On Tuesday, August 30, NEIEP was honored to present our premier educational program to representatives of elevator unions from around the world, attending the IUEC-sponsored Global Conference in Chicago, as well as to employees of the Occupational Safety and Health Administration, many of whom work at the OSHA Training Institute in nearby Arlington Heights, IL.

Attendees made their way to the Local 2 Union Hall to peruse the curriculum, try their hand at the many practical labs, explore the virtual training tools we have developed, and talk in depth with NEIEP development staff as well as EIWPF personnel. The reaction from both the international crowd as well as the OSHA folks was congratulatory, with many in attendance offering high praise for a program that provides one of the most comprehensive training experiences for elevator constructors anywhere. The NEIEP staff was delighted to make new connections and talk training and safety with our international counterparts as well as OSHA professionals.

NEIEP National Director John O’Donnell was on hand to kick off the exhibit, and attendees were given the opportunity to explore the full scope of NEIEP training offerings, including our array of classroom labs such as the Hydraulic Valve Simulator, Hoistway, Electricalab, Door Operator, Solid State, HCL, Motor-Generator, Scaffolding, and Rigging. Those in attendance were intrigued with the Pipe & Wire Lab, as well as the Line Starter/Motor and Microprocessor Labs.

The Global Conference offered attendees the chance to strengthen connections and solidarity throughout the world among those who perform the vital work of the elevator trade safely and effectively. NEIEP is proud to showcase the training we provide to IUEC members at events such as this one, and the feedback we receive confirms that our program is second to none. While apprenticeship training is vital to the safety and quality of work for IUEC members, don’t forget that continuing education is always available for mechanics to add even more credentials and knowledge to your repertoire. Are you taking advantage of the CE training available to you? Connect with us at neiep.org to explore the options.

For more images from the Global Conference NEIEP Fair, visit www.neiep.org/gallery.aspx
ARE YOUR CLASSROOM LABS READY?

A reminder – It’s not too late to ensure your NEIEP labs are classroom-ready and available as the fall semester unfolds. Don’t wait until you’re well into the semester to undertake a check-up. If your labs are in need of repair and you don’t take action early enough, they may not be functional in time for the class sessions when they are most needed. As NEIEP moves toward practical assessments, making sure labs are fully functional so they can be fully utilized in the classroom will now be more important than ever.

For information on the labs used in the NEIEP curriculum, and to request labs or repairs, log on to neiep.org and click on “Labs” under the “Instructors” tab on the home page. Here you will find detailed information on all NEIEP labs as well as a link to a request and repair form.

You can submit this form to NEIEP by filling it out directly from the website, or you can download the PDF version of the form and fax it to NEIEP at (508) 699-2495.

Each instructor is responsible for putting away the labs correctly, as well as ensuring that all components are present and that the labs are in proper operating condition. There are Inventory Sheets enclosed with each lab. Instructors may assign the task of putting the labs away and the tracking of components to an Apprentice; however, this does not relieve responsibility of the instructor to ensure maintenance is being done correctly. Use the form to report any components or repairs needed.

1. Notify NEIEP Warehouse of problem(s).
   - Phone: 800-228-8220
   - Warehouse ext. 6130

2. Neither Instructors nor students are to repair any labs. (Exception: proper value fuses and lamps)

3. Do not cut, splice, or solder patch cords or components.

4. Do not mix components between labs.

5. Do not use Jumpers or any test equipment not supplied by NEIEP on labs.

6. Do not write “NFG” or use a Sharpie on labs. Use the repair form to describe problem(s) and return it along with lab(s) to NEIEP for repair.

REQUESTING A NEIEP TRANSCRIPT

Going back to school? Current and former NEIEP students may request an official transcript of their educational records.

Request for Records

Completing and returning a Records Release Form will allow NEIEP to release an official transcript of your educational records.

To get started, login to neiep.org and click on the “Forms” tab at the top of your screen. From there, select the “Request for Records” link and follow the directions.

Fill in all of the required fields in the form and print the document. To protect the privacy of your educational records, you must have the Record Release Form notarized (by a Notary Public) and then return the original notarized form to our Records Office at 11 Larsen Way, Attleboro Falls, MA 02763.

Once the NEIEP Records Office receives your notarized form, NEIEP will then release your records to you and the institution you have authorized on the form. Please note that incomplete or electronic copies of the Records Release Form are not accepted - only the original, signed, notarized document will allow us to release your records.

NOTE: If you are requesting a transcript for Thomas Edison State College, you will need to include a copy of your annual statement from the Benefits Office with your completed Records Release form. Thomas Edison State College will not accept a NEIEP transcript without this additional form. Contact information for the Benefits Office is available at neibenefits.org.

