals no longer align, know when to part ways and establish new partnerships.



Check Point:

Review the checklist to evaluate your understanding of close and program relevance fundamentals. Only when you successfully completed the checklist items, you can move to the next chapter.

- Program updates are identified and implemented, aligning with future workforce needs
- Partnerships add value by supporting program relevancy and competitiveness, are mutually beneficial
- Alumni network established and contributing to future programs



The Value of Government Partnerships

Partnering with the government to develop, implement and fund your Apprenticeship Program can add value to your business in many ways. Some of the advantages include:

- Expanding your network and building new relationships
- Providing access to expertise needed to launch a new program
- Defraying program cost through access to government grants and tax benefits
- Expanding your marketing or branding efforts through state marketing campaigns
- Providing access to candidates through alternative sources such as job service boards
- Enabling broader knowledge of your local labor market through skill assessments

According to the Department of Labor Office of Apprenticeship, whether you have one employee or 10,000, the publicly funded workforce investment system can be a valuable addition to your human resource capabilities and an invaluable tool to transform your workforce for the 21st-century economy.

- Increase your profitability through an analysis of available **government incentives, tax credits, and assistance**
- Use real-time information about **workforce and career information**, such as local wages and economic trends, industry competencies, standardized training to inform your business decisions
- Reduce recruitment costs and increase retention through **workforce solutions**, such as screening and referral of job-ready candidates
- Develop a more competitive workforce by connecting to **training and other “up-skilling” resources**

Appendix: Government Partnerships

Identifying Potential Partnerships

Government partnerships can take many forms and should be tailored to meet your specific business needs. There are different types of government entities that you need to evaluate to determine your partnership opportunities and model. When working to secure government partnerships there are several areas which you should focus on to make sure that you are identifying and then targeting the appropriate partners for your program

- Leverage your local political party representatives to make sure you identify the agencies and programs which may benefit your program.
- Network with your companies public relations departments to identify relevant connections and opportunities.
- Check for apprenticeship related conference in your area, they provide numerous contacts and relevant sources
- Visit the Department of Labor's apprenticeship site which provides access to many resources including state specific contacts: <http://www.DOLeta.gov>
- Connect with your local community college to gain access to potential government grant programs and contacts.

Below are some key organizations that you should be familiar with:

United States Department of Labor

Who they are	<ul style="list-style-type: none"> • The DOL mission is to foster, promote, and develop the welfare of the wage earners, job seekers, and retirees of the United States; improve working conditions; advance opportunities for profitable employment; and assure work-related benefits and rights.
What they do:	<ul style="list-style-type: none"> • The priorities of the department include ensuring a fair day's pay for a fair day's work; connecting ready-to-work Americans with ready-to-be-filled jobs, through skills programs like Registered Apprenticeship and on the job training; promoting gender equality in the workplace; ensuring that people with disabilities and veterans have access to equal employment opportunity; and insisting on a safe and level playing field for all American workers.
Additional information and resources	<ul style="list-style-type: none"> • Federally-funded programs in your community are ready to train Americans with the skills employers need to fill jobs right now. Explore the possibilities, and find your path. • http://www.DOL.gov/

DOL Office of Apprenticeship – Employment and Training Administration (ETA)

Who they are	<ul style="list-style-type: none"> • The Employment and Training Administration (ETA) mission is to contribute to the more efficient functioning of the U.S. labor market by providing high quality job training, employment, labor market information, and income maintenance services primarily through state and local workforce development systems.
What they do:	<ul style="list-style-type: none"> • The ETA vision is to promote pathways to economic liberty for individuals and families working to achieve the American Dream. On behalf of American taxpayers, the Employment and Training Administration will administer effective programs that have at their core the goals of enhanced employment opportunities and business prosperity.
Additional information and resources	<ul style="list-style-type: none"> • Funds a variety of programs and services which are administered at the state and local level • http://www.DOLeta.gov/oa/

