

WORKPLACE MENTORING I

Starting the Apprenticeship Journey

A Focus on WORKPLACE LEARNING

Resource & Activity Guide

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WELCOME to Workplace Mentoring

Apprenticeship is, and always has been about mentoring - learning workplace skills and passing them on. The skilled trades learn while they earn and strengthening the connection between mentoring and apprenticeship makes sense for everyone involved. The Province of Nova Scotia - Apprenticeship Training and Skill Development Division is focusing attention on workplace mentoring to assist with learning and teaching skills in the workplace.

The Department has worked in partnership to develop a suite of resources to assist with the integration of workplace mentoring into all aspects of the apprenticeship process.

Workplace Mentoring will be implemented with existing Apprenticeship Course(s) using two content units: Workplace Mentoring I, and Workplace Mentoring II.

Workplace Mentoring I

(Time: 4 hours)

Starting the Apprenticeship Journey: WORKPLACE LEARNING UNIT

The focus of this unit is on learning skills in the workplace (Time: 4 Hours). The target audience for this unit is apprentices in the first part of their program journey (entry-level apprentices). This content will be included in first part of all apprenticeship programs.

Workplace Mentoring II

(Time: 4 hours)

Continuing the Apprenticeship Journey: WORKPLACE TEACHING UNIT

This unit centers on teaching skills in the workplace. There is a focus on how to make the most out of teaching skills in the workplace, and the things people can do to help them teach skills in the workplace. This is important for helping to ensure that the skills, tips, techniques and best practices are passed on to the next generation. The target audience for this unit is experienced apprentices in the final part of their program journey (exit-level apprentices). This content will be included in final part of all apprenticeship programs.

Just as it is important to be organized on the job, these learning resources model this organization. These symbols will serve as visual cues to assist in the learning process.



go

Each unit starts with a rationale for the content.



complete

Learning activities reinforce the course content.



objectives

Each unit identifies specific learning objectives.



reflect

Reflecting on related experiences is an important foundation for learning.



key words

Key words definitions relating to the content.



stop

A few assessment questions reinforce key content.



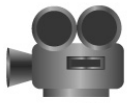
read

Each unit has a number of short content sections.



tips

Near the end of the unit are suggestions for practical workplace tips.



watch

Short video clips help illustrate the content. Rather than focusing on any one particular trade, the videos use historically traditional trades.



help

The unit ends with the responses to the assessment questions.

A focus on workplace mentoring will ultimately become integrated into all apprenticeship courses. Whenever theory is addressed, there will be a consideration for learning the skills in the workplace, and ultimately teaching the skills in the workplace. There will be an ongoing focus on these questions: What can I do to help me to learn this skill in the workplace? What can I do to make this workplace skills training experience a success?

Take the time to review these resources and consider how this will fit into what you do. This is about building on strengths. It is important to try different strategies - Different things will work for different people. There is no one right way to integrate the content - find what works best for you. A focus on workplace mentoring is about helping to ensure that the skills, tips, techniques and best practices to the next generation of journeypersons in the workplace. This benefits everyone.

APPRENTICESHIP is all about hands-on learning
Do the skills, learn the trade, PASS IT ON...

Mentoring Works - PASS IT ON!



WORKPLACE MENTORING I: Outline

Workplace mentoring is about taking action to make the most out of workplace skills training. This unit centers on learning skills in the workplace. There is a focus on how to get the most out of learning skills in the workplace, and the things people can do to help them learn skills in the workplace. This is important for helping to ensure that the skills, tips, techniques and best practices are passed on to the next generation.

Target Audience:

This unit is for apprentices in the first part of their program journey (entry-level apprentices).

Learning Outcome:

- ➔ Apply strategies to assist with learning skills in the workplace

Objectives and Content:

- Recognize the importance of your own experiences
- Identify the different partners involved in apprenticeship
- Outline the shared responsibilities for workplace learning
- Recognize the importance of different types of skills in the workplace
- Outline the importance of essential skills in your trade
- Identify different ways of learning
- Determine your own learning preferences
- Recognize how your learning preferences relate to learning new skills
- Identify strategies to assist in learning a skill
- Recognize different learning needs
- Identify strategies to meet learning needs
- Recognize important questions to ask when learning a new skill
- Identify techniques for effective communication
- Demonstrate strategies to assist with learning skills in the workplace
- Reflect on strategies to assist with learning skills in the workplace

Suggested Resources:

“Making it Work (On-the-job Training in Apprenticeship)” - Canadian Apprenticeship Forum Publication

This is a guide that helps outline the roles, responsibilities and best practices of the key people involved in apprenticeship. The resource is available in printed format as a pocket-sized, 46-page coil bound booklet that is printed on waterproof, tear-resistant paper so that it is a useful day-to-day tool.

This resource is also available online from the Canadian Apprenticeship Forum web site at:

<http://www.caf-fca.org/files/cafe.pdf>

“Starting the Apprenticeship Journey: WORKPLACE LEARNING UNIT Facilitation Guide”

This package contains some suggested learning activities to assist with implementation.

Approximate Duration:

4 Hours

Assessment:

Completion and submission of Workplace Mentoring I: Reflection on Learning Form (included in this document)



go

STARTING THE APPRENTICESHIP JOURNEY: Workplace Learning Unit



Introduction

The first part of this course is an introduction to apprenticeship and mentoring. It is important to have an understanding of what apprenticeship is, how the process works, and how it relates to mentoring. The focus is on learning skills and assisting learning.



objectives

Objectives: Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the importance of your own and others' experiences</i>	<input type="checkbox"/> Consider key word definitions (2 minutes) <input type="checkbox"/> Reflect on your related experiences (3 minutes)
<i>Describe the different roles played by the partners involved in apprenticeship</i>	<input type="checkbox"/> Read information "Linking Mentoring & Apprenticeship" (5 minutes) <input type="checkbox"/> Read information "Apprenticeship Explained" (5 minutes) <input type="checkbox"/> Complete "Explore to Find Out Activity" (10 minutes)
<i>Explain the shared responsibilities for workplace learning</i>	<input type="checkbox"/> Read information "What We Learn" (5 minutes) <input type="checkbox"/> Review the chart "Workplace Learning Responsibilities" (5 minutes) <input type="checkbox"/> Complete the "Mentoring Responsibilities Activity" (10 minutes)
<i>Identify strategies to meet different learning needs</i>	<input type="checkbox"/> Read information about "A Focus on Learning" (5 minutes) <input type="checkbox"/> Complete "Learning Styles Activity" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes) <input type="checkbox"/> Read "Meeting Learning Needs in the Workplace" (5 minutes) <input type="checkbox"/> Complete "Goals Activity" (10 minutes) <input type="checkbox"/> Review learning skills in the workplace (5 minutes)
<i>Outline the implication of essential skills in your trade</i>	<input type="checkbox"/> Read information on "Essential Skills" (5 minutes) <input type="checkbox"/> Complete "Essential Skills Activity" (10 minutes) <input type="checkbox"/> Read information "The Importance of Communication" (5 minutes) <input type="checkbox"/> Complete "Communication Activity" (10 minutes) <input type="checkbox"/> Read "Meet Some Apprentices and Mentors" (5 minutes) <input type="checkbox"/> Complete "Trade Skills Activity" (10 minutes)
<i>Demonstrate strategies to assist with learning skills in the workplace</i>	<input type="checkbox"/> Review key word definitions (3 minutes) <input type="checkbox"/> Complete "Reflect on different perspectives" activity (5 minutes) <input type="checkbox"/> Review "Helpful Tips for the Workplace" (5 minutes) <input type="checkbox"/> Consider and select tips for the workplace (5 minutes)



Key Words



Think about what the words mean. Brainstorm the definitions. Discuss as a group. Watch for how they are used.

