

WORKPLACE MENTORING II

Continuing the Apprenticeship Journey

A Focus on WORKPLACE TEACHING

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. Take the time to review these resources and consider how this will fit into what you are already doing. 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 II: Outline

Workplace mentoring is about taking action to make the most out of workplace skills training. 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.

Target Audience:

This unit is for experienced apprentices in the final part of their program journey (exit-level apprentices).

Learning Outcomes:

- ➔ Apply strategies to assist in teaching skills in the workplace

Enabling Outcomes:

- Recognize the impact of your own experiences in teaching & learning skills
- Compare the different roles played by a workplace mentor
- Describe the six-step approach to teaching and learning skills
- Identify how each coaching step meets different learning needs
- Identify strategies relating to teaching skills in the workplace
- Recognize the importance of identifying the point of the lesson
- Define a learning objective for a lesson
- Describe how to choose a good time to present a lesson
- Apply strategies for identifying the point of the lesson
- Recognize the importance of linking the lessons as a part of teaching & learning skills
- Define lesson order and provide examples of approaches
- Describe how to adjust a lesson to different situations
- Apply strategies for linking the lesson
- Recognize the importance of demonstrating as a part of teaching & learning skills
- Describe the process of starting a lesson
- Outline the components of the skill (the context)
- Describe the hands-on trial stage of a skill demonstration
- Explain the importance of recapping a lesson
- Apply strategies for demonstrating skills
- Recognize the importance of practice as a part of teaching & learning skills
- Describe a complete set-up for skill practice
- Identify, with examples, three types of skill practice
- Describe the process of recycling lesson steps
- Apply strategies for practicing skills
- Recognize the importance of feedback as a part of teaching & learning skills
- Define and provide examples of different types of feedback
- Identify techniques for giving effective feedback
- Apply strategies for providing feedback
- Recognize the importance of assessment as a part of teaching & learning skills
- Describe a skill assessment with examples
- Explain a progress assessment with examples
- Identify methods of assessing progress with examples
- Identify opportunities for continuing involvement in the trade
- Apply assessment strategies
- Demonstrate the six-step coaching plan
- Recognize the importance of different types of skills in the workplace
- Demonstrate strategies to assist in teaching skills in the workplace
- Reflect on what you have learned about teaching skills in the workplace

Suggested Resources:

“WORKPLACE MENTORING TOOLKIT - A Guide for Teaching Skills in the Workplace”



A small pocket guide with a focus on teaching skills in the workplace

“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>

“Continuing the Apprenticeship Journey: WORKPLACE TEACHING UNIT Facilitation Guide”

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

Approximate Duration:

4 Hours

Assessment:

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



go

CONTINUING THE APPRENTICESHIP JOURNEY: Review Focus on Learning



notes

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 assist in learning a skill</i>	<input type="checkbox"/> Read information about "A Focus on Learning" (5 minutes) <input type="checkbox"/> Complete "Learning Styles Activity" (10 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 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 (journey person) 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.

Journey persons are the skill experts of today. Apprentices are the skill experts of tomorrow. Journey persons 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 shift 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



Soft

RETURNS

Returns



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



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>



Learning Skills 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.

Step 3 - Watch and Listen

**Learners
need to see
and try**

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 make sure that you 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.

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.

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.



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...



Learning Notes



CONTINUING THE APPRENTICESHIP JOURNEY: Teaching Workplace Skills



Introduction

This part of this course introduces a six-step coaching plan for teaching and learning skills in the workplace. The unit also provides an overview of how each coaching step meets different learning needs.



objectives

Objectives: Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the impact of your own and others' experiences</i>	<input type="checkbox"/> Reflect on your related experiences (3 minutes) <input type="checkbox"/> Consider key word definitions (2 minutes)
<i>Compare the different roles played by a workplace mentor</i>	<input type="checkbox"/> Review information about "Mentor Role" (5 minutes) <input type="checkbox"/> Read information about "Mentoring Qualities" (5 minutes) <input type="checkbox"/> Review information about "Teaching Skills" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes) <input type="checkbox"/> Complete "Teaching Experience Activity" (10 minutes) <input type="checkbox"/> Complete "Mentoring Qualities Activity" (10 minutes)
<i>Describe the six-step approach to teaching and learning skills</i>	<input type="checkbox"/> Read about a "Step-by Step Plan" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes)
<i>Identify how each coaching step meets different learning needs</i>	<input type="checkbox"/> Read information about "Meeting Learning Needs" (5 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes)
<i>Identify strategies for teaching 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)



reflect

Reflect on Your Experience

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

Think about someone that has helped you with your learning that sticks out in your mind. How did that person help you? What were the qualities of that person?

Think about a TEACHER you had that sticks out in your mind as someone who helped you. How did that person help you? What were the qualities of that person?

To date, my experiences with teaching skills in the workplace includes...



key words

Key Words

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

Teach	To transfer or impart knowledge and/or skills
Learn	To acquire knowledge or skill through education or experience
Coaching Step	One of a series of planned steps for teaching skills in the workplace
Learning Need	What a person requires in order to have success with learning and/or achieve a learning goal



read

Mentor Role

Think about the role of the mentor. At a basic level, a Workplace Mentor is a person with knowledge and experience who is willing to work others to develop their abilities. There are two important parts to this role:

- ☐ **Skill expertise:** A mentor is someone who has skills to pass on. The mentor is someone that must themselves be able to perform in a particular trade very well and who knows the safety and performance

standards for that trade. Attaining trade skill competency is the focus of the apprenticeship process.



- ☐ **Learning expertise:** In addition to the skills expertise, mentors must also have important knowledge about how to pass on their skills expertise. This is their learning expertise. A mentor must be able to plan and direct the learning of an apprentice. Since the skills expertise is the focus of the apprenticeship process, the learning expertise is the focus of this technical training mentoring course.



Mentor Qualities

Think about the qualities that make for a good mentor.

Start your own list.

Mentoring is all about creating a productive, safe and supportive workplace. This involves knowledge, attitude, and behaviour.

- **Knowledge:** Understanding workplace responsibilities - Learning, and promoting the highest trade and safety standards - Sharing best practices and promoting learning.
- **Attitude:** Maintaining a positive approach to people, work and learning - Willing to see things from another perspective - Promoting fairness and equity in the workplace.
- **Behaviour:** Modeling, promoting and encouraging the highest trade and safety standards - Working to assist others - Enhancing the effectiveness and productivity of the larger team.

What other qualities are important for mentoring?

Compare your list of mentor qualities to a list of validated mentor competencies (Source: CARS Mentor/Coach Program).

- ☐ **Leadership:** Act as a role model for your team – lead by example, promote teamwork and have a positive overall impact on the workplace.
- ☐ **Organization:** Apply appropriate organizational techniques to support training needs - plan and monitor the development throughout training.
- ☐ **Communication:** Use communication skills to the fullest - transfer concise and relevant information.
- ☐ **Coaching:** Apply the principles of coaching effectively and efficiently to the on-the-job training requirements.

- ☐ **Mentoring:** Develop a trusting relationship to guide training more effectively in a workplace setting.
- ☐ **Human Relations:** Essential workplace interpersonal skills, motivational techniques and task conflict/problem resolution techniques to increase job satisfaction and performance.
- ☐ **Job Proficiency:** Creating and maintaining a safe and efficient workplace training environment through networking, cooperative decision-making, problem-solving, independent learning and research.
- ☐ **Personal Development:** The benefits of personal wellness, managing stress and the importance of staying physically, mentally, and emotionally fit.



How does your list of compare to this one? Are there any qualities you would like to add to your list?



Teaching Skills in the Workplace

Mentoring means a shared responsibility for learning. Whether we realize it or not, we are ALL responsible for teaching in the workplace. Teaching is about transferring knowledge and skills. We are all learning from each other all of the time. Throughout the apprenticeship process, gradually the emphasis moves from learning skills to using and teaching skills. However, you never know when you might be asked to teach someone else how to do something.

Passing on workplace knowledge and skills is what apprenticeship is all about. 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. 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. Awareness of learning styles can help you in finding ways to teach others.



Printer Case Example





Listen to what the Printer Journeyperson, Mrs. Verdo has to say about the role of the mentor (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_T01.rm)
http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_T01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
 OPEN this file: Mentor_Overview_T01.rm

What Happened? Skill expertise is important in being a mentor, but so is learning expertise. You will learn more about the six-step approach to teaching a new skill throughout this course.



Teaching Experience Activity

Think of your own experiences teaching someone a workplace skill.

Think back to your own learning style. How will your learning preferences impact on how you teach others?

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

You will need to complete these sentences:

- *Right now, in my trade, the thing I MOST LIKE (or think I would most like) about teaching others is...*
- *Right now, in my trade, the thing I LEAST LIKE (or think I would least like) about teaching others is...*
- *One good habit I'll try to pass on to other people I work with is...*
- *One bad habit I'll make sure I don't pass on is...*



A Step-by Step Plan for Teaching Skills

Workplace lessons are happening all the time. Each time a journeyperson assists an apprentice in learning a skill in the workplace, it is a type of lesson. People often do not think about the learning that is taking place outside of a classroom as learning, but it definitely is. With the skilled trades, the vast majority of the learning is happening in the workplace. These workplace lessons are important and whether you realize it or not, you are participating in

lessons all the time!

There is a lot that can be done to improve the effectiveness of workplace lessons. A good lesson includes a number of planned set of steps:



A full-page handout of this is included in the Handouts section.



Step 1 - Identify the point of the lesson: Provide a sense of direction to the learning. It helps focus the learning for the person conducting the training and the one receiving the training.



Step 2 - Link the lesson: Help people see the connections between what they are learning and the overall job. Show relationships between what is known and what is coming.



Step 3 - Demonstrate the skill: Show the person the skill and explain why and how it is done. Choosing the right time is essential - you need sufficient time and resources.



Step 4 - Provide practice: Set up chances for the person to use a new skill. Be sure the person is ready - practice is the chance to make mistakes that won't cost too much.



Step 5 - Give feedback: Tell people how they are doing. Feedback is a skill in itself - It should describe what is happening and help in planning their next steps.



Step 6 - Assess progress: Determine the progress a person is making. Conduct skill assessments and overall progress assessments - they serve different purposes.

Each of the coaching steps plays a role in helping a person develop a particular skill. The steps help to keep the learning on track. For an apprentice, understanding this six-step process will assist in getting the most of a journeyperson mentor conducting the skills training. For a journeyperson, the six step process will help to build on strength in conducting skills training.



Storekeeper Case Example



Take the time now to watch the video clip about the Storekeeper, Ms. Gillespie, and Holly, one of her apprentices (duration: 50 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_S01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_S01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Overview_S01.rm

What Happened? This case example featured the storekeeper, Ms. Gillespie using the coaching steps with her apprentice, Holly. The case illustrates how the little skill demonstrations that you do everyday are in fact lessons. They are workplace lessons. There are many things that you can do to help the learning process. People are often surprised by how many of the steps they are already doing without even realizing it. This course will provide tools to reinforce and strengthen things that you already do!



Meeting People's Learning Needs

As you have become aware, learning needs are what a person requires in order to have success with learning and/or achieve a learning goal. It is important to keep in mind what the person receiving the skills training actually needs. Recognizing and helping meet people's learning needs is an important part of being able to teach something to someone else. You have already reviewed the importance of learning style. That is one component of how people learn best, and what they need. People that are learning new things have some basic needs. People will learn new skills more easily and quickly if we can meet their basic *learning needs*.

Each coaching step is there to meet a basic learning need.

People need to see the value: People need to be clear about the purpose of any lesson or learning activity you set up for them. They need to know how the learning will pay off for them - and how they will use it. Step 1 (point of the lesson) meets this need.

People need to understand: People need to know the bigger picture of where

the lesson fits in. They need to hear how the learning fits with other things they have learned. Step 2 (Link the lesson) meets this need.



People need to see and try: People need to see how to properly perform a particular job skill. After seeing the demonstration, they also need assistance in trying it the first time for themselves. Step 3 (Demonstrate) meets this need.

People need practice: People need a chance to develop the skill for themselves, and probably make some mistakes. They need to apply the skill repeatedly to gain confidence. Step 4 (Practice) meets this need.

People need feedback: People need encouragement to continue their learning. They also need to hear about their mistakes and have some help to correct them. Step 5 (Give feedback) meets this need.

People need a sense of progress: People need to hear about their progress. It helps to have a feeling of accomplishment – of getting somewhere. Step 6 (Assess) meets this need.



Cooper Case Example



Part 1: The Cooper Gets Some Advice

Take the time now to watch the video clip where you meet the Cooper, Joseph, and another journey person, Thomas Sealy (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nscc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_C01.rm)

http://nsccreal.nscc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_C01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Overview_C01.rm

What Happened? In this video clip you were introduced to the Cooper Journey person, his apprentice, Matthew, and Mr. Sealy who is the mentor of the journey person. Joseph was having difficulties with his apprentice because he was not taking into account Matthew's needs. Hopefully, Joseph will be able to implement some changes to help meet Matthew's learning needs.

Part 2: The Cooper Tries Again

Take the time now to watch what happens after Joseph takes his own Mentor's advice, and goes back to his apprentice (duration: 40 seconds).



[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_C02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_C02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Overview_C02.rm

What Happened? Watching the case example of Joseph and his apprentice drives home the point of focusing on learning needs. It is important to try to be flexible around people's needs and how they learn best.



Think About Different Perspectives

Take the time to reflect on these different points of view. Can you relate to what they are saying? How would you respond?

One Apprentice's Point of View:

"I am an apprentice - how to teach a skill is not of any concern to me..."

One Mentor's Point of View:

"Doing a skill is one thing, but teaching it is something totally different. When apprentices ask questions, I always think to myself, I know how to do that...but when I go to show, I see there is a difference between doing it and teaching..."

