



# NEIGHBORHOOD

*Film Company*

APPRENTICESHIP BLUEPRINT

WRITTEN BY  
+ DAN WALSER & DOMINIC LAING +

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NEIGHBORHOOD FILM COMPANY  
APPRENTICESHIP BLUEPRINT  
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# NEIGHBORHOOD

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*Film Company*

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APPRENTICESHIP BLUEPRINT

+ MINDSET & TRAINING **PRINCIPLES** +



## NFCo APPRENTICESHIP // Mindset Principles

### **1 // Focus & Urgency:**

The focused content and urgency of the instruction meets with the apprentice's focus and urgent desire to learn and see transformation occur in all areas of their lives.

### **2 // High Expectations:**

Any apprentice will be held to the same line of expectations. No handholding. We hold them to such standards because we believe in and value the content of their character.

### **3 // Personal Responsibility:**

We present the apprentice with all the tools necessary to change their lives and take responsibility for their future. If they choose otherwise, they fire themselves.

### **4 // Transformation:**

We are not developing perfection. We're developing a posture of learning and determination that will carry the apprentice into professional employment and personal transformation.

### **5 // Inquiry & Advocacy:**

We ask questions of the material and of ourselves. In learning about each other, we abide and learn to fight for the health and education of each other.

### **6 // Family Ratio:**

We surround each apprentice with a cache of educators, NFCo employees, board members, and outside friends/family. They are, at all points, surrounded and known.

### **7 // Kingdom:**

We are neither dependent on, nor swayed by the opinions of man. We commit, by faith, and trust in the Lord's strength.

### **8 // Relentless Truth & Affection:**

Honesty, however hard to hear at times, can be affectionate nonetheless. The world will settle for bullshit. But someone with deep affection of spirit, who believes in the apprentice, who they are and they can be, that person will hold the line once and never stop holding the line.



## NFCo APPRENTICESHIP // INSTRUCTION

+ 10 PRINCIPLES +

### **1 // Create a Workshop, Not a Lecture Hall:**

Everything you introduce should require an immediate "hands on" application in the training lab. You talking and apprentices "taking notes" is not hands on. If you talk for more than 15 minutes straight, something's wrong. Use real workplace examples/visuals for everything. No hypotheticals. In a good workshop, real component pieces are laid out in front of the apprentices - their function, their purpose - and then the apprentices must struggle through putting them together on the spot. The best learning is always experiential.

### **2 // Everything You Teach Must Have a "Why":**

Teach to objectives, not information. Introduce through the lens of process, not individual function. If you can't confidently and clearly answer the question, "Why are we learning this?", then throw it out. Only information/instruction that has a direct connection to workplace skills, whether hard or applied, can be included in the curriculum. For every skill, for every mindset shift introduced, you should specifically articulate how that skill will better prepare an apprentice for real project execution and workplace readiness.

### **3 // Repetition Aids Learning:**

Repeat every idea you introduce. All the time. Consistently. Borderline excessively. Apprentices should hear your terms, your idioms, your workplace principles, so many times that they can start finishing your sentences for you. When they can, they're halfway to mastery.

### **4 // Keep Moving & Mirror a Busy Workplace:**

The energy in the training lab should mirror the energy in the workplace. Each "assignment" should be introduced like you're on a deadline and should be critiqued like its being presented to a client. Don't sit down as the instructor. Pace the room. Create a sense of urgency. Make swift transitions from instruction, to practice, to critique, back to instruction. Keep apprentices on their toes. Diversify the speed of your delivery. Throw curveballs. Demand excellence. The more you mirror the real workplace flow, the more ready they'll be for the transition.

### **5 // Land the Plane:**

Analogies, word pictures, and metaphors are useless unless you can immediately tie them back to a relevant reality/point/objective. Style without clarity undermines learning. Avoid rabbit trails at all costs.

### **6 // Check in Constantly:**

Saying, "Does that make sense?" early and often can make all the difference for apprentice success. This simple yes or no question requires the apprentice to divulge exactly where they're at in the learning process. (Something they won't always do voluntarily) Checking in constantly a) allows an opportunity for questions and clarification, b) shows you when you haven't explained something well enough, and c) protects you from needless instruction when the apprentices have already got it figured out.

### **7 // Preparation Dictates Effectiveness:**

Walk through every step of your lesson plan days before. Not just in your head. On your computer, on the board, in front of the projector. Run it all through. Anticipate questions. Play out your answers. Discover where you need a hand-out, a visual example, etc. to aid learning. When apprentices see you're prepared, respect and buy-in comes with it. If they see you winging it, disrespect and lack of trust comes with it.

### **8 // You Can Always Get Nicer:**

"Classroom management" starts with this principle: You can always get nicer. What does this mean? It means you're not a friend. You don't take things personally. You are a laser-focused coach with clear objectives that will not be compromised. That's it. However strict you are on Day 1 is the strictest you can ever be during the apprenticeship. Once you've bent the line, you can never straighten it. So if an apprentice is 1 minute late on Day 1, and you don't send them home with no pay, don't expect to hold the line on tardiness. Or on any other consistent rule for that matter.

### **9 // 95% Right Isn't Right:**

Holding the line on excellence isn't about correcting an apprentice when their work is just plain wrong. It's about having the courage to correct an apprentice when their work is 95% right. You must ignore that little voice in your head that says, "Well, they obviously put so much effort into this. And it looks great for the most part. That's really good enough." No. Excellence is in the details. So teach apprentices to value getting it 100% right, every time. Hold them accountable until they do.

### **10 // Don't Act Like You Have All the Answers:**

If you don't know the answer to a question, you should say, "I don't know that." Instead of being ashamed or hiding this, work with the apprentices to get the answer. Utilize it as an opportunity to collaborate, for the apprentices to teach you, for the training lab to be a shared learning experience. Admitting your shortcomings breeds trust, respect, and mutual understanding.

# NEIGHBORHOOD

*Film Company*

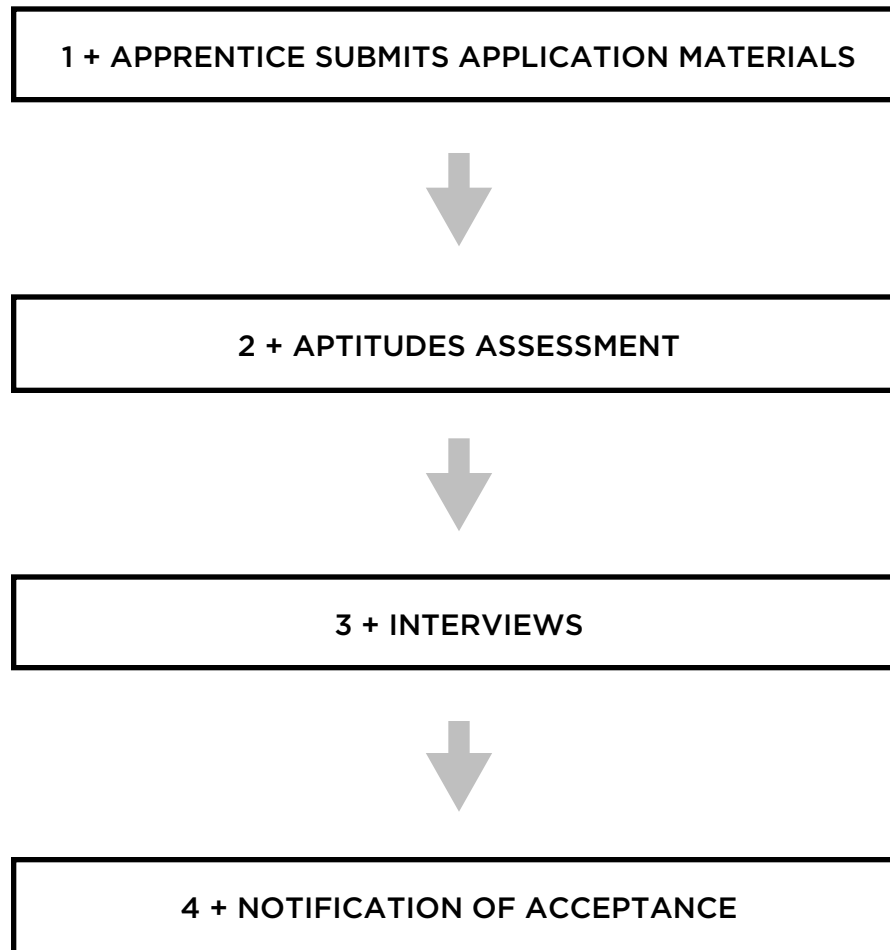
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## APPRENTICESHIP BLUEPRINT

+ APPRENTICESHIP ASSESSMENT PROCESS +



## NFCo APPRENTICESHIP // ASSESSMENT PROCESS





## NFCo APPRENTICESHIP // ASSESSMENT PROCESS

### 1 + APPRENTICE SUBMITS APPLICATION MATERIALS

*Application Materials Include:*

#### **1 // Apprenticeship Application**

The apprenticeship application is likely 5 pages longer than it needs to be. This is on purpose. The design of the application - its length and breadth of required information - is deliberately intended to be an initial assessment tool. Will the candidate see the work entailed and give up? Are they easily overwhelmed? Are they humble enough to seek assistance from an advocate that they trust? Will they be motivated by it as a self-challenge? These are the first criterion we utilize.

#### **2 // Professional References**

Examples of appropriate references include a current or former work supervisor, case manager, therapist, teacher, mentor, or other adult in the candidate's community who knows them well enough to comment on their character, aptitudes, and ability. Family members and close friends are not acceptable references. We call every single reference.

#### **3 // Recommendation Form & Letter**

Examples of appropriate recommenders include a current or former work supervisor, case manager, teacher or mentor. Again, family members and close friends are not acceptable. The recommendation form and letter are not seen by the candidate. The recommender's goal is to provide insight on the candidate's commitment, character, competency, initiative, leadership ability, hard skills and aptitudes; all of which help us determine the candidate's suitability for the apprenticeship.

#### **4 // Personal Statement**

Typed. 2 pages. The candidate describes in detail what they think the training at NFCo can do for their life. They explain how it will affect their routines, their relationships with family and friends, as well as their opportunities for employment. They describe the best case scenario for their future. What's the goal at the end of the road for them? How will the NFCo apprenticeship help them get there? Also, they explain what barriers they'll need to overcome to succeed at NFCo, and what steps they plan to take to overcome them.

# APPRENTICE APPLICATION

Please **PRINT CLEARLY** and fill out **COMPLETELY**

Use black or blue pen

Date of application (MM/DD/YY): \_\_ / \_\_ / \_\_

## PERSONAL INFORMATION

|                         |                          |
|-------------------------|--------------------------|
| First name _____        | Middle Name _____        |
| Last name _____         | Maiden/Former name _____ |
| Address _____           | Apt # _____              |
| City _____              | State _____ Zip _____    |
| Home Phone (____) _____ | Cell Phone (____) _____  |
| Work Phone (____) _____ | Email _____              |

## DOCUMENTATION OF ID | LEGAL RIGHT TO WORK

Are you legally permitted to work in the U.S.? ☐ Yes ☐ No

*If you are a U.S. permanent resident, please enclose photocopies of your alien registration card (both sides)*

If your current permission to work in the U.S. will expire, please indicate when: \_\_\_\_\_

Please describe any conditions that would cause your right to work in the U.S. to be revoked: \_\_\_\_\_

## PLEASE PROVIDE COPIES OF:

**ONE** of these documents:

- ☐ U.S. Passport
- ☐ Certificate of U.S. citizenship
- ☐ Certificate of naturalization
- ☐ Permanent resident card or alien registration receipt card

OR

**ONE** official Picture ID:

- ☐ Driver's License
- ☐ State ID
- ☐ U.S. Military Card
- ☐ Non-U.S. Passport

**AND ONE** of these documents:

- ☐ U.S. Social Security Card
- ☐ U.S. Birth Certificate
- ☐ U.S. Citizen Card
- ☐ Certification of Birth Abroad (U.S. State Dept.)

## EDUCATION

Have you received any of the following diplomas?