Mentor /Coach	An experienced advisor and supporter - someone with skills expertise and learning expertise
Mentee /Protégé	A person who is being mentored. A person who receives help, guidance, training, and support from somebody who has more experience
Apprentice	An apprentice is the person being trained at the workplace in a specific trade
Journey person	The trade expert that does the training at the workplace
Certificate of Qualification	Certification demonstrating proof of a person's qualifications to work in a trade to a specific standard
Designated Trade	A trade/occupation regulated by a province/territory under formal legislation
Red Seal Trade	Trade providing qualified tradespersons the opportunity to practice their trade in any province or territory of Canada where the trade is designated without having to write further examinations
Roles and Responsibilities	The specific, expected functions of an individual and/or group - The position of being accountable to somebody or for something
Skills	The ability to do something well, usually gained through training and/or experience
Essential Skills	The foundation skills needed for other learning to stick
Learn	To acquire knowledge or skill through education or experience
Learner	A person who wishes to do a job or perform a skill, and is willing to learn

Learning Style	The way a person may learn best - his or her preferred way of doing or understanding things
Need	What a person requires



Linking Mentoring and Apprenticeship

Think about what you associate with the word mentor. The word mentor comes from Greek myth. Mentor was the name of a teacher, and protector who was chosen to care for a friend's son. This is related to our present day use of the word as teacher, guide, adviser and protector. The mentor works with a protégé (also called a mentee) who learns under the mentor's guidance.

There is a strong history to the apprenticeship model of workplace learning, and it is all about mentorship - helping others learn. Apprenticeship is an extremely effective form of training that is widely supported and used around the world. In an apprenticeship, a skill expert (journeyperson) passes on knowledge and skills to learners (apprentices) in the workplace.

Mentorship is the process where an experienced worker (mentor) works with and educates a less experienced worker (apprentice) to help foster skill development and professional growth. The mentor shares his/her skills, knowledge, techniques, best practices and experience to provide a comprehensive hands-on training experience for the apprentice.

Journeypersons are the skill experts of today. Apprentices are the skill experts of tomorrow. Journeypersons are the mentors of today. Apprentices are the mentors of tomorrow. However, skill expertise is only part of the mentor's role. It is also important for a mentor to know how to pass on their knowledge and skill. They need to be a skill expert, and a learning guide. This is the reason for the focus on teaching and learning skills in the workplace as a part of workplace mentoring. As apprentices progress throughout the apprenticeship process, the emphasis will gradually shifts from receiving skills training to conducting skills training. Passing on workplace knowledge and skills is what apprenticeship is all about.

Workplace mentoring has many benefits. This includes hard and soft returns.

**HARD
RETURNS**



*Soft
Returns*



- | | |
|---|--|
| <input type="checkbox"/> Increase productivity | <input type="radio"/> Increase skill development |
| <input type="checkbox"/> Increase effectiveness | <input type="radio"/> Increase cross training |
| <input type="checkbox"/> Increase efficiency | <input type="radio"/> Increase responsibility |
| <input type="checkbox"/> Increase retention | <input type="radio"/> Increase job satisfaction |
| <input type="checkbox"/> Decrease waste | <input type="radio"/> Increase in quality of service |
| <input type="checkbox"/> Decrease down time | <input type="radio"/> Increase in quality of work |
| <input type="checkbox"/> Decrease absenteeism | <input type="radio"/> Increase customer satisfaction |

Journeyperson Benefits

- ☐ Provides opportunity to share best practices
- ☐ Builds a productive and supportive team environment
- ☐ Creates opportunity to become certified mentor
- ☐ Adds recognition as top performer

Apprentice Benefits

- ☐ Fast-tracks apprentice learning curve
- ☐ Improves performance quality
- ☐ Prepares apprentice for industry certification
- ☐ Promotes benefits of life long learning
- ☐ Helps set realistic career goals and pathway
- ☐ Builds foundation for future mentorship

Employer Benefits

- ☐ Increases productivity
- ☐ Fast-tracks apprentices learning curve, improving quality and efficiency
- ☐ Improves skill development, cross training and accountability
- ☐ Reduces absenteeism, employee turnover and service come-backs
- ☐ Improves employee retention, job satisfaction and competitive advantage
- ☐ Increases corporate profit



For apprentices, mentoring will help in getting the most out of workplace training, and preparing them for being future journeyperson trainers.

For journeypersons, mentoring will help to build on their strengths in conducting on-the-job skills training.

For employers, mentoring will help to enhance the workplace training of today and to build for the future.

Mentoring is not a new idea. It is how people work together to learn new things, to pass on the skills of a trade. Since the majority of apprenticeship training happens on the job, it makes sense to provide supports to assist with workplace skills training. A focus on mentoring - learning and teaching skills in the workplace is helpful to apprentices throughout their apprenticeship journey.

Mentoring can happen many different ways - it can be a formal arrangement



where an apprentice is assigned to a mentor, or it can be a more informal arrangement where an entire team of journeypersons all work with, and mentor the apprentices. A formal mentoring arrangement can be advantageous as it allows apprentices to have more consistency in their training. Mentoring can allow for the creation of a unique professional arrangement between the apprentice and the journeyperson where the journeyperson takes a keen interest in helping the apprentice to succeed.



Reflect on Your Experience

Often, when people hear the word reflection, they think about its definition relating to a mirror, and the image we see reflected in a mirror. The word reflection relates to sending something back; usually back toward its point of origin. In this way, when we reflect on our learning we are bringing ourselves back to a point of origin, and thinking about what has changed in us. Reflection activities are meant to encourage you to think about what you have learned and how you have changed.

Complete this activity in group discussion or using the page from the “Handouts” section.

Respond to the following questions:

- ☐ What is the story of how you came to this particular trade?
- ☐ What did your very first day in the trade feel like? Compare that to where you are now.
- ☐ Is there someone that has helped you with learning your trade that sticks out in your mind? How did that person help you?

Complete these sentences:

- *Right now the thing I like the MOST about my trade is...*
- *Right now, the thing I like the LEAST about my trade is...*



Apprenticeship Explained

Apprenticeship is an extremely effective form of training where a journeyperson passes on knowledge and skills to apprentices in the workplace. The shared

goal is to work together to achieve the full journey to a Certificate of Qualification for the trade.



The **apprenticeship system** is based on province-wide training standards for designated trades. An apprenticeship combines up-to-date technical training with practical hands-on experience. Approximately 85% of the apprenticeship process takes place through documented practical experience on the job. The remaining 15% is through accredited technical training.

In Canada, each province and territory has the responsibilities for education and training which includes apprenticeship. Apprenticeship training is generally administered by provincial and territorial departments responsible for education and labour. In Nova Scotia, it is the Department of Labour and Workforce Development, Apprenticeship Training and Skill Development Division.

A **designated trade** is a trade/occupation regulated by a province/territory under formal legislation. In the province of Nova Scotia, this legislation is the Nova Scotia Apprenticeship and Trades Qualifications Act and General Regulations. There are also a number of specific trade regulations.

There are different pathways to reaching the full journey to trade certification. The formal apprenticeship process starts with an apprenticeship agreement - a signed agreement between the apprentice, the employer and the province concerning the apprenticeship training process. In this agreement, an apprentice agrees to work for an employer for a specific length of time in exchange for extensive, supervised on-the-job skills training (practical) and technical training (theory).