One Employer's Point of View:

"Training is a waste of business time - it means lost hours and productivity..."

What are some similar situations OR differing points of view that you have encountered in your experiences in the workplace? Discuss 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. These questions can be reviewed verbally in a group or completed individually and then the responses discussed as a larger group.



stop

Assessment Check



Complete the questions, then check and discuss.

1. People want to know how they are doing. Which coaching step meets this need?
 1. Identifying the Point of the Lesson
 2. Linking the Lessons
 3. Demonstrating a Skill
 4. Practicing a Skill
 5. Giving Feedback
 6. Assessing Progress

2. People want to know how they can improve. Which step meets this need?
 1. Identifying the Point of the Lesson
 2. Linking the Lessons
 3. Demonstrating a Skill
 4. Practicing a Skill
 5. Giving Feedback
 6. Assessing Progress

3. People want to try to get the skill right. Which step meets this need?
 1. Identifying the Point of the Lesson
 2. Linking the Lessons
 3. Demonstrating a Skill
 4. Practicing a Skill
 5. Giving Feedback
 6. Assessing Progress

4. People want to see how you did a particular skill. Which step meets this need?
 1. Identifying the Point of the Lesson
 2. Linking the Lessons
 3. Demonstrating a Skill
 4. Practicing a Skill
 5. Giving Feedback
 6. Assessing Progress

5. People want to understand how a skill fits. Which step meets this need?
 1. Identifying the Point of the Lesson
 2. Linking the Lessons
 3. Demonstrating a Skill
 4. Practicing a Skill
 5. Giving Feedback
 6. Assessing Progress

6. People want to know why a skill is important. Which step meets this need?
 1. Identifying the Point of the Lesson
 2. Linking the Lessons
 3. Demonstrating a Skill
 4. Practicing a Skill
 5. Giving Feedback
 6. Assessing Progress



Helpful Tips for the Workplace



*What are some tips for getting the most out of a mentor?
What are some tips for getting the most out of an apprentice?*

Review the tips. Take the ones that you think you will use, add some of your own, and start to compile your OWN list of tips.

Knowledge:

- ☐ **When you teach skills in the workplace these are lessons:**
Recognizing that when a person teaches a skill in the workplace, they are conducting a type of lesson is an important realization.
- ☐ **There are ways of improving lesson effectiveness:** When a person teaches a skill in the workplace, there is a lot they can do to improve the effectiveness of that lesson.

Attitude:

- ☐ **Be open to trying new things:** Be open to trying a different way of doing things - be open to trying a different approach for teaching a skill you have taught many times before.
- ☐ **Take learning seriously:** The apprenticeship process does have the goal of developing skilled journeypersons. It is important to keep progress within the overall program always on the radar. With an apprenticeship, the employer, the journeyperson and the apprentice all share the responsibility for learning. Learning helps to improve the overall productivity of the business, to everyone's benefit.
- ☐ **Patience, patience, patience:** It is important to be patient with yourself and those that you are working with.

Behaviour:

- ☐ **Listen:** It is important to ask questions, but it is also important to listen to the response.
- ☐ **Make eye contact:** Looking at people when you are communicating with them makes a big difference, to them and to you!
- ☐ **Give your best effort:** Do things yourself the way you would want them to be done - Model best practices in what you do.

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



Assessment Answers



1. People want to know how they are doing overall. The coaching step that addresses this need is #6: Assessing Progress.
2. People want to know how they can improve. The coaching step that addresses this need is #5: Giving Feedback.
3. People want to try to get the skill right. The coaching step that addresses this need is #4: Practicing a Skill.
4. People want to see how you did a particular skill. The coaching step that addresses this need is #3: Demonstrating a Skill.
5. People want to understand how a skill fits in to the job you're trying to do. The coaching step that addresses this need is #2: Linking the Lessons.
6. People want to know why they should both with this particular skill - why it is important. The coaching step that addresses this need is #1: Identifying the Point of the Lesson.



Learning Notes



STEP 1: The Point of the Lesson



Introduction

You are now aware of the responsibilities of workplace mentoring, the importance of learning style and people's learning needs. You also have an understanding of a six step approach to teaching skills in the workplace. This part of the course highlights the importance of learning objectives and the timing of the skills training in the workplace.



Objectives: Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the importance of identifying the point of the lesson as a part of teaching and learning skills</i>	<input type="checkbox"/> Reflect on your experiences relating to identifying the point of the lesson (3 minutes) <input type="checkbox"/> Consider the key word definitions (2 minutes) <input type="checkbox"/> Read information about "The Point of the Lesson" (5 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes)
<i>Define a learning objective for a lesson</i>	<input type="checkbox"/> Read information about "How to Identify the Point" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes)
<i>Describe how to choose a good time to present a lesson</i>	<input type="checkbox"/> Read information about "Timing is Everything" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes) <input type="checkbox"/> Read information about "Picking Opportunities to Coach" (5 minutes)
<i>Distinguish strategies for identifying the point of the lesson 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)



Your Experiences Relating to this Step

Try to think of a situation where someone was trying to teach you something and you had no idea what the point of it all was. Try to think of a situation where you were trying to teach a skill to someone else. Did you identify the point of the lesson? How might this affect motivation to learn?



Key Words



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

Lesson	A set of activities that lead to a person developing a particular skill
Learning Objective	The particular skill that a person will have developed when the lesson is completed
Coaching Step	One of a series of planned steps that make up a complete lesson
Timing	Judgment of when to act. The ability to choose the best moment to do or say something - in this case the choice of when to do skill training.



The Point of the Lesson

It may sounds like common sense but thinking skills are an important part of the workplace. Every day you are seeking out information, problem solving through things that happen, and making decisions about how to proceed. When we teach someone else a new skill, one of the first things we need to do is to identify the point of the lesson.

A lesson is a planned set of activities to help a person develop a particular skill. The *learning objective* is the main point or purpose of the *lesson*. It is a statement of what the person will be able to do when the lesson is over. It is important to see all of that training that is happening in the workplace as actual lessons. When you teach someone a new skill, the very first thing you need to do is to establish the point of the effort - what you are trying to accomplish.



Cooper Case Example



Part 1: The Cooper and His Apprentice

Take the time now to watch the video clip about the Cooper and how he makes out with identifying the point of the lesson (duration: 50 seconds).



[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_C01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_C01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step1_C01.rm

What Happened? In this example, Matthew experiences a frustrating situation with his mentor journeyperson. Matthew has no clue as to what he is supposed to be learning and the Cooper does not seem to have any objective in mind. The Cooper is probably wondering why his apprentice does not seem to be doing very well! Focusing the learning helps both the person conducting the training and the person receiving the training.

- *How might the situation have gone differently if Matthew had understood the point of the lesson?*
- *What might the Cooper Journeyperson have done differently?*

Part 2: The Cooper Tries Again

Take the time now to watch the video clip showing a second attempt by the Cooper to identify the point of the lesson (duration: 50 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_C02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_C02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step1_C02.rm



How to Identify the Point of the Lesson

The journeyperson sets the learning objective for each of the workplace lessons presented to the apprentice. *The first step* is to explain the learning objective - what is it that the lesson is trying to accomplish?

This is important so that both the apprentice and the journeyperson know what outcome is expected when the workplace lesson is completed.

There are some different ways that you can identify the point of the lesson. You can say things like this:

“When we’ve completed this lesson you will be able to...”



“After this session, you’ll be doing...”

“After this, you’ll be able to...”

When you think about the learning objective for a particular lesson, it should be framed by what the apprentice will actually be able to do. Keep learning objectives in action terms, things you can actually see the apprentices *doing* (not what you think they might understand). This way you can always tell, by watching their actions, whether they were successful with the lesson.

By stating the point of the lesson, the apprentice and the journeyperson will be able to work together more effectively. The journeyperson will have more focus and the apprentice will be more aware of what is happening, and what to expect as an outcome.



Printer Case Example



Take the time now to review the importance of the point of the lesson by watching a video clip involving the printer (duration: 40 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_T01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_T01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step1_T01.rm

What Happened? The Printer Journeyperson, Mrs. Verdo reinforces why the point of the lesson is important. Often people identify the point of what they are doing without even realizing they are doing it, or why.



Timing Is Everything

Identifying the point of the lesson is the first important step of teaching a new skill in the workplace. However, before you even start the process you need to

be thinking about timing. In a business time is money, and timing training opportunities is very important. The ability to offer timely, appropriate training and guidance is itself a key aspect of trade learning.



People working in the trades must be efficient with their time. It is a nature of the business where time is money, and whether you are being paid by a flat rate or straight time, your time and the time of the people you work with is extremely valuable. You need to be aware of what is going on around you and choose an appropriate time for questions and for training opportunities. Sometimes, learning moments come when we do not expect them - an unusual problem or situation is encountered and all of a sudden it becomes a learning moment for many people. Other times, other training opportunities can be more planned and it is essential to ensure that you choose a time when you have sufficient time and materials to do what needs to be done.

In the time spent working together, there will be better (and worse) moments for workplace lessons. When conducting skills training in the workplace, it is important to select coaching moments that work to the best advantage of the learning. This means basically that both the journey person and the apprentice are both ready and that the situation is right. You may be able to plan these ideal moments ahead of time or, in the unpredictable and production focused workplace, you may have to take advantage of opportunities as they occur.

Some training in the workplace is planned, and some is unplanned. When you are able to plan in advance, make sure to pick a moment when:

- ☐ You have all the materials you will need.
- ☐ You will have enough time to go through at least the first three steps in the coaching plan (identifying the point of the lesson, linking the lesson, and demonstrating a skill).
- ☐ You will have fewer distractions or interruptions.
- ☐ You think the person will be ready to participate and understand.

Time management is an important consideration for us all. We all need to be aware of how we are spending our time and how we can balance to get done the things that need to get done. We all have our own “to do” lists (or task lists, action lists, work orders, etc). There are many different names for the lists of things that need to be done. Whatever you call it, it is important that you make an effort to continually prioritize your list. Take your list (whether it is written down or in your head) and look at the list from the priority perspective - what needs to be done first? You may also want to consider what things can be done quickly and could be easily removed from your list. It is one of the ways of trying to figure out way to tackle what needs to be done! When you can multi-task and get multiple tasks done at the same time it is a win-win situation. That is why when you come across an unusual situation, you can couple getting the situation dealt with while at the same time teaching someone else

how to handle the situation in the future.



Printer Case Example



Take the time now to watch a subsequent video clip relating to Printer journey person and coaching moments (duration: 50 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_T02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_T02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step1_T02.rm

What Happened? Coaching moments come in many forms. When the person conducting the skills training is ready and the person receiving the training is receptive, it is a good time!



Picking Opportunities to Coach

As well as planned coaching times, there are many unplanned or spontaneous opportunities to learn in the workplace. Watch for opportunities that will occur naturally in the worksite.

Opportunities may occur when:

- A person asks a question that indicates readiness.
- A person expresses curiosity or a specific interest in a skill or topic.
- A skill you are about to perform will make a good learning opportunity.
- An unusual job or skill is required, and it may present a rare opportunity to demonstrate something special.



Think About Different Perspectives



Take the time now to think about these different points of view. How might you respond to what each person is saying?

One Apprentice's Point of View:

"Every time I ask questions, it seems like I am being a pain. The usual response I get when I ask why is 'because we've always done it that way'..."

One Mentor's Point of View:

"I am very experienced. I have a lot of skills to pass on to these young up and comers, but my employer does not seem to see it the same way. I keep being pressured to produce, produce, produce.. There does not seem to be any time for training..."

One Employer's Point of View:

"I have to work on not only attracting skilled employees, but keeping them as well. There is a skills gap and they can always go somewhere else. I need to keep that in mind. Getting people here is only half the battle, I need to work on finding ways of keeping them here..."

What are some similar situations OR differing points of view that you have encountered in your experiences in the workplace? Discuss 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. These questions can be reviewed verbally in a group or completed individually and then the responses discussed as a larger group.



stop

Assessment Check



notes

Complete the questions, then check and discuss.

1. A learning objective is only needed when you are teaching in the classroom.
 - a. True
 - b. False
2. Identifying the point of the lesson only benefits the person receiving the skills training.
 - a. True
 - b. False
3. Timing is important when it comes to conducting workplace skills training.
 - a. True
 - b. False
4. When you plan in advance for the right moment to coach, make sure you pick a time when you think the person will be ready to participate.
 - a. True
 - b. False
5. When you plan in advance for the right moment to coach, make sure you pick a time when you will have all the required materials.
 - a. True
 - b. False
6. When you plan in advance for the right moment to coach, make sure you pick a time when you will have fewer distractions.
 - a. True
 - b. False



complete

Application Activity

Complete this activity in group discussion and/or using the page from the “Handouts” section. This includes thinking about:

- ☐ How Does This Relate To ME
- ☐ Things I am UNCERTAIN about
- ☐ Strategies I Will TRY



Helpful Tips for the Workplace



What are some tips for getting the most out of a mentor and/or an apprentice?

Knowledge:

- ☐ **Be aware of why it is important to identify the point of the lesson:** Identifying the point of the lesson helps clarify what is going to happen (and why) for both the person conducting the training and the person receiving the training
- ☐ **Select training moments wisely:** Choose a moment when you have enough time and all the materials you will need, and will have few distractions or interruptions.
- ☐ **Be aware of energy level:** Try to pick training opportunities when everyone involved has the energy and readiness to participate.
- ☐ **Remember the importance of non-verbal communication:** 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! Similarly, pay attention to the non-verbal messages that others are sending you all of the time.

