

# Building a Meaningful and Productive Apprentice Program

Presented by:  
ATI Collision Division



# Webinar Overview

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This webinar will identify the steps needed to create an apprenticeship program that when followed will provide excellent employees. This will be accomplished first by describing and providing detail on job WIIFMs and how they can succeed as collision repair technicians.

Then walk through the developing of their collision repair skills through a step by step process which will improve their abilities month by month. It will introduce them into the team environment and working with a seasoned mentor. The objective would be to develop an entry level C/B technician through this program.

# The Most Impactful Question:

## IS APPRENTICESHIP RIGHT FOR YOUR BUSINESS?

Consider these scenarios below:

- Do you have trouble recruiting a skilled workforce?
- Do you have difficulty retaining talent?
- Do you want to diversify your talent pool?
- Do you want to train and educate your staff to meet your specific needs?

If you answered yes to one or more of these questions, apprenticeship might be the right solution for your business!

<https://www.apprenticeship.gov>

# Apprenticeship Program Defined

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## Apprenticeship Defined:

An apprenticeship program is a course of education that is based on on-the-job experience. Furthermore, an apprenticeship program usually focuses on one trade or skill rather than on a variety of subject areas

# Why Build an Apprenticeship Program?

## Skilled Workforce

Recruit and develop a highly-skilled workforce that helps you grow your business

## Positive impact to your bottom line

Improve productivity, profitability and your bottom line

## Reduced turnover

Minimize cost with reduced turnover and liability

## Customizable training

Create flexible training options that ensure workers develop the right skills

## Retain workers

**94% of apprentices continue employment after completing an apprenticeship**

## Diversity

Foster a diverse and inclusive culture

<https://www.apprenticeship.gov>

# Program Responsibilities

## How does an employer make this happen?

- Provide the candidate a detailed description of what their performance expectations will be
- Provide a detailed list of daily, monthly and weekly activities which will provide them with a step by step skill building opportunity
- Aligning job accountabilities and tasks with the needs of the business and industry
- Align current technician staff with the program steps and what they will need to do to support it

# Apprentice What's In It For Me? (WIIFM)

## What's in it for the apprentice?

- These programs provide an opportunity for the entry level technician to experience all aspects of the collision repair business under a supervised, well thought out detailed learning experience
- They will be able to gain knowledge and experience that will provide them “tools” that they will be able to use to improve their ability to perform simple to complex tasks guided by industry professionals
- Skill development with industry experts

# Owner's What's In It For Me (WIIFM)

## What's in it for the owner?

- This is the opportunity to bring new talent into the industry trained the way the industry needs them to be trained
- Only tasks that are needed, taught in the order in which they should be learned, providing observed directed practice, allowing the owner and the apprentice to get maximum impact from the program
- The opportunity to potentially groom the apprentice for a long-term employee relationship



# Apprenticeship Business Benefits

## What's in it for the business?

- Employees who are given on-the-job training, for example, are more committed to your business. They are also happier, and 30 percent are more excited about their work (as opposed to 14 percent who receive no training)
- By providing on-the-job training to employees, you are creating a highly skilled workforce in your business as well as creating a mindset of “always learning”
- Your company exists in a tight job market, an industry where it is difficult to attract (and retain) good employees, on-the-job training can help

# Can Grants Help Pay For the Apprentice?

## Grant program potential

- **State Apprenticeship Expansion Grants** – In Spring 2018, DOL made approximately \$50 million in continuation funding available to the 37 state apprenticeship expansion grantees to enable states to continue their work to expand apprenticeship with the goal of sparking 10 percent growth over the next two years. These funds have helped thousands of workers and companies across the country and have been successful at advancing apprenticeship as a talent solution within state education, economic development, and workforce systems.
- **Strategic Apprenticeship Research and Business Engagement** – In Summer 2018, DOL invested approximately \$7.9 million to assess the level of apprenticeship activity occurring across the country, classifying the different types of apprenticeship occurring in various industries, assessing their impact on the workforce, and using this information to come up with innovative ideas to help agency decision makers advance apprenticeship expansion initiatives
- Automotive; welding, collision repair and mechanical

# Formal Process - Accredited

## Core Components

### **Paid Job**

Apprentices are paid allowing them to earn and learn.

### **Work-Based Learning**

Create a Work-Based Learning model that is either time-based, competency-based or a hybrid approach.

### **Classroom Learning**

Choose a training provider that can be either internal or external (e.g., community college, online training provider, or in-house).