Apprentices are required to keep a **Record of Occupational Progress Books (Logbook)**. These logbooks track on-the-job hours and technical training, along with required practical skills. The industry developed occupational analysis is the base document for the definition of practical skills included in the logbook. The logbook is an important and continuing responsibility of an apprentice, throughout the apprenticeship.

Successful completion of an Apprenticeship Program qualifies you to write for your **Certificate of Qualification**. You also receive a **Certificate of Apprenticeship** that acknowledges your hard work and learning on the job and through required technical training. The Certificate of Qualification confirms the person has demonstrated competence in a specific trade and has met all requirements to be a recognized journeyman. Certification demonstrates proof of a person's qualifications to work in a trade to a specific standard. Training standards are also used to assess prior learning and experience for clients who are able to document experiences equivalent to the program.

The **Red Seal Program** was established to provide greater mobility across

Canada for skilled workers. A National Occupational Analysis (NOA) is developed for each Red Seal trade and used as a base for the development of Interprovincial Standard Examinations. Apprentices who have completed their training and certified journeypersons, are able to obtain a "Red Seal" endorsement on their Certificates of Qualification and Apprenticeship by successfully completing an Interprovincial Standards Examination.



There are many aspects to apprenticeship training: It is a tried and tested method of on the job skills training that continues to work extremely well. There is a strong history to the apprenticeship model of workplace learning with the skilled trades, and it is all about mentorship. Everyone within the apprenticeship system is involved with learning. We are all learning new things every day. Early on in the process, apprentices need learn about the apprenticeship system and how things work. Apprentices also need to learn about their chosen trade - the history of your trade, how things work and why things are the way they are. As apprentices progress throughout the apprenticeship process, they gain new knowledge and skills their emphasis will gradually shift from being the person who is receiving most of the training to the person who is conducting the skills training. Passing on trade knowledge and skills in industry is what apprenticeship is all about. That knowledge was passed on from trade experts who then have a duty and responsibility to pass on that knowledge and skills to the next generation of workers. This has been called Journeywork - the ongoing duties and responsibilities of the journeypersons. It is an important and ongoing part of the apprenticeship system. It is how the whole thing works, and continues to work to build the workforce of tomorrow.



Explore to Find Out Activity

There are 13 legislated authorities for apprenticeship across Canada. The place to find out the most up to date apprenticeship information is through the provincial apprenticeship branch web site. Take action to explore the website for your provincial apprenticeship branch and find out what information is available to you there...

- The **Nova Scotia Apprenticeship Training and Skill Development Division** web site: <http://www.nsapprenticeship.ca/>
- In Nova Scotia, there is also an **Apprenticeship Board** that functions in an advisory capacity to the Provincial Government: <http://apprenticeboard.ednet.ns.ca/>

Each province and territory in Canada has its own apprenticeship legislation. Take action to explore the legislation for apprenticeship in your area to see what information is available to you there...

- In Nova Scotia, the legislation is called the **Apprenticeship and**

Trades Qualifications Act:


http://www.gov.ns.ca/legislature/legc/bills/58th_3rd/3rd_read/b028.htm




Workplace Learning Responsibilities

The fundamental apprenticeship roles are outlined in the apprenticeship agreement. Apprenticeship is about learning in the workplace. There is a shared responsibility for learning. A workplace mentor is someone who has **skills to pass on** - able to perform the skills well, and know the safety and performance standards. Mentoring involves a **willingness to share** - passing it on. It involves safety, knowledge, attitude and behaviour.

Take the time to review the following charts relating to mentoring responsibilities. Discuss these responsibilities with others. Are there any that you were surprised by - any additional ones that you would like to add?

	Mentoring Responsibilities
SAFETY - Always a Focus	<i>Actively support and promote a safe working & learning environment</i>
KNOWLEDGE - What you know	<i>Learn, practice, and promote the highest standards of excellence</i>
ATTITUDE - Your approach	<i>A positive approach to people, work and learning</i>
BEHAVIOUR - What you do	<i>Model, promote, and share the highest standards of excellence</i>



	Workplace Learning Responsibilities		
	<i>Apprentice</i>	<i>Mentor</i>	<i>Employer</i>
Safety: <i>Actively support and promote a safe working & learning environment</i>	<input type="checkbox"/> Take action to find out about policies, rules, regulations <input type="checkbox"/> Model safe practices	<input type="checkbox"/> Assist apprentice in becoming familiar with policies, rules, regulations <input type="checkbox"/> Model safe practices	<input type="checkbox"/> Ensure employees become familiar with policies, rules, regulations <input type="checkbox"/> Model safe practices
Knowledge: <i>Learn, practice, and promote the highest trade standards</i>	<input type="checkbox"/> Find out about goals of Apprenticeship and trade standards <input type="checkbox"/> Identify learning goals <input type="checkbox"/> Work to achieve goals	<input type="checkbox"/> Assist apprentice with becoming familiar with goals of Apprenticeship and trade standards <input type="checkbox"/> Assist apprentice with learning goals	<input type="checkbox"/> Ensure employees become familiar with the goals of Apprenticeship and trade standards <input type="checkbox"/> Promote and encourage learning
Attitude: <i>A positive approach to people, work and learning</i>	<input type="checkbox"/> Have a positive attitude <input type="checkbox"/> Show respect for others <input type="checkbox"/> Be fair and equitable <input type="checkbox"/> Willing to learn & share	<input type="checkbox"/> Have a positive attitude <input type="checkbox"/> Show respect for others <input type="checkbox"/> Be fair and equitable <input type="checkbox"/> Willing to learn & share	<input type="checkbox"/> Have a positive attitude <input type="checkbox"/> Show respect for others <input type="checkbox"/> Be fair and equitable <input type="checkbox"/> Willing to learn & share
Behaviour: <i>Model, promote and encourage the highest trade standards</i>	<input type="checkbox"/> Always give best effort <input type="checkbox"/> Seek out new opportunities to learn <input type="checkbox"/> Willingness to watch and listen <input type="checkbox"/> Willingness to try <input type="checkbox"/> Seek out feedback <input type="checkbox"/> Seek out assessment <input type="checkbox"/> Meet with mentor <input type="checkbox"/> Track own learning <input type="checkbox"/> Update and maintain Record of Occupational Progress (logbook) <input type="checkbox"/> Communicate with Apprenticeship Staff <input type="checkbox"/> Model excellence <input type="checkbox"/> Promote best practices	<input type="checkbox"/> Always give best effort <input type="checkbox"/> Help identify opportunities to learn <input type="checkbox"/> Help link new learning with existing learning <input type="checkbox"/> Provide skill demonstrations <input type="checkbox"/> Provide opportunities for practice <input type="checkbox"/> Monitor progress <input type="checkbox"/> Provide feedback <input type="checkbox"/> Conduct assessments <input type="checkbox"/> Meet with the apprentice <input type="checkbox"/> Communicate with Apprenticeship Staff <input type="checkbox"/> Model excellence <input type="checkbox"/> Promote best practices	<input type="checkbox"/> Create an environment that promotes employees always giving their best effort <input type="checkbox"/> Assign the apprentice to a journey person mentor <input type="checkbox"/> Monitor progress of the apprenticeship process <input type="checkbox"/> Meet with employees <input type="checkbox"/> Communicate with Apprenticeship Staff, as required <input type="checkbox"/> Model excellence <input type="checkbox"/> Promote best practices
Other(s):			






A Focus on Learning



Learning is about acquiring knowledge or skill through education or experience. An apprenticeship is all about learning new skills. So is mentoring. From reviewing the workplace mentoring responsibilities, you now know that there is a shared responsibility for this learning. It is worth taking a moment and thinking about the person learning - the learner.