☐ High School Diploma ☐ GED certificate

What is the name of your high school or your GED program? \_\_\_\_\_

What date did you graduate? (MM/DD/YY): \_\_ / \_\_ / \_\_

# APPRENTICE APPLICATION

## TRAINING | CERTIFICATIONS

Have you ever attended any technical, vocational, or job training programs? ☐ Yes ☐ No

If yes, for each program attended, answer the following:

**Institution/Organization 1:** \_\_\_\_\_ **Program Name:** \_\_\_\_\_

Type of program: ☐ Certificate Program ☐ Education/Training Program not resulting in certificate

How long was the program (in months)? \_\_\_\_\_ Did you complete the program? ☐ Yes ☐ No

When did you attend? Start Date: (MM/DD/YY): \_\_ / \_\_ / \_\_ End Date: (MM/DD/YY): \_\_ / \_\_ / \_\_

Did you earn a certificate? ☐ Yes ☐ No If yes, what type of certificate did you earn? \_\_\_\_\_

Did the program teach a job skill? ☐ Yes ☐ No If yes, what job skill did you learn? \_\_\_\_\_

**Institution/Organization 2:** \_\_\_\_\_ **Program Name:** \_\_\_\_\_

Type of program: ☐ Certificate Program ☐ Education/Training Program not resulting in certificate

How long was the program (in months)? \_\_\_\_\_ Did you complete the program? ☐ Yes ☐ No

When did you attend? Start Date: (MM/DD/YY): \_\_ / \_\_ / \_\_ End Date: (MM/DD/YY): \_\_ / \_\_ / \_\_

Did you earn a certificate? ☐ Yes ☐ No If yes, what type of certificate did you earn? \_\_\_\_\_

Did the program teach a job skill? ☐ Yes ☐ No If yes, what job skill did you learn? \_\_\_\_\_

## EMPLOYMENT HISTORY

Please answer the following questions about the longest paid job you have ever had. This includes full-time or part-time regular jobs, odd jobs such as painting, repair work, babysitting, or hairdressing, temporary jobs or any other jobs at which you worked at least 10 hours during any single month.

### Longest Job

What is the name of the organization or the person for whom you worked? \_\_\_\_\_

What kind of work did you do at this job? \_\_\_\_\_

How long did you work at this job? *Circle appropriate duration* \_\_\_\_\_ days / weeks / months / years

What was your ... Start Date: (MM/DD/YY): \_\_ / \_\_ / \_\_ End Date: (MM/DD/YY): \_\_ / \_\_ / \_\_

Number of hours usually worked per week \_\_\_\_\_ Number of weeks usually worked per month \_\_\_\_\_

Hourly wage (before taxes) when you first **started** working at this job \$ \_\_\_\_\_

Hourly wage (before taxes) when you stopped working at this job \$ \_\_\_\_\_

Was medical insurance offered? ☐ Yes ☐ No

# APPRENTICE APPLICATION

The following sections are about paid work you have done during the past 12 months, including any jobs you have now. Please answer the questions for each job you had during the past 12 months. Please include all full-time or part-time regular jobs, odd jobs such as painting, repair work, babysitting, or hairdressing, temporary jobs or any other jobs at which you worked at least 10 hours during any single month.

**Note:** If one of the jobs you had during the past 12 months was the longest job you ever had that you described above, you do NOT need to answer these questions for that job again. Only answer the questions for the other jobs you had during the past 12 months that were NOT the longest job.

## Most recent job during the past 2 years

What is the name of the organization or the person for whom you worked? \_\_\_\_\_

What kind of work did you do at this job? \_\_\_\_\_

How long did you work at this job? *Circle appropriate duration* \_\_\_\_\_ days / weeks / months / years

What was your ... Start Date: (MM/DD/YY): \_\_ / \_\_ / \_\_ End Date: (MM/DD/YY): \_\_ / \_\_ / \_\_

Number of hours usually worked per week \_\_\_\_\_ Number of weeks usually worked per month \_\_\_\_\_

Hourly wage (before taxes) when you first **started** working at this job \$ \_\_\_\_\_

Hourly wage (before taxes) when you stopped working at this job \$ \_\_\_\_\_

Was medical insurance offered? ☐ Yes ☐ No

## Second most recent job during the past 2 years

What is the name of the organization or the person for whom you worked? \_\_\_\_\_

What kind of work did you do at this job? \_\_\_\_\_

How long did you work at this job? *Circle appropriate duration* \_\_\_\_\_ days / weeks / months / years

What was your ... Start Date: (MM/DD/YY): \_\_ / \_\_ / \_\_ End Date: (MM/DD/YY): \_\_ / \_\_ / \_\_

Number of hours usually worked per week \_\_\_\_\_ Number of weeks usually worked per month \_\_\_\_\_

Hourly wage (before taxes) when you first **started** working at this job \$ \_\_\_\_\_

Hourly wage (before taxes) when you stopped working at this job \$ \_\_\_\_\_

Was medical insurance offered? ☐ Yes ☐ No

# APPRENTICE APPLICATION

## PERSONAL & HOUSEHOLD INFO

How many people live in your household? \_\_\_\_\_

Are you the head of your household? ☐ Yes ☐ No

Not counting yourself, how many adults ages 18 or older live with you? \_\_\_\_\_

Do any of the adults ages 18 or older who live with you have a physical or mental health problem that keeps them from doing regular activities like walking or getting dressed? ☐ Yes ☐ No

If yes, are you responsible for this person's care? ☐ Yes ☐ No

What type of health insurance do you have for yourself?

☐ None ☐ Medicaid ☐ Private/other insurance, what? \_\_\_\_\_

Do you have any children? ☐ Yes ☐ No

*If yes, please answer the following questions. If no, please continue to the next section.*

How many children do you have? \_\_\_\_\_ How many children live with you? \_\_\_\_\_

If your children live with you, what full-time day-care options do you have available for them?  
(Check all that apply)

☐ Child enrolled in a day care center

☐ Child enrolled in head start

☐ Relative/non-relative cares for child in my home

☐ Child enrolled in before & after school program

☐ Relative/non-relative cares for child in his/her home

☐ Other: \_\_\_\_\_

☐ None or not sure

Do you have a child support order issued by the court or child support agency that requires you to pay child support for any of your children? ☐ Yes ☐ No

What type of health insurance do you have for your children?

☐ Children don't live with me

☐ None

☐ Medicaid

☐ Child or Family Health Plus Insurance

☐ Private/Other Insurance: \_\_\_\_\_

What is your current living situation? (Please check only one answer)

☐ Own my own house

☐ Rent a house or apartment

☐ Live with someone else & pay rent

☐ Live with someone else & do not pay rent

☐ Live in a shelter, halfway house or group housing

☐ Currently homeless

Do you live in: ☐ Public Housing ☐ Subsidized Housing ☐ Section 8

Do you currently live with: ☐ Alone ☐ Other: \_\_\_\_\_

How many times have you moved during the past 2 years? \_\_\_\_\_

How long does it take you to walk to the nearest bus station/train stop from where you live? \_\_\_\_\_

Do you have a valid driver's license? (Valid means NOT suspended or expired) ☐ Yes ☐ No

Do you have a vehicle that you can use every day? ☐ Yes ☐ No

# APPRENTICE APPLICATION

## PERSONAL & HOUSEHOLD INFO | cont'd

Are you **currently** receiving government assistance? ☐ Yes ☐ No *If yes, please specify below:*

|                    |  |   |  |
|--------------------|--|---|--|
| WIC                | <input type="checkbox"/> Yes <input type="checkbox"/> No | Unemployment Insurance                    | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Safety Net         | <input type="checkbox"/> Yes <input type="checkbox"/> No | TANF (Temp Assistance for Needy Families) | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Food Stamps        | <input type="checkbox"/> Yes <input type="checkbox"/> No | Supplemental Security Income              | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Veteran's Benefits | <input type="checkbox"/> Yes <input type="checkbox"/> No | Other: _____                              |  |

Are you **currently** receiving any of the following forms of assistance?

Child support ☐ Yes ☐ No      Income or support from family/spouse/partner ☐ Yes ☐ No

Other: \_\_\_\_\_

What is your personal annual income? \_\_\_\_\_

What is your household income? \_\_\_\_\_

## CONVICTION | INCARCERATION HISTORY

Conviction of a crime (which includes a guilty plea to a criminal charge) will not disqualify you from acceptance to the apprenticeship. We will consider several factors, including the degree to which the conviction relates to the program's duties and responsibilities, the time elapsed since the conviction, the gravity of the offense, and evidence demonstrating recovery.

Have you ever been convicted of any felony?

☐ Yes ☐ No If yes, describe conditions: \_\_\_\_\_

Have you been convicted of any felony in the past five years?

☐ Yes ☐ No If yes, describe conditions: \_\_\_\_\_

Have you been convicted of any misdemeanor in the past five years (other than a first conviction for drunkenness, simple assault, speeding, minor traffic violations, affray or disturbing the peace)?

☐ Yes ☐ No If yes, describe conditions: \_\_\_\_\_

Have you been convicted of any other offense in the past five years?

☐ Yes ☐ No If yes, describe conditions: \_\_\_\_\_

## CURRENT SITUATION | HEALTH

Are you involved in any outpatient programs? ☐ Yes ☐ No *If yes, please specify below:*

Name of the program/service: \_\_\_\_\_

How often do you attend the program/services? \_\_\_\_\_

What medication(s) do you take and when? \_\_\_\_\_

How would this affect your work performance? \_\_\_\_\_

What kind of side effects do you have? \_\_\_\_\_

How would you rate your **physical** health? ☐ Excellent ☐ Good ☐ Fair ☐ Poor

Do you have any physical limitations? ☐ Yes ☐ No If yes, please explain: \_\_\_\_\_

# APPRENTICE APPLICATION

## WORK SKILLS

Please check any of the following skills that you have LEGITIMATE experience with. In other words, only check the skills you feel CONFIDENT using, meaning that if we tested you today, you would be able to prove you know how do them.

Do not feel pressure to check any boxes. Keep in mind that you are not required to have mastered any of these skills in order to be accepted into the apprenticeship.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Operating a computer      | <input type="checkbox"/> Effective Typing         | <input type="checkbox"/> Emailing              |
| <input type="checkbox"/> Using Google              | <input type="checkbox"/> Using Microsoft Word     | <input type="checkbox"/> Using Microsoft Excel |
| <input type="checkbox"/> Copying/Scanning/Printing | <input type="checkbox"/> Following Map Directions | <input type="checkbox"/> Operating Phones      |
| <input type="checkbox"/> Scheduling Meetings       | <input type="checkbox"/> Working with Finances    | <input type="checkbox"/> Writing Skills        |

## CONTACT INFO

Complete the following contact information for two relatives, friends, or other people you know who do not live with you and who are likely to know where to find you two years from now. Please list people at different addresses.

### Contact 1

First name \_\_\_\_\_ Middle Initial \_\_\_\_\_ Last Name \_\_\_\_\_  
Relationship to applicant \_\_\_\_\_  
Address \_\_\_\_\_ Apt. \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Home Phone (\_\_\_\_) \_\_\_\_\_ Cell Phone (\_\_\_\_) \_\_\_\_\_  
Email address \_\_\_\_\_

### Contact 2

First name \_\_\_\_\_ Middle Initial \_\_\_\_\_ Last Name \_\_\_\_\_  
Relationship to applicant \_\_\_\_\_  
Address \_\_\_\_\_ Apt. \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Home Phone (\_\_\_\_) \_\_\_\_\_ Cell Phone (\_\_\_\_) \_\_\_\_\_  
Email address \_\_\_\_\_

# APPRENTICE APPLICATION

## PERSONAL STATEMENT | Required; attach to application

*Please respond to the following question on a separate piece of paper. Your response must be at least two pages, TYPED, double spaced, 12 pt font.*

**Question:** What does joining this apprenticeship mean to you?

Describe in detail what you think training at the apprenticeship can do for your life. Explain how it will affect your routines, your relationships with family and friends, as well as your opportunities for employment.