Attitude:

- ☐ **Don't be afraid to ask questions and seek clarification:** Asking questions is how you learn. *"I'm not sure I understand what you mean..."* or *"Could we go over that again?"*
- ☐ **Work on building trust:** When you work with someone, there is a considerable amount of trust involved. Work on building the trust of your co-workers

Behaviour:

- ☐ **Identify the point of the lesson:** This identifies an objective for everyone involved.
- ☐ **Listen - really listen:** Remember that silence and listening are NOT the same thing.
- ☐ **Remember to say thank-you:** Thanking people providing them with positive reinforcement - who knows maybe they will help you again...

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



Assessment Answers



1. A learning objective is only needed when you are teaching in the classroom. This is FALSE - identifying the point of the lesson is helpful for any training, anywhere!
2. Identifying the point of the lesson only benefits the person receiving the skills training. This is FALSE - the point of the lesson clarifies what is going to happen both for the person receiving, and the person conducting the training.
3. Timing is important when it comes to conducting workplace skills training. This is TRUE.
4. When you plan in advance for the right moment to coach, make sure you pick a time when you think the person will be ready. This is TRUE.
5. When you plan in advance for the right moment to coach, make sure you pick a time when you will have all the required materials. This is TRUE.
6. When you plan in advance for the right moment to coach, make sure you pick a time when you will have fewer distractions. This is TRUE.



Learning Notes



STEP 2: Linking the Lessons



Introduction

This part of the course continues the coaching steps by emphasizing the importance of showing the connections between what someone is learning, and what they have already learned. This involves building the person's skills in a particular order and setting the pace for learning.



Objectives: Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the importance of linking the lesson as a part of teaching and learning skills</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your experiences relating to this step (3 minutes) <input type="checkbox"/> Consider the key word definitions (2 minutes) <input type="checkbox"/> Read information about "Why to Link the Lesson" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes)
<i>Define lesson order and provide examples of different approaches</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Read information about "Lesson Ordering" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes)
<i>Describe how to adjust a lesson to different situations</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Read information about "Choosing the Lesson Order" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes)
<i>Distinguish strategies for linking lessons in the workplace</i>	<ul style="list-style-type: none"> <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)



Your Experiences Relating to this Step

Try to think of a situation where you were being trained on something new and the person made a point of highlighting the fit of the new learning to other learning. Think of an experience where the linking was not in place. Try to think of a situation where you were teaching a new skill. Do you remember if you showed the relationships? Why is that important?



Key Words



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

Linking	Conditions or necessities that improve a person's ability to learn
Learning Goals	Explaining the connections from one lesson to the next or between each lesson and the job to be done
Lesson Order	The order in which lessons are presented
Lesson Pacing	The speed at which lessons are presented - how much time is taken for a lesson and how many lessons are presented in a certain period of time



Why Link the Lesson?

All people have a basic need to understand how what they are learning fits into the other things they have learned. It is how we make sense of our learning. Linking the lessons - drawing attention to the linkages between the different skills is part of how we do this.

Sometimes, what people need to accomplish is actually made up of several related or connected skills. Think of the example of driving a car as the *learning goal*. You would need to help the person develop a number of related skills to accomplish the learning goal.



Printer Case Example



Take the time now to watch the video clip relating to the Printer and how she links the lesson for her apprentice (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nscsreal.nscs.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_T01.rm)

http://nscsreal.nscs.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_T01.rm



OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step2_T01.rm

What Happened? The Printer's example illustrates why linking the learning makes sense. It makes sense for the person teaching the skill and the person learning the new skill.



Lesson Order

The person conducting workplace skills training is responsible to set the order of the learning. The journey person needs to have a learning goal and a plan for the order of the lessons that makes sense to the people involved, the particular skill and the particular situation. People need to understand the *lesson order* so they will have a sense of where the learning is going. It is important to let people know how the lesson will be arranged.

The person conducting skills training in the workplace is responsible for setting the order of the lessons. Workplace lessons can be ordered in different ways:

- ***Simple skills to complex skills***
- ***Start to finish of a job or task***
- ***Building toward a person's interest***

Simple to Complex Lesson Order

From simple to complex skills is the approach of starting with the easier or more basic skills and moving up to more difficult or complicated skills as the person progresses. Sometimes, learning a new skill involves developing several basic or simple skills and putting them together to perform more challenging skills. The practice of learning simpler skills may prepare the person physically (in terms of strength, or speed, or co-ordination,) to tackle learning more complex skills. It also prepares the person mentally for more difficult problem solving.

This approach has the advantage of building the person's confidence, based on success at learning the simpler or easier skills first. Confidence can make a big difference when it comes to learning more difficult lessons.

Start to Finish Lesson Order

In the workplace, skills may fall into a natural order – the order that they are performed to complete a particular job/task. It is valuable for the person to see and experience the skills in their normal working order. It helps in understanding how each skill fits and builds toward the final outcomes.



This approach takes advantage of the normal ordering of work, which is how the person will be performing routine workplace jobs. It helps the person become part of the regular flow of the work. It may be difficult, however, for the person to be ready to handle all of the skills that come in this order. It might be necessary to postpone some skills to a later time if they are too far beyond the person's abilities.

Lesson Ordering that Builds Towards A Person's Interest

People will usually tell you what interests them the most. You may have to ask a few questions to get them talking. Knowing what they are most curious about or interested in, you can order the lessons to get them what they want.

This approach has the advantage of being very *motivating* for people. They can see immediate value in the lessons and their enthusiasm to learn helps them to learn more easily. However, it may be difficult to do only those lessons that interest people.

People will often work through lessons that are not their main interest in order to get to what they really want to learn. Here it is helpful for them to know the ordering of the lessons, so they can see how they will work toward their main interests.



Printer Case Example



Take the time now to watch a video clip relating to the Printer Journey person and how she approaches lesson ordering (duration: 20 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_T02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_T02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step2_T02.rm



What Happened? In this case example you saw the Printer Journey person use a start to finish learning order. This type of ordering works well when there is a set of simple steps that lead the person from beginning to end.

- *What are some of the potential applications of using this type of a learning order in your workplace?*
- *What might be some possible drawbacks of this method in your workplace?*



Cooper Case Example



Take the time now to watch a video clip relating to the Cooper and how he makes out with a simple to complex approach (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_C01.rm)
http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_C01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
 OPEN this file: Mentor_Step2_C01.rm

What Happened? In this case you saw the Journey person use the simple to complex method of ordering a lesson.

- *What are some of the potential applications of using this type of a learning order in your workplace?*
- *What might be some possible drawbacks of this method?*



How to Choose the Right Lesson Order

You now have been introduced to a number of different possibilities for ordering your workplace lessons. The question you probably have now is how to know when to use which type of lesson ordering. There is no “right way” to



set the order of lessons. Think about the situation, and what might work best. Each way of ordering a lesson has different advantages and disadvantages. Think about what might work best for the particular situation. In fact, you can use combinations of the methods, or you can use different orders at different stages in the process. The choice is yours! The important thing is that you have some order to the lessons and that you tell the person about that order. This allows you both to see how the lessons fit, and what is coming next.



Storekeeper Case Example



Take the time now to watch the video clip pertaining to the Storekeeper and how she capitalizes on her apprentice's interests (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_S01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_S01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step2_S01.rm

What Happened? In this example you saw how the storekeeper journey person was able to capitalize on her apprentice's interests. It is important to remember that with this type of lesson ordering the person themselves actually establishes where the learning will start.

Remember: Each situation will be somewhat unique - you will need to be flexible to determine the best way for ordering the lesson.



Think About Different Perspectives

Think about these different points of view. How might you respond?

One Apprentice's Point of View:

"When I learn, I feel most comfortable being given a schedule. That way, I know what I would be learning and when..."

One Mentor's Point of View:

"The problem with the apprentices I have working with me is that they don't

know what they don't know, if you know what I mean..."



One Employer's Point of View:

"There is often the perception out there that when you hire an apprentice you are hiring cheap labour..."

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



stop

Assessment Check

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



stop

Assessment Check



notes

Complete the questions, then check and discuss.

1. This type of lesson ordering has the advantage of building the person's confidence, based on success at learning the simpler or easier skills first.
 - a. Simple to complex lesson ordering
 - b. Start to the finish lesson ordering
 - c. Ordering based on the person's interest

2. This type of lesson ordering takes advantage of the normal ordering of work, which is how the person will ultimately be performing the job.
 - a. Simple to complex lesson ordering
 - b. Start to the finish lesson ordering
 - c. Ordering based on the person's interest

3. This type of lesson ordering can be very motivating for the person.
 - a. Simple to complex lesson ordering
 - b. Start to the finish lesson ordering
 - c. Ordering based on the person's interest



complete

Application Activity

Complete this activity in group discussion and/or using the page from the "Handouts" section. This includes thinking about:

- ☐ How Does This Relate To ME
- ☐ Things I am UNCERTAIN about
- ☐ Strategies I Will TRY

Be sure to consider some actions you can take to work around the following:

- When you DO NOT have all the materials required
- When you DO NOT have enough time to complete the task
- When there are MANY distractions
- When the person is NOT ready to participate



Helpful Tips for the Workplace



What are some tips for getting the most out of a mentor and/or an apprentice?

Knowledge:

- ☐ **Be on the lookout for opportunities to show relationships:** Look for ways to show the linkages between the different things that people are doing - opportunities present themselves to us all the time and it is important to take advantage of them.

Attitude:

- ☐ **Do not be afraid to say, "I don't know":** Honesty is very important and the person you are working with needs to know if you don't know!
- ☐ **Be curious and help foster others' curiosity:** Promote lifelong learning in yourself and others - be curious about things, and encourage others to be inquisitive about what they are doing. Help others to see the interest and intrigue in what they are doing.

Behaviour:

- ☐ **Show relationships between things:** Linking the lessons is an important part of learning a new skill.
- ☐ **Take initiative:** If you are interested in something, pursue it. Let others know about your interests, you will be surprised what comes your way when people know you are interested in something in particular.
- ☐ **Choose your questions wisely:** Questioning works - but be sure to ask the right kinds of questions. Questions that require a yes or no response only will not give you as much information as questions where people are required to explain.

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



Assessment Answers



1. The answer is A. The simple to complex lesson order has the advantage of building a person's confidence, based on success at learning the simpler or easier skills first.
2. The answer is B. The start to the finish lesson order takes advantage of the normal ordering of work, which is how the person will ultimately be performing the job.
3. The answer is C. Going by a person's interest can be an extremely motivating way to proceed, but it is not always a realistic option.



Learning Notes



STEP 3: Demonstrating a Skill



Introduction

You are now aware of the responsibilities of workplace mentoring, the six step approach to teaching skills in the workplace, and the importance of identifying the point of the lesson. This part of the course includes starting a lesson, explaining and demonstrating a skill, and getting the person involved.



Objectives: Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the importance of demonstrating as a part of teaching and learning skills</i>	<input type="checkbox"/> Reflect on your experiences relating to this step (3 minutes) <input type="checkbox"/> Consider the key word definitions (2 minutes)
<i>Describe the process of starting a lesson</i>	<input type="checkbox"/> Read information about "Starting a Demonstration" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes)
<i>Outline components of the skill (the context)</i>	<input type="checkbox"/> Read information about "Know the Skill" (5 minutes) <input type="checkbox"/> Complete "Skill Activity" (10 minutes)
<i>Describe the hands-on trial stage of a skill demonstration</i>	<input type="checkbox"/> Read information about "How To Demonstrate" (5 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes)
<i>Explain the importance of recapping a lesson</i>	<input type="checkbox"/> Read information about "Recapping" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes) <input type="checkbox"/> Complete "Recapping Activity" (10 minutes)
<i>Distinguish strategies for demonstrating skills in the workplace</i>	<input type="checkbox"/> Review Information on "Figuring Out How to Proceed" (5 minutes) <input type="checkbox"/> Review key word definitions (3 minutes) <input type="checkbox"/> Reflect on different perspectives (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)



Your Experiences Relating to this Step

Try to think of a time when you were given a demonstration and it went well and when it did not go well. What were the differences? Can you think of a

time when you were the one giving the demonstration - how did it go?



Key Words

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

Context of a skill	The circumstances that affect the use of a skill; who, what, where, when, why
Active demonstrating	Performing a skill in a way that a person can easily observe and learn, describing each step as you go
Involvement	Getting the person to actively see, do, and try a skill
Hands-on Trial	The person's first opportunity to perform a skill, with the close guidance of the mentor
Recapping	Reviewing the steps of the lesson that have already been covered in order to solidify learning



Starting a Demonstration

Demonstrating is the chance to explain a skill and show how it is done. It is essential that apprentices get a chance to see a skill completed and receive the information about how to complete the process themselves.

It is essential to clearly signal the start of a lesson. The starting of the lesson means a change of focus from the normal workplace routine. It lets the person know that something important is about to happen. To help take advantage of the workplace learning, it may be necessary for both the apprentice and the journey person to "change gears" for the purpose of the lesson.

Say things like:

"This looks like a good time to show you something new..."

"Let's take a few minutes right now and go through this..."



Before starting a demonstration, remember to use the first two steps:

- ☐ **Step 1:** Tell the person the objective (what you want to accomplish)
- ☐ **Step 2:** Tell the person how the demonstration links to the overall job

When the person is clear about how it links, go on to the demonstration.



Printer Case Example



Take the time to watch the video clip pertaining to the Printer Journeyperson and how she starts a lesson (duration: 70 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_T01.rm)
http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_T01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
 OPEN this file: Mentor_Step3_T01.rm

What Happened? The Printer did a fine job of starting the lesson. She signaled the start of the lesson by taking the time to explain what is about to occur. The point of the lesson is identified and then linked to other learning. This will help the apprentice to see how the training and skills are connected.