- People have different motivations (reasons for wanting to learn).
- People have different personal interests and previous experiences.
- The speed of learning different kinds of skills will vary for each individual.
- People have different abilities that affect their learning.
- Each person is unique!

How each person learns can be quite different. We all have ways of doing things that work best for us. It is important to be aware of the *learning style* of the people involved in workplace skills training. At a very basic level the three different ways of understanding are: Seeing, Hearing and Doing. These basic learning styles are explained further in the chart below.

	<p>Seeing - Visual: Using Your Eyes Learn best by seeing a picture, diagram, or demonstration of how things work or how pieces fit together.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Like to see a diagrams and/or image <input type="checkbox"/> Like to watch a demonstration
	<p>Hearing - Auditory: Using Your Ears Learn best by hearing a description or explanation from someone who knows.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Like to listen to instructions <input type="checkbox"/> Like to read things out loud
	<p>Doing - Physical: Using Your Hands Learn best by getting their hands on the tools/materials, and by actually putting things together or taking them apart.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Like to explore for themselves <input type="checkbox"/> Like to participate in demonstration - find it difficult to sit still for long periods

There are different ways that people develop their understanding of a task or of how things fit together. We all use all of the ways of understanding, but each of us tends to favor one, which determines how we learn best. Knowing how you learn best can be of great assistance to you in making sure you get what you need when learning a new skill.



Knowing how you learn best can help you in getting what you need to learn, but can also help you with helping others learn. People tend to teach the way that they prefer to learn. We teach to our own learning style. Knowing your learning style can help you in working to find ways to get the message across to people who learn differently than you.



Learning Styles Activity

Complete this activity in group discussion or using the page from the “Handouts” section.

Think about your own learning preferences. How do you learn best? Think about what you like (or do not) about each of the following:

- ☐ Attending lectures and taking notes?
- ☐ Watching someone else do a task first?
- ☐ Reading instructions in a book or manual?
- ☐ Sending in assignments to be marked?
- ☐ Studying and writing exams?
- ☐ Having someone watch you and comment on your work?

What do you like best? How much does it improve your learning?

Complete these sentences:

- *Right now, in my trade, I learn BEST when...*
- *Right now, in my trade, I have a more DIFFICULT time learning when...*
- *When I am learning something new, the most important thing for me is...*
- *When I feel frustrated in learning something new, what I most need is...*



A Foundation for Learning - Essential Skills

Essential skills are an important type of skills needed in the workplace. These are the skills that help make learning happen. A person can have strong trade skills, but without the skills to make new learning stick, they can still fail. Essential skills are used in nearly every occupation at different levels of complexity. The nine essential skills are:

- ☐ Reading Text
- ☐ Using Documents

- ☐ Working with Numbers
- ☐ Writing
- ☐ Communicating with Others
- ☐ Working with Others
- ☐ Learning Continuously
- ☐ Thinking Skills
- ☐ Using Computers

(Source: Human Resources and Skills Development Canada).



It is important to be aware of essential skills. The reason is that these are the skills on which all other learning is built. Essential skills are an important foundation for learning other skills. This relates very much to your trade and considerations for how to best take advantage of workplace skills training. It is important to be aware that essential skills can impact ability to learn other skills. It is also important to be aware that the Apprenticeship Training and Skill Development Division can assist with improving essential skills - be sure to contact your Industrial Training and Certification Officer for more information on options.



Essential Skills Activity

Complete this activity in group discussion or using the page from the “Handouts” section.

This activity will encourage you to think about how essential skills relate to your specific trade:

- ☐ **USE OF SKILL:** How much do I USE this skill in my trade?
- ☐ **CONFIDENCE:** How CONFIDENT am I with this skill?
- ☐ **SKILL EXAMPLES:** EXAMPLES of how I use this skill in my trade

Also think about your goals for improvement with essential skills. Think about ideas for how you (or others) could go about working on improving essential skills. You can contact your Industrial Training and Certification Officer for more information on options for improving your essential skills.

Other questions to consider:

Were you surprised with how many applications of essential skills you could identify in your workplace? Why or why not?

What are some ideas for how to work on improving essential skills?



The Importance of Communication



All of the essential skills are important. However, when it comes to talking about mentoring and teaching skills in the workplace, one of the qualities which affects and relates to all others is communication. Communication is how we exchange information with the people around us. How you communicate with others is of great importance. Although there are now many ways that we can exchange information (orally and in writing, face to face and electronically) in this course we will focus on the daily oral communication - the spoken words that you exchange with your coworkers.

People often under-estimate the importance of communication in their day to day job. Every job is different and has a varying degree of spoken communication. The number of people you work with directly, the organization of the workplace, the type of work - all of these can impact the amount of day to day communication. Think about some of the different ways that you communicate in your job. Compare your list to this list from Human Resources and Social Development Canada (HRSDC). People use communication in the workplace to:

- ☐ greet others
- ☐ relay messages
- ☐ exchange information
- ☐ provide explanation/direction
- ☐ seek and obtain information by posing questions
- ☐ co-ordinate your work with that of others
- ☐ reassure and/or comfort others
- ☐ advise others concerning the appropriate choice of action
- ☐ lead a group in discussion
- ☐ resolve conflicts through informal negotiation
- ☐ entertain prospective clients
- ☐ instill understanding and knowledge by teaching practical skills

Depending on the type of work you do, in the run of a day you may find yourself interacting with customers, coworkers, supervisors, suppliers, the list goes on...The bottom line is that communication is happening all the time in every workplace. It is not only the verbal (what is said) but also the non-verbal body language (what is not said) that communicates messages to others about what is happening and how things are going.

Tips Relating to Your Communication:

- ☐ **Be aware of what you say:** Think about what you want to say and the best way to say it. Think of the people around you, and be mindful of creating a respectful working environment for all.
- ☐ **Be aware of what you do NOT say:** Think about all of the non-verbal messages you are sending others all of the time

- **Eye Contact is important:** Make eye contact with others when communicating - it makes a difference! What message does it send if you do not look someone in the eye when you talk to them?
- **Posture is important too:** Good posture is important to your health, but it also can improve your communication. What message does it send if you slouch as you are talking with someone?
- **Pay attention to what you are doing:** It can be distracting if you are continually fidgeting. Pay attention to the non-verbal messages that you are sending. What message does it send if you are continually cracking your knuckles as you are talking with someone?



Communication Activity

Do not underestimate the importance of communication! To underline the importance of communication skills, you may want to explore a hands-on communication skills activity.

There are many different ways that such an activity could be completed - the idea is to provide all participants with the identical set of “materials” (for example, making up envelopes containing an identical number of shapes of different colors, identical tools, pieces of wood, nuts & bolts, etc). Each person is provided with a tri-fold privacy partition to be able to configure their materials in private. The task was for the first person is to arrange their “materials” in a configuration, and then describe to the next person what to do to arrange their materials into the identical configuration. The receiving person is not permitted to ask questions for clarification. After completing their configuration, the next person then describes the steps for creating the configuration to the next person. This makes for a practical example of “telephone” - so that after each person has a chance to complete the process, as a group you can review where the communication process started to break down, and why. It is helpful for people to get to experience the process of giving and receiving the communication.

It is sometimes helpful to repeat the process allowing implementation of the strategies determined. This activity can also be modified by having participants work in groups of three and alternating roles as the person giving the instructions, the person receiving the instructions and an observer taking notes of the communication behaviours in order to provide suggestions for improvement.



Trade Skills Activity



We have now discussed the important foundation for learning skills - essential skills. Tradespersons depend on their trade skills for a living.