### **Mentorship**

Form an internal mentorship program to provide one-to-one support to apprentices.

### **Credentials**

Select an industry-recognized credential to be issued upon completion of the program.

# Can Grants Help Pay For the Apprentices?

25 States and US Territories have some for of tax credit or tuition support

The screenshot shows the top navigation bar of the United States Department of Labor Employment and Training Administration website. The header includes the DOL logo, the text "UNITED STATES DEPARTMENT OF LABOR Employment and Training Administration", and a search bar. Below the header is a menu with links: "ETA Home", "Find Job & Career Info", "Business & Industry", "Workforce Professionals", "Grants & Contracts", "TAA Program", "Foreign Labor Certification", "Performance & Results", and "Regions & States". The main content area features the word "APPRENTICESHIP" in a large, serif font, followed by a graphic of four horizontal lines in green, yellow, orange, and blue that curve downwards. Below this graphic is the text "LEARN ABOUT TAX CREDITS" in a bold, sans-serif font. At the bottom of the page are two buttons: "TAX CREDITS" and "TUITION SUPPORT".

<https://www.apprenticeship.gov>

# Can Grants Help Pay For the Apprentice?

25 States and US Territories have some form of tax credit or tuition support

## The Federal Resources Playbook for Registered Apprenticeship



EMPLOYMENT AND TRAINING ADMINISTRATION  
UNITED STATES DEPARTMENT OF LABOR

<https://www.apprenticeship.gov>

# Potential Equipment Benefit

## Learning and earning potential

- Tool program incentives
- The potential to develop a tool program that allows the apprentice to keep the tools they are using if they complete a 2 year signed commitment
- Tools can be inexpensive versions that will get the job done. Estimates range from \$750.00 - \$1500.00 depending on the purchase point



# Where to Recruit the Best Candidate?

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How do you find the best candidate for this type of position?

- If you haven't already done so, establishing a relationship with any tech schools in your market is helpful
- This helps provide you with inside information relative to the best performing students in the program
- Interviewing is a very important process as well
- Developing a comprehensive set of interview questions will be key to your success

# Identifying Optimum Talent

- How will we identify them in the marketplace, schools etc.?
  - ✓ Vocational programs
  - ✓ Post secondary programs
  - ✓ Private programs
  - ✓ Veteran programs
- How do we implement the program with local schools?
  - ✓ Work with the advisory committees of any vocational education programs that are available
  - ✓ Government programs for veterans
  - ✓ Working with collision outreach programs



# How Do You Identify Who Has the “Right Stuff”

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Identifying the cream of the crop participant

- How best to attract the correct individuals
- Do they know what the expectations are?
- Do you have a designated set of tasks for them to learn/accomplish?
- Generational differences
- Have you chosen a tech mentor?
- Are they a compatible match?

# Desirable Apprentice Characteristics

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## Desirable Characteristics and Duties of an Apprentice

- Follows instructions (active listener)
- Uses the correct process steps
- Proper choices relative to tools and equipment
- No missed steps in work being performed
- Positive attitude in general
- Provides feedback as needed
- Asks appropriate questions

# Assessing the Individual

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## Personality Profiling - Making good choices

- Personality assessments can be done on both the apprentice and the tech mentor to see if they “mesh”
- Like minded individuals typically work better together
- Be sure that the tech mentor will be one that will challenge the apprentice to learn
- They must be socially aware and not hyper critical which will typically result in failure of the program
- A balanced approach to learning must be achieved