Know the Skill

In order to do a demonstration, it is important to understand how and why a skill is used. You can help yourself to better explain a skill to someone else if you take the time to really look at the skill. How and why a skill is used is known as the context of a skill. Think of the context of the skill as answering the questions *who*, *what*, *where*, *when* and *why*. The HOW question is the skill itself and the process for completing the skill. In explaining the context of the skill, it is important to encourage and respond to questions about the skill, and its application. Think of demonstrating a skill as answering the five W

questions:



- ☐ Who performs the skill?
- ☐ What tools are required?
- ☐ Where does it get performed, where do I get the materials?
- ☐ When is it safe to use tools/materials - when is it safe to do the skill?
- ☐ Why - why is this important?

Each skill has its own answers to this set of basic questions. This is the context of a skill. The context of a skill is the particular set of circumstances that affects the use of the skill. When a journey person explains the *context of the skill*, they are helping the apprentice to understand its application.



Skill Activity

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

Go through a trial run of answering basic questions about a skill in your trade. The questions listed are intended to help in clarifying the skill. Read through the questions and then take the time to respond to each with regards to an everyday skill from your workplace. The questions will help you to identify all the things that are part of that skill.

The Skill Question	The Skill Answer
Who performs this skill in the workplace?	
Who requests the work?	
Who approves the work?	
Whose help is needed?	
What tools and materials are needed?	
What safety procedures apply?	
Where do I perform this skill?	
Where do I get the tools and materials needed?	
Where do I put the tools & materials when I'm done?	
When is it safe to use these tools and materials?	
When do I usually perform this skill?	



Why do I set it up this way?	
When will I be finished?	
Other Questions...	



How to Demonstrate

After going through the first few steps and giving the context of the skill, the next stage is to demonstrate the skill.

When demonstrating a skill, these things are very important:

- ☐ Use the same tools and materials that the learner will be using.
- ☐ Go through EACH of the steps involved in performing the skill.
- ☐ Go SLOWLY - describe each step as it is completed.
- ☐ Encourage the learners to move around and watch what you are doing from a number of different angles.
- ☐ Try to involve the learners: Ask them questions about why they think the process may work that way.

Involvement in the process (actively seeing) is important at this stage. When you work on getting involved, getting people to participate, you make them a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the apprentices to ask questions about things they do not understand, but it is also important for journeypersons to seek out and elicit questions from apprentices. A journeyperson may need to do repeated demonstrations of difficult or complex skills.

Remember that the apprentice will learn a lot from your demonstration - and not just the demonstration itself. Sure, apprentices will learn about how to perform the skills, but the apprentices will also learn from watching demonstrations how journeypersons treat the tools or materials and how they follow safety procedures.

After the demonstration, it is important to again seek out questions - be sure all questions are answered. The journeyperson should ask the apprentice if they are ready to try the skill. If not, there may be a need for recycling the demonstration (or part of it), and clarifying some of the information.



Hands-On Trial

When apprentices are ready, they should be given the chance to try the skill, *hands-on*, with step-by-step guidance from the journey person. Involvement at this stage now takes the form of “actively doing.”

The journey person needs to guide the person closely the first time he or she tries the skill. This is a very important part of their learning. It can also be potentially dangerous if safety procedures are not followed. The person will naturally want to do well as quickly as possible and may be excited about what he or she is able to try or the new tools being used. People learning new skills will make mistakes. People need to know that a mistake is not a failure.

“That’s it. Make sure you hold it this way...”

“Be very careful when you get to this part!”

“That’s OK. Everyone make that mistake the first few times.”

Ask (and see) if the person has got it. Even if someone says “yes” it may be useful to guide another trial. Some skills may take several guided trials before the person is able to go on to practicing the skill on their own.

As a final stage of the trial, ask the person to demonstrate the skill to you, describing each step along the way. This gives you a chance to see and hear if the person “got it”. Make sure that the person explains and demonstrates all the proper safety steps.



Cooper Case Example



Part 1: Setting Up for the Demonstration

Take the time now to watch a video clip on how the Cooper sets up for demonstrating (duration: 10 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step3_C01.rm



What Happened? Demonstrating is explaining and showing. You are helping a person understand a task and its application. The cooper did a pretty good job in starting to explain the context of the skill. He mentioned who would be performing the skill, why the apprentice needed to know (because it would be part of his job), as well as the tools that he needed.

Part 2: Doing the Demonstration

Watch the Cooper's demonstration (duration: 80 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step3_C02.rm

What Happened? Periodic stopping to make sure that the person is still with you can be a helpful strategy. You also need to be aware of safety - safety at the workplace always needs to be a foremost consideration.

Part 3: The Cooper Reflects on the Demonstration

Take the time now to see what the Cooper thought about how the demonstration went (duration: 10 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C03.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C03.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step3_C03.rm

What Happened? You can expect some questions from the person as you proceed with a demonstration. If you do not receive questions - seek some. Questions give people a chance to have their knowledge gaps addressed. Stopping periodically and making sure that the person is following you is incredibly important. This helps to ensure you are going at the right speed.

Part 4: Continuing the Process

Now take the time now to watch how the Cooper reviews the demonstration with his apprentice (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C04.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C04.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step3_C04.rm

What Happened? This example showed how the Cooper involved the apprentice in the process. Going at the person's speed, asking questions about progress and readiness to move on and try.



- *What did the Cooper do here that helped to support practice?*



Recapping

Recapping is reviewing the earlier steps of the lesson. This emphasizes and identifies what the person has accomplished. Recapping the learning re-establishes the point of the lesson. This helps the person to be clear about the skill he or she has just learned. You can try statements like:

"Here's what you set out to learn in this lesson."

"Here's what you can do now."

Recap how the lesson links with other learning. Identify how this skill fits into the job that is being done. Preview the steps that will come next. You can try saying things like:

"This is how that skill fits with what we've been doing."

"Here's what we can do next."

Recap the demonstration, just as a reminder of the important parts. Here are some easy ways of recapping:

"This is how we did it."

"Remember what to watch for."

It is important to be supportive even when a person makes a mistake. You can use a mistake as a springboard to other learning.

Demonstrations are important - but recapping after the demonstration is also important. It re-establishes the point of the lesson. Recapping:

- ☐ Covers the point of the lesson
- ☐ Identifies accomplishments achieved
- ☐ Identifies sequencing of next lesson

From the recap the person should know what they have set out to learn, how they have done it and what they can do now. You can demonstrate once or

several times until the person understands the skill. A mistake is not a failure. It is a learning opportunity.



Storekeeper Case Example



Take the time now to watch a brief video clip showing the Storekeeper set up practice for her apprentice, Holly (duration: 100 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_S01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_S01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step3_S01.rm

What Happened? Some people have a hard time waiting through a demonstration. They are anxious to try it themselves. Asking people to describe what they are doing as they are doing it is a helpful way to check on how things are going. However, active involvement can mean some mistakes.



Recapping Activity

You've just been through a lesson called "Demonstrating a Skill." If you were the one teaching, how would YOU recap the lesson? What would you say?



Figuring Out How to Proceed

When you are trying to determine how to proceed with a skill demonstration, you need to use your problem solving skills.

When you are trying to solve a problem one of the first important steps is in identifying the actual problem. In this case, we want to know how we should proceed with a demonstration.



Next, we need to gather all of the related information. Depending on what you want to demonstrate, there may be only one way to proceed with the actual demonstration. There may be specific tools that you need that may prevent the demonstration being done at particular times of day when the machine is in use. There are all kinds of things to consider.

Once you do the demonstration, be sure to be mindful of how things went - always be thinking about how it might have worked better, or how you might want to approach it next time. It is also important to assess the efficiency and effectiveness of the strategy that you used. This can help you to identify changes needed for future attempts.

Here are some strategies for figuring out how to proceed:

- ☐ **Ask others:** Benefit from the wisdom and experience of the people you work with - after thinking through how you would proceed, run the idea by someone else just to check and see if another point of view sheds any additional light on the situation.
- ☐ **Share the information:** Communicate your decision and the reason(s) for your action to others involved. They may benefit from the information down the road.
- ☐ **Trial and error can work:** Sometimes trial and error is necessary to problem solve through something. Try one course of action, see how that works and then reassess and take additional action(s). Sometimes you need to make a series of steps in order to problem solve through something. Take the first required step, and then move on to the next required step.
- ☐ **Use the information you have:** Sometimes you must deal with a lot of unknowns. It is not always possible to wait for all the required information. Sometimes you must proceed based on the information that you have.
- ☐ **Juggle your responsibilities:** Whether you are a workplace learner learning or a workplace skills trainer training, people often have multiple responsibilities to juggle. When approaching your list of things that needs to be done, assess the situation and determine what needs to be addressed first. Then you need to determine and implement appropriate actions, all the while maintaining a focus on your other responsibilities.



Think About Different Perspectives

Think about these different points of view. How might you respond?

One Apprentice's Point of View:

"I am working with a journey person who does not want to show me how to do

certain things. This person just does not want to share..."



One Mentor's Point of View:

"I operate on the philosophy: 'I learned it this way so you will too' and 'Do as I say not as I do'..."

One Employer's Point of View:

"A lot of workplace materials seem to get wasted in the learning process...."

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



stop

Assessment Check

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



stop

Assessment Check



Complete the questions, then check and discuss.

1. Which of the following is NOT a part of the context of a skill?
 - a. Who
 - b. What
 - c. When
 - d. Where
 - e. Why
 - f. How

2. Demonstrating is about showing. You do not need to worry about involving the apprentice at this stage.
 - a. True
 - b. False

3. It is rare to need to do more than one demonstration of any task.
 - a. True
 - b. False

4. Which of the following does recapping NOT accomplish:
 - a. Covers the point of the lesson
 - b. Introduces new content
 - c. Identifies accomplishments achieved
 - d. Identifies sequencing of next lesson



complete

Application Activity

Complete this activity in group discussion and/or using the page from the “Handouts” section. This includes thinking about:

- ☐ How Does This Relate To ME
- ☐ Things I am UNCERTAIN about
- ☐ Strategies I Will TRY



Helpful Tips for the Workplace



What are some tips for getting the most out of a mentor and/or an apprentice?

Knowledge:

- ☐ **Be aware that demonstrating works:** Showing people what is involved - seeing it done properly is an important part of learning a skill.
- ☐ **A little planning goes a long way:** Planning does work in making sure that you get the in demonstrations you need - think about when might be an appropriate time given other work tasks and considerations.
- ☐ **Always be on the lookout for demonstration opportunities:** Demonstrations are a key part of learning a new skill - actively seek out opportunities for demonstrations. Opportunities present themselves to us all the time and it is important to take advantage of them.
- ☐ **Remember to keep track of what works and what does not:** Some things work in some situations, some things work in other situations. Create a learning portfolio and start to keep track of the things that work for you!

Attitude:

- ☐ **Repetition does not mean failure:** Remember that recapping is a very helpful strategy to use because it helps sum up the main points.
- ☐ **Try to coordinate time and resources:** Make choices to ensure you can take best advantage demonstration opportunities - coordinate your lunch and/or break to get the chance to benefit from demonstrations.

Behaviour:

- ☐ **Demonstrate skills:** Show people what is involved - be sure to model best practices.
- ☐ **Involve people:** Active involvement works. When people are more involved in what is happening they are more likely to learn.
- ☐ **Follow up and follow through:** When you ask someone a question or for help, you should be sure to go back and let them know how things turned out. Everyone learns that way, plus it enhances the likelihood that particular person might help you again.

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



Assessment Answers



1. The answer is F. HOW is NOT a part of the context of a skill.
2. Demonstrating is about showing. You do not need to worry about apprentice involvement at this stage. This is FALSE. Demonstrating is about showing, however, involvement is very important at this stage - it is all about getting the person to more actively participate in the process.
3. It is rare to need to do more than one demonstration of any task. This is FALSE. It is often very important to recap demonstrations, and repeat steps especially with complex skills and procedures.
4. The answer is B. Recapping does NOT introduce new content



Learning Notes



STEP 4: Practicing a Skill



Introduction

You are now aware of the responsibilities of workplace mentoring, the six step approach to teaching skills in the workplace, the importance of identifying the point of the lesson and how to demonstrate a skill. This part of the course is all about planning and guiding practice opportunities, and giving hands-on experience with a skill.



Objectives: Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the importance of practice as a part of teaching and learning skills</i>	<input type="checkbox"/> Reflect on your experiences relating to skill practice (3 minutes) <input type="checkbox"/> Consider the key word definitions (2 minutes)
<i>Describe a complete set-up for skill practice</i>	<input type="checkbox"/> Read information about "Setting-Up for Practice" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes)
<i>Identify, with examples, three types of skill practice</i>	<input type="checkbox"/> Read information about "Guided Practice" (5 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes) <input type="checkbox"/> Read information about "Limited Practice" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes) <input type="checkbox"/> Read information about "Independent Practice" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes)
<i>Describe the process of recycling steps</i>	<input type="checkbox"/> Read information about "Recycling" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes)
<i>Distinguish strategies for practicing skills in the workplace</i>	<input type="checkbox"/> Read information about "Practice Conditions" (5 minutes) <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)



Your Experiences Relating to this Step

Try to think back to a time when you were being given the opportunity to practice a new skill. Try to think about a time when you set up a practice opportunity for someone. What did/did not work well for each?



Key Words



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

Practice Conditions	The plan or the set-up for the practice sessions
Guided Practice	Skill practice where the mentor provides step-by-step directions
Limited Practice	Skill practice where the person works on his or her own, and the mentor checks the work at pre-set stages or times
Independent Practice	Skill practice where the person is left alone to complete a job task or assignment and the mentor checks the finished job or product
Recycling	Reviewing or re-doing an earlier step or set of steps in the lesson in order to strengthen skill development



Setting Up for Practice

Before moving into skill practice, it is important to ensure that the apprentice has in fact completed with the skill demonstration. Moving in to the skill practice step without completing the skill demonstration increases sharply the likelihood of mistakes and injuries. If an apprentice's first experience with the skill is one of success and safety, the person will have an easier time developing mastery of the skill.