Complete this activity in group discussion or using the page from the “Handouts” section.

Your Skills: Where are You Now?

Answer these questions to get a sense of your current skills.

- ☐ Describe your current level of experience with your trade.
- ☐ What trade tools and/or equipment have you used to date?

Complete these sentences:

- *Right now, in my trade, the thing I DO the BEST is...*
- *Right now, in my trade, the thing I DO the WORST is...*
- *Right now, in my trade, the thing I LIKE TO DO the MOST is...*
- *Right now, in my trade, the thing I LIKE TO DO the LEAST is...*



Learning from Other People

Everyone has their own unique experiences that have helped them to learn. There is a lot we can learn by listening to other people's stories. Throughout the course, a series of apprenticeship case examples are used to highlight the content. Rather than focusing on any one particular trade, the case examples use historically traditional trades. This helps the learning be more meaningful for everyone, without getting caught up in the details of specific trades. Included below are brief introductions to each of the historical apprenticeship trades and characters in the course. As you proceed, you will get to know more about the characters, plus learn about some traditional trades as well!

Printer noun (plural printers)

A person or company in printing trade: a person or company in the business of printing books, newspapers, or magazines



Printer Journeyperson "Mrs. Verdo"

"I have been in this business my whole life, in different ways. I started in one role and then moved to the next. I have now worked myself up to the lead position. I train apprentices the way I was trained..."



Printer Apprentice "Peter"

"I got into this trade kind of by accident. I didn't really even know the trade existed until a friend mentioned that there was work to be had..."

Cooper noun (plural coop•ers)

A barrel-maker - somebody skilled making / repairing wooden barrels



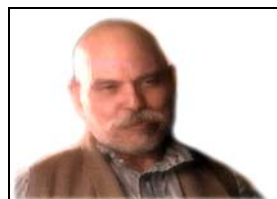
Cooper Apprentice "Matthew"

"I always knew this was what I wanted to do, ever since I was a little boy..."



Cooper Journeyperson "Joseph"

"This trade is my life. It was my father's life, his father's life; it just seems to be something our family has always done. I never really thought of myself as conducting workplace training, I just do what needs to be done..."



Cooper Mentor of the Journeyperson Thomas (Mr. Sealy)

"I have been in this trade a very long time. Too many years to count. I have seen a lot of people come and go, and it never ceases to amaze me how some

with the most skills sometimes don't have a clue about how to transfer that knowledge to someone else..."



Storekeeper noun (plural store•keep•ers)

A retail store owner somebody who runs a retail shop usually the owner



Storekeeper Journeyperson **"Ms. Gillespie"**

"Our store requires different skills. I am not the expert in everything; different people have their own expertise and need to work together..."



Storekeeper Apprentice **"Holly"**

"There is a big difference between the way I prefer to do things and the way the other apprentice here likes to do things. At first I felt like we had to compete, but now we are learning from each other..."



Storekeeper Apprentice **"Jeff"**

"Sometimes I wish my supervisor had more time for me. There is so much I want to learn, but only so many hours in the day..."

Think about who you just met...Even though the apprentices and journeypersons highlighted above were from different trades, was there anyone in particular you could identify with?

One of the ways these people differed was that some were apprentices and some were journeypersons. Think about and talk about these different apprentice and journeyperson points of view. Throughout the course you will be challenged to think about teaching and learning skills both from the point of view of the apprentice (the one who is trying to get the most out of their mentor journeyperson) and the journeyperson (the one who is trying to get the most out of their apprentice). Looking at situations from another person's point of view is a big part of what this course is aiming to accomplish.

The more that an apprentice can learn to try to see things from the point of view of a journeyperson, and an employer (and likewise the more that a journeyperson can try to see things from the point of view of an apprentice and

an employer - and an employer strive to see things from the point of view of an apprentice and a journey person) will help to improve communication and understanding in the workplace.



It is important to be aware that different people have different values, different ways of doing things. The fact that some of these characters were apprentices and some were journey persons was ONE of the ways they were different.

What other ways did these people differ?

- Different gender
- Different age
- Different ethnic background
- Different generational influences

Important research is being done now concerning the generational differences in the workforce. According to Linda Duxbury (2006), right now there are four different generations in the workforce - and each generation has had different landmark events to which they were exposed. These common influences help to shape the attitudes and the motivations of the generation. Let's take a closer look at the four different generations currently in the workforce: Veterans, Baby Boomers, Generation X and Nexus.

Veteran Generation

- ☐ Respect Authority
- ☐ Must Pay Your Dues
- ☐ Hard work
- ☐ Process and rules
- ☐ Command and control
- ☐ Respect
- ☐ Tremendous knowledge & experience
- ☐ A valuable resource
- ☐ Mentoring as a legacy

Baby Boomer Generation

- ☐ Live to work
- ☐ Loyalty to the team
- ☐ Want life-work balance
- ☐ Want security
- ☐ Interested in the meaningfulness of work
- ☐ Tired of change
- ☐ Want to see that they are valued
- ☐ Opportunities to mentor others

Generation X

- ☐ Work to live
- ☐ Career is only one part of person
- ☐ Expects to be downsized
- ☐ Has not seen loyalty so does not expect it
- ☐ Want flexibility

- ☐ Want to be prepared for change
- ☐ Pay attention to what people do, not what people say



Nexus Generation

- ☐ Work to contribute
- ☐ Loyal to colleagues
- ☐ Casual attitude
- ☐ Opinionated - “know it all” attitude that can seem disrespectful
- ☐ Fluid work style
- ☐ Do not believe in paying dues
- ☐ Want a wide variety of career development opportunities
- ☐ Want balance
- ☐ Immediacy - Want continuous feedback (Source: Duxbury, 2006).

It is amazing how much some of these generational trends can apply. Different generations of people require different things and different approaches in how you work and deal with them. However, that being said, be careful not to stereotype - Looking at generational differences can give us some overall trends and ideas, but everyone is different and unique.

At a fundamental level ALL generations want (and need):

- ☐ Work-Life balance
- ☐ Interesting and challenging work
- ☐ Good salary and benefits
- ☐ Flexible hours of work (Source: Duxbury, 2006).

Being aware of generational differences in the workforce is a key part of making a better workplace, the kind of place where employees choose to go, and stay. Looking at things from another point of view can be very insightful.



Storekeeper Case Example



Take the time now to watch the video clip where you meet the Storekeeper, Ms. Gillespie, and her apprentice, Jeff (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Intro_S01.rm)
http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Intro_S01.rm



What Happened? This case had to do with the storekeeper and learner preferences. Focusing on the person learning the skill - getting to know them is very important. Different people learn in different ways. You need to use this knowledge to plan your learning. Paying attention to people's ideas and interests is important. Ask questions like:

"Have you done this before?"

"What would work best for you?"

In this case, Jeff preferred to take notes to help him learn a new skill. Do you know anyone who prefers to learn this way? Given how the Journey person approached the learning situation, was there anything you could tell about her preferred learning and teaching style? Once you start to take note of people's learning preferences, their actions make more sense.



Meeting Learning Needs in the Workplace

People learning new skills have different learning styles, but they also have different learning needs. Learning needs are what a person requires in order to have success with learning and/or achieve a learning goal. People are able to learn new skills more easily and quickly if their basic *learning needs are met*. It is important to think about learning needs and how a person can take action to have them met. There are a number of ways to meet learning needs.

Step 1 - Take Initiative

**Learners
need to see
the value**

Take initiative with your learning. Knowing the point of the lesson helps to provide a sense of direction to the learning. It gives focus and helps in making the most of the learning experience. Taking initiative can also be applied to doing the things that need to be done around the workplace. If you see something that needs doing, do it.