# Percentage of the Workforce

## The Silent Generation

1928–1945

## Baby Boomer

1946–1964

## Gen X

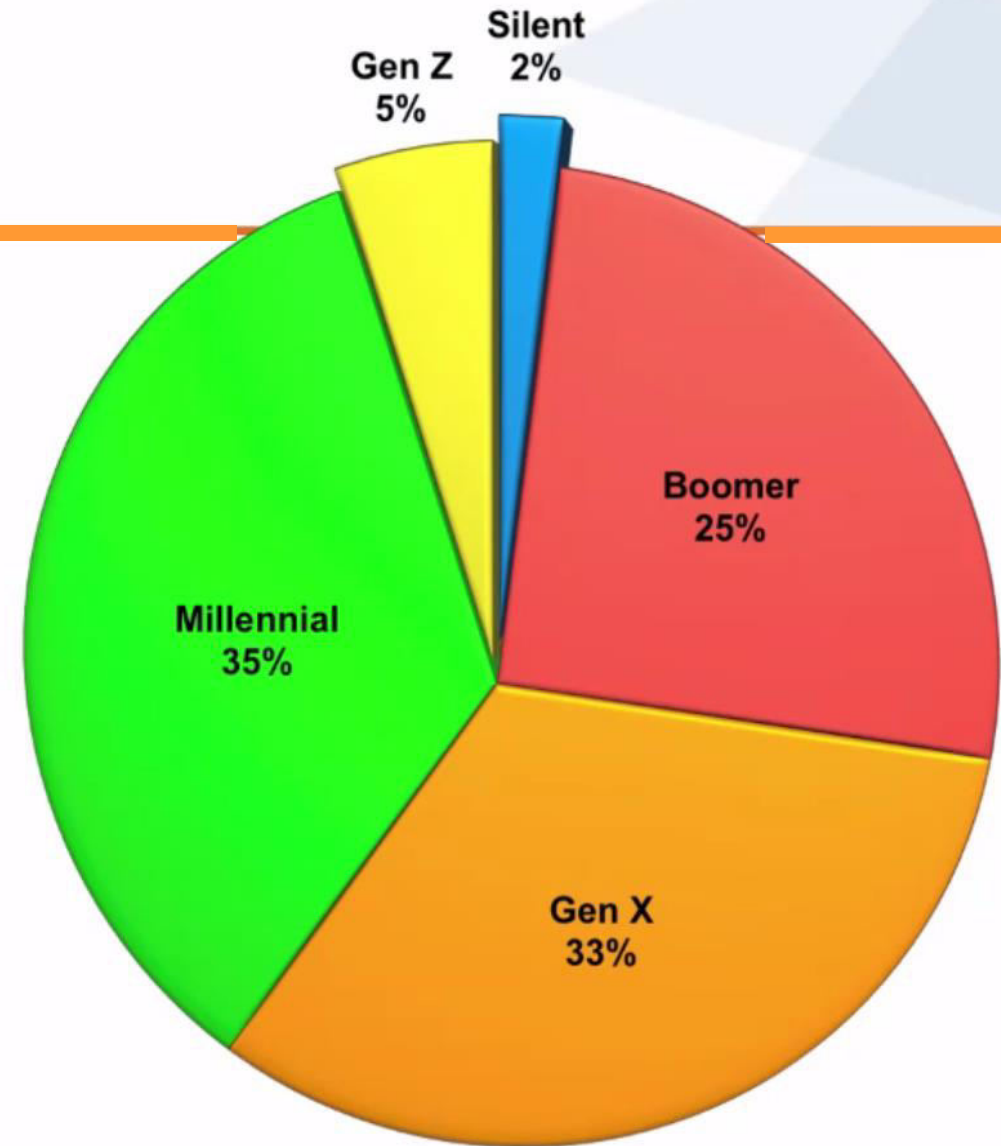
1965–1980

## Millennial

1981–1996

## Generation Z

1997–present



# Values

## The Silent Generation

Frugal

## Baby Boomer

Live to work

## Gen X

Education

## Millennial

Work/life balance

## Generation Z

Money focused



# Assessing the Individual

## Personality Profiling - Making good choices

### Bird Personality

Bird Personality is a concept of human personality introduced by Dr. William Marston, developed in the late 1920's. One's personality can be categorized by four major personalities such as Dove, Owl, Peacock, Eagle (DOPE) :

1. **Dove** : patient and accommodating
2. **Owl** : analytical and systematic
3. **Peacock** : outgoing and enthusiastic
4. **Eagle** : firm and direct

DOPE also generally known as the **DISC personality** (Dominant, Influence, Steady, Compliant). Eagle as Dominant, Peacock as Influence, Dove as Steady and Own as Compliant.

### Benefits of Bird Personality Test :

- Help people to understand the behavior of others (spouse, children, friends etc). Helping you to work your best with other bird personalities.
- Knowing your self-strengths and self-weaknesses.
- Become more aware of their own instinctual responses to conflict.
- Recruitment staff purpose. Learn their preferred way of making decisions.

Each of bird personality is divided into some personalities :

# Assessing the Individual

## Personality Profiling - Making good choices



### Predict top performers

Forecast on-the-job success by measuring candidates' combination of cognitive, motivation, and personality factors - to get the right mix of ingredients.