NEIEP may notify the Chairman of your current and/or last listed local JATC program of any requests for student records.

*For current students, you may also obtain an 'unofficial' transcript by logging into the NEIEP website and selecting 'Student Certificate' under the Students tab. Unofficial transcripts can be printed from your computer at any time, and do not require a request form or notarization.
NEIEP has joined in partnership with several colleges and universities to provide college credit for the work you completed as a student in the NEIEP Apprenticeship Training program. By taking advantage of these, you can receive college credit for your classroom-based course work as well as your on-the-job learning hours.

**So which of our college options is right for you?**

❖ Would you like to study from home, have the freedom to develop your own course of learning suited to your interests and professional goals, and earn your Bachelor’s degree in as little as 3 semesters? Check out Goddard College @ http://www.goddard.edu/neiep

❖ Have you considered pursuing a Bachelor’s degree but need the flexibility of a fully online program? The University of Nebraska Omaha could be your best option. Find more info @ dcs.unomaha.edu/neiep

❖ Would you like to earn an Associate’s Degree in Applied Sciences by taking online courses? Ivy Tech Community College might be right for you. Check them out @ http://www.ivytech.edu/academics/apprenticeships-national.html

❖ Are you interested in attending your local community college or state university? Thomas Edison State College can ‘bundle’ your NEIEP credits and provide you with a portable transcript. Find more info @http://www.tesc.edu/

❖ Do you live in the Baltimore/DC area, and are you interested in earning your Associate’s Degree as a Construction Craft Professional? Community College of Baltimore County might be right for you. Find out more @ http://www.ccbc.edu

❖ Would you like to attend a community, state, or technical college in your area? Check out NEIEP’s partnerships with more than 100 schools at close to 400 campus locations across the United States through the US Department of Labor’s Registered Apprenticeship College Consortium. A full list of RACC College Members can be found @ www.doleta.gov/oa/RACC/College_Members.cfm

Maybe you’ve always wanted a college degree, but thought you’d never have the time or the opportunity. Maybe you started college years ago, and never finished. Maybe you’re a NEIEP instructor who wants to add a degree credential to your resume. Maybe you’d like to advance in your career, and are looking for something to give you an edge and a new perspective. Whatever your reason for pursuing a degree, your time spent completing the NEIEP apprenticeship can help you get there. Don’t forget to check with your company to see if they offer tuition reimbursement as a benefit. Find more info about these college options, including videos, by visiting our web page at neiep.org. Go to the ‘About’ tab and select ‘College Options for NEIEP Graduates’.
The 2016/2017 school season is here! The start of a new school year is the perfect time for NEIEP instructors to instill positive habits in the classroom—for themselves as well as for their students. Effective teaching begins prior to the instructor entering the classroom. Instructors must formulate their goals and think about how they will achieve them before facing the students. Once in the classroom, instructors must be able to apply a number of different methods of teaching to reach students with different learning styles. In order to encourage critical thinking and real life application, students must be pushed to think outside the box. This means teachers need to be able to create an environment for this to take place by using techniques such as motivational coaching and collaborative learning.

Coaching for Success in the Classroom

When you hear the words "coach" or "coaching," what comes to mind? For many, these words will bring back memories of participation in sports. The coach was the leader of the team, and his or her role was to guide the team towards success. The term "coaching" is also very appropriate for describing the function of educators. Today's instructors are encouraged to spend less time lecturing and more time leading students in discussion and problem solving.

Coaching can be defined as a continuous process of providing students with feedback to enhance, maintain or improve their performance. The coach observes performance, shares knowledge and expertise, and provides encouragement to assist students in reaching continuously higher levels of performance. Coaching enables students to develop their thinking and actions in response to differing situations. The coaching approach encourages learning, growth and teamwork all at the same time.

The overall objective of coaching is to enable individuals and groups of individuals (teams) to broaden, develop and motivate each other to achieve improvement in their performance. Here are some tips on effective coaching:

- Make sure goals and objectives are clearly defined and reinforced.
- Provide opportunities for individuals and teams to further develop and improve their skills.
- Observe and identify ways to enhance both individual and team performance.
- Provide feedback on individual and team performance. Be specific when giving feedback. Do not just say that something is good or bad.
- Prepare students for difficult situations or new responsibilities by challenging them and making them leave their comfort zone of learning.
- Be supportive, enthusiastic, and positive. The coach's attitude is a predictor of the attitude of the team.

Remember that coaching is a time-critical process so provide feedback promptly.

Teamwork in the Classroom

Why Should Teachers Be Interested in Teamwork?