Step 2 - Be Curious

**Learners
need to
understand**

When new skills are linked to the bigger picture, it helps in seeing the connections between the learning and the overall job. It helps to show the relationship between what is known and what is coming. Be curious and find out how the learning links.

**Learners
need to see
and try**

Step 3 - Watch and Listen

When learning a new skill, it is important to be shown how to do the skill, and to get an explanation of why and how it is done.



Timing is essential here - seek out opportunities to have new skills demonstrated when there is the time and resources to do so. When someone takes the time to demonstrate, be sure that you really watch and listen - move around to see then demonstration from different angles. Don't be afraid to ask questions - but when you ask, make sure that you really listen to the response.

Step 4 - Show Perseverance and Patience

**Learners
need
practice**

It is important to get opportunities to practice a new skill. Readiness and safety are essential - practice is the chance to make mistakes that won't cost too much. Seek out practice opportunities, but be aware that not all jobs are glory jobs. It is important to be patient, and to do the things that need to be done. However, you need to balance patience with perseverance to ensure that you get what you need out of your apprenticeship. If you see something that looks interesting, ask if you can help.

Step 5 - Ask Questions

**Learners
need
feedback**

It is important to get feedback. Feedback should help you to know what is working well, and to identify action steps for improvement. Be sure to seek out feedback on a regular basis. Don't be afraid to ask questions. Try asking questions different ways to get the most information you can. Pay attention to what people are saying (and not saying).

Step 6 - Reflect and Consider

**Learners
need a
sense of
progress**

It is important to know how you are progressing. Ask for assessments. This includes progress with individual skills, but also overall progress with the apprenticeship. Be sure to seek out assessments on a regular basis. Assessments from others are important, but you should also be regularly assessing your own work, checking to see how you are doing and considering how you might be able to improve.

There is a lot that people learning a new skill can do to ensure that they get what they need to meet their learning needs.

There is also a lot that the person teaching a skill can do to meet these learning needs and assist with the learning process. You'll learn more about that in the subsequent parts of this course.



Goals Activity



You have seen from reviewing the Mentoring Responsibilities that a key part of mentoring is taking responsibility for workplace learning. Part of how you do that is to have an idea of what you want to accomplish, what your goals are. There are overall goals to the apprenticeship program, but you should also regularly set your own learning goals.

Complete this activity in group discussion or using the page from the “Handouts” section.

Where Would You Like to Be - Your Future Goals

What are your learning goals for the coming year with your trade?
Is there anything in particular you would like to learn?

How Can You Get There?

What are some steps you could take to help achieve your goals?
What are some things you will make the commitment to work towards?



Review

Take the time now to review the document: “Making it Work (On-the-job Training in Apprenticeship)” published by the Canadian Apprenticeship Forum-Forum canadien sur l'apprentissage. This document is an essential guide that helps you to clarify the roles and responsibilities of the key people involved in apprenticeship training. This resource includes:

- ☐ Roles and responsibilities of Apprentices, Employers, and Journeypersons
- ☐ Best Practices for Employers
- ☐ Best Practices for Apprentices
- ☐ Best Practices for Journeypersons
- ☐ Understanding Harassment
- ☐ Sample Training Plan
- ☐ Best Practices Checklists

You can access the document online through the CAF website at:
<http://www.caf-fca.org/files/cafe.pdf>



Think About Different Perspectives



Whether you are an apprentice, a journeyperson, or an employer, workplace mentoring relates to what you do. Sometimes it is helpful to look at things from another person's perspective. Below are three different points of view: An apprentice, a journeyperson, and an employer. Take the time to reflect on each. Can you relate? How would you respond?

Complete this activity in group discussion. Encourage participants to contribute their own experiences relating to workplace skills training and situations they have encountered.

One Apprentice's Point of View:

"I don't see why I have to do this - what a waste of my time..."

One Mentor's Point of View:

"These apprentices always seem to slow me down - how am I supposed to get my own work done..."

One Employer's Point of View:

"I always seem to be in the situation of needing more people. I need to work on attracting workers: being the kind of employer that people choose..."

What are some similar situations OR differing points of view that you have encountered in your experiences in the workplace? Share your experiences - we all learn from each other!



Assessment Check

A set of quick assessment questions are provided as a reminder of some key points of the Workplace Learning Unit. These questions can be reviewed verbally in a group, or completed individually and then the responses discussed as a larger group.



stop

Assessment Check: *These questions are a reminder of some key points of the Workplace Learning Unit. Complete the questions, then check and discuss.*



1. My own trade experiences are not of any benefit to anyone else.
 - a. True
 - b. False

2. Which of the following parties is NOT a formal part of the apprenticeship agreement?
 - a. Apprentice
 - b. Employer
 - c. Government Apprenticeship Branch
 - d. Course Instructor

3. The apprentice, the journeyperson and the employer all have important responsibilities in the mentoring process.
 - a. True
 - b. False

4. Communication is not important to the work I do.
 - a. True
 - b. False

5. Knowing about my own learning style will not help with teaching and learning in the workplace.
 - a. True
 - b. False



Helpful Tips for the Workplace



Have a group discussion about strategies for helping workplace skills training go better. Encourage participants to contribute their own hints and tips for workplace skills training.

Knowledge:

- ☐ **Be aware of responsibilities:** Be aware of the apprenticeship process and how things work. This awareness also goes for your workplace - being aware of what you are supposed to be doing, and how things are supposed to be done. Everyone shares the responsibility for learning in the workplace - find a way and pass it on.
- ☐ **Be aware of your communication:** Be aware of what you say, but also be aware of how you say it. All of the things you do not say (your posture, eye contact, level of attention, etc.) communicate a lot - do not underestimate the power of non-verbal communication! Pay attention to your own non-verbal communication and pay attention to the non-verbal messages that others are sending you all of the time.

Attitude:

- ☐ **Be positive:** Attitude is extremely important – your attitude determines how you will interpret the things that come your way. Actively choose to see things positively view the things that come your way as challenges and opportunities. All of the people within an organization play a role in creating a positive learning environment.
- ☐ **Be open to learning new things:** Lifelong learning is a part of working in every field – you will continually need to learn to use new tools, technologies and implement new processes. Have a commitment to lifelong learning and always be open to lessons from the people around you. Learning opportunities surround us all the time – be open to them!
- ☐ **Don't be in too much of a rush:** It is important to take your training seriously, but it is also important to not be in too much of a rush. The apprenticeship process is a several year journey. You are not going to learn it all in one day.
- ☐ **Don't be afraid to ask:** Never be afraid to ask a question. If you do not get the answer you are looking for on the first attempt, try posing the same question a different way.

Behaviour:

- ☐ **Make the effort to communicate with others:** Talk to the people around you, listen to what others are saying - really listen. Don't be afraid to ask questions, but make sure that you really take the time to listen to the answer, and then act on it.
- ☐ **Get to know people:** Getting to know the people you work with can help your work-related conversations to flow more smoothly. Strike up a conversation during lunch or break. Find out what interests them.
- ☐ **Promote learning:** Mentoring is about sharing the responsibility for learning. Promote learning with those around you. Giving people opportunities to learn is a big way that a workplace can become an employer of choice.



Learning never ends - keep track of what works best for you...