Manufacturing Extension Partnership

Who they are	<ul style="list-style-type: none"> • The Manufacturing Extension Partnership (MEP) is a catalyst for strengthening American manufacturing – accelerating its ongoing transformation into a more efficient and powerful engine of innovation driving economic growth and job creation.
What they do:	<ul style="list-style-type: none"> • The National Institute of Standards and Technology's Hollings Manufacturing Extension Partnership (MEP) works with small and mid-sized U.S. manufacturers to help them create and retain jobs, increase profits, and save time and money. The nationwide network provides a variety of services, from innovation strategies to process improvements to green manufacturing. MEP also works with partners at the state and federal levels on programs that put manufacturers in position to develop new customers, expand into new markets and create new products.
Additional information and resources	<ul style="list-style-type: none"> • As a program of the U.S. Department of Commerce, MEP offers a range of effective resources to help manufacturers identify opportunities that will accelerate and strengthen their growth and competitiveness in the global marketplace. • http://www.nist.gov/mep/about.cfm

National Association of Workforce Boards (NAWB)

Who they are	<ul style="list-style-type: none"> • NAWB mission is to connect workforce development professionals, Workforce Investment Board members, and policy makers with the knowledge, training and tools to help make informed, smart decisions about how to invest in workforce strategies that advance the economic health of their communities through a skilled, competitive workforce.
What they do:	<ul style="list-style-type: none"> • NAWB represents approximately 600 Workforce Investment Boards (WIBs) and their 12,000 business members that coordinate and leverage workforce strategies with education and economic development stakeholders within their local communities, to ensure that state and local workforce development and job training programs meet the needs of employers.
Additional information and resources	<ul style="list-style-type: none"> • NAWB works closely with policy makers in Washington, DC to inform national strategy as it relates to WIBs and their partners in education, economic development, labor and business. http://www.nawb.org/about_us.asp

Registering Your Apprenticeship Program

DOL agencies register Apprenticeship Programs, working with forward-looking businesses to develop the skilled workforce of the future. Training funds may be available for some programs when you register your Apprenticeship Program. You have to tailor your approach to the specific funding entity

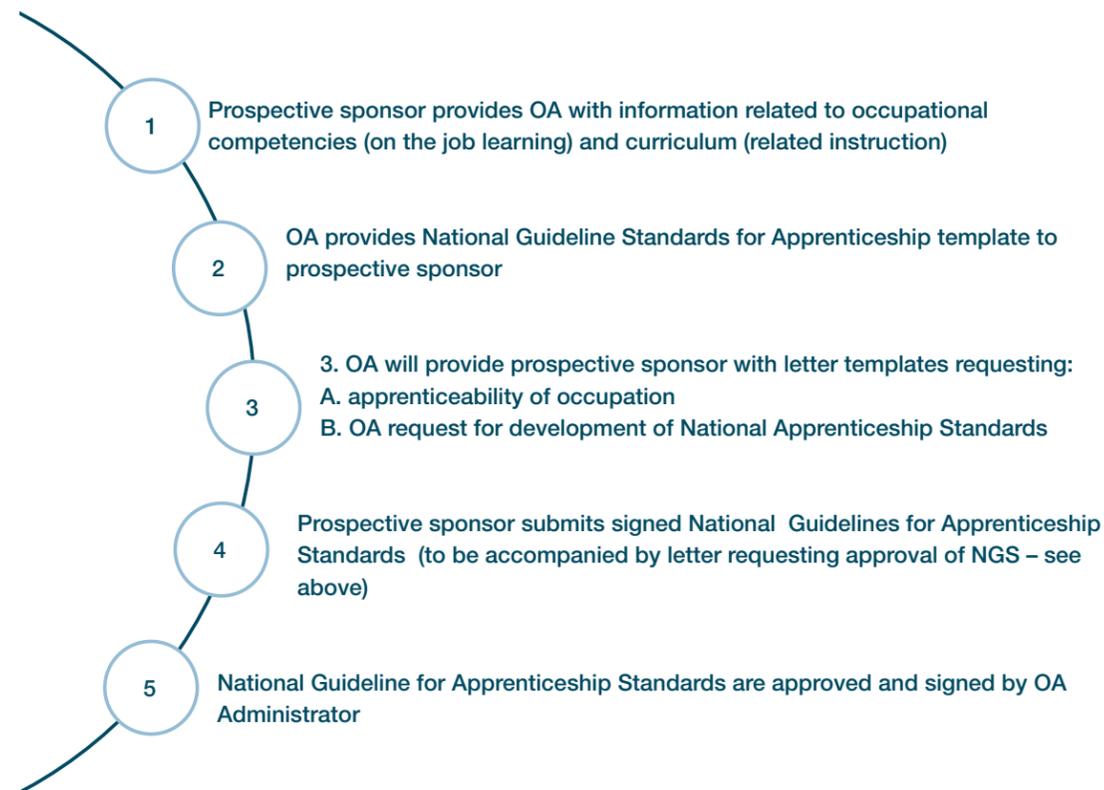
To be eligible for registration and approval by a Registration Agent, an Apprenticeship Program must conform to the following DOL standards:

- The starting age of an apprentice to be not less than 16.
- Equal Employment Opportunity
- Selection of apprentices on the basis of qualifications alone.
- Apprentice receives training and experience on the job.
- Organized training and learning
- A progressive wage schedule
- Assigned supervision
- Standardized evaluations
- Training records are maintained
- Mentor-Mentee relationship
- Certification

Setting up a Registered Apprenticeship Program

For tips to help you get your Apprenticeship Program started, you may review the “How is An Apprenticeship Program Started” section of the United States Department of Labor Employment and Training Administration website at <http://www.DOLeta.gov/oa/employer.cfm>. This information includes how to start a program with or without a labor union.

After carefully reviewing the requested standards, it is necessary to follow the different steps of registering the Apprenticeship Program. Below you will find the Overall Process for Submission of Occupation for Determination of Apprenticeship and National Guideline Standards for Apprenticeship:

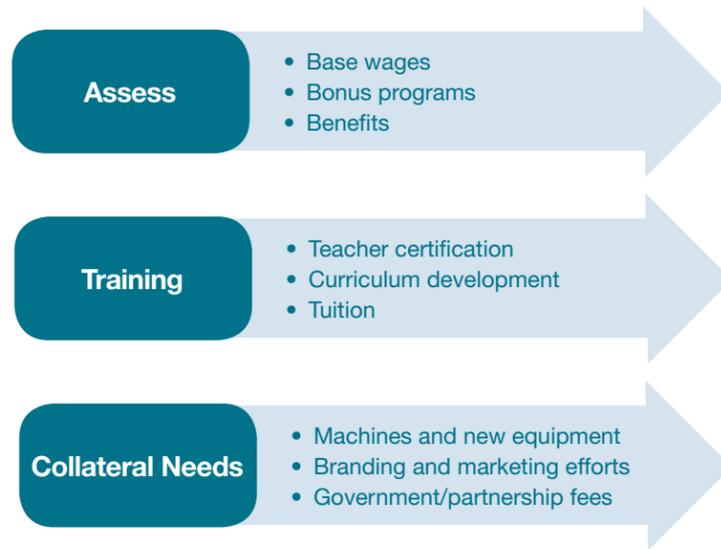


DOL Course link on how to set up an Apprenticeship Program from our community of practice site; it is about 20 minutes and informative.
<https://21stcenturyapprenticeship.workforce3one.org/view/3001127137778429641>

Once your Apprenticeship Program is properly registered, you need to get familiar with the grant process.

Securing Funding Support

Workforce development is a key government priority and there are many incentive programs in place to encourage employers to make the investment needed to train and develop workers. Before applying for these types of grants consider the potential areas in the program where funding could be needed:



“Funding is an important consideration for employers looking at apprenticeship. Agencies and organizations interested in working with employers to establish Apprenticeship Programs should therefore identify potential funding sources that can be used to defray the costs of apprenticeship. There are many other sources of grants, tax credits and training funds that can be used. These funding sources vary among states since many are state-based.” A brochure on Funding Opportunities for Apprenticeship Programs is available through the U.S. Department of Labor’s Office of Apprenticeship Web site at: www.DOLeta.gov/OA/pdf/funding_fact_sheet.pdf

Funding is a key aspect when developing and implementing an Apprenticeship Program. Many organizations rely solely on their internal budgets to support this initiative. However, external funding opportunities also exist through public and private partnerships. It is important to engage and network with individuals when building general relationships throughout this process. Although they may not necessarily contribute to your immediate funding needs, you never know when you can leverage them for this purpose in the future.