Describe the best case scenario for your future. What's the goal at the end of the road for you? How will the apprenticeship help you get there?

Also, explain what barriers you will need to overcome to succeed at the apprenticeship, and what steps you plan to take to overcome them.

## READ CAREFULLY & SIGN

**Equal Opportunity:** All applicants will be given equal consideration. No question on this form will be used to screen out or discriminate against any candidate. We do not discriminate on the basis of race, color, national origin, sex, age (except as necessary for the normal operation of the program or to meet a statutory objective), gender including gender identity, disability, sexual orientation, religion, marital status, veteran status, or any other characteristic protected by law.

**I certify** that I have read and understand the information in this application and that the information I have supplied is true and complete to the best of my knowledge. Apprentices found to have supplied false information will be denied acceptance or, if admitted, face immediate removal from the apprenticeship.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Disclaimer: Occasionally photos and videos are taken of training and other activities to show others what they are like. I hereby give permission to use such images of myself in activities for public relations, marketing, and other purposes.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## PROFESSIONAL REFERENCES

In addition to the recommendation form, please provide us with the names of two or three additional professional references that we can contact.

Examples of appropriate references include a case manager, therapist, supervisor, teacher, mentor, or other adult in your community who knows you well enough to comment on your character and ability.

(Family members and close friends are NOT acceptable references)

### **Reference 1**

Reference's First & Last Name: \_\_\_\_\_

Reference's Profession & Title: \_\_\_\_\_

Reference's Organization or Place of Employment: \_\_\_\_\_

Reference's Phone Number: (\_\_\_\_) \_\_\_\_\_ Reference's Email \_\_\_\_\_

Relationship to You: \_\_\_\_\_

### **Reference 2**

Reference's First & Last Name: \_\_\_\_\_

Reference's Profession & Title: \_\_\_\_\_

Reference's Organization or Place of Employment: \_\_\_\_\_

Reference's Phone Number: (\_\_\_\_) \_\_\_\_\_ Reference's Email \_\_\_\_\_

Relationship to You: \_\_\_\_\_

### **Reference 3**

Reference's First & Last Name: \_\_\_\_\_

Reference's Profession & Title: \_\_\_\_\_

Reference's Organization or Place of Employment: \_\_\_\_\_

Reference's Phone Number: (\_\_\_\_) \_\_\_\_\_ Reference's Email \_\_\_\_\_

Relationship to You: \_\_\_\_\_

# RECOMMENDATION FORM

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## + FOR THE APPLICANT

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ONE recommendation letter is required.

Please have your recommender complete this section. You the applicant are responsible to have this form completed, sealed in an envelope, and signed across the seal. Please ask a supervisor, teacher, mentor, or other adult in your community who knows you well enough to comment on your character and ability. (family member or close friend not acceptable).

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## + FOR THE RECOMMENDER

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Dear Respondent,

The individual named below is applying for a seven-month training and employment opportunity. We are a nonprofit organization that uses the training ground of Film Production to teach apprentices valuable workplace skills and allows them to apply those skills in a professional setting through its partnership with Neighborhood Film Company, while earning a stipend throughout the program. This training is designed to lead toward long-term, thriving employment.

Candidates must show a tremendous amount of commitment, character, competency, and initiative throughout their seven-month commitment. Your observations of the applicant's character, leadership ability, computer skills, and aptitude will play a role in determining the applicant's suitability for this program.

Please provide your recommendation through your answers to the questions below. Upon completion, this reference form should be sealed in an envelope with your signature written across the seal, and returned to the applicant to submit.

Thank you for your time! Your input is important to us and we look forward to hearing from you.

Sincerely,

The Team

# RECOMMENDATION FORM

***Recommender: To be completed by Recommender. Please complete this form, seal it in an envelope, and sign across the seal. Return it to the applicant to be submitted with application.***

How familiar are you with our apprenticeship ? ☐ Very ☐ Somewhat ☐ Not at all

How long have you known the applicant? \_\_\_\_\_

Applicant's First & Last Name \_\_\_\_\_

Recommender's First & Last Name \_\_\_\_\_

Recommender's Profession & Title \_\_\_\_\_

Recommender's Company, School or Organization \_\_\_\_\_

Relationship to Applicant \_\_\_\_\_

Recommender's Phone Number(s): \_\_\_\_\_

Recommender's Email: \_\_\_\_\_

---

## + ASSESSMENT OF APPLICANT

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**Upon completion, this reference form should be sealed in an envelope with your signature written across the seal, and returned to the applicant to submit.**

1. How long have you known the applicant? In what capacity have you known the applicant?

2. What do you consider to be the applicant's strengths or talents, especially those that may be relevant?

3. Please describe the most important piece of constructive feedback you have given the applicant. Please detail the circumstances and the applicant's response and/or what do you consider to be the applicant's growth areas?

## RECOMMENDATION FORM

4. What is your overall recommendation regarding this applicant's eligibility and ability to succeed, and ultimately, in a professional environment? (Use space below or feel free to submit an attachment)

5. Please make additional statements about the applicant's performance, potential, or personal qualities you believe would be helpful.

6. Please feel free to comment on any of the characteristics for which you gave the applicant a very high or low rating below. (Use space below or feel free to submit an attachment)

# RECOMMENDATION FORM

## + ASSESSMENT OF APPLICANT | cont'd

Please evaluate the applicant in the following areas by checking the appropriate box below for each item. (If you are unfamiliar with the applicant's aptitude for a specific skill, please check "N/A")

*Your honest observations of the applicant's character, leadership ability, computer skills, and aptitude will play a role in determining the applicant's suitability.*

| Assessment  | Below Average | Average | Above Average | Very Good | N/A |
|---|---------------|---------|---------------|-----------|-----|
| Demonstrates responsibility, follow through, and commitment to task.          |               |         |               |           |     |
| Demonstrates strong Time Management skills.                                   |               |         |               |           |     |
| Demonstrates strong motivation.   |               |         |               |           |     |
| Demonstrates independent initiative.  |               |         |               |           |     |
| Demonstrates a consistent record of attendance and being on time.             |               |         |               |           |     |
| Reads and writes at or near a high school graduate level.                     |               |         |               |           |     |
| Demonstrates critical thinking and problem solving skills.                    |               |         |               |           |     |
| Demonstrates a consistent willingness to collaborate with others.             |               |         |               |           |     |
| Demonstrates appropriate maturity and humility.                               |               |         |               |           |     |
| Demonstrates disciplined work habits.   |               |         |               |           |     |
| Demonstrates basic computer skills. (navigation, typing, use of the internet) |               |         |               |           |     |
| Demonstrates a consistent positive attitude and demeanor.                     |               |         |               |           |     |

7. If you gave the applicant below average or average, please briefly explain why.

## RECOMMENDATION FORM

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+ ASSESSMENT OF APPLICANT | cont'd

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PLEASE DO NOT FORGET TO SIGN & SEAL IT.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Name (print): \_\_\_\_\_

Please return your completed recommendation to the applicant in a sealed envelope signed across the seal.

If you'd rather mail the recommendation in, please send it to:

**2000 Hamilton Street | Suite 725 | Philadelphia, PA | 19130**



## NFCo APPRENTICESHIP // ASSESSMENT PROCESS

### 2 + APTITUDES ASSESSMENT

#### 1 // Background

Our Aptitudes Assessment was developed by Robert Bloom, PhD. of Performance Management Associates. First, Dr. Bloom conducted what is called a job analysis. This involved talking with apprentice incumbents and our team of supervisors to determine a) the tasks the incumbents perform and b) the knowledge skills, abilities, and other personal characteristics (KSAO's) that are related to those tasks. Also, Dr. Bloom determined what KSAO's are necessary to even get started in the NFCo work environment, as opposed to those learned on the job throughout training.

Ultimately, he tailored specific psychological tests that evaluate candidates in relation to their readiness, and then offered or declined his endorsement for their participation in the apprenticeship.

However, his endorsement is not a pre-requisite for acceptance into the apprenticeship.

#### 2 // Tests

##### ***Thurstone Test of Mental Alertness:***

The TMA instrument is a mental ability test that helps measure an individual's ability to learn new skills quickly, adjust to new situations, understand complex or subtle relationships, and be flexible in thinking. The TMA test helps assess an individual's capacity to learn and understand the requirements of the job.

The test consists of two scales:

Quantitative - Items consist of arithmetic reasoning and number-series problems. Linguistic - Items consist of same-opposite word meanings and definitions.

***Gordon Personal Profile-Inventory:***

The Gordon Personal Profile Inventory helps identify the degree to which candidates possess the personality-based competencies necessary for success in the apprenticeship - measuring a unique combination of personality characteristics required for optimal performance. The Gordon Personal Profile Inventory measures 9 important and universal traits that help determine if the candidate is the right fit.



## NFCo APPRENTICESHIP // ASSESSMENT PROCESS

### 3 + INTERVIEWS

The interview process for the NFCo apprenticeship mirrors typical methods of a Human Resource department. Candidates go through a series of 3 one-hour interviews. Each interviewer asks an array of questions from their own unique perspective as a member of our team. The succession of interviews typically looks like this:

#### **1 // Interview with NFCo Department Heads**

#### **2 // Interview with Head of NFCo Apprenticeship Training**

#### **3 // Interview with Head of Human Resources from an Outside Firm**

After the 3 interviews have been completed, a meeting is set that includes all interviewers. The whole team calibrates their conclusions about each candidate, and recommendations are made as to which candidates are the best fit for the apprenticeship.

Ultimately, the whole team must agree on the apprentices that are selected. This is crucial to everyone's personal and collective buy-in to training.

# NEIGHBORHOOD

*Film Company*

**APPRENTICESHIP BLUEPRINT**

**+ PHASES OF APPRENTICESHIP +**



## NFCo APPRENTICESHIP // PHASE 1 TRAINING

+ Intro +

According to recent studies by Harvard University and The Conference Board, U.S. corporations complain that today's college graduates are not equipped with the skills they need to succeed in the 21st century workforce.

In other words, our classroom-only, book-knowledge driven education system does not foster the real-life, on-the-job aptitudes required to excel. What are these companies looking for?

*Talent.* How do they define talent? An individual, regardless of age or background, with a wealth of hard skills and applied skills.

More than anything else, **Phase 1 Training** is designed to demand the development of hard and applied skills.

Phase 1 Training is built on two principles: ***urgency*** and ***relevance***.

Apprentices are run through a gauntlet of hard skill instruction and mindset cultivation in a "training lab" environment. Additionally, and most importantly, starting in only the second week, apprentices also work at Neighborhood Film Co. with real clients, real deadlines, and real responsibility.

So the skill instruction in Phase 1 isn't hypothetical. Skill mastery isn't optional. It's urgent. What is learned in the training lab is immediately applied on current projects. Because ultimately, we learn by doing.

Phase 1 Training must also be defined by pinpoint relevance, shed of "classroom" fluff and "what if" scenarios, streamlined toward a single target: a comprehensive, transferrable skill set for each apprentice that is truly valuable to high-quality businesses.

Ultimately, though, Phase 1 Training is about setting the stage for a redefining of the way each apprentice thinks about work. Not as an isolated aspect of life, not as merely a tool for financial gain or power or prestige; but as a profound space where self-worth, excellence, community, and selflessness all meet in a healthy and holistic way.



## NEIGHBORHOOD FILM CO. // PHASE 1 TRAINING

+ Scope of Hard Skills & Applied Skills +

### A note

These lists show the order in which hard skills are *introduced*, not mastered. Mastery comes with repetition, critique, improvement, and ultimately, agile command. So skills introduced in each "Sprint" carry over to the instruction of following Sprints. (i.e. "Navigating Gmail" is only on the Sprint 1 list, but it is mastered through all 6 Sprints.)