Assessment Answers

1. My own trade experiences are not of any benefit to anyone else. This is FALSE. Your own experiences are valuable to your own learning, but ALSO to the learning of others.
2. The Apprentice, the employer and the Government Apprenticeship Branch are all part of the apprenticeship agreement. The Course Instructor is NOT.
3. The apprentice, the mentor and the employer all have important responsibilities in the mentoring process. This is TRUE.
4. Communication is not important to the work I do. This is FALSE. Communication is very much a part of the work of every person!
5. Knowing about my own learning style will not help with teaching and learning workplace skills. This is FALSE. Knowing about my own learning style WILL help with teaching and learning workplace skills.



Learning Notes



go

ACTIVITY: LEARNING Portfolio



A portfolio is about documenting learning. This might include documentation of projects worked on, tasks completed, photos, schematics, blueprints, whatever makes the most sense to each individual. A portfolio is a personal resource where a person keeps track of their own learning.

- For **apprentices**, a portfolio is a resource to use throughout the apprenticeship process, and beyond. It is a tool to use in conjunction with your Record of Occupational Progress (logbook) as a place you can store important work-related evidence to document learning.
- For **journeypersons**, a portfolio is an ongoing career resource. It is a tool to use to keep track of workplace experiences, professional development activities, special projects, work-related committees, and other work-related activities.

Encourage apprentices to start their own portfolio to keep track of their learning. Portfolios are as unique as the individuals who prepare them. While there are no rules about what goes into a portfolio, we do expect your portfolio to demonstrate that you have thought through your experience and what you want it to represent. We expect you will include meaningful, relevant items from all your learning to create a clear picture of 'who you are' and 'what you know can do'.

Lifelong learning is a part of working in every field – apprentices and journeypersons alike will continually need to learn to use new tools, technologies and implement new processes. Have a commitment to lifelong learning and always be open to learning lessons from the people around you. Learning opportunities surround us all the time – be open to see the opportunities around you!

Included on the following pages are resources that apprentices may want to complete and save to put in their learning portfolios. There are also some suggested tools for tracking learning. Remember, these are only suggestions - a starting point for thinking about how apprentices may want to document learning. Different things will work for different people and apprentices will need to try different things to see what works best for them.

Note: You can find out more about portfolio at:
http://www.nscc.ca/Learning_Programs/Portfolio/



INFORMATION HANDOUT: LEARNING Skills in the Workplace



Learners need to see the value

Step 1 - Take Initiative

Take initiative with your learning. Knowing the point of the lesson helps to provide a sense of direction to the learning. It gives focus and helps in making the most of the learning experience. Taking initiative can also be applied to doing the things that need to be done around the workplace. If you see something that needs doing, do it.



Learners need to understand

Step 2 - Be Curious

When new skills are linked to the bigger picture, it helps in seeing the connections between the learning and the overall job. It helps to show the relationship between what is known and what is coming. Be curious and find out how the learning links.



Learners need to see and try

Step 3 - Watch and Listen

When learning a new skill, it is important to be shown how to do the skill, and to get an explanation of why and how it is done. Timing is essential here - seek out opportunities to have new skills demonstrated when there is the time and resources to do so. When someone takes the time to demonstrate, be sure that you really watch and listen - move around to see then demonstration from different angles. Don't be afraid to ask questions - but when you ask, make sure that you really listen to the response.



Learners need practice

Step 4 - Show Perseverance and Patience

It is important to get opportunities to practice a new skill. Readiness and safety are essential - practice is the chance to make mistakes that won't cost too much. Seek out practice opportunities, but be aware that not all jobs are glory jobs. It is important to be patient, and to do the things that need to be done. However, you need to balance patience with perseverance to ensure that you get what you need out of your apprenticeship. If you see something that looks interesting, ask if you can help.



Learners need feedback

Step 5 - Ask Questions

It is important to get feedback. Feedback should help you to know what is working well, and to identify action steps for improvement. Be sure to seek out feedback on a regular basis. Don't be afraid to ask questions. Try asking questions different ways to get the most information you can. Pay attention to what people are saying (and not saying).



Learners need a sense of progress

Step 6 - Reflect and Consider

It is important to know how you are progressing. Ask for assessments. This includes progress with individual skills, but also overall progress with the apprenticeship. Be sure to seek out assessments on a regular basis. Assessments from others are important, but you should also be regularly assessing your own work, checking to see how you are doing and considering how you might be able to improve.



ACTIVITY HANDOUT: Where Am I Now?



My story of how I came to this trade...

What I remember about my **very first day** in the trade...

The person that helped me with learning this trade that sticks out in my mind...

What this person taught me is.....

Complete these sentences:

Right now the thing I like the MOST about my trade is...

Right now, the thing I like the LEAST about my trade is...



ACTIVITY HANDOUT: My Essential Skills



Essential skills are the foundation for learning other skills. Consider how essential skills relate to me and my trade.

Essential Skill	HOW MUCH do I use this skill in my trade?	How CONFIDENT am I with this skill?	EXAMPLES OF HOW I use this skill in my trade
Reading Text	Low Medium High	Low Medium High	
Using Documents	Low Medium High	Low Medium High	
Working with Numbers	Low Medium High	Low Medium High	
Writing	Low Medium High	Low Medium High	
Communicating with Others	Low Medium High	Low Medium High	
Working with Others	Low Medium High	Low Medium High	
Learning Continuously	Low Medium High	Low Medium High	
Thinking Skills	Low Medium High	Low Medium High	
Using Computers	Low Medium High	Low Medium High	

My goals for improvement:

Please contact your Industrial Training and Certification Officer for more information on options for improving your essential skills.



ACTIVITY HANDOUT: My Trade Skills



A description of my current level of experience with my trade...

The trade tools and/or equipment that I have used to date...

Complete these sentences:

Right now, in my trade, the thing I DO the BEST is...

Right now, in my trade, the thing I DO the WORST is...




Right now, in my trade, the thing I LIKE TO DO the MOST is...

Right now, in my trade, the thing I LIKE TO DO the LEAST is...



ACTIVITY HANDOUT: My Learning Style

Different people learn different ways. This is how I like to learn...

	<p>Seeing - Visual: Using Your Eyes People who learn best by seeing a picture, diagram, or demonstration of how things work or how pieces fit together.</p> <p><input type="checkbox"/> I like to see a diagrams and/or image</p> <p><input type="checkbox"/> I like to watch a demonstration</p>	
	<p>Hearing - Auditory: Using Your Ears People who learn best by listening to a description, an explanation, or a lecture from someone who knows.</p> <p><input type="checkbox"/> I like to listen to instructions</p> <p><input type="checkbox"/> I like to read things out loud</p>	
	<p>Doing - Physical: Using Your Hands People who learn best by getting their hands on the tools and/or materials, and by actually putting things together or taking them apart.</p> <p><input type="checkbox"/> I like to explore for themselves</p> <p><input type="checkbox"/> I like to participate in demonstration</p>	

Complete these sentences:

Right now, in my trade, I learn BEST when...

Right now, in my trade, I have a more DIFFICULT time learning when...

When I am learning something new, the most important thing for me is...

When I feel frustrated or stuck in learning something new, what I most need is...



ACTIVITY HANDOUT: My Goals



Where Would I Like to Be - My Goals

My goals for the coming year for my trade...

How Can I Get There?

Possible steps I could take to help achieve my goals...



RESOURCE HANDOUT: Mentoring Tips

Learning never ends - You might want to put this page (or one similar) in your Record of Occupational Progress (Logbook) to help keep track of things that have worked well for you.

[illegible]



RESOURCE HANDOUT: Mentoring Log



To help keep more formal track of how workplace mentoring is going, you might want to put this page (or one similar) in your Record of Occupational Progress (Logbook).

Date(s)	Duration	Details of Mentoring Role



RESOURCE HANDOUT: Learning Journal



You might want to put this page (or one similar) in your Record of Occupational Progress (Logbook) to help keep track of your learning.