When both the journey person and the apprentice are satisfied that the demonstration step has been completed, move on to skill practice.

"I think you've got it. Why don't you see what you can do now..."

"If you feel ready, I think you could begin to work on ..."

When conducting skills training in the workplace, it is important to set up the



practice conditions. These are the arrangements or the plan for the skill practice. Remember that the apprentice is still basically unfamiliar with the skill and uncertain about its application. The journeyperson must set out the conditions for skill practice so that the apprentice can be more independent in the learning activities for this skill. These conditions include:

- Safety procedures related to skill practice
- Where and when it is OK to do skill practice
- Materials and tools to be used for skill practice
- Who will supervise or review skill practice

With these conditions clearly set out and the agreement to the conditions, the journeyperson and apprentice are able to share responsibility for the learning activities. As the apprentice progresses, much of their skill practice will go on without the journeyperson even being present. Knowledge of the conditions for skill practice allows the person to proceed more and more independently until they have mastered the skill.



Printer Case Example



Part 1: Setting Up For Practice

Take the time now to watch the video clip pertaining to the Printer and how she sets up practice for her apprentice (duration: 70 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_T01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_T01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step4_T01.rm

What Happened? Establishing the ground rules for practicing a skill is an important part of coaching. Conditions for skill practice include:

1. Safety procedures (this one is essential)
2. When and where to practice
3. Materials and tools for practice
4. Who will supervise or review the skilled practice



Part 2: Checking In

Take the time now to watch the video clip pertaining to the Printer checking in to see how the apprentice made out with their practice (duration: 50 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_T02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_T02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
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What Happened? It is important to recognize the need to recycle as early as possible. When this is done you need to make sure that you help to emphasize the linkages to other learning and skills.



read

A Type of Practice - Guided Practice

There are three types of skill practice – *guided*, *limited*, and *independent* practice. The journey person will help the apprentice to progress through these different types of skill practice as his or her ability improves and as the job allows. As apprentices progress through the three types of practice, they gain more independence in applying the skill. They also learn to take more responsibility for the finished product or job.

Guided practice is the final stage of the skill demonstration step (Step 3) and the beginning of the skill practice step (Step 4). The demonstration is completed and the apprentice is making their first attempt at applying the skill on their own. The journey person stays with the apprentice and provides step-by-step guidance to develop their basic ability to perform the skill. The journey person is the skill expert and needs to observe the apprentice's level of skill. The journey person and apprentice need to come to an agreement as to when the next level of practice is needed (when the apprentice is ready to work more independently).

"You're doing well. Are you ready to try it on your own?"



watch

Cooper Case Example



Take the time now to watch the video clip pertaining to the Cooper and how he guides his apprentice through practice (duration: 40 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_C01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_C01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
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What Happened? Seeing how skill training unfolds in an actual situation is helpful. Once again, you may be surprised at how many of the steps you were already doing without realizing it. This case reinforces why supporting practice is so important. Guided practice is actually a repeat of a skill demonstration.



A Type of Practice - Limited Practice

When the apprentice is ready to work on his or her own, the journey person sets up the conditions for limited practice. It is important to clarify expectations for how this will work up front. Since the apprentice will be working alone, both the journey person and the apprentice need to be very clear about how it will work. At this stage, the apprentice may be working with sample or scrap materials because the likelihood of mistakes is high. For the same reason, be sure to clarify safety equipment and procedures before starting the practice. The journey person will check the apprentice's work at pre-set checkpoints, to be sure progress is being made and ability is improving.

"Let's see how you're making out with that."

"Try to do it more like this."

The journey person observes the apprentice's level of skill and discusses readiness to apply the skill as part of a workplace job.



Printer Case Example



Take the time now to watch the video clip of the Printer's explanation of how she sets up for practice (duration: 40 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_T03.rm)
http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_T03.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
 OPEN this file: Mentor_Step4_T03.rm

What Happened? When an apprentice has the basic skill, the journey person can then allow them to move from limited practice to independent practice. For independent practice, an apprentice must be ready to work on their own.



A Type of Practice - Independent Practice

When the apprentice is skilled enough to work on his or her own with actual job materials and tools, the journey person sets up the conditions for independent practice. The journey person explains related workplace safety equipment and procedures (that may vary from the limited practice conditions). The apprentice will work alone on a job task or assignment, applying newly developed skill. When the job or product is completed, the journey person will inspect the quality of the finished work.



Storekeeper Case Example



Part 1: The Practice Opportunity

This clip shows the storekeeper encouraging practice (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_S01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_S01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step4_S01.rm

Part 2: The Storekeeper's Views on Practice

The second clip allows the Storekeeper to explain how she encourages practice (duration: 10 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_S02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_S02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
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What Happened? Independent practice is for people who are ready to work on their own. Again, an important part of this type of practice is having the mentor set up the conditions for the practice. As an apprentice progresses through the types of practice they gain more skill and gradually take on more responsibility.

- *Think about a time when you were being left to do a task for the very first time independently. How did that make you feel?*



Recycling

All along in the process of skill practice, the journeyperson will observe the apprentice and check the quality of work in order to make decisions about the next stage of progress. Based on how the apprentice is doing, it may be necessary to repeat a stage of the coaching plan. We call this repetition *recycling* because you are able to re-use the experiences of the person learning the skill when you go back to redo a particular step.



When a journeyperson observes that an apprentice is off track or missing something in the application of the skill, it may be useful to repeat an earlier coaching step. The apprentice may need more guided practice, for example, in order to get a certain part of the skill. Or, it might be necessary to simply conduct the demonstration again and recycle the learning opportunity.

It is not just the journeyperson who identifies the need for going back and recycling - the apprentice shares this responsibility. The apprentice may also identify the need to recycle a step in the lesson. Often apprentices are the most aware of what they need in order to improve their own performance.

The need to recycle is a natural part of any learning process. It does not mean a failure for either the journeyperson or the apprentice. Very often, both may think that a necessary point or ability has been fully covered, only to discover later that something was missed. This is a moment where the learning partnership must be evident. Don't try to decide if it was someone's fault. The trick, for both, is to discover the need to recycle as early as possible in the lesson. Both the journeyperson and the apprentice need support and encouragement when the need to recycle is identified.

"I see the problem. Let's take another look at how this is done."

Recycling is repeating the steps that are needed. Don't be afraid to go back, depending on what the person needs.

Whenever you decide to recycle any step in the lesson, it is useful to briefly review the learning objective and how the learning fits. This will help to focus both the journeyperson and the apprentice on the key outcomes of the training.



Storekeeper Case Example



Take the time now to watch the video clip pertaining to the Storekeeper and something that she did wrong (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_S03.rm)
http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step4_S03.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)

OPEN this file: Mentor_Step4_S03.rm



What Happened? The reflection of the Storekeeper shows how no one is perfect. Sometimes as a trainer we take things for granted or can even forget and leave things out of our own demonstration. Don't be afraid to recycle the learning and go back to repeat things.

Think back to a situation where you were showing someone else how to do something and left out a step. How did you find out that the step had been missed - what did you do to make sure that the information was provided?



Setting Up Practice Conditions

When you are trying to determine how to proceed with setting up practice opportunities, you once again need to use your problem solving skills. It is important to consider all of the related information. Depending on the skill being practiced, there may be limited choices in how to proceed.

Just as you went through a series of questions to help define the context of the demonstration, it is also important to be thinking about the context of the practice. Think about a skill in your workplace. Think about how opportunities to practice that skill could be created. As you get started, it can be helpful to use some guiding questions to set out the conditions of practice:

- ☐ Where can the skill be practiced?
- ☐ When is it best to practice?
- ☐ What tools or equipment are required?
- ☐ What materials are available for practice? Any limits?
- ☐ What safety procedures and risks are involved?
- ☐ What are some things to watch out for when practicing this skill?
- ☐ Will the practice be supervised - why or why not?

Before you know it you will find yourself automatically asking yourself these questions and setting up the practice conditions in your mind.

How do you think that answering these questions in advance will affect the practice opportunity?

After the practice opportunity, be mindful of how things went - always be thinking about how it might have worked better, or how you might want to approach it next time.



Think About Different Perspectives



Think about these different points of view. How might you respond?

One Apprentice's Point of View:

"The journeyperson I work with seems to be just using me as a gopher. It seems like I'll never get to do any of the stuff I should be learning to do..."

One Mentor's Point of View:

"You do have to pay your dues before you get the glory jobs. You need to start at the bottom and work your way up, just like I did..."

One Employer's Point of View:

"These apprentices keep making mistakes. Each one of these mistakes is costing the business money..."

What are some similar situations OR differing points of view that you have encountered in your experiences in the workplace? Discuss 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. These questions can be reviewed verbally in a group or completed individually and then the responses discussed as a larger group.



stop

Assessment Check



notes

Complete the questions, then check and discuss.

1. What type of practice is it when the apprentice is skilled enough to work on his or her own with actual job materials and tools?
 - a. guided practice
 - b. limited practice
 - c. independent practice

2. What type of practice is it when the apprentice is ready to start working alone but with practice materials?
 - a. guided practice
 - b. limited practice
 - c. independent practice

3. What type of practice is it when the journeyperson stays with the apprentice and provides step-by-step guidance to develop their basic ability to perform the skill?
 - a. guided practice
 - b. limited practice
 - c. independent practice

4. What are examples of when you will use the different types of practice in your trade?



complete

Application Activity

Complete this activity in group discussion and/or using the page from the “Handouts” section. This includes thinking about:

- ☐ How Does This Relate To ME
- ☐ Things I am UNCERTAIN about
- ☐ Strategies I Will TRY



Helpful Tips for the Workplace



What are some tips for getting the most out of a mentor and/or apprentice?

Knowledge:

- ☐ **Be aware of the value of practice:** Practicing is an important part of learning a new skill. Always be on the lookout for opportunities to practice - be ready to take advantage of them.
- ☐ **Plan ahead:** It has been said before and it will be said again, planning pays off. Think through when might be an appropriate time given other work timelines, obligations, and tasks.
- ☐ **Keep Track (Somehow):** Find a system that works for you, and use it. Some people's tracking systems are in their head but most of us need other tools to help us keep track of our learning.

Attitude:

- ☐ **Help others to problem solve:** If someone asks question on things that they have been shown before, help them to learn to think it through for themselves.

Behaviour:

- ☐ **Make choices to ensure practice opportunities:** Try to coordinate your lunch and/or your break to ensure there is needed practice time.
- ☐ **Reduce, Re-use, Recycle:** The motto of "reduce, reuse, recycle" can be applicable to the environment but it is also applicable to learning. Reduce waste - that goes without saying, get rid of what you do not need. Re-use - if you find something that works, re-use it yourself again, again and again. Recycle works too - pass on your ideas that work to others to try. They may make changes to what you have done, but the essence of the idea is being passed along.
- ☐ **Hands-on experience is essential:** Allow people to try - Don't do it for them! An apprentice needs to learn - doing for a person does not really help them to learn in the same way that doing does,

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



Assessment Answers



1. Independent Practice is when the person is skilled enough to work on his or her own with actual job materials and tools. Participants will have trade specific examples.
2. Guided practice is when you stay with the person and provide step-by-step assistance in developing their basic ability to perform the skill. Once again, each participant will have individual trade examples.
3. Limited Practice is when the person is ready to work on his or her own, but only under defined conditions. Participants will have individual trade examples.
4. Each course participant will have their own trade specific examples - knowing when to use the different types of practice and what the advantages and disadvantages are of each is important and will help you in deciding when to use which type of practice.



Learning Notes



STEP 5: Giving Feedback



Introduction

You are now aware of the responsibilities of workplace mentoring, the six step approach to teaching skills, the importance of identifying the point of the lesson, and how to demonstrate a skill as well as provide practice opportunities. This part of the course is all about giving feedback. It is important to know how to describe a person's behavior to correct mistakes and reward accomplishments.



Objectives: Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the importance of feedback as a part of teaching and learning skills</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your experiences relating to feedback (3 minutes) <input type="checkbox"/> Consider the key word definitions (2 minutes) <input type="checkbox"/> Read information about "The Value of Feedback" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes)
<i>Define and provide examples of different types of feedback</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Read information about "Types of Feedback" (5 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes) <input type="checkbox"/> Complete "Feedback Activity" (10 minutes)
<i>Identify techniques for giving effective feedback</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Read information about "Effective Feedback" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes) <input type="checkbox"/> Read information about "Feedback Techniques" (5 minutes) <input type="checkbox"/> Complete "Feedback Examples Activity" (10 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes)
<i>Distinguish strategies for giving feedback in the workplace</i>	<ul style="list-style-type: none"> <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)



Your Experiences Relating to this Step

Try to think about a time when you were receiving feedback and it went well, and when it did not go well. Think about when you provided feedback to someone and it went well, and did not go well. What were the differences?



Key Words



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

Feedback	Communication that is intended to maintain or improve skill performance
Supportive Feedback	Feedback that describes behavior, points out a good result, and encourages good work
Corrective Feedback	Feedback that describes behavior, points out a bad result, and suggests a change for improved results
Direct Feedback	Feedback that a person hears face-to-face
Immediate Feedback	Feedback that a person hears as soon as possible after their actions



The Value of Feedback

Communication is a big part of teaching skills to others. What is said and what is not said are both important parts of the message. *Feedback* is communication to a person about how well (or how poorly) they are doing a particular skill in a lesson or in their work. Feedback relates to all aspects of the workplace, but it plays a vital part of learning skills.