Partnering with other companies may help to defray costs for education and training. Organizations may work through their own procurement department to identify vendors who offer free or discounted training on usage of equipment and tools. Community colleges may have professional grant writers to research and secure the funding. Since community colleges are incentivized by government initiatives to support Apprenticeship Programs, they have a stake in the process as well. Organizations should be aware of changes in the political environment and capitalize as they can open up new avenues of funding.

Your local Workforce Investment Board (WIB) is another source of funding. In addition to overseeing American Job Centers where job seekers can get employment information and career development training opportunity, WIBs also direct federal, state, and local funding to workforce development initiatives including Apprenticeship Programs.

“On April 16, 2014, President Obama and Vice President Biden recognized industry leaders, including the Advanced Manufacturing Partnership, for expanding their own job driven training efforts and announced \$600 million in grants designed to scale best practices in industry-led job driven training. This includes:

- Nearly \$500 million for Community College Job Driven Training Grants that will incentivize community colleges to partner with industry on a national scale to design and implement job training programs based on industry recognized credentials for the skills demanded by businesses, and replicate successful models across the country.
- \$100 million in American Apprenticeship Grants will be awarded to expand apprenticeships that have been shown to place 87 percent of apprentices into jobs after completing their programs, with an average starting wage over \$50,000. These grants will reward partnerships of employers, community colleges, unions, training organizations, and non-profits that expand apprenticeship models to new occupations or craft innovations to scale models that work.”

Tips for understanding funding options secured, consider:

Class size is key: Once the program has been running for some time organizations can determine what the sweet spot is in terms of number of participant; a suggested class size for new programs is 10-15 apprentices.

Once organizations have determined that they can launch an Apprenticeship Program and financially support it on their own, they can look externally for other sources of funding.

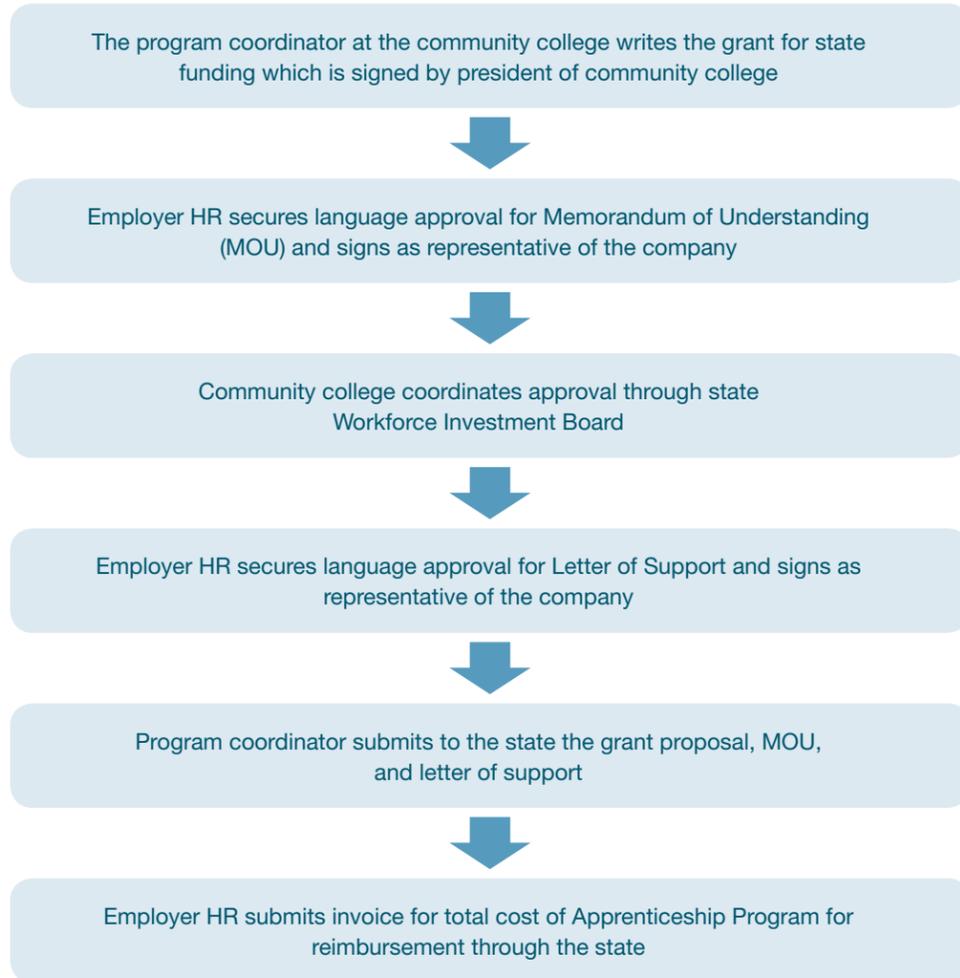
Other sources of funding may include indirect funding via government grants provided to community colleges and individuals. Tax credits or direct funding opportunities are an option that may be available through government entities.

