



apprenticeship WORKS

Program offers career counseling, training 'UnderConstruction' focuses on high school students

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The "UnderConstruction Program" (UCP) in St. Paul exposes high school students with an emphasis on female students and students of color to hands-on careers in the building trades, along with career counseling and safety training.

DLI staff members Andy Smoka from [Minnesota OSHA Workplace Safety Consultation](#) and Mary DesJarlais from [Apprenticeship](#) visited a UCP worksite July 3, 2012, in St. Paul to review the young workers' progress on a garage they were building. Smoka also taught them how to properly wear fall protection when they began work on the garage roof.



Mary DesJarlais

The program provides high-school students a hands-on learning opportunity to those who have an interest in a trades career. It teaches work-readiness skills to this emerging workforce, such as timeliness, respect and pride in craftsmanship.

UCP partners with local community-based programs to provide a "build project" that can be completed in six weeks.

For the past two years UCP has partnered with the St. Paul nonprofit group Frogtown Community Development Corporation to build storage sheds and garages. The nonprofit group has provided the site project and the materials, and the UCP team provides the labor. The students are paid an hourly rate provided by the St. Paul Youth Job Corps Program.

DesJarlais, new to DLI's Apprenticeship unit, has worked with the program since 2007, providing help with recruiting, interviewing and selecting the student interns and trainers. She also coordinates the OSHA 10 safety certification taught by Smoka, Bob

Durkee and Mike Seliga from MNOSHA Workplace Safety Consultation.

UCP emphasizes safety practices; it is mandatory all UCP students wear personal protective equipment at all times when on the worksite.

DesJarlais encourages construction trades apprenticeship coordinators to visit the site to talk about their apprenticeship programs, the admission process and the duties each trade performs.

The program, in its eighth summer, has trained and mentored more than 200 students and has placed many graduating interns directly into apprenticeships or internships. Some UCP students have gone on to pursue college degrees in project management, civil engineering and architecture.

As the construction industry begins to recover from the recession, these young, work-ready individuals are poised to enter apprenticeship and DesJarlais hopes to help connect these individual with contractors that wish to diversify their workforce.



DLI's Andy Smoka (right) Minnesota OSHA Workplace Consultation, recently visited a UnderConstruction Program worksite to review the young workers' progress on a garage they were building.

Sponsors must submit apprenticeship agreements to DLI

An Apprenticeship Sponsor that has had Registered Apprenticeship Standards approved by the Minnesota Department of Labor and Industry is required to submit apprenticeship agreements for apprentices who are being trained according to apprenticeship standard guidelines.

Submission and approval of individual apprenticeship agreements must take place before or at the same time that the apprentice starts training with the effective date being the first day of training. The apprenticeship agreement remains in effect until the apprentice completes all training requirements and graduates, leaves the employer prior to program completion, or is cancelled from the program for other reasons. An apprenticeship agreement must be in place at the beginning and throughout training in order for an apprentice to receive a completion certificate and journeyman status at the end of their apprenticeship.

Every Registered Apprentice must agree to participate in a Registered Apprenticeship program. The apprenticeship agreement submitted electronically to DLI is a representation that all parties have committed to complying with the requirements of the Registered Apprenticeship Standards.

At supervisory visits, Apprenticeship staff may request to review copies of apprenticeship agreements signed by the apprentice, therefore in addition to submitting an agreement to DLI prior to the Apprentice beginning training, sponsors are strongly encouraged to retain a copy of all signed agreements.



An apprentice at the Finishing Trades Institute of the Upper Midwest in Little Canada, Minn., demonstrates setting glass panels.

Finishing Trades Institute offers hands-on training for apprentices

Training center was completed in spring 2004

The [Finishing Trades Institute of the Upper Midwest in Little Canada, Minn.](#), is one example of a facility that offers apprenticeship training in a variety of building trades in Minnesota

Trades training opportunities include:

- painting and decorating
- drywall finishing
- glazing and glass work
- sign and display
- screen process, and
- trade show workers

Nationally recognized as a leader in finishing trades education, instruction is available in the following areas:

- skills training
- continuing education
- on-the-job training
- product training
- general career training
- AWS welding refresher and certification training
- OSHA 10 and 30
- ladders and scaffolding certification
- sand blasting

Available in its 50,000 square foot training center are a state-of-the-art

spray booth, welding lab with six welding booths and a swing stage training station.

