







## Authors

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## Suitability of this case to the ApprEnt definition of HEA

Workplace/ training 	Mentoring 	Remuneration 	Formal programme 	Certification 	Contract/ Agreement 
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### Evaluation of how the programme/practice reaches the following goals Scale: 1 = not at all; 2 = very little; 3 = somewhat; 4 = well; 5 = very well

	1	2	3	4	5
i. Enhances relevant working life skills and qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii. Promotes professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iii. Develops learning environment practices as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iv. Develops work-based learning practices and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Improves work performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vi. Improves tutoring and mentoring practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
vii. Enhances University-Business collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
viii. Showcases potential aspects for programme standardisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Title

Média Courtagé (FR)

## Description

### Model

N/A

### Best practice

#### Description of good practices and schemes

##### Recruitment

The recruitment process involves both the company and the training centre. Overall, it is a classic recruitment process: CV analysis, one-hour interview with one or two people from the company staff, debriefing, and applicant selection.

If we consider that some applicants do not meet the criteria for the selection, alternative ways for their induction are then suggested (e.g. additional trainings, personal guidance, tips and suggestions concerning the appropriate professional behaviour).

##### Hosting and induction programme

##### *Content of the activity and tasks*

Throughout the interview, we explain what we expect from the selected candidates by underlining the apprenticeship's difficulties and specificities, the respective tasks and responsibilities, and the overall objectives for their induction into the company.

##### *Company induction*

On the first day, the apprentice meets her or his mentor (there are five mentors, the five managers of the company). They are quickly involved in the company's activities. Their task and their objectives are assigned and specified by the tutor. As for any newly-recruited person in the company, a locker is granted and a badge issued. The induction continues with a three-week business training session in a dedicated space, called 'the incubator'. This training, provided by one or two tutors, combines new recruits and newly arrived apprentices.

##### *Development plan, progression route, skills development*

The mentors help boost the apprentice's confidence by motivating them and providing appropriate advices and underlining the importance of learning by doing. Apprentices hold responsibilities and are working under the same working conditions as other employees. Apart from the mentoring they are offered, the only difference between them and other employees is the reduced amount of time spent in the company.

Media Brokerage is developing an individual and collective state of mind: a company culture.

At the end of a month, all the employees as well as the apprentice are outfitted with a personal mug, which has been designed and customized by the company's marketing department according to individual profiles and his characters. The company has also arranged spaces dedicated to relaxation, exchange and conviviality: a patio, a small kitchen have been furnished with small round tables for all employees. Sébastien Marcos points out that the creation of both a second open-space office and a company gym has been planned. The opening of a sleeping area is under consideration too.

The three-week training session at the beginning of the course is essential. Afterwards, mentors are available if apprentices need support and advices throughout the apprenticeship (progress meetings

are organized regularly as soon as the apprentice feels the need for advice). Mentors keep a close eye on marks obtained by apprentices in theoretical courses so that apprentices remain "in the field of excellence", including within the academic environment.

### Support and follow-up of the apprentice – Mentorship

#### *Mentor selection and support*

Each of the five managers of the company is potentially a mentor, Sébastien Marcos included. Every mentor is available upon request. Sébastien MARCOS, Sales Manager, is not only a mentor but also the person in charge of the Media Courtage's mentors. He is responsible for the quality and consistency of the apprentice follow-up by the company.

The mentor should help the apprentices develop their know-how, professional competence, social and interpersonal skills (e.g. punctuality, respect of company rules, self-reliance, care and rigour, responsiveness). The mentor must also be interested in following the mentees' marks, class attendance, and progresses transmitted by the training centre (Sup Ifac). In fact, the mentor encourages apprentices to succeed at the school level too, while also ensuring the coordination between practical training within the company and theoretical training at Sup Ifac.

#### *Mentoring tools*

Progress meetings are organized on a regular basis. Naturally, some flexibility allows for the mentoring activity to be modified so that it can best meet the needs of the individual apprentices.

- 1) The liaison booklet (trilateral agreement between the mentor, the training centre, and the apprentice) provided by Sup Ifac: other than facilitating communications between the actors involved, it defines what is expected by the training centre throughout the apprenticeship;
- 2) Weekly and monthly reports.

#### Apprentice Assessment :

The apprentice ought to carry out the planned tasks and reach the established targets in line with training goals.

The booklet for quality evaluation allows monitoring strengths and weaknesses. Its assessment grid includes: economic aspects, quality process, proficiency, personal achievements, and the behaviour in the workplace.

The apprentice liaison book allows for an assessment of the mentee's path by comparing it not only with the objectives and targets established by the training centre and the company but also to the grades obtained by the mentee.

Each apprentice's family background and social milieu are also taken into account in the course of the assessment process: "Because mentees cannot be well at work if they are not well at home".

#### *Partnership with the training centre*

The institution provides information to the company about the grades obtained by mentees. The company encourages the mentee on an academic level too: mentors check the apprentices' grades regularly in order to find out whether they are succeeding within academia so that they may help them maintain good grades, mostly by underlining the link between what is learned at the school level and in the company. A tripartite meeting between the mentor of the training centre, the mentor of the company and the mentee is organized at least once a year by the hosting company. Besides, there are regular exchanges with Béatrice Bodénès, Sup Ifac's Training Advisor.

The links with the training centre are developed on numerous occasions:

- When recruiting apprentices, by exchanges of the company's required profiles, applicant's CV and profiles, written agreements, etc.;
- While organising and coordinating the apprenticeship path;
- In the course of the apprenticeship process, for example during the yearly meeting between the mentor of the training centre, the mentor of the company and the apprentice;
- Throughout the year, the company mentor is involved in various events organised by the training centre (e.g. mentor's seminar, participation in practice exams, and participation in the graduation ceremony).

Advantages and areas for improvement

Hiring an apprentice is often an interesting and reliable solution for the company, particularly as a pre-recruitment phase. The apprentice can display her/his skills and competences, in a professional context. In principle, full proficiency and knowledge of the company are obtained by the end of the apprenticeship training. Several mentees trained at Média Courtage have in fact been hired and are now employees of the company. In order to reach better results, the enterprise training must be more integrated in the apprenticeship scheme.

**Feedback from users**

Mélanie was hired at Média Courtage in 2012 in the framework of a BTS (advanced technician certificate) with Sup Ifac (Brest Business Campus). Since then, she has been working as an employee of the company; first as a broker advisor; then she worked on the company's IT system for the creation of a customer relationship management (CRM) tool designed to capture, process, and analyse customer and prospect information in order to retain them; she became manager and is now in charge of management and facilitation of the incubator.

Chanelle was hired to Média Courtage in 2012 in the framework of a BTS (advanced technician certificate) with Sup Ifac (Brest Business Campus). As of today, she has been working as an employed consultant of the company for 5 years.

**Relevance and Transferability**

N/A

**Comments**

N/A