### Tailor to your job

Get relevant, objective scoring using job-specific profiles and benchmarks. After all, the best part of a recipe is that it's all figured out for you.



### Get results at-a-glance

Easy as pie, automatic applicant ranking identifies those with the greatest potential.



### Screen-out unqualified applicants

Hone in on the prime candidates, and don't waste time on those who won't cut it. Only Michelin stars for you, baby.

# Assessing the Need

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What would your apprentice need to know and be able to do in order to successfully do their job?

- Create a list of job tasks that the apprentice will be responsible for both during and after completion of the program
- This will help the apprentice identify their progress during the program
- You can also provide additional compensation as the tasks are mastered



# Creating the Core Program Components

- **Assessment:** What would your apprentice need to know and be able to do in order to successfully do their job?
- **Design:** What will your on-the-job training program look like?
- **Development:** What methods, resources, and materials will be in your training program?
- **Implementation:** How will you implement your training program?
- **Evaluation:** How will you know if your training met both your employees' needs and your needs?

# Establishing Knowledge Requirements

Start by asking yourself some simple questions:

- What do your employees need to know?
- What do your employees already know?
- How do your employees learn best?
- What do I need from my employees?
- What do my employees expect?
- What kind of training meets all of these needs?
- Do I have qualified people to assist in the training?

# Getting the Apprentices Engaged

Predictability

Recognition

Empowerment

Create fertile ground for the growth of trusted relationships.

**Only then will discretionary effort follow in a consistent and sustainable way.**

# Identifying the Individual Process Steps

- Introductions to the various job tasks will be key in setting the apprentice up for success
- Performance measurements will be based on the ability of the apprentice to perform the identified tasks and how well they perform against them
- Key performance indicators will be identified in the task lists; *i.e. a. all fasteners removed, b. placed in a container and c. labeled according to which part they belong.* This would be a three-step process

# Nomenclature

- What do all these things mean?
- Creating a reference document that will help the apprentice familiarize what things may be called in the store identifying the “slang terminology”

**Virtual Estimating and Repair Planning Workshop (VERPW) / Pre-Class Workbook**  
**Speaker:** Keith Manich

2 hours 17 minutes

This video covers the pre-class workbook. Members who attend the Repair Planning and Estimating classes will have an understanding of damageability and repairability concepts and the typical nomenclature used in the estimating and repair planning processes.



[Click to launch the video player window](#)

# Developing Your Program

## Measurements

- What indicators will be used to determine if the apprentice is meeting the performance?
  - ✓ Choices can be mastery – achieved goal
  - ✓ Quantified – number or percentage completed
  - ✓ Demonstrated ability to perform – the apprentice completed the task(s)

Top Line Sales	(top line sales projection)				
Labor Sales	(43% of Sales)				
Part Sales	(42% of sales)				
Paint and Materials	(10% of sales)				
Sublet Sales	(4.0% of sales)				
Haz Mat	(1.0% of sales)				
Total Sales				\$	
Labor Cost	40%				
Parts Cost	63%				
P&M Cost	58%				
Sublet Cost	75%				
Haz Mat Cost	75%				
Total Cost					
Gross Profit				\$	
Billed hour requirement					Labor sales divided by hourly labor rate)
Technician requirement					Eff/hours divided by # of techs
___ # A Tech			Eff/Hours		
___ # B Tech			Eff/Hours		
___ # C Tech			Eff/Hours		
___ # Helper			Eff/Hours		
Total Tech Hours			Eff/Hours		
Technician efficiency target					Clocked hours divided by turned hours
Gross sales				\$	
Fixed Expenses/Other expenses		Subtract		\$	
Net profit				\$	

# Developing Your Program

## SOPs

- Was the apprentice able to meet the requirements of the SOP?
  - ✓ Accuracy of repair/process
  - ✓ Timeliness of repair/process
  - ✓ Attention to detail
  - ✓ Independent process execution
  - ✓ Clean up and 5S processes followed?