### PHASE 1 :: SPRINT 1

*\*This first Sprint includes only instruction in the Training Lab.*

#### + HARD SKILLS +

Laptop Care Protocol ➡ Microsoft Word: Navigation ➡ Gmail: Navigation ➡ Google Calendar: Navigation ➡ Email Itinerary ➡ Lab: Film Production Process ➡ Microsoft Word: Creating a Clean Document ➡ Notetaking: On Tasks ➡ Creating a Checklist ➡ Apple Pages: Navigation & Creating Clean Doc w/ Design Elements ➡ The Art of the Professional Email ➡ Exporting PDF's

#### + APPLIED SKILLS +

Attention to Detail | Punctuality | Personal Presentation and Dress Code Etiquette | Meticulous Organization | Oral/Written Communication | Setting/Meeting Goals | Seeing Tasks Through to Completion | Asking Better Questions | Humility | Consistency | Extreme Professionalism | Critical Thinking/Problem Solving | Proactive Thinking | High Expectations | Work Ethic | Patience/Capacity for Repetition | Capacity for Adapting | Office Etiquette | Willingness to Alter Lifestyle for Success

### PHASE 1 :: SPRINT 2

*\*This Sprint, and going forward, includes instruction in the Training Lab, as well as full work days at NFCo.*

#### + HARD SKILLS +

Emailing: Situational Practice ➡ Microsoft Excel: Navigation ➡ Accounting Protocols: PO's, Petty Cash, Mileage Reimbursement, Receipts, Etc. ➡ Microsoft Excel: Building a Clean Spreadsheet

**+ APPLIED SKILLS +**

Asking Better Questions | High Expectations - Belief in Oneself & Others | Office Etiquette | Open Communication | Cleanliness | Critical Thinking/Problem Solving | Work Ethic | Honesty | Paying Dues to Be a Part of Something | Patience/Capacity for Repetition | Oral/Written Communication | Attention to Detail | Initiative | Capacity for Adapting | Extreme Professionalism | Resourcefulness | Meticulous Organization

**PHASE 1 :: SPRINT 3**

**+ HARD SKILLS +**

Research: Principles & Strategies ➡ Google Drive: Navigation, Creating & Sharing Docs ➡ Notetaking: Client Meetings ➡ Phone Etiquette: Principles & Strategies ➡ Creating Links & Creative Content in Emails ➡ Workshop: Personal Finance Strategies

**+ APPLIED SKILLS +**

Capacity for Adapting | Paying Dues | Initiative | High Expectations | Open Communication | Honesty Proactive Thinking | Seeing Tasks to Completion | Work Ethic | Consistency | Meticulous Organization Critical Thinking/Problem Solving | Client Care & Hospitality | Oral/Written Comm | Attention to Detail Extreme Professionalism | Office Etiquette | Ask Better Questions | Patience/Capacity for Repetition Humility | Willingness to Alter Lifestyle for Success | Avoid Negative Influences | Initiative | Ethics/Social Responsibility

**PHASE 1 :: SPRINT 4**

**+ HARD SKILLS +**

Production Calendars: Navigation & Creating Docs ➡ Apple Pages: Utilizing Advanced Design Elements ➡ Research: Bidding ➡ Workshop: Telling Your Story in a Business Environment

**+ APPLIED SKILLS +**

Attention to Detail | Work Ethic | Paying Dues | TeamWork/Collaboration | Meticulous Organization  
Open Communication | Hit Deadlines — Every Time | Clear Communication | Patience/Capacity for Repetition | High Expectations | See Tasks to Completion | Paying Dues | Oral/Written Comm | Attention to Detail | Willingness to Alter Lifestyle for Success | Avoid Negative Influences | Office Etiquette Discipline

## **PHASE 1 :: SPRINT 5**

### **+ HARD SKILLS +**

On-Set Etiquette ➡ Microsoft Power Point: Navigation, Creating Docs, & Implementing Design Elements ➡ Microsoft Power Point: Utilizing as a Tool for Presentation

### **+ APPLIED SKILLS +**

Resourcefulness | Oral/Written Comm | Diversity | Critical Thinking/Problem Solving | Work Ethic | Attention to Detail | TeamWork/  
Collaboration | Patience/Capacity for Repetition | Proactive Thinking Initiative | Oral/Written Comm | Asking Better Questions | Setting Clear  
Goals | Avoid Negative Influences | High Expectations | Paying Dues | Client Hospitality

## **PHASE 1 :: SPRINT 6**

*\*This Sprint, most instruction will deal with specific nuances of the given work environment.*

### **+ HARD SKILLS +**

Commercial vs Feature Production: Roles, Hierarchy, and Communication Structure ➡ Creating Crew & Contact Lists ➡ Self-Assessment

### **+ APPLIED SKILLS +**

Honesty | Avoid Negative Influences | Ethics/Social Responsibility | Discipline | Extreme Professionalism Attention to Detail | Office Etiquette |  
Paying Dues | Oral/Written Comm | Work Ethic | Asking Better Questions | TeamWork/Collaboration | Seeing Task to Completion | Patience/  
Capacity for Repetition Critical Thinking/Problem Solving | Client Hospitality



# NEIGHBORHOODFILMCO. | SPRINT 1 - DAY 1



| TIME             | TEACHING OUTLINE   | APPLIED SKILLS  | NARRATIVE  |
|------------------|--|---|--|
| 9 - 10:30 AM     | <ul style="list-style-type: none"> <li>+ Performance Contract &amp; Core Values</li> <li>+ Employment Contract &amp; Training Schedules</li> <li>+ NFCo Contracts</li> <li>+ NFCo: Separation Protocols</li> <li>+ Gather Payroll Info/Personal Details</li> </ul> | <ul style="list-style-type: none"> <li>+ Work Ethic</li> <li>+ Setting Clear Goals</li> <li>+ Open Communication</li> <li>+ Humility</li> <li>+ Discipline</li> <li>+ Punctuality</li> <li>+ Consistency</li> </ul> | <p>Expectations for training/learning are made clear, as are consequences for not meeting those expectations.</p> <p>No hidden agendas. No uncertain terms. All cards on the table.</p>  |
| 10:30 - 10:45 AM | <b>BREAK</b>   |   |  |
| 10:45 - 12:00 PM | <ul style="list-style-type: none"> <li>+ “This is Not a Classroom” Talk</li> <li>+ Laptop Care Protocol</li> <li>+ Goals Discussion</li> <li>+ Create Goals Doc in Word</li> </ul>   | <ul style="list-style-type: none"> <li>+ Work Ethic</li> <li>+ High Expectations</li> <li>+ Setting/Meeting Goals</li> <li>+ Oral/Written Communication</li> </ul>  | <p>Reframe context for learning. This is a workshop - a place of crafting and refining. Every tool has a purpose.</p> <p>Discuss goals and encourage advocacy for one’s own learning.</p>  |
| 12:00 - 12:45 PM | <b>LUNCH</b>   |   |  |
| 12:45 - 2:00 PM  | <ul style="list-style-type: none"> <li>+ “Slow and Right is Better Than Fast and Wrong” Talk</li> <li>+ Translate “Their” Goals into Apprenticeship Goals Doc</li> </ul>   | <ul style="list-style-type: none"> <li>+ Seeing Task to Completion</li> <li>+ High Expectations</li> <li>+ Setting/Meeting Goals</li> <li>+ Patience - Repetition</li> </ul>  | <p>Never rush through anything. 95% right isn’t right. Consistent Care for a Task All the Way Through is the key.</p>  |
| 2:00 - 2:15 PM   | <b>BREAK</b>   |   |  |
| 2:15 - 3:45 PM   | <p><b><u>Navigate GMail/Calendar/Itinerary</u></b></p> <p><b>1</b>_From Calendar - Explain Itinerary Protocol (MON Send, WED Revise)</p> <p><b>2</b>_Go Over Example - Write Notes</p> <p><b>3</b>_Practice “Day” &amp; Practice “Week”</p>                        | <ul style="list-style-type: none"> <li>+ Attention to Detail</li> <li>+ Extreme Professionalism</li> <li>+ Discipline</li> <li>+ Meticulous Organization</li> </ul>   | <p>Introduce the world of the workplace; its meetings, the rhythm of its days, etc.</p> <p>Emphasize the importance of knowing the workplace itinerary and calendar. Keep your finger on the pulse of everything. Knowledge makes you indispensable.</p> |
| 3:45 - 4:00 PM   | <b>BREAK</b>   |   |  |
| 4:00 - 5:00 PM   | <p>Phases of Film Production - Memorize by <b>WED</b>; Test on <b>FRI</b></p>  | <ul style="list-style-type: none"> <li>+ Capacity for Adapting</li> <li>+ Work Ethic</li> </ul>   | <p>This marks their first work-specific assignment — great indicator of their desire to learn and process new information.</p>   |



## NEIGHBORHOODFILMCO. | SPRINT 1 - DAY 2



| TIME             | TEACHING OUTLINE   | APPLIED SKILLS  | NARRATIVE  |
|------------------|--|---|--|
| 9 - 10:30 AM     | + Collect Payroll Docs<br>+ Infractions and Performance Reviews<br>+ Intro <b>"HIDDEN RULES"</b><br>+ Itinerary Practice | + Work Ethic<br>+ Attention to Detail<br>+ High Expectations<br>+ Discipline<br>+ Office Etiquette<br>+ Punctuality                                 | Expectations are set early and often. The concept of <b>HIDDEN RULES</b> is introduced and made part of the training vocabulary. Practice Itinerary to increase accuracy in form and speed of completion.                        |
| 10:30 - 10:45 AM | <b>BREAK</b>   |   |  |
| 10:45 - 12:00 PM | + Microsoft Word Practice: Pure Charity Doc  | + Work Ethic<br>+ Oral/Written Communication<br>+ Attention to Detail   | A clean document requires care from beginning to end, impress your audience with every aspect of doc, and clearly honor co.'s values in your product.  |
| 12:00 - 12:45 PM | <b>LUNCH</b>   |   |  |
| 12:45 - 2:00 PM  | + Intro to: Taking Notes on Tasks/ <b>CHECKLIST</b><br>Intro/Checklist Practice  | + Oral/Written Communication<br>+ Critical Thinking/Problem Solving   | An apprentice knows how to make a <b>CHECKLIST</b> , knows how to prioritize and how to allocate time throughout the day to accomplish all that needs to be done.  |
| 2:00 - 2:15 PM   | <b>BREAK</b>   |   |  |
| 2:15 - 3:45 PM   | + Hidden Rules: Workplace Wardrobe w/ Deborah Artaza ( <b>GUEST SPEAKER</b> )  | + Office Etiquette<br>+ Extreme Professionalism<br>+ Willingness to alter lifestyle for Success<br>+ Personal Presentation and Dress Code Etiquette | <b>Guest Speakers</b> are part of the Training Environment. Specialists brought in for a single purpose.<br><br><b>HIDDEN RULES</b> of Wardrobe: How one's dress communicates work ethic, what people expect of work dress, etc. |
| 3:45 - 4:00 PM   | <b>BREAK</b>   |   |  |
| 4:00 - 5:00 PM   | + Apprentice Alumni Q&A/Presentation   | + Open Communication<br>+ Work Ethic<br>+ Willingness to alter lifestyle for Success  | Past Apprentices emphasize the necessity of keeping a hungry spirit. Everyone's here because they seek transformation.   |