- ☐ What you did
- ☐ Successes you had
- ☐ Difficulties you experienced
- ☐ What you will do to improve
- ☐ What you enjoy (and do not enjoy) about the work
- ☐ Your own assessment of your skills, knowledge, and ability to apply them
- ☐ Your short term goals

Your longer term goals



FORM: WORKPLACE MENTORING - Reflection ON Learning

WORKPLACE MENTORING relates to everyone – the new workers, the experienced workers, the employers: All share the responsibility for teaching and learning in the workplace.

List the things you do to make sure you get the most out of learning skills in the workplace.

Give an example of a situation demonstrating how you have taken action to get the most out of learning skills in the workplace.

I will continue to take action to support learning skills in the workplace.

Name (please print)

Signature

Date



THANKS & Acknowledgements

This initiative would not have been possible without the collaboration and assistance of many different individuals, groups, organizations, and stakeholders. Business, industry and labour have long identified mentor/coach programming as a high priority for inclusion in the apprenticeship system. This industry feedback led to the hosting of a Mentorship Round Table Discussion in 2002. This Round Table convened industry stakeholders to discuss the current situation with workplace mentoring and determine possible action steps for the future. It was from this Round Table that the Mentoring Pilot Project (MPP) evolved. This project is funded by the Province of Nova Scotia - Apprenticeship Training and Skill Development Division (ATSD). It is an action research initiative where a group of people identified a problem and took action to resolve it. The pilot project operates under the direction of a volunteer Steering Committee involving a representation of apprenticeship stakeholders. Special thanks go out to the Steering Committee Chair, Richard Sharpe (ATSD), and to all Steering Committee Members: Don Adams (ATSD), Julie Boland (International Brotherhood of Electrical Workers Local 625), Joy Conrad (Nova Scotia Automotive Human Resource Sector Council), Graham Conrad (Nova Scotia Automotive Human Resource Sector Council), Dale Crawford (ATSD), Marjorie Davison (ATSD), Chip Dickison (Nova Scotia Boatbuilders Association), David Eisenhaur (Department of National Defense), Kevin Gerrior (Nova Scotia Community College - NSCC), Chantel LeTurneau (Nova Scotia Boatbuilders Association), Tori Munroe (United Brotherhood of Carpenters and Joiners of America Millwrights Local 1178), Corrie Robley (Nova Scotia Automotive Human Resource Sector Council), Michael Senz (Industry Representative and winner of Provincial Apprenticeship Board Mentor/Coach Award), Sara Somers (Department of National Defense), Brian Stevens (Sheet Metal Workers and Roofers Local 409), Heather Umlah (NSCC), and John Wilson (Ironworkers Local 752). Thanks for your continuing commitment!

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Workplace mentoring has always been, and will always be an important part of the apprenticeship process. This project was about building on strength and assisting with the process of workplace skills training.

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CONTENT References

British Columbia Industry Training Authority

1223 - 13351 Commerce Parkway, Richmond, BC, Canada, V6V 2X7

Phone: 604 214-8700, Fax: 604 214-8701, <http://www.itabc.ca>

Workplace Coaching Skills Program

Workplace Coaching Skills Program Video 1 (ISBN 1-55139-034-5)

☐ Module 1: Identifying the Point of the Lesson

☐ Module 2: Linking the Lesson

☐ Module 3: Demonstrating a Skill

Workplace Coaching Skills Program Video 2 (ISBN 1-55139-036-1)

☐ Module 4: Practicing a Skill

☐ Module 5: Giving Feedback to the Learner

☐ Module 6: Assessing the Learner's Progress

Workplace Coaching Skills Participant's Manual: 58 pages (ISBN 1-55139-032-9)

Canadian Apprenticeship Forum-Forum canadien sur l'apprentissage

116 Albert Street, Suite 701, Ottawa, Ontario, Canada, K1P 5G3

Phone: (613) 235-4004, Fax: (613) 235-7117, <http://www.caf-fca.org/>

Making it Work! On-the-Job Training in Apprenticeship

An information guide prepared for employers, apprentices, and journeypersons

Canadian Automotive Repair and Service (CARS) Network

6-9120 Leslie Street, Richmond Hill, ON, Canada, L4B 3J9

Phone: 905-709-1010, <http://www.cars-council.ca/>

CARS Network Motive Power Mentor/Coach Program

Conference Board of Canada

255 Smyth Road, Ottawa, On, Canada, K1H 8M7

Phone: 613-526-3280, Fax: 613-526-4857, <http://www.conferenceboard.ca/>

Employability Skills 2000+ (PDF pamphlet), Employability Skills Profile What Are Employers Looking For? (PDF pamphlet), Innovation Skills Profile (PDF pamphlet), Investing in Education 5 Things YOU Can Do (PDF pamphlet)

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Dealing with Generational Differences in the Workplace. Presentation at the Canadian Apprenticeship Forum Conference, June 4 to 6, 2006, Montreal, PQ, Canada.

**Human Resources and Social Development Canada (HRSDC)****Essential Skills - Skills Information Division**

112 Kent Street, Tower B, 21st floor, Ottawa, Ontario, Canada, K1A 0J9

“Readers Guide to Essential Skills”

http://srv600.hrdc-drhc.gc.ca/esrp/english/general/readers_guide_whole.shtml

Manitoba Education, Training and Youth Apprenticeship Branch

1010 - 401 York Avenue, Winnipeg, MB, Canada, R3C 0P8

Phone: (204) 945-3337 Fax: (204) 948-2539 <http://www.edu.gov.mb.ca/>

Bricklayer Unit A5 - Orientation II: The Job of Journeywork**Bricklayer Unit A1 - Orientation: Structure & Scope of the Trade****Nova Scotia Community College (NSCC)**

Central Office - 5685 Leeds Street, P.O. Box 2210

Halifax, Nova Scotia, Canada, B3J 3C4

Phone: (902) 491-6722, Fax: (902) 491-4800, <http://www.nsc.ca/>

NSCC Work Experience 2005/2006 Student Guide**Province of Nova Scotia****Apprenticeship Training & Skill Development Division**

PO Box 578, 2021 Brunswick Street, Halifax, NS, Canada, B3J 2S9

Phone: 902-424-5651, Fax: 902-424-0717, <http://www.nsapprenticeship.ca/>

Apprenticeship Training Annual Report- April 1, 2002 – March 31, 2003**Apprenticeship and Trades Qualifications Act (Government Bill)**

BILL NO. 28 (as passed) 3rd Session, 58th General Assembly, Nova Scotia, 2003

http://www.gov.ns.ca/legislature/legc/bills/58th_3rd/3rd_read/b028.htm

Nova Scotia Automotive Human Resource Sector Council

327 Prince Albert Road, Suite 4, Dartmouth NS B2Y 1N7

Phone: 902-464-0168, Fax: 902-465-5734, <http://www.automotivesectorcouncil.ca/>

Mentorship Strategy <http://www.automotivesectorcouncil.ca/mentorship.htm>**Red Seal Program****Human Resources Partnerships Directorate**

Human Resources and Skills Development

140 Promenade du Portage, 5th floor, Phase IV, Gatineau, Québec, Canada, K1A 0J9

<http://www.red-seal.ca/>



Workplace Mentoring...A WORK IN PROGRESS



These Workplace Mentoring Resource Materials are intended to assist with teaching and learning skills in the workplace. The resources continue to be a work in progress and we encourage you to send us your comments and feedback about the materials.

Please send your feedback to:

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THANKS! We look forward to hearing from you!