Vehicle Disassembly and Repair Plan

Operation #	Items needed	Operation Step	Process Requirements
Pre-disassembly	Meeting with repair planner and disassembler	Identify area to be disassembled	Prepare all disassembly containers, labels, storage containers and part cart for storage of removed parts and fasteners.
1	Collection bags or boxes Identification stickers Labels Sharpie Repair planning worksheets	Parts Removal Fastener, clip and part management and labeling	Remove all parts with visible damage or required for access to damaged area. Identify parts to be replaced with <b>RED</b> sticker, parts to be reused with <b>GREEN</b> sticker. Organize fasteners in trays or plastic bags, separating fasteners to be replaced. Label each bag to manage parts for reassembly
2	R&I worksheet	Remove and Reinstall (R&I)	Record all removed parts that require R&I on R&I worksheet. Organize parts in a designated location or folding table near vehicle for assessment.
3	Estimate worksheet or estimating system hardware	Replace	Record all removed parts and fasteners that require replacement on note pad. Organize parts on folding table near vehicle.
4	Estimating system hardware	Repair – Identify times for repair, document and label for review	Record all removed parts that require repair on note pad and apply <b>GREEN</b> label. Prepare calculations and document Organize parts on folding table near vehicle.
5		Reposition	Record all parts that require repositioning on repair planning worksheet.
6	Repair planning worksheet	Verification	Repair planner reviews parts that require R&I, replacement, repair, or repositioning with production manager. Production manager approves repair plan and parts order.
7	Follow vehicle photo documentation SOP	Photograph	Capture images for parts requiring R&I, replacement, repair, or repositioning. Clearly show all damage on parts requiring repair or replacement, or need for repositioning.

# Developing Your Program

## *Corrective Action Processes*

- If the apprentice is unable to complete designated tasks
  - ✓ What steps will be available to identify corrective action?
  - ✓ Will practice be identified?
  - ✓ What timeframe for correction will be identified?
  - ✓ Follow up process identified?

<u>ATI Collision Division Apprentice Review Worksheet</u>									
Apprentice Name _____									
Date _____									
Performance Issue _____ _____ _____									
Resolution _____ _____ _____									
Timeframe for resolution _____									
Tech-Mentor Sig _____					Apprentice Sig. _____				
Date _____					Date _____				
Response _____ _____ _____									



# Performance Measurement Detail

What measurements will the mentor use to prove apprentice competence?

**Demonstrated ability to perform**  
**Observe proper hand tool usage**

**Observe proper storage steps to protect**  
**undamaged parts**

**Observe scan tool usage and**  
**documentation**

1 For a Beginner to become a CAI, job skill levels listed below are required during month 1				
	Training Step	Observation Completed Date	Step Completed Date	
1	Demonstrated ability for proper hand tool use			All Training Complete:
2	processes			All Observations Complete:
3	Disassemble damaged vehicles			# of Jobs w/o Concerns:
4	fasteners			Certification Given:
5	Protect undamaged parts and store as needed for reassembly			
6	Identify vehicles using VIN and retrieve repair data from OEM			
7	Map vehicle damage with input from repair planner			
8	Demonstrated ability to use the appropriate scan tool to identify DTCs			

# Roll Out

- The process must be well mapped
- Each task that must be mastered must be identified
- Mastery level will be observed by the mentor
- A signature identifies that the task has been mastered by the apprentice

Collision Repair Center Apprentice Checklist CA1					
Timeline	Certification Level				
<b>Month 1</b>	<b>1</b>	<b>For a Beginner to become a CA1, job skill levels listed below are required during month 1</b>			
		Training Step	Observation Completed Date	Step Completed Date	
	1	Demonstrated ability for proper hand tool use			All Training Complete:
	2	processes			All Observations Complete:
	3	Disassemble damaged vehicles			# of Jobs w/o Concerns:
	4	fasteners			Certification Given:
	5	Protect undamaged parts and store as needed for reassembly			
	6	Identify vehicles using VIN and retrieve repair data from OEM			
	7	Map vehicle damage with input from repair planner			
	8	Demonstrated ability to use the appropriate scan tool to identify DTCs			
	9	Print DTC copy for the file			
	10	Demonstrated ability to use a tram and tape to validate dimensional references			
<b>Month 2</b>	<b>1</b>	<b>Continued mastery steps for CA1 month 2</b>			
		Training Step	Observation Completed Date	Step Completed Date	
	1	Identify and perform part check in process from invoice			All Training Complete:
	2	Place parts on part cart or other repository when received			All Observations Complete:
	3	Mark new part packages with repair order number			# of Jobs w/o Concerns:
	4	Identify and label returns			Certification Given:
	5	Complete return and credit paperwork			
	6	Provide paperwork to accounting for credit memo/Accounts Receivable			
	7	Work with whomever is responsible for credits to ensure that part credit is received			