When a journey person is providing workplace instruction, communication with the apprentice is very important. Feedback is communication to help someone to do a good job. The purpose of feedback is to help a person improve or maintain performance of a task.

The journey person is the skill expert and needs to communicate the standards required for the work. The apprentice needs to know how he or she is performing in relation to those standards. Good feedback saves time and frustration for both the journey person and the apprentice because the learning

process will be quicker and clearer.



Storekeeper Case Example



Part 1: The Storekeeper Provides Feedback

The first part shows the Storekeeper providing feedback to her apprentices (duration: 50 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_S01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_S01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
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Part 2: Another Feedback Situation

Now that you have thought about the first part of the case example, take a look at another situation relating to feedback that the Storekeeper encounters (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_S02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_S02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
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What Happened? When teaching skills in the workplace, there are different types of feedback. This includes supportive feedback and corrective feedback. Good feedback saves time and frustration for everyone. It means the learning process will be quicker and clearer. Feedback reinforces and supports the learning - it helps people to focus on what they are doing correctly.



Types of Feedback



Feedback can be positive or negative, depending on the performance of a person in a particular task or situation. However, both types of feedback are valuable in the learning process. Generally we receive positive feedback for a skill well done and negative feedback for a skill poorly done. Positive feedback is called *supportive feedback*. It reinforces or supports the person who is doing well with a particular skill.

When you “catch someone doing something right” you can let them know what they are doing and how well they are doing it. This is supportive feedback. It encourages people to do a good job and/or the right thing.

Supportive feedback is the most important part of effective workplace coaching. It is a strong motivator for people. It helps them focus on the best way of doing things and it gives them credit for skills they are mastering and progress they are making.

On the other hand, *corrective feedback* is used to show a person what he or she is doing wrong and how to change it. Because most people will make some mistakes along the way, corrective feedback is a necessary part of good workplace coaching. An important thing to remember is to encourage the people while giving them corrective feedback.

Giving corrective feedback can make a person uncomfortable, but it should not be a hurtful situation. Good workplace mentors point out the behavior and its bad results, and immediately explain or demonstrate a better way of doing things. This keeps the period of discomfort as short as possible and turns a mistake into a positive learning situation. You show that you want to be supporting good work and getting the job done right. It helps a person to realize how he or she could have done better.

Although both types of feedback are valuable, supportive feedback is more effective for learning.



Cooper Case Example



Take the time now to watch the video clips pertaining to the Cooper Case that

illustrate the different types of feedback.



Part 1: The Cooper Gives Supportive Feedback

In this first clip, the Cooper gives some feedback (duration: 20 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step5_C01.rm

Part 2: The Cooper Discusses Feedback

In the next clip, the Cooper reflects on the importance of feedback (duration: 20 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step5_C02.rm

Part 3: The Cooper Gives Corrective Feedback

This video clips shows the Cooper in a situation where he needs to provide corrective feedback (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C04.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C04.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
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What Happened? In the first example we saw the Cooper give supportive feedback. Supportive feedback is an important determinant of the success of the learning experience. In the second example we saw the Cooper intervene with his apprentice based on the behaviour he was observing. Corrective feedback points out what the person is doing wrong and makes suggestions for how to correct it. It is an important part of the process too.



Feedback Activity

Supportive Feedback: Think about a recent work situation where you could have given a co-worker some supportive feedback, but didn't. Imagine that you can re-play the work situation and change what you did. What words can you imagine saying to give supportive feedback to that person?



Corrective Feedback: Now put yourself into a situation where you could have given a co-worker some corrective feedback, but didn't. Re-play the situation and think of what you would say to give corrective feedback.



Effective Feedback

Giving feedback well is an important communication skill for everyone.

Effective feedback:

- Describes the behavior or action that you observed
- Is non-judgmental
- Is direct, given directly to the person
- Is immediate, as soon as possible after the action
- Encourages the person to “picture” his or her behavior
- Sets out the next step for the person

How to Give Effective Feedback

1. Describe: Describe behavior that you observed. Be specific and let the person know exactly what you saw. Avoid using unclear language like “sort of” or “most of the time.” Don’t guess about motives or make judgments about what the behavior means about the person. Never relate performance to gender, cultural background or physical (dis)abilities. Be a mirror for the person to see his or her own actions.

2. Be Direct: Give feedback *directly* to the person. Letting someone else tell him/her what you saw will water down the value of the feedback. Giving feedback may feel uncomfortable for both the person giving and receiving the feedback, but it is the quickest way to effectively correct a mistake.

3. Do it right away: Give feedback as soon as possible after the action. *Immediate feedback* has a much greater effect and is usually better received, because it is more meaningful at the time. It is important to be sure the person is in the right frame of mind to really hear and learn from the feedback. To really get through, you may have to choose a moment when the person is relaxed and others are not around.

Give the person a chance to picture his or her behavior. Once you have described the actions, let the person remember and picture for himself/herself what he or she was doing. This focuses the person on the specifics of what you want to talk about.

It is usually easier to hear corrective feedback if it is given together with some supportive feedback. Avoid shaming or blaming as these approaches will damage a person’s confidence and his or her ability to learn. The person will find it easier to accept the feedback if the message is not all bad.

"You're doing a good job of this, but that one is not as good."



Printer Case Example



Part 1: The Printer Gives Feedback

Here, the Printer makes a couple of attempts at providing feedback to her apprentice (duration: 80 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_T01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_T01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step5_T01.rm

What Happened? In this situation the Printer Journeyperson made some poor decisions about how she provided feedback to her apprentice. What mistakes did she make? What results did those mistakes have? What steps could she have taken to improve the situation?

Part 2: The Printer Reflects on Her Actions

Now take a look at the video clip of the Printer reflecting on what she did wrong and what she learned from the process (duration: 10 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_T02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_T02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step5_T02.rm

What Happened? Listening to what the Printer Journeyperson had to say about her own performance reminds us that no one is perfect in what we do - we are all continually learning!



Feedback Techniques



Feedback is an art – there are a number of things you can do to improve how you give feedback. Here are some basic feedback techniques:

1. *Clearly describe your observations* - what did you see? Be a mirror so the person can picture what you saw
2. *Withhold judgment* - you do not know the person's motivations.
3. *Provide direct feedback* - talk to the person yourself
4. *Provide immediate feedback* - do not wait until break time or the end of the day - feedback at the time it is relevant is most meaningful - you may want to do this at a time when there is some privacy and there are not others around
5. *Help the person to picture their action* - they need to be able to picture exactly what they did
6. *Give the person the next step in the process* - talking about a mistake is no good unless they get a suggestion of what to do the next time

This can help turn a mistake into a positive learning situation. Corrective feedback is easier to take if it comes with some supportive feedback.

An important note: Whenever you communicate it is important to consider:
 The message - Why and how are you communicating?
 The situation - To whom and in what circumstances are you communicating?
 The risk - How serious are the consequences if communication fails?
 (Source: HRSDC).



Feedback Examples Activity

Think about a time you have provided feedback. Consider the questions below (based on the feedback techniques).

- ☐ Did I describe the person's behavior clearly, as I observed it?
- ☐ Did I keep judgment out of my feedback?
- ☐ Would my feedback have been direct, face-to-face with the person?
- ☐ Would I have said something to the person immediately or waited for a better time?
- ☐ Did I get the person to picture his or her behavior – see what he or she was doing?

- ☐ Did I set out the next steps for the person?



Cooper Case Example



In this next case example, you will see the Cooper discussing feedback with his own mentor, Mr. Sealy (duration: 20 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C03.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step5_C03.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step5_C03.rm

What Happened? Everyone is continually learning - here the Journeyperson learned about a different approach for dealing with his apprentice. Mentors not only communicate with apprentices, they communicate with other co-workers (including other journeypersons) as well. Here, Joseph got some feedback from his own mentor, Mr. Sealy. No one person has all the right answers - every situation is different and it is important to be open to learning from each other. Based on the feedback from his mentor, Joseph could then take action on what he learned. This will help him, the apprentice, and the overall productivity of the business.



Think About Different Perspectives

Think about these different points of view. How might you respond?

One Apprentice's Point of View:

"I keep asking questions of the person I'm working with, but I am only getting one word yes or no answers..."

One Mentor's Point of View:

"This apprentice keeps asking me questions that I do not have the answer to. It scares me a bit..."

One Employer's Point of View:

"It seems like the employees waste a lot of time talking to each other..."



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



stop

Assessment Check

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



stop

Assessment Check



Complete the questions, then check and discuss.

Indicate the type of feedback for each of the following statements.

1. "I saw what you were doing earlier and I think you did a good job."
 - a. Supportive feedback
 - b. Corrective feedback
2. "This corner still looks rough."
 - a. Supportive feedback
 - b. Corrective feedback
3. "I really like how well you did that last job for me."
 - a. Supportive feedback
 - b. Corrective feedback
4. "I saw what you were doing on the bench just now, and I think you're missing an important step."
 - a. Supportive feedback
 - b. Corrective feedback
5. "I noticed how you handled that situation and I can see how much you've been learning."
 - a. Supportive feedback
 - b. Corrective feedback
6. Effective feedback describes the behavior or action that you observed.
 - a. True
 - b. False
7. Effective feedback must provide a judgment.
 - a. True
 - b. False



Application Activity

Complete this activity in group discussion and/or using the page from the "Handouts" section. This includes thinking about:

- ☐ How Does This Relate To ME
- ☐ Things I am UNCERTAIN about
- ☐ Strategies I Will TRY



Helpful Tips for the Workplace



What are some tips for getting the most out of a mentor and/or an apprentice?

Knowledge:

- ☐ **Be aware of what you want to communicate - your message:** When you communicate it is important that you understand what you are trying to say. Be clear yourself about what you are trying to get across. Think about what might be the best way to say it. Sometimes practicing saying the same thing different ways can give you different options for getting the message across.
- ☐ **Be aware of where you are trying to communicate - the setting:** When you communicate be sure to think about the situation in which you will be communicating - are there things that you can do to select a place/location where the communication can happen best? Think about things like the level of noise and distraction. Sometimes there are limited choices for where communication can happen, but do your best to make the environment work for you, not the other way around.
- ☐ **Be aware of communication risks:** When you communicate also be aware of the potential risks involved in what you are trying to communicate. What could happen is the communication goes badly? Think about how you can minimize the risk(s) involved in the communication. What are some actions you can take to help ensure that the message is received? What are some actions you can take to help ensure that the message is positively received? There are lots of things you can do to help your workplace communications go better.

Attitude:

- ☐ **Focus your attention:** Pay attention to the people with whom you are communicating.
- ☐ **Be patient in your communications:** Wait for people to finish what they are saying - try not to interrupt.

Behaviour:

- ☐ **Listen, listen, listen:** Communication is a two-way street!
- ☐ **Provide specific feedback:** When you provide specific feedback you are giving the person the details they need to be able to continue what is working or what needs to change or improve. Remember to focus on the behaviour that needs to change, not to make it personal.
- ☐ **Be Timely:** When it comes to feedback - The sooner, the better. Feedback will make more sense to the person if it comes at the time.

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



Assessment Answers



1. "I saw what you were doing earlier and I think you did a good job." This is supportive feedback.
2. "This corner still looks rough." This is corrective feedback.
3. "I really like how well you did that last job for me." This is supportive feedback.
4. "I saw what you were doing on the bench just now, and I think you're missing an important step." This is corrective feedback.
5. "I noticed how you handled that situation and I can see how much you've been learning." This is supportive feedback.
6. Effective feedback describes the behavior or action that you observed. This is TRUE.
7. Effective feedback must provide a judgment. This is false - effective feedback is non-judgmental.



Learning Notes



STEP 6: Assess Learning



Introduction

You are now aware of the responsibilities of workplace mentoring, the six step approach to teaching skills, the importance of identifying the point of the lesson, how to demonstrate a skill, providing practice opportunities, and giving feedback. This part of the course is all about assessing learning to determine skill levels and progress, and to plan next steps.



Objectives: Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the importance of assessment as a part of teaching and learning skills</i>	<input type="checkbox"/> Reflect on your experiences relating to assessment (3 minutes) <input type="checkbox"/> Consider the key word definitions (2 minutes) <input type="checkbox"/> Read information about "The Value of Assessing" (5 minutes)
<i>Describe a skill assessment with examples</i>	<input type="checkbox"/> Read information about "Skill Assessments" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes) <input type="checkbox"/>
<i>Explain a progress assessment with examples</i>	<input type="checkbox"/> Read information about "Progress Assessments" (5 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes)
<i>Identify methods of assessing progress with examples</i>	<input type="checkbox"/> Read about "Methods for Assessing Progress" (5 minutes) <input type="checkbox"/> Watch and think about "Mentors' Perspectives" (2 minutes) <input type="checkbox"/> Read information about "Planning Next Steps" (5 minutes) <input type="checkbox"/> Complete "Workplace Standards Activity" (10 minutes)
<i>Distinguish assessment strategies 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)



Your Experiences Relating to this Step

Try to think about when you were assessed by someone else. Try to think about when you were asked to assess someone's progress. What worked well about each assessment experience? What did not work well about each?



Key Words



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

Assessing	Observing a person's ability to perform a particular skill and comparing their observed ability to a standard
Skill Assessment	An assessment focused on a particular skill, task or lesson
Standard	A measure of the required or expected level of skill or ability – may be written down and defined or may be set and described by the supervisor in the workplace
Progress Assessment	An assessment focused on overall development or abilities



The Value of Assessing

Apprentices need to know how they are doing, both with the skills they are learning, and with their overall progress. Assessments meet that need. Skill assessments focus on a focus is on a single, specific skill. Progress assessments focus on the apprentice's overall progress toward their learning goals. Both skill assessments and progress assessments are based on information gathered by the journeypersons and/or provided by the apprentices.