## NEIGHBORHOODFILMCO. | SPRINT 1 - DAY 3



| TIME             | TEACHING OUTLINE   | APPLIED SKILLS  | NARRATIVE  |
|------------------|--|---|--|
| 9 - 10:30 AM     | + Text/Email Pics of Clothing to Instructor<br>+ Itinerary Practice<br>+ Create WORD DOC of Side Notes/Inventory   | + Patience - Repetition<br>+ Personal Presentation  | Follow-up on previous day's learning. Reinforce Itinerary, and reinforce the reality of your workplace as a high-functioning, well-oiled machine.  |
| 10:30 - 10:45 AM | <b>BREAK</b>   |   |  |
| 10:45 - 12:00 PM | Intro to Pages:<br><b>1</b> _Basic Navigation/Troubleshooting<br><b>2</b> _Create Clean Doc with Pics/Headings/Inventory/Etc.<br><b>3</b> _Email to Instructor | + Critical Thinking/Problem Solving<br>+ Capacity for Adapting<br>+ Attention to Detail                                 | Teach a new application because it's an essential workplace tool for communication, creative design, and work efficiency.<br><br>Do not rush. Be an example of thoroughness and prizing all details. |
| 12:00 - 12:45 PM | <b>LUNCH</b>   |   |  |
| 12:45 - 2:00 PM  | + Pages Doc Cont'd<br>+ PHASES OF FILM PRODUCTION Cont'd   | + Capacity for Adapting<br>+ Attention to Detail<br>+ Oral/Written Communication  | Continue workshoping the new application, and continue to teach the language of the workplace. The apprentice NEEDS to know the shared language if they are to thrive here.                          |
| 2:00 - 2:15 PM   | <b>BREAK</b>   |   |  |
| 2:15 - 3:45 PM   | + Practice Taking Notes on Tasks/Creating Checklist (READ Note-taking Script)  | + Asking Better ?'s<br>+ Meticulous Organization<br>+ Proactive Thinking  | Promote agency in thought — what do they do when given a large set of information? How they should process/parse out/prioritize/etc.   |
| 3:45 - 4:00 PM   | <b>BREAK</b>   |   |  |
| 4:00 - 5:00 PM   | Intro "The Art of the Professional Email":<br><b>1</b> _Principles<br><b>2</b> _Format<br><b>3</b> _Examples<br><b>4</b> _Write One Together on Board          | + Open Communication<br>+ Office Etiquette<br>+ Oral/Written Communication<br>+ Work Ethic<br>+ Client Care/Hospitality | Take ideas of communication to new level: What does an Email say about me? My work ethic? My efficiency? My care for clients?<br><br>Work together to create a professional email. Be thorough.      |



## NEIGHBORHOODFILMCO. | SPRINT 2 - DAY 1



| TIME             | TEACHING OUTLINE   | APPLIED SKILLS  | NARRATIVE  |
|------------------|--|---|--|
| 9 - 10:30 AM     | + Build Weekly Itinerary & Email to Office<br>+ Finish Pages Doc & Send to Instructor for Review (Check Email Etiquette)                         | + Patience - Repetition<br>+ Attention to Detail<br>+ Oral/Written Comm.  | Follow up & build on past work; emphasize proactive communication as business strategy.  |
| 10:30 - 10:45 AM | <b>BREAK</b>   |   |  |
| 10:45 - 12:00 PM | + Email: Situational Practice<br>+ Phases of Film Production Quiz  | + Oral/Written Comm.<br>+ Capacity for Adapting<br>+ Attention to Detail<br>+ Patience - Repetition             | Diversify the ways in which the apprentice communicates.<br><br>Reemphasize the importance of knowing your surroundings, your audience, and how the workplace operates.                    |
| 12:00 - 12:45 PM | <b>LUNCH</b>   |   |  |
| 12:45 - 2:00 PM  | Intro MICROSOFT EXCEL:<br><b>1</b> _General Navigation<br><b>2</b> _Build Agency Spreadsheet Together  | + Critical Thinking/Problem Solving<br>+ Work Ethic<br>+ Resourcefulness  | Show how Excel organizes, centralizes, and presents large amounts of info — and how learning the app makes you an immediate asset to the work. The more you know, the more you contribute. |
| 2:00 - 2:15 PM   | <b>BREAK</b>   |   |  |
| 2:15 - 3:45 PM   | + Spreadsheet Practice Cont'd<br>+ Microsoft Word Practice (Clean, Symmetrical, Keep Reader in Mind)<br>+ GUEST SPEAKER: Office Roles Flow Chart | + Extreme Professionalism<br>+ High Expectations - Belief in one's self and others<br>+ Meticulous Organization | Understand who does what, whom answers to whom, and how you can make it all run smoother.<br><br>Your employer cares about details, so you care about details.                             |
| 3:45 - 4:00 PM   | <b>BREAK</b>   |   |  |
| 4:00 - 5:00 PM   | + GUEST SPEAKER: Office Expectations and Q&A<br>+ Follow-Up PREP Discussion  | + Open Communication<br>+ Critical Thinking/Problem Solving   | Discuss what's been learned so far, and help prep for what's ahead.  |



## NEIGHBORHOODFILMCO. | SPRINT 2 - DAY 2



| TIME             | TEACHING OUTLINE   | APPLIED SKILLS   | NARRATIVE  |
|------------------|--|--|--|
| 9 - 10:30 AM     | + Start with 1st Day Reflections on NFCo Projects from Previous Day                    | + Open Comm.<br>+ Work Ethic<br>+ Initiative   | Entrust the apprentice with projects — early and often. Expect them to meet the standard. Discuss their struggles and what they learn throughout.  |
| 10:30 - 10:45 AM | <b>BREAK</b>   |  |  |
| 10:45 - 12:00 PM | GUEST SPEAKER: PA Financial Protocols<br>1_PO's<br>2_Petty Cash<br>3_Mileage<br>4_Etc. | + Oral/Written Comm.<br>+ Capacity for Adapting<br>+ Paying Dues<br>+ Meticulous Organization  | Some parts of the workplace aren't glamorous, but essential - the apprentice has the opportunity to know how every facet of the workplace operates.<br><br>Such knowledge is invaluable, because the apprentice knows how to positively affect every element of the workspace. |
| 12:00 - 12:45 PM | <b>LUNCH</b>   |  |  |
| 12:45 - 2:00 PM  | MICROSOFT EXCEL Practice:<br>+ Build Donor Spreadsheet from Scratch                    | + Critical Thinking/Problem Solving<br>+ Work Ethic<br>+ Resourcefulness   | Don't move on until the apprentice is doing it perfect every time. Your employer cares about details, so you care about details. 95% right isn't right.  |
| 2:00 - 2:15 PM   | <b>BREAK</b>   |  |  |
| 2:15 - 3:45 PM   | + Spreadsheet Practice <b>Cont'd</b>   | + Extreme Professionalism<br>+ High Expectations - Belief in one's self and others<br>+ Meticulous Organization<br>+ Patience - Repetition | It's okay to take your time. Different speeds of learning will surface here. Encourage apprentices that this is the reason for the "workshop" - to hone skills until they're mastered.   |
| 3:45 - 4:00 PM   | <b>BREAK</b>   |  |  |
| 4:00 - 5:00 PM   | + Phases of Film Production Part 2<br>+ Reflections, Prep for MON                      | + Open Communication<br>+ Critical Thinking/Problem Solving  | Engage apprentices in group and self-reflection; how do they see themselves changing because of what they're learning? What challenges are they facing? How will they overcome them?   |



## NEIGHBORHOODFILMCO. | SPRINT 3 - DAY 1



| TIME             | TEACHING OUTLINE  | APPLIED SKILLS   | NARRATIVE   |
|------------------|---|--|---|
| 9 - 10:30 AM     | + NFCo Day Follow-Up: What Did We Learn?<br>+ Research Principles: (INCLUDE DOM'S!)<br><b>1</b> _Cast a Wide Net<br><b>2</b> _Winnow the Chaff<br><b>3</b> _Take Dead Aim<br>+ Research 10 NY Commercial Production Companies (Include Contact Info/Etc.) | + Capacity for Adapting<br>+ Paying Dues<br>+ Initiative<br>+ High Expectations<br>+ Open Communication<br>+ Honesty | Apprentices have now spent at least one full day in the office — promote open communication about learning curves of the training.<br><br>New tasks build upon what they've been learning (Excel, Word, etc.) |
| 10:30 - 10:45 AM | <b>BREAK</b>  |  |   |
| 10:45 - 12:00 PM | + Create Clean Word Doc w/ Research — Send in Professional Email in PDF form<br>+ Turn Word Doc Into Clean Spreadsheet  | + Proactive Thinking<br>+ Seeing Task to Completion<br>+ Work Ethic<br>+ Consistency                                 | Take the general accumulation of info, and boil it down to the necessary elements — think ahead and think critically — what info is helpful and how is it clearly communicated?                               |
| 12:00 - 12:45 PM | <b>LUNCH</b>  |  |   |
| 12:45 - 2:00 PM  | + Finish Spreadsheet<br>+ Intro to Google Drive<br><b>1</b> _General Navigation<br><b>2</b> _Uploading/Downloading Docs<br><b>3</b> _Sharing/Editing Docs<br>+ Upload NY Production Companies Spreadsheet to Drive & Share with Others                    | + Meticulous Organization<br>+ See Task to Completion<br>+ Critical Thinking/Problem Solving<br>+ Proactive Thinking | Take the skill of gathering/organizing data to the next level. Drive - importance of streamlining team-wide communication.<br><br>The assignment connects learned hard skills with newly taught skills.       |
| 2:00 - 2:15 PM   | <b>BREAK</b>  |  |   |
| 2:15 - 3:45 PM   | + Intro to Notetaking at Client Meetings<br>+ Practice Client Convo w/ Notes<br>+ Practice Professional Follow-up Emails  | + Client Care & Hospitality<br>+ Oral/Written Comm.<br>+ Attention to Detail   | It's critical to show how the workspace interacts/communicates with outside clients. Detail matters at all times.   |
| 3:45 - 4:00 PM   | <b>BREAK</b>  |  |   |
| 4:00 - 5:00 PM   | + HIDDEN RULES: Small Talk  | + Extreme Professionalism<br>+ Office Etiquette  | Continue to pull back the veil on the rules of the workplace. Leave nothing to chance. Prepare as much as possible.   |



## NEIGHBORHOODFILMCO. | SPRINT 3 - DAY 2



| TIME             | TEACHING OUTLINE  | APPLIED SKILLS   | NARRATIVE  |
|------------------|---|--|--|
| 9 - 10:30 AM     | <ul style="list-style-type: none"> <li>+ Create Office Itinerary for Next Week</li> <li>+ Intro: Creating Links in Email</li> <li>+ Email Situational Practice: Equipment Bid                             <ol style="list-style-type: none"> <li>1_Pricing Info/Website</li> <li>2_Reviews</li> <li>3_Email Instructor with Links</li> </ol> </li> </ul>          | <ul style="list-style-type: none"> <li>+ Critical Thinking/Problem Solving</li> <li>+ See Task to Completion</li> <li>+ Ask Better ?'s</li> <li>+ Consistency</li> <li>+ Patience/Repetition</li> </ul>          | <p>Repetitive Itinerary Creation/Mastery develops a strong sense of knowing the workplace's ebb and flow.</p> <p>Continued situational practice combines several hard skills and requires the apprentice to use them in a new way.</p>                                       |
| 10:30 - 10:45 AM | <b>BREAK</b>  |  |  |
| 10:45 - 12:00 PM | <ul style="list-style-type: none"> <li>+ Phone Etiquette: 3 Principles                             <ol style="list-style-type: none"> <li>1_Sustained Energy/Presence</li> <li>2_Articulation/Questions for Clarity</li> <li>3_Brevity is King</li> </ol> </li> <li>+ Client Notetaking Practice: Client Convo #2</li> <li>+ HIDDEN RULES: Hospitality</li> </ul> | <ul style="list-style-type: none"> <li>+ Proactive: How do I make my boss' life easier?</li> <li>+ Client Care &amp; Hospitality</li> <li>+ Oral/Written Communication</li> <li>+ Attention to Detail</li> </ul> | <p>A new level of communication: potential and current clients, over the phone and in-person meetings. Good practice for Phase 3 of apprenticeship.</p> <p>In both scenarios, they serve as representatives the company. This reality serves as foundation for behavior.</p> |
| 12:00 - 12:45 PM | <b>LUNCH</b>  |  |  |
| 12:45 - 2:00 PM  | <ul style="list-style-type: none"> <li>+Financial Workshop Prep                             <ol style="list-style-type: none"> <li>1_Fixed v Variable Expenses</li> <li>2_Go Over Categories</li> <li>3_Fill out Expenses &amp; Income Sheet (Include Debt)</li> <li>4_Online Banking</li> </ol> </li> </ul>  | <ul style="list-style-type: none"> <li>+ Honesty</li> <li>+ Humility</li> <li>+ Meticulous Organization</li> <li>+ Willingness to Alter Lifestyle for Success</li> </ul>   | <p>The training was never meant to be a mere collection of hard skills. It was always about transformation.</p> <p>At all points in the training, the responsibility of change lies with the apprentice.</p>   |
| 2:00 - 2:15 PM   | <b>BREAK</b>  |  |  |
| 2:15 - 3:45 PM   | + Financial Workshop PREP Cont'd  | <ul style="list-style-type: none"> <li>+ Willingness to Alter Lifestyle for Success</li> <li>+ Open Communication</li> </ul>   | The apprentice faces the reality of whether or not they want to undertake the process of change in their entire lives.   |
| 3:45 - 4:00 PM   | <b>BREAK</b>  |  |  |
| 4:00 - 5:00 PM   | <ul style="list-style-type: none"> <li>+ Create Personal Budget Spreadsheet</li> <li>+ Use Excel &amp; Teach 'SUM' Function</li> <li>+ Print out Example Sheet; Review</li> </ul>   | <ul style="list-style-type: none"> <li>+ Avoid Negative Influences</li> <li>+ Initiative</li> <li>+ Honesty</li> <li>+ Ethics/Social Responsibility</li> </ul>   | Creating a physical budget helps the apprentice break out the pieces of their lives in a manageable way that also allows for change to occur.  |