# Who Will Make the Best Tech Mentor?

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## Technician

A worker in a field of technology who is proficient in the relevant skill and technique, with a relatively practical understanding of the theoretical principles

## Mentor

An experienced and trusted adviser who will advise or train (someone, especially a younger colleague)

# Who Makes the Best Mentor?

## Top 10 Desirable Characteristics and Duties of a Tech Mentor

1. Lead by example
2. Must have job knowledge and experience
3. Willing to share skills, knowledge and expertise
4. Must be committed to employee growth
5. Can articulate the tasks, processes and desired results
6. Gives advice based on experience
7. Must be attentive to the lesser experienced employee
8. Treats individuals as partners
9. Will encourage employee growth
10. Will identify if performance isn't being met

# Identifying the Individual Process Steps

- Task lists – What they'll need to do to succeed
  - ✓ Detailed list of the what they will be required to do
  - ✓ Identify the measurements
- Job descriptions – What, where when and whys of the program
  - ✓ Description of when they will do it
  - ✓ Identify when it will be done'
  - ✓ Identify where it will be done
  - ✓ Clearly define who will be responsible
  - ✓ Activity requirements required daily, weekly
- Training plans
  - ✓ Identify what pre-training is required

# Tech Mentor Recruiting Strategies

## Tech Mentor Recruiting Strategies

- Identifying the right people
  - ✓ Personality assessment
- Testing as a source of information?
  - ✓ Are they qualified in all the areas they will be responsible to mentor?
- What will the criteria be?
  - ✓ Are they able to critically observe and advise?
- Tech Mentor Orientation and Training
  - ✓ What training will be needed for the Tech mentor?

# Do You Have the Capability “In House”?

Within your current technical staff, do you have a candidate that meets the need of the program?

Will they be able to:

- Articulate the work-related requirements
- Observe and provide feedback both positive and negative constructively
- Provide validation of the completed process steps
- Discuss and explain the reason repair scenarios are used
- Sign off on completed weekly modules

# Do You Have the Capability “In House”?

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- If so, the development of the program will combine all the factors previously identified
- Build them into a step by step process that allows both the mentor and mentee to flourish
- It's time to build your plan and launch your program



# Step One

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1. Identify the areas of the repair shop that the apprentice will be working in - **create list**
2. Identify the specific job accountabilities that you will want the apprentice to complete – **identify measurements they will be required to meet**
3. Develop a timeframe for learning the skills associated with the program – **Begin to craft your weekly/monthly accountability document that will be used by the Tech Mentor**