The Finishing Trades has had a registered program with the State of Minnesota since Oct. 12, 1942, – 70 years with hundreds of apprentices trained. This year it has 130 apprentices registered.

The Finishing Trades has created relationships with numerous vendors that donate materials, equipment and training, including:

- 3M
- Graco
- Sherwin-Williams
- Pittsburgh Paints (PPG)
- Purdy Brush Company

The apprentices are trained with the newest products and materials.

» [View a slide show of apprentices and trainers at the Finishing Trades Institute of the Upper Midwest.](#)

Images from the Finishing Trades Institute of the Upper Midwest

More information about the facility is available at www.fti-um.org



An apprentice suits-up for sandblasting training at the Finishing Trades Institute of the Upper Midwest.



Apprentices and trainers in an OSHA 10 classroom.



Students work with a swing stage during a training session.



Proper technique and safety procedures with a paint sprayer are demonstrated. The Institute has many training modules available for real-world training experiences.



Welding techniques are demonstrated.

Many tools available for implementing job training

Consultant and blogger shares on-the-job-learning knowledge with DLI

Dave Ferguson gets results. In fact, he *starts* with results, and would encourage you to do the same.

Ferguson works with companies and organizations to solve on-the-job performance problems and close gaps between the results companies have, and the results they want.

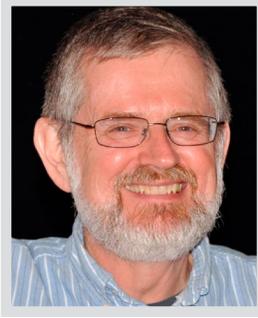
Recently he shared with DLI's [Apprenticeship](#) program his insight about on-the-job training learned throughout his time working as a consultant, and before then, at corporations including Amtrak and GE Information Services sculpting training and learning standards.

Ferguson said one of the most valuable things people considering on-the-job learning can do is shift their focus from learning to performance.

"If you're asking questions about learning, you're presuming that people need to learn. That could well be true, but sometimes it's not," he said. "Learning in a work context implies there's some set of skill and knowledge that's missing, and so you need to take action to provide that."

Rather than ask what workers "need to know," ask what workers "need to do." That puts the focus on accomplishment and the result that gets produced. "Then you can work up the line, looking at the factors that influence that accomplishment."

Some of those factors involve information at the organizational level (strategies, goals, standards and feedback); some involve tools



Ferguson

and instruments (methods, process and technology); and others involve incentives.

"The point is, you can't train your way out of a problem caused by, say, inadequate tools, and to try to do so is a waste of resources," Ferguson said.

Performance support for mentor and apprentice

According to Ferguson, performance support refers to anything that helps sustain and improve performance on the job. For example, a manager who monitors what workers do and provides specific reinforcement is offering performance support. Also, easy-to-use tools can support performance, as can software guides like wizards.

A job aid is a more specific form of support. It's a place to store information and used on the job enabling someone to produce results that are better than what he could do without the job aid.

So how does performance support apply to a mentor and apprentice? Some examples from Ferguson include:

“The point is, you can't train your way out of a problem caused by, say, inadequate tools, and to try to do so is a waste of resources.”

– Dave Ferguson

- A checklist of tasks, possibly grouped by relationship or hierarchy of difficulty. The idea of this job aid is to help the mentor cover a large group of tasks.
- A diagram of the entire flow of a manufacturing process related to the job being trained. The diagram is meant to help them see how their specific work fits into a larger context.
- Especially for beginners or new or complex tasks, a job aid could show details of some task or provide guidance in testing or troubleshooting. [See an example of that in a job aid from the Forest Service](#) to help workers inspect the personal fire shelters on which they rely.

Read more tips from Ferguson about how to analyze tasks to see if they're suited to job-aiding at www.daveswhiteboard.com/archives/4648

– Dave Ferguson is a consultant in the area of learning, training and performance improvement. His ideas on these topics can be found at www.daveswhiteboard.com.

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