# NEIGHBORHOODFILMCO. | SPRINT 4 - DAY 1



| TIME             | TEACHING OUTLINE  | APPLIED SKILLS   | NARRATIVE   |
|------------------|---|--|---|
| 9 - 10:30 AM     | + Follow-Up/Completion of Workplace Tasks   | + Attention to Detail<br>+ Work Ethic<br>+ Paying Dues<br>+ TeamWork/Collaboration                         | As the apprentice spends more time in the workplace, time will be needed to complete tasks.<br><br>Bring the tasks into the training lab and use them as opportunity for further hard/applied skill development.        |
| 10:30 - 10:45 AM | <b>BREAK</b>  |  |   |
| 10:45 - 12:00 PM | + Finish Budget and Upload to Google Drive<br>+ Intro to Making Project Calendars<br><b>1</b> _General Navigation<br><b>2</b> _Explanation of Format<br><b>3</b> _Explanation of Color/Category | + Meticulous Organization<br>+ Open Communication<br>+ Hit Deadlines — Every Time<br>+ Clear Communication | The personal budgets are completed and given to the instructor.<br><br>Project Calendars emphasize careful planning, clear communication and the necessity of meeting deadlines. A good calendar empowers all involved. |
| 12:00 - 12:45 PM | <b>LUNCH</b>  |  |   |
| 12:45 - 2:00 PM  | + Production Calendar Practice  | + Patience — Ability to keep going over skills/tasks<br>+ High Expectations<br>+ See Task to Completion    | Communicate the importance of creating a clear and deliberate project calendar — if the apprentice can glean information from a calendar and create one on their own, they become invaluable to the workplace.          |
| 2:00 - 2:15 PM   | <b>BREAK</b>  |  |   |
| 2:15 - 3:45 PM   | + Document Practice: Create Open/Close Protocols on Office “BluePrint”  | + Paying Dues<br>+ Oral/Written Comm<br>+ Attention to Detail  | The apprentice is the first to arrive and the last to leave. They need to know how to open/close the office, and how to communicate that in a document.   |
| 3:45 - 4:00 PM   | <b>BREAK</b>  |  |   |
| 4:00 - 5:00 PM   | + Email: Situational Practice   | + Critical Thinking/Problem Solving<br>+ Clear Communication   | Repetition breeds learning. The more they master the communication, the greater the likelihood of integrating the apprentice into a real-world workplace.   |



## NEIGHBORHOODFILMCO. | SPRINT 4 - DAY 2



| TIME             | TEACHING OUTLINE  | APPLIED SKILLS   | NARRATIVE  |
|------------------|---|--|--|
| 9 - 10:30 AM     | + FINANCE WORKSHOP w/ GUEST SPEAKER   | + Willingness to Alter Lifestyle for Success<br>+ Avoid Negative Influences<br>+ Open Communication<br>+ Paying Dues | The guest speaker walks through high-level ideas regarding financial responsibility/care, and then initiates the process of applying them to the financial situations of the apprentices.        |
| 10:30 - 10:45 AM | <b>BREAK</b>  |  |  |
| 10:45 - 12:00 PM | + FINANCE WORKSHOP w/ GUEST SPEAKER   | + Willingness to Alter Lifestyle for Success<br>+ Avoid Negative Influences<br>+ Open Communication<br>+ Paying Dues | Responding to the financial data of the apprentices, the guest speaker workshops and puts pragmatic strategies in place to achieve financial goals. Accountability measures also established.    |
| 12:00 - 12:45 PM | <b>LUNCH</b>  |  |  |
| 12:45 - 2:00 PM  | + Follow-Up/Completion of In-Office Tasks                                       | + Attention to Detail<br>+ Work Ethic<br>+ Paying Dues<br>+ TeamWork/Collaboration                                   | The deeper into the apprenticeship, the more lengthy/complex the tasks may become.<br><br>Seize these as opportunities, and look for ways to incorporate previously learned hard/applied skills. |
| 2:00 - 2:15 PM   | <b>BREAK</b>  |  |  |
| 2:15 - 3:45 PM   | + Production Calendar Practice Cont'd:<br>Compare and Contrast w/ Past Calendar | + Patience — Ability to keep going over skills/tasks<br>+ High Expectations<br>+ See Task to Completion              | Compare work to completed project calendars; spot gaps, discuss and encourage proactive thinking, how to anticipate problems, etc.   |
| 3:45 - 4:00 PM   | <b>BREAK</b>  |  |  |
| 4:00 - 5:00 PM   | + HIDDEN RULES: Work vs. Personal   | + Office Etiquette<br>+ Discipline<br>+ Avoid Negative Influences  | Discuss the importance of focusing on the task-at-hand, while also being mindful of the balance of work/home.  |



## NEIGHBORHOODFILMCO. | SPRINT 5 - DAY 1



| TIME             | TEACHING OUTLINE   | APPLIED SKILLS  | NARRATIVE  |
|------------------|--|---|--|
| 9 - 10:30 AM     | Intro to MICROSOFT POWERPOINT:<br><ol style="list-style-type: none"> <li>1_General Navigation</li> <li>2_Purposes of Use</li> <li>3_Functions</li> </ol> | + Resourcefulness<br>+ Oral/Written Comm<br>+ Diversity                             | Different work environments require different modes of communication. Every tool has a purpose.<br><br>Teaching different tools/styles of comm develops an attitude of adaptability and inquiry in the apprentice. |
| 10:30 - 10:45 AM | <b>BREAK</b>   |   |  |
| 10:45 - 12:00 PM | + Microsoft Powerpoint Practice: Turn Equipment Bids Research into Powerpoint Presentation   | + Resourcefulness<br>+ Critical Thinking/Problem Solving<br>+ Work Ethic            | Focus on the blending of learned/new hard skills — how does an apprentice fuse them with a previous project to create something new?   |
| 12:00 - 12:45 PM | <b>LUNCH</b>   |   |  |
| 12:45 - 2:00 PM  | + Present Projector Bids using Powerpoint  | + Oral/Written Comm<br>+ Attention to Detail<br>+ Critical Thinking/Problem Solving | Show and Tell — Watch for poise in a pressure situation, ownership of the information, how well it's communicated in the moment, mastery of the hard skill (Powerpoint), etc.                                      |
| 2:00 - 2:15 PM   | <b>BREAK</b>   |   |  |
| 2:15 - 3:45 PM   | + Notetaking Practice<br>+ Production Calendar Practice — Create Calendar from Scratch   | + Patience — Repetition<br>+ Attention to Detail<br>+ TeamWork/Collaboration        | Taking Notes and Creating Calendars are two of the most common methods of workplace communication. Mastery of these skills is critical.  |
| 3:45 - 4:00 PM   | <b>BREAK</b>   |   |  |
| 4:00 - 5:00 PM   | + Prep for In-Office Tasks<br>+ Prep for Offsite Time  | + Proactive Thinking<br>+ Initiative<br>+ Work Ethic                                | Discuss the week ahead; its opportunities, what's to be learned, questions to be asked, etc.   |



## NEIGHBORHOODFILMCO. | SPRINT 5 - DAY 2



| TIME             | TEACHING OUTLINE  | APPLIED SKILLS  | NARRATIVE   |
|------------------|---|---|---|
| 9 - 10:30 AM     | Recap Discussions:<br>1_NFCo Days<br>2_Mindset Lessons<br>3_Self-Assessment | + Oral/Written Comm<br>+ Critical Thinking/Problem Solving<br>+ Asking Better ?'s<br>+ Setting Clear Goals<br>+ Avoid Negative Influences | The apprentice identifies/discusses their own strengths and weaknesses.<br><br>The ability to step out of the moment and see themselves in the workplace context allows them to better affect change. |
| 10:30 - 10:45 AM | <b>BREAK</b>  |   |   |
| 10:45 - 12:00 PM | + On-Set Etiquette with GUEST SPEAKERS<br>+ Q&A Follow-Up                   | + Proactive Thinking<br>+ Work Ethic<br>+ TeamWork/Collaboration<br>+ Client Hospitality  | Place the apprentice in a rapidly-changing environment that thrives on collaboration and proactive thinking. It's a new environment, yes, but illustrate how the same workplace rules apply.          |
| 12:00 - 12:45 PM | <b>LUNCH</b>  |   |   |
| 12:45 - 2:00 PM  | + Hand out/Explain Film Set Roles/Lingo/Etc.<br>+ Discuss Roles             | + Attention to Detail<br>+ High Expectations  | Once the world's been introduced, discuss the common terms, rhythms, etc. that will aid in their learning experience.   |
| 2:00 - 2:15 PM   | <b>BREAK</b>  |   |   |
| 2:15 - 3:45 PM   | + Create Project Calendar from Notes  | + Patience - Repetition<br>+ Critical Thinking/Problem Solving  | Take the training wheels off tasks — incorporate them into real world discussions and require them to use what they've learned.   |
| 3:45 - 4:00 PM   | <b>BREAK</b>  |   |   |
| 4:00 - 5:00 PM   | + Follow-Up/Completion of In-Office Tasks                                   | + Attention to Detail<br>+ Work Ethic<br>+ Paying Dues<br>+ TeamWork/Collaboration  | Continue to alternate the apprentice between environments — the training lab and the workplace — demonstrate that the learning/apprenticing never ends. Always an opportunity to transform.           |



## NEIGHBORHOODFILMCO. | SPRINT 6 - DAY 1



| TIME             | TEACHING OUTLINE   | APPLIED SKILLS   | NARRATIVE   |
|------------------|--|--|---|
| 9 - 10:30 AM     | + Follow-Up FINANCIAL DISCUSSIONS  | + Honesty<br>+ Avoid Negative Influences<br>+ Ethics/Social Responsibility<br>+ Discipline | Follow up on discussions and learnings in the financial workshop. Put the learning back on the apprentice — how have they implemented agreed upon strategies? |
| 10:30 - 10:45 AM | <b>BREAK</b>   |  |   |
| 10:45 - 12:00 PM | + Intro Crew/Contact List<br>+ Go Over Hard Copy of Project List<br>+ Go Over E-Copy of Project List | + Extreme Professionalism<br>+ Attention to Detail   | Illustrate the development and planning that informs every workplace project; why information appears the way it does, who needs to see it, etc.              |
| 12:00 - 12:45 PM | <b>LUNCH</b>   |  |   |
| 12:45 - 2:00 PM  | + How to Answer/Transfer Office Calls<br>+ How to Answer Door  | + Office Etiquette<br>+ Client Hospitality<br>+ Paying Dues<br>+ Extreme Professionalism   | Again, in these functions, the apprentice serves as the face of the company. They've been entrusted with that responsibility, and should act as such.         |
| 2:00 - 2:15 PM   | <b>BREAK</b>   |  |   |
| 2:15 - 3:45 PM   | + How to Interrupt with Questions<br>+ How to Create Directions (To Office, Etc.)                    | + Oral/Written Comm<br>+ Work Ethic<br>+ Asking Better ?'s                                 | These 'how-to' times are designed to aid in specific projects/help with specific apprentice struggles. Incorporate/Adapt as needed.                           |
| 3:45 - 4:00 PM   | <b>BREAK</b>   |  |   |
| 4:00 - 5:00 PM   | + Follow-Up/Completion of In-Office Tasks  | + Attention to Detail<br>+ Work Ethic<br>+ Paying Dues<br>+ TeamWork/Collaboration         | The apprentice is now able to deftly balance long-term in-office projects with the training lab's hard/applied skill development.                             |