# Step One cont'd

## 1. Creating the "list" or task outline

ATI - High level Apprenticeship Program Outline	ATI - High level Apprenticeship Program Outline	ATI - High level Apprenticeship Program Outline
<ul style="list-style-type: none"><li>1. Productivity and Job Security<ul style="list-style-type: none"><li>a. What's in it for them?<ul style="list-style-type: none"><li>i. Describe the long-term benefits of an apprenticeship program</li><li>ii. Discuss and explain on the job training and the</li></ul></li><li>b. What's in it for us?<ul style="list-style-type: none"><li>i. The ability to grow a technician from within</li><li>ii. Teach the proper repair methodology</li></ul></li><li>c. Cost<ul style="list-style-type: none"><li>i. Reduced cost for an entry level technician</li><li>ii. Technician skill is measured in increments and pay is increased as skills are signed of as "mastering"</li></ul></li><li>d. Benefit<ul style="list-style-type: none"><li>i. The internally grown technician will be more inclined to stay</li><li>ii. Both the technician and the store benefit from the on the job training</li></ul></li></ul></li><li>2. A Plan to Succeed<ul style="list-style-type: none"><li>a. Building the program so that everyone benefits<ul style="list-style-type: none"><li>i. Tiered training approach</li><li>ii. The apprentice will have to prove a demonstrated ability to perform before going on to the next tier of training</li></ul></li><li>b. What does the apprentice take away from the program?<ul style="list-style-type: none"><li>i. Specific skills that they have mastered</li><li>ii. Significant learning and team building skills</li></ul></li><li>c. How do we get the cream of the crop?<ul style="list-style-type: none"><li>i. By developing a process that is predictable and will provide the apprentice not only learnings but organizational and time management skills</li><li>ii. Provide learning institutions the outline that is creating successful technicians</li></ul></li><li>d. How best to attract the "right stuff"?<ul style="list-style-type: none"><li>i. Be consistent</li><li>ii. Tech repeatable processes</li><li>iii. Teach discipline and trust in the processes</li></ul></li></ul></li><li>3. Importance of Job Descriptions of Tech Mentors and Apprentices<ul style="list-style-type: none"><li>a. The six-step approach to creating a culture of consistency and skill<ul style="list-style-type: none"><li>i. Task lists</li><li>ii. Job descriptions</li><li>iii. Training plans</li><li>iv. Measurements</li><li>v. SOPs</li><li>vi. Corrective action processes</li></ul></li></ul></li><li>4. Desirable Characteristics and Duties of a Tech Mentor</li></ul>	<ul style="list-style-type: none"><li>a. How do we identify the correct mentor?</li><li>b. What are the required qualifications?</li><li>c. How will the training be done?</li><li>d. What measurements will the mentor use to prove competence?</li></ul> <li>5. Desirable Characteristics and Duties of an Apprentice<ul style="list-style-type: none"><li>a. Who is the right person for the program?</li><li>b. How would they be described?</li><li>c. How will we identify them in the marketplace, schools etc.?</li><li>d. How do we implement the program with local schools?</li></ul></li> <li>6. Tech Mentor Recruiting Strategies<ul style="list-style-type: none"><li>a. Getting the right people</li><li>b. Testing as a source of information?</li><li>c. What will the criteria be?</li></ul></li> <li>7. Tech Mentor Orientation and Training<ul style="list-style-type: none"><li>a. Getting the right people</li><li>b. Testing as a source of information?</li><li>c. What will the criteria be?</li></ul></li> <li>8. Apprentice Recruitment<ul style="list-style-type: none"><li>a. Using the industry tools that are available</li><li>b. Develop recruiting process from scratch?</li><li>c. What would it look like?</li><li>d. How do you know the apprentice candidate has the right stuff?</li></ul></li> <li>9. Apprentice Orientation and Training<ul style="list-style-type: none"><li>a. Initial launch of the program</li><li>b. Know before you go information? What should it be?</li><li>c. Prescreening process</li><li>d. First steps in the program</li></ul></li> <li>10. Assign a Program Coordinator and Job Description<ul style="list-style-type: none"><li>a. Setting worker expectations</li><li>b. Setting workplace expectations</li><li>c. Safety and hygiene</li><li>d. Areas off limits and why?</li></ul></li> <li>11. Select Skills and Competencies to Form the Basis for Training<ul style="list-style-type: none"><li>a. Letting the apprentice try and fail to let them see the entire repair picture</li><li>b. Helping them to identify the "best" skill set they possess</li><li>c. Learning other knowledge areas as they develop</li><li>d. Helping them to develop a demonstrated ability through all aspects of repair</li></ul></li> <li>12. Competency Tracking<ul style="list-style-type: none"><li>a. Visual measurements</li><li>b. Tests</li></ul></li> <li>13. Evaluation and Adjustments<ul style="list-style-type: none"><li>a. Ongoing Performance evaluations</li></ul></li>	<ul style="list-style-type: none"><li>b. The evaluation process</li></ul> <li>14. Evaluation of End Results, the Effect on Your Business, Tech Mentors and Apprentices<ul style="list-style-type: none"><li>a. Competency tests in all areas worked within a given timeframe</li><li>b. Show them the ROI and how their performance has helped the business</li><li>c. Quantitative measurements</li></ul></li> <li>15. Adjust and Repeat<ul style="list-style-type: none"><li>a. Tracking their growth within the business</li><li>b. Rewarding them for improvement as they learn</li></ul></li>

# Step One Part II

## 2. Requirements to “master” tasks can be observation or finished product

Month 3	CA2	Continued mastery steps for CA1 month 3			
		Training Step	Observation Completed Date	Step Completed Date	
	1	Observe plastic repairs clean and prep parts under A tech supervision			All Training Complete:
	2	Observe and assist in plastic repairs using polyester filler			All Observations Complete:
	3	Observe and assist in the featheredge, prime and block processes			# of Jobs w/o Concerns:
	4	Discuss and explain the corrosion protection processes and assist as experience increases			Certification Given:
	5	Identify clips and other fasteners and locations for removal			
	6	Begin supervised removal of fastened parts			
	7	Assist Technicians with bigger jobs			
	8	Assist in 5S processes to ensure improved productivity			