Whether assessing skill or progress, remember not to relate the person's performance to his or her gender or cultural background. Focus on the actions you have observed. Everyone shares the responsibility for creating a positive and respectful working and learning environment.



Methods for Assessing Progress



There are several different methods that can be used to gather information to make an assessment. These can include (but are not limited to)

- *Observation* - Watching the person's performance
- *Discussion* - Asking the person questions
- *Challenge* - Setting up a challenge or demonstration for the person
- *Product* - Checking the person's finished work
- *External Assessor* - Having another expert assess the person
- *Self Assessment* - Assessing own work, then discuss

It is important to be sure that the apprentice knows that assessment is taking place. You may be observing the people all the time, but they still need warning about specific assessment activities. This allows them to prepare for assessment. It also means the person can be more relaxed when he or she is not being assessed.

You can also ask the person about his or her reaction to being assessed. Work out an approach to assessment that doesn't intimidate.



Skill Assessments

When the assessment focus is on a single skill, it's called a *skill assessment*. The apprenticeship process involves regular assessment and documentation of skills and learning. This is formally tracked in the apprenticeship Record of Occupational Progress (logbook). As journeypersons are teaching new skills, they are continually assessing how the apprentices are doing. The journeyperson regularly observes and assesses the abilities of the apprentice to perform a particular skill. This is the basis of giving apprentices feedback, communicating what you see them doing, and planning next steps.

During the steps of a workplace lesson, the journeyperson does several skill assessments, comparing the person's skill to a *standard*. The purpose of the skill assessment is to give feedback to the person and, possibly, to adjust the training plan for that lesson or skill.

A guide for assessing skills on a day-to-day basis...

Skill Assessment	What is the specific skill that I am assessing?
<i>Observe</i>	What did I see as I watched the apprentice perform the skill?



<i>Discuss</i>	Did I ask the apprentice questions about completing the skill?
<i>Challenge</i>	How could I set up a challenge/demonstration for the skill?
<i>Product</i>	What is the quality/quantity of the finished work for the skill?
<i>Assessor</i>	Could I have another expert assess performance for the skill?
<i>Self Assessment</i>	Have I encouraged the apprentice to assess his/her own performance on the skill?
<i>Follow Up</i>	Did I discuss the skill assessment with the apprentice? Did I identify areas of strength and strategies for improvement?
<i>Involvement</i>	Did I involve the apprentice in the skill assessment?

Assessments are being done each time the mentor compares the apprentice's performance level to a standard. The regular, day-to-day skill assessments being done are often a good launching pad to discuss the formal performance on skills in the Record of Occupational Progress (logbook).



Storekeeper Case Example



Take the time now to watch the video clips pertaining to the Storekeeper and how she assesses her apprentices (duration: 40 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step6_S01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step6_S01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step6_S01.rm

What Happened? The coach is continually making skill assessments. This is the case with the Storekeeper here, but it is also true with every skilled trade.



Progress Assessments



It is important for the journey person working with an apprentice to assess overall progress (more than skill by skill) being made by the person. This is called a *progress assessment*. The purpose of the progress assessment is to help in adjusting the overall learning plan. The learning plan includes the way that lessons are linked, ordered, and paced for the individual. The learning plan may have to change, at any point, as new information is gained about the person based on his or her progress and performance. The learning plan needs to fit the person's skill level, learning preferences, and natural abilities. Progress assessments focus on overall progress being made. It is a great time to review the apprentice's Record of Occupational Progress (logbook).

A guide for assessing overall progress...

Progress Assessment	How long has it been since I last sat down with the apprentice and reviewed overall progress?
<i>Observe</i>	What have I been seeing with the apprentice's overall progress?
<i>Discuss</i>	Have I been asking the apprentice questions about their progress?
<i>Challenge</i>	How could I set up a challenge/demonstration relating to the apprentice's overall progress?
<i>Product</i>	What is the overall quality/quantity of the apprentice's finished work?
<i>Assessor</i>	Could I have another expert assess the apprentice's overall performance?
<i>Self Assessment</i>	Have I encouraged the apprentice to assess his/her own overall progress?
<i>Follow Up</i>	Did I discuss the progress assessment with the apprentice? Did I identify areas of strength and strategies for improvement? Did I look at the apprentice's logbook?
<i>Involvement</i>	Did I involve the apprentice in the progress assessment?

It is always important to keep the overall progress within the apprenticeship program in mind. It is helpful to provide regular, progress assessments with apprentices to go over overall progress being made to help in adjusting the overall learning. Providing feedback concerning overall development helps the apprentice, and the journey person in deciding whether to move ahead or to

recycle certain steps. Once again, the Record of Occupational Progress (logbook) is an important tool in the assessment process. The logbook is an important reference point when discussing overall progress with an apprentice.



Cooper Case Example



Part 1: How is the Apprentice Doing

The first clip shows the cooper in discussions with another journey person about his apprentice's progress (duration: 60 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step6_C01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step6_C01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step6_C01.rm

What Happened? The progress assessment involves looking at more than just individual skills. Instead, you are looking at the overall assessment of the progress. Doing a progress assessment helps in adjusting the overall learning plan. Depending on the results you may need to alter the pace, ordering, or linking of the lessons. Your approach should depend on a whole lot of things.

Part 2: Skill Assessment

Now take a look at a video of how the Cooper Mentor implements a skill assessment for his apprentice (duration: 40 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step6_C02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step6_C02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step6_C02.rm

Part 3: Skill Assessment Feedback

Now take a look at the feedback that Matthew receives from Mr. Sealy about his performance on the assessment (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](#)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step6_C03.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step6_C03.rm



What Happened? Now that you have seen some different cases illustrating the different ways of assessing a skill, how do you decide which one to use? What would you consider?



Case Example: Mentors' Perspectives



Part 1: Perspectives on Assessment

Watch this collage of clips to see what the journey person mentors have to say about their perspectives on assessment (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](#)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step6_M01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step6_M01.rm

What Does This Mean? Did anything any of the mentors had to say change your mind about what assessment approach you favor?

Part 2: Perspectives on Standards

Take the time now to watch and listen to what the case journey person mentors have to say about what standards they use in assessment (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](#)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step6_M02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step6_M02.rm

What Does This Mean? There are industry standard and personal standards. It is important that the person knows if their work meets the standards. The journey person helps the apprentice achieve the standard.



Workplace Standards Activity

In your job or workplace, what are the standards for skill performance that a journeyperson must know and understand?

What are the sources of these standards?

- ☐ National Occupational Analyses document(s)
- ☐ Record of Occupational Progress (Logbook)
- ☐ Workplace policies?
- ☐ Operations manuals?
- ☐ Safety requirements?
- ☐ Building codes?
- ☐ Job descriptions?
- ☐ Other? (please specify)

How can a person get access to these standards sources?

How can you find out more about the standards in your trade?



Planning Next Steps

An assessment is not completed until you give feedback on performance. The person needs to know where he or she stands as soon as possible.

Remember the feedback techniques from the previous step.

Skill Assessment

The first result of a skill assessment is feedback to the person about his or her skill performance. People also need to know what they need to do in order to improve their performance.

Progress Assessment

As a result of an assessment of the overall progress, you may decide to change or adjust the learning plan by:

- Changing the pace of the lessons
- Changing the order of the lessons
- Re-focusing the plan to fit the person's needs

You may want to involve the person in discussing the options for planning next steps or changes. Feedback from the apprentice is very important input to the journeyperson. It assists greatly in making plans for continued learning.



Think About Different Perspectives



Think about these different points of view. How might you respond?

One Apprentice's Point of View:

"I get so nervous when it comes time to show someone else what I can do. I can do something perfectly, if no one is watching, but as soon as someone is watching, everything seems to change..."

One Mentor's Point of View:

"Every time the apprentice asks me for help, it seems like I end up taking over and doing all of the work..."

One Employer's Point of View:

"There are so many stupid forms that need to be filled out - it seems to waste a whole lot of time that could be used more productively..."

What are some similar situations OR differing points of view that you have encountered in your experiences in the workplace? Discuss 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. These questions can be reviewed verbally in a group or completed individually and then the responses discussed as a larger group.



stop

Assessment Check



notes

Complete the questions, then check and discuss.

1. A skill assessment focuses on a person's overall development or abilities.
 - a. True
 - b. False

2. A progress assessment is when you check to see a person's ability to perform a certain task to a certain standard.
 - a. True
 - b. False

3. Explain the value of assessing progress

4. List four different methods of assessing progress.



complete

Application Activity

Complete this activity in group discussion and/or using the page from the "Handouts" section. This includes thinking about:

- ☐ How Does This Relate To ME
- ☐ Things I am UNCERTAIN about
- ☐ Strategies I Will TRY



Helpful Tips for the Workplace



What are some tips for getting the most out of a mentor and/or apprentice?

Knowledge:

- ☐ **Be aware of the importance of assessment:** People need to know where they stand as soon as possible. Assessments are exactly how you make that happen. Always be sure to provide assessment!

Attitude:

- ☐ **Take learning seriously:** The apprenticeship process does have the goal of developing skilled journeypersons. It is important to keep progress within the overall program always on the radar.
- ☐ **Be flexible about finding ways to connect:** Look for opportunities to connect and learn from people around you. Learning can happen any time - lunch time, break time, stopping for a moment by the water cooler, try not to miss a chance to learn from someone around you. You need to find and use those small pockets of time. Take advantage of the moments that you get. Learning does not only happen at certain times in certain places.
- ☐ **Share the responsibility:** Apprenticeship training by its very nature is a partnership. The apprentice, the journeyperson and the employer all need to share the responsibility for the learning, the communication, the work that needs to be done, the skill demonstrations and the assessments. Workplace learning is a shared responsibility.

Behaviour:

- ☐ **Assess regularly:** Assessment should be an ongoing part of workplace learning. Use different types of assessments to serve different purposes.
- ☐ **Relax:** Everyone gets nervous sometimes. During an assessment just do things as you have always done them, be yourself and trust in what you know.
- ☐ **Meet and Talk:** It is important that the apprentice and journeyperson make an effort to meet and discuss the overall progress in the apprenticeship program.

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



Assessment Answers



1 - This is FALSE - A PROGRESS assessment focuses on a person's overall development or abilities.

2 - This is FALSE - A SKILL assessment is when you check to see a person's ability to perform a certain task to a certain standard.

3 - Assessing progress is very important - people need to know how they are doing and where they need improvement to get better!

4 - There are about as many different ways to assess progress as there are things to assess progress on! Think about what methods of assessment are meaningful and appropriate for the particular skill and situation.

- *Observe* - Watch the apprentice's performance
- *Discuss* - Ask the apprentice questions
- *Challenge* - Set up a challenge or demonstration
- *Product* - Check the apprentice's finished work
- *External Assessor* - Another expert assesses apprentice
- *Self Assessment* - Apprentice assesses own work



Review

Take the time to review the “*WORKPLACE MENTORING TOOLKIT - A Guide for Teaching Skills in the Workplace.*” This resource is a small pocket guide with a focus on teaching skills in the workplace. Review some of the key messages from the publication and discuss with others. Think about how you will use/have used some of these hints and tips relating to teaching skills in the workplace.



Learning Notes



LAST STEP: Reflection and Action



Introduction

This part of the course is all about application and reflection. Application is all about actually putting something to use. Reflection is when you give careful thought - especially the process of reconsidering previous actions, or decisions. The focus is on consolidating - taking stock of what people have learned and how they will use what they have learned. As you will see, the unit is also about action, for although this is the last unit of the course, the learning does not stop here. The learning is only just beginning.



Objectives: Learning Plan

In order to...	Complete the following learning activities...
<i>Demonstrate the six-step coaching plan</i>	<input type="checkbox"/> Complete "Mentoring Application Outside Your Trade" (20 minutes) <input type="checkbox"/> Complete "Mentoring Application In Your Trade" (40 minutes)
<i>Recognize the importance of different types of skills in the workplace</i>	<input type="checkbox"/> Read information about "The Different Types of Skills" (5 minutes) <input type="checkbox"/> Complete "Other Workplace Skills Activity" (10 minutes)
<i>Reflect on learning skills in the workplace</i> <i>Reflect on teaching skills in the workplace</i>	<input type="checkbox"/> Take the time to reflect on what you learned (10 minutes)
<i>Evaluate strategies to assist with learning skills in the workplace</i> <i>Evaluate strategies to assist in teaching skills in the workplace</i>	<input type="checkbox"/> Review "Workplace Best Practices" (5 minutes) <input type="checkbox"/> Consider and select tips for the workplace (5 minutes) <input type="checkbox"/> Complete "Application Assignment" (20 minutes)
<i>Identify opportunities for continuing involvement in the trade</i>	<input type="checkbox"/> Read information about "Journeywork" (5 minutes) <input type="checkbox"/> Complete "Journeywork - Future Plans Activity" (10 minutes)



Mentoring Application - Outside Your Trade








Application is all about how you will use something - how you will apply it into your everyday practice. Now is the time for action! What better way to truly understand the steps for teaching someone a new skill than by doing it yourself, by having a “hands on” mentoring experience? Let’s start with a mentoring experience teaching someone a skill totally unrelated to your trade: You may want to start with something simple like building a paper airplane. If there is something else you would like to try, please feel free to do so...


Planning the Coaching Steps for Building a Paper Airplane

First, think about how the process of teaching someone else to make a paper airplane uses the six different coaching steps.

- ✓ First, plan your lesson.
- ✓ Next, conduct your lesson and try it out.
- ✓ After trying it out, assess performance (use form included in handbook).
- ✓ After completing the process, review the information below for how the coaching steps relate to the activity of building a paper airplane.