Teamwork has become an important part of the working culture and many businesses now look at teamwork skills when evaluating a person for employment. Therefore, it is important that students learn to function in a team environment so that they will have teamwork skills when they enter the workforce. Also, research tells us that students learn best from performing tasks and being involved in social interactions.

Collaborative learning should be included in almost every classroom, but some teachers struggle with having students work cooperatively. There are a number of reasons for this struggle, which include the need to develop good team exercises and the added difficulty in assessing the individual performance of the team members. This is where understanding how to teach effective teamwork becomes a crucial task for the teacher. Effective teamwork is produced when all the individuals involved harmonize their contributions and work towards a common goal.

What is the Difference Between a Group Exercise and a Team Exercise?

One of the first things that an instructor must recognize is the difference between an individual working as part of a group and an individual working as part of a team. On the next page is a list of the differences that exist between these categories. After reading through the list, it should be clear what the difference is and which one would be ideal in a classroom and the workplace.
<table>
<thead>
<tr>
<th>Groups</th>
<th>Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Members work independently and they often are not working towards the same goal.</td>
<td>• Members work interdependently and work towards both personal and team goals, and they understand these goals are accomplished best by mutual support.</td>
</tr>
<tr>
<td>• Members are very cautious about what they say and are afraid to ask questions. They may not fully understand what is taking place in their group.</td>
<td>• Members feel a sense of ownership towards their role in the group because they committed themselves to goals they helped create.</td>
</tr>
<tr>
<td>• Members are given their tasks or told what their duty/job is, and suggestions are rarely welcomed.</td>
<td>• Members collaborate together and use their talent and experience to contribute to the success of the team’s objectives.</td>
</tr>
<tr>
<td>• Members are very cautious about what they say and are afraid to ask questions. They may not fully understand what is taking place in their group.</td>
<td>• Members base their success on trust and encourage all members to express their opinions, varying views, and questions.</td>
</tr>
<tr>
<td>• Members do not trust each other’s motives because they do not fully understand the role each member plays in their group.</td>
<td>• Members make a conscious effort to be honest, respectful, and listen to every person’s point of view.</td>
</tr>
<tr>
<td>• Members may have a lot to contribute but are held back because of a closed relationship with each member.</td>
<td>• Members are encouraged to offer their skills and knowledge, and in turn each member is able to contribute to the group’s success.</td>
</tr>
<tr>
<td>• Members are bothered by differing opinions or disagreements because they consider it a threat. There is no group support to help resolve problems.</td>
<td>• Members see conflict as a part of human nature and they react to it by treating it as an opportunity to hear about new ideas and opinions. Everybody wants to resolve problems constructively.</td>
</tr>
<tr>
<td>• Members may or may not participate in group decision-making, and conformity is valued more than positive results.</td>
<td>• Members participate equally in decision-making, but each member understands that the leader might need to make the final decision if the team cannot come to a consensus agreement.</td>
</tr>
</tbody>
</table>
Apprentices can supplement the classroom experience with online course review

Apprentices in good standing are allowed and encouraged to access on-line versions of course material for every unit they have completed with a passing score on the unit exam. Whether your apprentices are in classroom or distance learning, they may use these online courses to keep the concepts and information fresh as they progress through the school year. As well as accessing these online courses for immediate review once they have passed the unit examination, they should consider using them for a comprehensive review before the semester-end examinations.

Apprentices can visit the Online Training and Licensing page on neiep.org to get started. Once logged in, follow this link to learn more:

https://www.neiep.org/student/bst-CBTApprenticeCoursesMenu.aspx

NEIEP Calendar Important Dates for Fall 2016

**SEPTEMBER**  
Sept. 5  
Reminder to Instructors, Area Coordinators, & JAC  
NEIEP CLOSED  
*Check Missing Requirements Report***

**OCTOBER**  
Oct. 10  
Reminder to Instructors, Area Coordinators, & JAC  
NEIEP CLOSED  
*Check Missing Requirements Report***

**NOVEMBER**  
Nov. 11  
Week of: November 7, 2016  
Nov. 24/25  
Reminder to Instructors, Area Coordinators, & JAC  
NEIEP CLOSED  
NEIEP CLOSED  
*Check Missing Requirements Report***

**DECEMBER**  
Week of: December 5, 2016  
Dec. 25  
Reminder to Instructors, Area Coordinators, & JAC  
NEIEP CLOSED  
NEIEP CLOSED  
*STUDENT Correction Requests (SCR): ***  
The form used to report student attendance & grade changes to class dates that have already been approved.

*INSTRUCTOR Correction Requests (ICR): ***  
The form used to report instructor attendance, class date or substitute instructor changes to class dates that have already been approved.

Please submit SCRs & ICRs as soon as possible and have all submitted prior to date of final exam.