Most organizations work through the Federal and state agencies, such as the State Economic Development Department; to learn more about what funds that are available check the resources provided in the toolbox.

Community colleges are excellent resources as well, as they usually have grant researchers and writers on staff to liaise with company coalitions and government entities in order to secure funding.

Appendix: Government Partnerships

An example of how to secure grant money and who is responsible for each step of the process is as follows:



Complying with Requirements

The commitment considered for applying for funding are the requirements set forth by the state/federal that must be met and maintained for qualification of funding.

When accepting funding, you are also accepting the funding obligations: you sign an agreement. As part of the contract, there are ongoing responsibilities for the company, so you need to fully understand what you are signing up for. Moral of the story is that there are often strings attached that you have to be aware of. Many factors come into play. So you need to understand what is in the details.

Usual obligations required by the different government agencies are:

Other provision considerations for an Apprenticeship Program (specifically Registered Apprenticeships) design include:

- Occupations – the jobs to be included in the Apprenticeship Program
- Work processes – processes while learning on the job
- Allocation of work training time – time allocated / expected for an apprentice to learn the skill/process successfully
- Term of apprenticeship – length of program
- Apprentice qualifications – applicant qualifications for participants
- Related classroom instruction – recommend at least 144 hours per year of course instruction that is relevant to the job.
- Number of apprentices – based on business needs (Chapter 1)
- Apprentice wage – “There should be a progressively increasing schedule of wages with increases at least every 6 months. During the last period of the Registered Apprenticeship, the apprentice should reach 85 to 95 percent of the rate paid a skilled worker in the occupation.”
- Supervision of apprentices – overseeing the work of the apprentice
- Apprenticeship agreement – Should you choose to register your Apprenticeship Program, it requires a signed apprenticeship agreement

Setting up a Registered Apprenticeship Program

Apprenticeship funding can be very extensive in requirements. In that sense, one option could be not to apply for the funding if meeting with the mandatory obligations would not be realistic, or if you just do not need the financial support.

Remember: Find a balance between maximizing how much support you can get with getting funding while maintaining flexibility. You want to get your money, but still be able to run your business.

When a company's Apprenticeship Program is worthy of receiving funding this demonstrates that the organization has a solid business plan and is operating with foresight since entities are willing to contribute financially towards its success. This contribution toward financial success and work in this space would be held in high regard with peer organizations and other stakeholders such as suppliers and especially customers. Customers would view this very favorably as this is great public relations for the organization to demonstrate their desire to have long term operations.

Examples of:

 a) Grant profile
TAACCCT Grant Profile 1

 b) Notice of availability of funds and solicitation for grant applications.
Notice of Availability of Funds 1



<http://www.themanufacturinginstitute.org>
733 10th Street, NW Suite 700
Washington, DC 20001
Phone: (202) 637-3426
Fax: (202) 637-3182

Employer's Playbook for Building an Apprenticeship Program

Advanced Manufacturing Partnership 2.0– Work Creek 3