## NEIGHBORHOODFILMCO. | SPRINT 6 - DAY 2



| TIME             | TEACHING OUTLINE   | APPLIED SKILLS  | NARRATIVE   |
|------------------|--|---|---|
| 9 - 10:30 AM     | + Follow-Up/Completion of In-Office Tasks  | + Attention to Detail<br>+ Work Ethic<br>+ Paying Dues<br>+ TeamWork/Collaboration                | The apprentice is now able to deftly balance long-term in-office projects with the training lab's hard/applied skill development.   |
| 10:30 - 10:45 AM | <b>BREAK</b>   |   |   |
| 10:45 - 12:00 PM | + Follow-Up/Completion of In-Office Tasks  | + Attention to Detail<br>+ Work Ethic<br>+ Paying Dues<br>+ TeamWork/Collaboration                | The apprentice is now able to deftly balance long-term in-office projects with the training lab's hard/applied skill development.   |
| 12:00 - 12:45 PM | <b>LUNCH</b>   |   |   |
| 12:45 - 2:00 PM  | + Send Project Email with Info<br>+ Build New Crew/Contact List  | + Seeing Task to Completion<br>+ Extreme Professionalism<br>+ Patience — Repetition               | The apprentice further refines the methods and forms of workplace communication, showing they can be entrusted with continual, recurring tasks.                                 |
| 2:00 - 2:15 PM   | <b>BREAK</b>   |   |   |
| 2:15 - 3:45 PM   | + Create Self-Assessment Spreadsheet<br>+ Share with Instructor<br>+ Update in Real Time during Training | + TeamWork<br>+ Oral/Written Comm<br>+ Work Ethic   | Focus on the apprentice's ability to speak of what they've learned/how they've changed/how they see themselves continuing to learn/change.                                      |
| 3:45 - 4:00 PM   | <b>BREAK</b>   |   |   |
| 4:00 - 5:00 PM   | + Prep for HR Specialist Meeting   | + Initiative<br>+ Critical Thinking/Problem Solving<br>+ Oral/Written Comm<br>+ Asking Better ?'s | The apprentices spend time with an outside HR rep - they learn how to discuss their own skill set, workplace personality, and their unique ability to affect a given workplace. |



## NFCo APPRENTICESHIP // How to Integrate an Apprentice into the Workflow

### PART ONE: FROM 'CONTRACTOR' TO 'COMPANY'

#### **"CONTRACTOR" MINDSET**

Focus on only your slice of the project; ignore connection/relevance to project as a whole.  
Value 'getting it done' over 'making the most ideal, comprehensive product'.



#### **"COMPANY" MINDSET**

All slices of the project have synergy. Each part embraces its connection to the whole. Establish and teach out of a common language with common expectations.

#### **QUESTION: HOW DO I MOVE FROM "CONTRACTOR" TO "COMPANY"?**

- \_Walk through the scope of your individual tasks for the upcoming days.
- \_Answer the Question: "How does each particular task fit into company projects as a whole?"
- \_Break out each task into executable steps.
- \_Assign executable steps to an apprentice. Critique, Teach, Reassign.

#### ***LAWS OF NATURE:***

*When you've put in the leg work beforehand, you're confident to hold apprentices accountable.  
When you "wing it", you lose both credibility and your platform for accountability.*

*When an apprentice sees good preparation, they will follow you. But when an apprentice sees lack of preparation, they immediately lose respect and go their own way.*

## PART TWO: INTEGRATE APPRENTICE INTO PERSONAL PROCESS

### **QUESTION: HOW DO I ADD ADMIN/ORGANIZATION/PRESENTATION TO MY INDIVIDUAL WORK PROCESS?**

#### **STRATEGY 1: SKILL PAIRING**

- \_Start with SKILLS the apprentices are learning and then match those skills with your steps.
- \_EXAMPLE: The skill is building spreadsheets. Part of your process is making a shot list. Have an apprentice “translate” your handwritten shot list into a clean spreadsheet, upload it onto Google Drive, then email you confirmation.

#### **STRATEGY 2: REVERSE ENGINEERING**

- \_Establish The End Goal of your task/project
- \_Reverse Engineer into a detailed step-by-step process
- \_Require the Apprentices to do ALL the steps
- \_Add Admin/Organization/Presentation details to the steps as the apprentice works

#### **+ FOUNDATIONAL QUESTIONS +**

- \_How can the steps in my process be more detailed/complete in a way that would benefit NFCo? (For both current and future projects)
- \_How can the steps in my process be more detailed/complete in a way that would benefit The Client?
- \_How would the added detail make NFCo’s product more complete/impressive?

#### **+ WHOM DO THESE STRATEGIES BENEFIT? +**

- NFCo** by having a cleaner, more organized, & more easily shared document.
- The Client** by giving them confidence that you’ve organized every detail of the project.
- The Apprentice** by giving them practice on workplace applications, and maintains connection to the main objective: APPLIED SKILLS

**LAW OF NATURE:** Hold apprentices accountable for doing all steps of all tasks 100 PERCENT RIGHT. It’s easy to be a hard-ass when their work is wrong; it’s difficult to be a hard-ass when their work is 95 Percent right.



+ PHASE 1 TRAINING

TEAM ROLES & DEFINITIONS:

- + **COORDINATOR** // Organizes all meetings/paperwork/reviews & leads proactive communication between all team members regarding apprenticeship.
- + **INSTRUCTOR** // Leads all "Training Lab" instruction & strategizes on-the-job skill development/career trajectory for apprentices.
- + **APPRENTICE** // The individual instructed in the training lab & working on NFCo projects.
- + **EMPLOYEES** // The rest of the individuals - project managers, producers, directors, editors, admin, etc - that make up the company team.

|       | MON<br>(TRAINING LAB DAY)  | TUES   | WED<br>(IN-OFFICE/WORKPLACE DAY)                            | THURS  | FRI<br>(TRAINING LAB DAY)   |
|-------|--|--|---|--|---|
| AM    | <p>+ At Mon morning meeting, <b>COORDINATOR</b> reminds <b>EMPLOYEES</b> to email a list of projects/tasks they need to have done by <b>APPRENTICES</b>. Each <b>EMPLOYEE</b> includes the deadline for delivery of each project/task.</p> <p>*Tasks are due to <b>COORDINATOR</b> from each <b>EMPLOYEE</b> by Mon pm.</p>  | <p>+ <b>EMPLOYEES</b> email <b>COORDINATOR</b> with any changes needed for Task List.</p>  | <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p> | <p>+ <b>COORDINATOR</b> meets with each <b>EMPLOYEE</b> for 15 minutes to review <b>APPRENTICE</b> Performance.<br/>(This happens bi-weekly)</p> | <p>+ <b>COORDINATOR</b> creates Performance Review Doc &amp; shares with <b>INSTRUCTOR</b>.<br/>(This happens bi-weekly)</p>  |
| ..... |  |  |   |  |   |
| PM    | <p>+ <b>COORDINATOR</b> organizes all projects/tasks into a single Google Drive "Task List" Doc.</p> <p>+ With <b>INSTRUCTOR'S</b> input, <b>COORDINATOR</b> "assigns" each <b>EMPLOYEE'S</b> list of tasks to individual <b>APPRENTICES</b>.</p> <p>+ <b>COORDINATOR</b> shares Task List Doc with all the <b>EMPLOYEES</b> so everyone is on the same page with what each <b>APPRENTICE</b> will be working on.</p> <p>+ <b>COORDINATOR</b> reminds all <b>EMPLOYEES</b> about Tuesday's afternoon Round Up meeting.</p> | <p>+ <b>INSTRUCTOR/COORDINATOR</b> lead Round Up Meeting with all <b>EMPLOYEES</b> present.</p> <p>At meeting, <b>EMPLOYEES</b> do one last review of Task List.</p> <p>Entire team discusses goals for <b>APPRENTICE</b> projects, areas for improvement, and any other pertinent issues regarding <b>APPRENTICE</b> development.</p> | <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p> | <p>+ <b>COORDINATOR</b> meets with each <b>EMPLOYEE</b> for 15 minutes to review <b>APPRENTICE</b> Performance.<br/>(This happens bi-weekly)</p> | <p>+ <b>INSTRUCTOR</b> meets with each <b>APPRENTICE</b> to conduct formal Performance Review - successes, needed improvements, new goals, disciplinary issues, etc.<br/>(This happens bi-weekly)</p> |



## NFCo APPRENTICESHIP // PHASE 2 TRAINING

+ Intro +

**Phase 2 Training** demands specification; it initiates the mindset shift from generalist to specialist, and it calls on the apprentice to personally define and develop a specific skill set.

Phase 2 Training is built on two principles: **agency** and **mindset**.

Apprentices are incorporated into on-going workplace projects. They must function as communication/activity hubs — deftly balancing copious amounts of immediate project detail, overarching client needs, and both short/long-term workplace tasks.

Through constant challenge and application, a skill set forms in each apprentice. The apprentice learns to view him/herself as an agent of change — someone able to place themselves in a given work context, think proactively in regards to factors/needs/aims, and apply their skill set to positively affect change and meet any/all defined end goals.

This calling out and curating of one's agency extends not only to the workplace, but to the overall mindset and life of the apprentice as well. Discussions expand beyond classroom/workplace comprehension — conversations now center around how well the apprentice can articulate their life context — how they've transitioned from seeing themselves as passive to now active participants in the world — and how, through conflict resolution (**present**) and setting goals (**future**) they can create positive short and long-term change.

The apprentice never loses sight of the present work — thoroughness and precision marks their every move. Yet as they carry out the immediate work of their hands, they cultivate a Language of Future — of as-yet-unseen dreams and abilities. They learn and comprehend what it means to set a target — what is required of them to develop the skills that would help them achieve a desired future which they've defined and outlined for themselves.

They lay out the necessary steps, count the cost, then own and pursue with great fervor.

If Phase 1 champions the idea of the apprentice as an active participant in their future, Phase 2 both develops the apprentice's vocabulary to define/take responsibility for that future, and sharpens the skills/abilities necessary to achieve it.