# Step One Part III

1. Provide detail relative to what needs to be accomplished
2. Identify the timeframe in which the performance will be observed and measured indicating what meets, exceeds or when an opportunity for improvement exists
3. Fill all the weeks with meaningful tasks and processes which will keep the apprentice engaged and help achieve production results for the store

Month 2	1	Continued mastery steps for CA1 month 2		
		Training Step	Observation Completed Date	Step Completed
	T	Access portal information for nomenclature on general repair information and parts		mentor should review the test questions with the apprentice to ensure that there is a firm grasp of the material
	1	Identify and perform part check in process from invoice		All Training Complete:
	2	Place parts on part cart or other repository when received		All Observations Complete:
	3	Mark new part packages with repair order number		# of Jobs w/o Concerns:
	4	Identify and label returns		Certification Given:
	5	Complete return and credit paperwork		
	6	Provide paperwork to accounting for credit memo/Accounts Receivable		
	7	Work with whomever is responsible for credits to ensure that part credit is received		
Month 3	2	Continued mastery steps for CA1 month 3		
		Training Step	Observation Completed Date	Step Completed
	1	Observe plastic repairs clean and prep parts under A tech		All Training Complete:
	2	Observe and assist in plastic repairs using polyester filler		All Observations Complete:
	3	Observe and assist in the featheredge, prime and block processes		# of Jobs w/o Concerns:
	4	Discuss and explain the corrosion protection processes and assist as experience increases		Certification Given:
	5	Identify clips and other fasteners and locations for removal		
	6	Begin supervised removal of fastened parts		
	7	Assist Technicians with bigger jobs		
	8	Assist in SS processes to ensure improved productivity		

# Step Two

## Setting Expectations

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- Setting performance expectations is critical to the success of the program and the apprentice
- Individual meetings should be conducted with the apprentice and the tech-mentor
- The apprentice will need to be counseled on the importance of the position, shop safety, dress code and any other information that will be critical to their success
- If the apprentice is in high school or just completed, it might be advised to include the parents in the process as it will help in making sure the apprentice is committed

## Step 2

# Setting Expectations cont'd

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- Once the meetings have been completed, a meeting bringing both together should be conducted
- This will show a unified front in what the new “team” should be accomplishing
- Identifying the first steps will help establish the roles and the performance expectations
- With this completed the “team” will be ready for work
- The team will have daily and weekly status checks to ensure that the metrics that will be used to prove mastery are being completed

# Step 3

## Creating a Positive Program Experience

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- The program will ultimately be about teamwork
- Getting folks engaged in this process will take marketing within the store, getting the “team” to buy in
- It will be important the entire team supports the effort
- However, the only one that the apprentice should “answer to” will be the tech-mentor assigned to the program
- This is important because there can’t be mixed signals about priorities
- The program is laid out so that there is maximum performance enabled through a systematic approach to the work and steps identified to keep the apprentice engaged

## Step 4

# Create Some Excitement About the Program

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- Create certificates of achievement for completion of each step providing recognition of mastery for the different levels in the process
- Be sure that the tech-mentor is recognized for their contribution. This is typically a monetary reward, but that decision is based on the recognition needs of the individual
- Be sure to identify whether the tech-mentor likes public or private recognition. You don't want something positive to become negative due to how it's recognized



# Certificate of Achievement By Segment

## Certificate of Achievement

This document certifies that Apprentice John Doe has achieved Mastery in the Apprentice Program at ABC Collision Center in the area of Parts and Accounts Receivable. This completes the requirements for month three of the Collision Apprentice Program and counts for one (1) training module credit towards program completion.

Signed \_\_\_\_\_ Tech-mentor Date \_\_\_\_\_

Signed \_\_\_\_\_ Store Owner Date \_\_\_\_\_

# Presenting the Certificate

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- Team meetings are the perfect place to share this recognition
- It helps the production team to be more accepting of the process and show support
- This support will energize the apprentice and make them feel like they are becoming part of the team
- This results in creating a sustainable program and helps with employee retention

# Financial Implications for the Apprentice

- Each owner must develop a long-term strategy for compensation
- Typically there is a financial reward for mastering a level of proficiency in each measurement area
- An example would be \$.25 additional compensation for each quarter that the apprentice successfully completes
- This would be a \$2.00 per hour increase over the course of the 2-year program
- This would be added to the tool allotment

# Closing Statement

- A well planned and executed apprentice program will improve your employee productivity, improve engagement in the production processes and foster a better working relationship as a team

Thank you!

Keith Manich  
Director ATI Collision Division