+ PHASE 2 TRAINING

TEAM ROLES & DEFINITIONS:

- + **COORDINATOR** // Organizes all meetings/paperwork/reviews & leads proactive communication between all team members regarding apprenticeship.
- + **INSTRUCTOR** // Leads all "Training Lab" instruction & strategizes on-the-job skill development/career trajectory for apprentices.
- + **APPRENTICE** // The individual instructed in the training lab & working on NFCo projects.
- + **EMPLOYEES** // The rest of the individuals - project managers, producers, directors, editors, admin, etc - that make up the company team.

|    | MON<br>(TRAINING LAB DAY)  | TUES   | WED<br>(IN-OFFICE/WORKPLACE DAY)                            | THURS  | FRI<br>(IN-OFFICE/WORKPLACE DAY)   |
|----|--|--|---|--|--|
| AM | <p>+ <b>INSTRUCTOR/COORDINATOR</b> lead <i>pre-workday</i> Round Up Meeting with all <b>EMPLOYEES</b> present.</p> <p>At meeting, <b>EMPLOYEES</b> do one last review of Task List <i>that was created the previous Fri.</i></p> <p>Entire team discusses goals for <b>APPRENTICE</b> projects, areas for improvement, and any other pertinent issues regarding <b>APPRENTICE</b> development.</p> | <p>+ <b>INSTRUCTOR/COORDINATOR</b> meet regarding <b>APPRENTICE</b> tasks for Wed &amp; Fri and adjust assignments as necessary.</p> | <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p> | <p>+ <b>COORDINATOR</b> sends email to all <b>EMPLOYEES</b> to remind them to send their list of projects &amp; tasks they need to have done by <b>APPRENTICES</b> for the upcoming week. They include the deadline for delivery of each project/task.</p> <p>*Tasks are due to <b>COORDINATOR</b> from each <b>EMPLOYEE</b> by Fri am.</p> <p>+ <b>COORDINATOR</b> meets with each <b>EMPLOYEE</b> for 15 minutes to review <b>APPRENTICE</b> Performance. (This happens bi-weekly)</p> | <p>+ <b>EMPLOYEES</b> email <b>COORDINATOR</b> with their list of tasks.</p> <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p> <p>+ <b>COORDINATOR</b> creates Performance Review Doc &amp; shares with <b>INSTRUCTOR</b>. (This happens by-weekly)</p>  |
| PM |  |  | <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p> | <p>+ <b>EMPLOYEES</b> email <b>COORDINATOR</b> with their list of tasks.</p> <p>+ <b>COORDINATOR</b> meets with each <b>EMPLOYEE</b> for 15 minutes to review <b>APPRENTICE</b> Performance. (This happens bi-weekly)</p>  | <p>+ <b>COORDINATOR</b> organizes all projects/tasks into a single Task List Doc.</p> <p>+ With <b>INSTRUCTOR'S</b> input, <b>COORDINATOR</b> "assigns" each <b>EMPLOYEE'S</b> list of tasks to individual <b>APPRENTICES</b>.</p> <p>+ <b>COORDINATOR</b> shares Task List Doc with all the <b>EMPLOYEES</b> so everyone is on the same page with what each <b>APPRENTICE</b> will be working on next week.</p> <p>+ <b>COORDINATOR</b> reminds all <b>EMPLOYEES</b> about Mon am Round Up meeting.</p> <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p> <p>+ <b>INSTRUCTOR</b> meets with each <b>APPRENTICE</b> to conduct formal Performance Review - successes, needed improvements, new goals, disciplinary issues, etc. (This happens bi-weekly)</p> |



## NFCo APPRENTICESHIP // PHASE 3 TRAINING

+ Intro +

**Phase 3 Training** demands a profound level of initiative; it requires the apprentices to definitively shift from seeing themselves as students in training to highly-skilled architects of self-started careers.

Phase 3 Training is built on two principles: ***influence*** and ***social capital***.

Apprentices are no longer simply incorporated into projects, they lead and coordinate them. They develop the ability to oversee both a wide breadth of information and tasks, as well as a wide array of personalities, interpersonal dynamics, and communication demands. They learn to build strategic links between project members and clients, to delegate responsibilities effectively, and to foster a culture of teamwork. In other words, the apprentices evolve their ability to do more than just manage a group, but to leverage their work ethic, precision, and emotional intelligence to ***influence*** people and product.

This call to leadership extends beyond the workplace. Apprentices are encouraged to steadily incorporate the positive influence they've cultivated at work into their personal relationships - as fathers, mothers, friends, and neighbors. Ultimately, they are challenged to recognize that their radical personal development in the apprenticeship shouldn't end on them - they are now responsible to leverage their own skills, knowledge, and leadership for the good of those they share life with.

The second major drive of Phase 3 is toward fostering ***social capital***. Defined, social capital refers to the connections between individuals and entities that can be economically valuable. Or, in other words, social capital can be understood as the relational glue which facilitates legitimate opportunity, co-operation, exchange and innovation.

On a practical level, the apprentices are tasked with setting up no less than 20 "informational interviews" with professionals in the NFCo network. This network is the accumulation of professional relationships that the NFCo team has built over many years. NFCo team members reach out for initial introductions, then it is up to the apprentice to connect individually and ask questions about each professional's career path, as well as any work-related wisdom they wish to share.

This serves the apprentice in two ways. One, it requires the apprentice to sharpen a whole new set of applied skills relevant to building a social network. Leaving professional voicemails, phone and email etiquette while networking, researching a new contact, asking great professional questions, etc. Two, it does what informational interviews are designed to do - open doors. Whether it's invaluable advice, an introduction to a relevant contact, or an eventual job offer, this process is likely the most crucial career development step for each apprentice.

If Phase 2 sharpens the skills/abilities necessary to achieve a new vision for the future, Phase 3 is the decisive, intentional, and highly-connected embodiment of that vision.



+ PHASE 3 TRAINING

TEAM ROLES & DEFINITIONS:

- + **COORDINATOR** // Organizes all meetings/paperwork/reviews & leads proactive communication between all team members regarding apprenticeship.
- + **INSTRUCTOR** // Leads all "Training Lab" instruction & strategizes on-the-job skill development/career trajectory for apprentices.
- + **APPRENTICE** // The individual instructed in the training lab & working on NFCo projects.
- + **EMPLOYEES** // The rest of the individuals - project managers, producers, directors, editors, admin, etc - that make up the company team.

|    | MON<br>(IN-OFFICE/WORKPLACE DAY)   | TUES   | WED<br>(IN-OFFICE/WORKPLACE DAY)                            | THURS  | FRI<br>(IN-OFFICE/WORKPLACE DAY)   |
|----|--|--|---|--|--|
| AM | <p>+ <b>INSTRUCTOR/COORDINATOR</b> lead <i>pre-workday</i> Round Up Meeting with all <b>EMPLOYEES</b> present.</p> <p>At meeting, <b>EMPLOYEES</b> do one last review of Task List <i>that was created the previous Fri</i>.</p> <p>Entire team discusses goals for <b>APPRENTICE</b> projects, areas for improvement, and any other pertinent issues regarding <b>APPRENTICE</b> development.</p> <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p> | <p>+ <b>INSTRUCTOR/COORDINATOR</b> meet regarding <b>APPRENTICE</b> tasks for Wed &amp; Fri and adjust assignments as necessary.</p> | <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p> | <p>+ <b>COORDINATOR</b> sends email to all <b>EMPLOYEES</b> to remind them to send their list of projects &amp; tasks they need to have done by <b>APPRENTICES</b> for the upcoming week. They include the deadline for delivery of each project/task.</p> <p>*Tasks are due to <b>COORDINATOR</b> from each <b>EMPLOYEE</b> by Fri am.</p> <p>+ <b>COORDINATOR</b> meets with each <b>EMPLOYEE</b> for 15 minutes to review <b>APPRENTICE</b> Performance.<br/>(This happens bi-weekly)</p> | <p>+ <b>EMPLOYEES</b> email <b>COORDINATOR</b> with their list of tasks.</p> <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p> <p>+ <b>COORDINATOR</b> creates Performance Review Doc &amp; shares with <b>INSTRUCTOR</b>.<br/>(This happens by-weekly)</p>  |
| PM | <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p>  |  | <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p> | <p>+ <b>EMPLOYEES</b> email <b>COORDINATOR</b> with their list of tasks.</p> <p>+ <b>COORDINATOR</b> meets with each <b>EMPLOYEE</b> for 15 minutes to review <b>APPRENTICE</b> Performance.<br/>(This happens bi-weekly)</p>  | <p>+ <b>COORDINATOR</b> organizes all projects/tasks into a single Task List Doc.</p> <p>+ With <b>INSTRUCTOR'S</b> input, <b>COORDINATOR</b> "assigns" each <b>EMPLOYEE'S</b> list of tasks to individual <b>APPRENTICES</b>.</p> <p>+ <b>COORDINATOR</b> shares Task List Doc with all the <b>EMPLOYEES</b> so everyone is on the same page with what each <b>APPRENTICE</b> will be working on next week.</p> <p>+ <b>COORDINATOR</b> reminds all <b>EMPLOYEES</b> about Mon am Round Up meeting.</p> <p>+ <b>APPRENTICES</b> work on company projects/tasks.</p> <p>+ <b>INSTRUCTOR</b> meets with each <b>APPRENTICE</b> to conduct formal Performance Review - successes, needed improvements, new goals, disciplinary issues, etc.<br/>(This happens bi-weekly)</p> |



## NFCo APPRENTICESHIP // PHASE 4 TRAINING

+ Intro +

**Phase 4 Training** misleads with its title, both by its use of 'phase' and 'training.' We employ the terms only for uniformity's sake.

Phase 4 Training has no defined beginning or ending, and contains no specific training. There are no workshops, no focused development of skill sets and no informational interviews.

What there is, however, is constant reliance on and cultivation of both the knowledge acquired and the relationships formed over the course of the NFCo apprenticeship.

In short, Phase 4 Training is built on ***community***.

If we've trained and loved well, if we've demonstrated concern at all points for all things — for both the material being taught and the health/mindset of everyone involved — the apprentice will continually seek us out in both the joys and struggles of post-apprenticeship life.

When they have to move apartments in 48 hours, and when they put a down payment on their first house. When they ace a perspective job interview, or when they receive two weeks' notice from their employer.

The apprentice pursues career and relationship. Life continues to unfold in all its complexity. It continues to challenge dreams and confront hopes. Life continues to demand Choice. Every day. Large and small.

All talk of theory and the "hypothetical future" ceases. Now the apprentice either flourishes or flounders. For all the effort placed into the teaching of tangible skills and career development, our faith and hope now rests in the intangible; in things not yet seen, but believed in nonetheless.

Graduation from the NFCo apprenticeship ensures nothing, least of all safety. But the apprentices are not alone. They are, at all points, surrounded. Known. Listened to. Convicted by Truth. Encouraged. Loved.

And this belief is held — with tenderness, with joy and perseverance — together.

# NEIGHBORHOOD

*Film Company*

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APPRENTICESHIP BLUEPRINT

+ ADDITIONAL MATERIALS +



## NFCo APPRENTICESHIP // CANDIDATE SOURCES & PARTNERS

During the assessment process for potential candidates, the NFCo team also takes a careful look at the "source partner" for each potential apprentice. We try to determine if the team/group/organization of people previously surrounding the candidate will be a good partner with NFCo during the apprenticeship and going forward.

The following are 4 distinctives we look for in a potential source partner:

### **1 // Responsive Communication:**

Unfortunately, we've found that the disorganization and cumbersome bureaucracy typically associated with non-profit/government agencies is far too often an accurate stigma. With so many clients, so many programs, and so few employees, these organizations have a lot of trouble responding quickly to calls, emails, and time-sensitive collaboration needs. So it's imperative for us to partner with teams that are marked by high standards of professional communication. In other words, we work with partners who are readily available to connect promptly, pivot toward clear solutions, and follow up consistently on shared goals for apprentice success.

### **2 // Strategic Advocacy Resources:**

Ultimately, the goal of a good partnership is to work together to advocate for strategic solutions. We look for partners that have assembled their own team of people committed to opening doors, knocking down barriers, and putting their time and energy on the line to support apprentices. Good intentions can carry advocacy to only a certain point. We throw all of our resources - people, time, finances, strategy - into apprentice development. We're looking for partners who are excited to do the same.

### **3 // An All-Star Point-of-Contact:**

We don't need everyone on a partner's team to share the heavy lifting of communication, coordination, and strategy. And we don't necessarily need the entire partner organization to be a seamless machine of advocacy. What we absolutely need, though, is at least one person who is our "all-star" point-of-contact. The person we can call or email anytime, who will prioritize our collaboration. They will assemble the resources needed on their end, get the right people on the phone, and ensure the necessary decision makers make timely moves on behalf of the apprentices.

### **4 // Extremely High Standards for Apprentices:**

This is the most important distinctive, and yet the most challenging to assess. We desire to partner with organizations whose philosophy of training and career development is marked by high performance expectations and high accountability for apprentices. When that philosophy is consistent on both sides, we've found that apprentice transformation increases exponentially. In short, if we and the partner have the courage to hold the line on excellence, apprentices feel the heightened sense of self-respect and dignity that comes when people expect great things from you.



## NEIGHBORHOOD FILM CO. // RESEARCH

+ The following is a bibliography of preliminary research that influenced our training model +

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