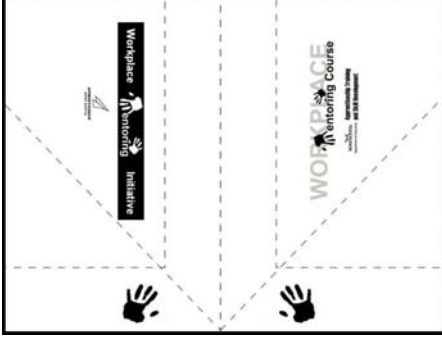

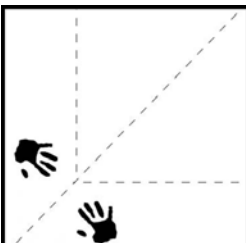

The Coaching Steps for Building a Paper Airplane

	Step 1 - Identify the point of the lesson: People need to be clear about the purpose of any learning activity you set up for them. The point of this lesson is to have participants build a paper airplane capable of flight.
	Step 2 - Link the lesson: People need to get a sense for the bigger picture. Making a paper airplane can be linked to people’s own experiences; it can be linked to flight in nature, aerodynamics, history of flight, etc.
	Step 3 - Demonstrate the skill: People need to see how the skill is performed. A paper airplane can be created many different ways, participants will see a basic method that highlights all the steps in sequence.
	Step 4 - Provide practice: People need a chance to develop the skill for themselves. Participants will be provided with the materials to practice making their own paper airplane.
	Step 5 - Give feedback: People need encouragement to continue their learning. Feedback will be provided so participants can hear how they are doing and where improvements might be needed.

	Step 6 - Assess Progress: The skill assessment involved in building a paper airplane is: Does it fly? After a test flight to assess the product, participants can discuss future steps for meeting their goals.
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As a sample, included below are the steps for building a paper airplane. A paper airplane “template” has been included on the following page.

<p><i>First, you place the paper with the fold lines facing you.</i></p>	
<p><i>Fold the paper in half along the center dotted line so that the fold lines are facing IN.</i></p>	
<p><i>Fold the two corners out along the diagonal dotted lines so you can see the handprints.</i></p>	
<p><i>Then, bend down the airplane “wings” along the fold line. Time for a test flight!</i></p>	

After the demonstration, remember to provide practice, give feedback and do the assessment!

WORKPLACE

mentoring Course

NOVA SCOTIA
Department of Education
Apprenticeship Training
and Skill Development



Workplace  mentoring  Initiative





Mentoring Application In Your Trade



Once you are comfortable going through all of the coaching steps, your task now is to go through the process of teaching a skill from your trade to someone else. First, think about each of the steps and how you would apply the steps to the skill you have selected.

- What is the point of your lesson?
- How will you link the lesson?
- What are your considerations for demonstrating the skill?
- What are your considerations for providing practice?
- How will you provide feedback?
- How will you assess skill level and progress?

After planning out your process, go through all of the coaching steps with someone else. After using the coaching steps to teach someone else a skill you need to then sit down and evaluate yourself - how did you do at integrating all of the coaching steps? Then ask the “apprentice” to whom you taught the skill to provide you with the same feedback. You can both use the “Feedback: How Did It Go?” form included as a Handout. Your completed form and your “apprentice’s” completed form should be submitted to your facilitator.



The Different Types of Skills Needed in the Workplace

In the very first part of this course we talked about essential skills - the skills that made other learning stick. These are important foundation skills for being able to learn your trade skills.

Your trade skills are the reason your employer has hired you. It is assumed that journeypersons will be able to perform trade skills to the established trade standards. However, there are other important skills that are important to employers - these are the skills that make for the most valuable employees.

The Conference Board of Canada consulted across many industries in creating a profile of “employability skills” - the skills that employers say are needed in the workplace! The employability skills highlight communication, teamwork, problem solving and attitude in the workplace. The skills expertise you develop as a tradesperson is essential, but so are your other skills.



Other Workplace Skills Activity



This list of skills is from the Conference Board of Canada Employability Skills. Think about how each skill relates to your workplace and whether you are able to consistently demonstrate the skill (Source: Conference Board of Canada).

- ☐ Can You Communicate?
- ☐ Can You Manage Information?
- ☐ Can You Use Numbers?
- ☐ Can You Think & Solve Problems?
- ☐ Can You Demonstrate Positive Attitudes & Behaviors?
- ☐ Are You Responsible?
- ☐ Are You Adaptable?
- ☐ Do You Learn Continuously?
- ☐ Do You Work Safely?
- ☐ How Are You With Teamwork - Do You Work Well with Others?

After going through the checklist of employability skills, identify the areas you would like to work on improving for yourself. How might you go about working on that?



Workplace Best Practices

In their publication, Making it Work! On-the-Job Training in Apprenticeship, the Canadian Apprenticeship Forum identifies a number of strategies that help to create a more successful on-the-job training experience. Review of this document was a part of the initial part of this course experience. The document highlights best practices for apprenticeship training that focus on strategies for apprentices, journeypersons and employers. Included below is a compilation of the strategies. Review the list now.

- **Trade Awareness:** Know your trade. Know what tools you require for your trade and acquire them.
- **Value Lifelong Learning:** Lifelong learning means a commitment to seeking-out opportunities to learn new things, opportunities to try new experiences, opportunities to learn new tools and technologies. Show initiative and

recognize your employer's need for productivity. Value the training that you conduct and/or in which you participate. Training is an ongoing investment in the future of individual companies but also the future workforce.



- **Communication:** Communicate regularly with your coworkers, trainer, employer, etc. Seek out feedback, find out where you stand. Provide continuous constructive feedback on how things are going.
- **Personal Responsibility:** You are going to have to be responsible for motivating yourself to succeed. Whether you are an apprentice, a Mentor Journeyperson or an employer, it is up to you to apply yourself to your trade to the best of your ability.
- **Personal Integrity:** Be Honest. Mean what you say and say what you mean. Be a person of your word. Be reliable and conscientious. Don't miss time. Go the extra mile.
- **Be Patient:** Patience is a virtue and something all of us need to work on developing. Whether you are the person doing the training or the person being trained, patience is incredibly important.
- **Demonstrate Maturity:** It is essential for all apprenticeship stakeholders to be ambassadors of apprenticeship and to demonstrate mature attitudes toward safety, respect and sensitivity to others. Treat people fairly and with the respect they deserve as fellow human beings.
- **Proactive Action:** There is nothing wrong with asking for help. Asking questions is an important way for you to be able to learn. There is a saying, "seek and ye shall find..." If you seek out support for training opportunities, some employers will subsidize your course fees if you successfully complete the course and if you can demonstrate that the course is relevant.
- **Get Involved:** Get involved with a provincial apprenticeship committee (PAC) or trade advisory committee (TAC) for your trade (contact your local industry association or apprenticeship branch). A commitment to training helps maintain the integrity of the trade.
- **Value Teamwork:** Most things that need to get done in this world require people to work together in order to accomplish the task. Involve apprentices and journeypersons in all aspects of your business. People are more motivated when they feel they are an integral and contributing part of what is happening.
- **Understand How to Teach a Skill:** Whether you are the one teaching the skill or learning the skill, you should know what is involved in teaching a new skill. Don't assume that the other person will know what to do. Try to break tasks down into step-by step processes and take the time to teach and make sure the person has learned. To learn a new skill, first you first have to explain what is to be done, then show how it is done, then let the other person do it.
- **Recognize Excellence:** Demonstrate your commitment to excellence by letting people know their efforts are appreciated. Provide recognition of excellence. This can mean doing big things like proudly displaying training

certificates or photos of successful projects. It can also mean doing small things like saying “thank you” for a job well done.



- **Be Respectful:** Remember too that not everyone learns in the same way. Some people process information differently than others. If you are not getting through, try another tactic. Understand and accept that sometimes there are different ways of doing the same task.
- **Look at Things from a Different Perspective:** It is important for the person conducting the skills training to keep in mind the viewpoint, needs, learning style and motivations of the person(s) completing the skills training. It is also important for those completing the training to keep in mind the viewpoint, needs, learning style and motivations of the person conducting the skills training. There is a lot we can learn by looking at things from another person’s perspective. (Source: Canadian Apprenticeship Forum)

After reviewing the strategies from the Canadian Apprenticeship Forum, compare their list of strategies with the ones that you compiled throughout the course. How did they compare? Is there anything you would like to add?

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



Continuous Learning and Journeywork

For many people working in the trades their goal is to reach Journeyperson status. However, attaining Journeyperson status is not the end of the process, it is just the beginning. Continuing learning - continuous learning - lifelong learning is a part of every occupation. It is a part of living! We are all learning new things every single day. We learn things through formal, organized training opportunities but we also learn through our own life and work experiences. The tools and technologies of the workplace will continue to change, and we must change with them. Although reaching Journeyperson status signifies the completion of apprenticeship training, the job of Journeywork is just beginning. Journeypersons have a responsibility to continue to learn.

Journeywork is part of the ongoing work of a journeyperson. There are important responsibilities and opportunities accompanying trade certification. A journeyperson’s trade skills were passed down by a journeyperson and it then becomes the journeyperson’s responsibility to pass on those trade skills.

Journeypersons have a responsibility to participate in apprenticeship training. Supervising apprentices is how you were trained you have an obligation to pass on that trade learning to the next generation. It is how the trade skills are passed on from one generation to the next.

Journeypersons also have a responsibility to participate in the development of their trade. You may choose to become involved in organized trade and/or union

groups. You may choose to become involved by assisting with the development of standards in the trade by serving on committees for the development, validation and revision of Provincial examinations and/or Interprovincial Red Seal products such as the National Occupational Analyses, and/or Interprovincial examinations.



The job of journeywork is an ongoing duty and responsibility. It is a part of your lifelong learning and stewardship to the trade.



Journeywork - Future Plans Activity

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

Start to explore what avenues for journeywork exist in your trade.

Identify sources of ongoing training and information in your trade:

- *Where can you find out more about opportunities for involvement with the development, certification and standards of your trade?*
- *What are some of the related professional trade groups with which you could become actively involved?*
- *Where can you find out more about opportunities for professional development?*
- *What are some possible starting points for YOU to get involved?*

Identify opportunities for your own personal contribution to industry, professional, and government authorities that relate to your trade.



Assessment: What Did You Learn?

Reflection is all about taking the time to think about what the learning means to you. You need to think about what all of that content means to you and how you will use what you have learned. Think about your experiences with workplace mentoring.

1. Reflect on your experiences with teaching and learning skills in the workplace
2. Describe past successes with teaching and learning skills in the workplace
3. Identify areas for personal improvement relating to teaching and learning skills in the workplace

Being a MENTOR means that you support teaching and learning in the workplace. Think about how you do that. Think about the things you do that help others to learn. Think about the things that you do to make the skills training a success. How can you prove what you know? Who can verify what you know? Complete the "Assessment" Handout.



Summing Up

To Review: Learning never ends. Responsibility for learning is shared. Good coaching works!

The official part of this course is now over, but your implementation of some of the key messages is just beginning.



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, 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/



ACTIVITY HANDOUT: Where Am I Now?



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

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

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 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...



INFORMATION HANDOUT: LEARNING Skills



Learners need to see the value

Step 1 - Take Initiative

Take action to find out the point of the lesson. This gives a sense of direction to the learning. 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, just do it. If you see something that looks interesting, ask if you can help.



Learners need to understand

Step 2 - Be Curious

Be curious about your work. Take action to find out how new skills relate to the bigger picture. It helps to see the connections between the skill and the 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 – it is not always a good time, but when it is, make the most of it, move around to see different angles and ask questions.



Learners need practice

Step 4 - Show Perseverance and Patience

Seek out opportunities to practice. Readiness and safety are essential as practice is the chance to make mistakes that won't cost too much. Remember that not all jobs are glory jobs. Be patient, and to do what needs to be done, but take action to ensure you get what you need too.



Learners need feedback

Step 5 - Ask Questions, Ask for Feedback

Asking questions is an important part of how you learn. The workplace is a busy place, so choose your questions wisely and pay attention to what people are saying (and not saying). It is also important to get feedback about what is working well, and where improvements are needed.



Learners need a sense of progress

Step 6 - Assess Your Own Work, Ask for Assessments

Be sure to seek out assessments on a regular basis. This includes progress with individual skills, but also overall progress. Assessments from others are important, but you should also be regularly assessing your own work, and considering how you might be able to improve.



ACTIVITY HANDOUT: TEACHING Skills



Someone that has helped me with my learning that sticks out in my mind.
How did that person help me? What were the qualities of that person?

A TEACHER I had that sticks out in my mind as someone who helped me.
How did that person help me? What were the qualities of that person?

To date, my experiences with teaching skills in the workplace includes...

Complete these sentences:

Right now, the thing I MOST LIKE (or think I would most like) about teaching others is...

Right now, the thing I LEAST LIKE (or think I would least like) about teaching others is...

One good habit I'll try to pass on to other people I work with is...

One bad habit I'll make sure I don't pass on is...



INFORMATION HANDOUT: TEACHING Skills



Step 1 - Identify the point of the lesson

Provide a sense of direction to the learning. It helps focus the learning for the person conducting the training and the one receiving the training.



Step 2 - Link the lesson

Help people see the connections between what they are learning and the overall job. Show relationship between what is known and what is coming.



Step 3 - Demonstrate the skill

Show the person the skill and explain why and how it is done. Choosing the right time is essential - you need sufficient time and resources.



Step 4 - Provide practice

Set up chances for the person to use a new skill. Be sure the person is ready - practice is the chance to make mistakes that won't cost too much.



Step 5 - Give feedback

Tell people how they are doing. Feedback is a skill in itself - It should describe what is happening and help in planning their next steps.



Step 6 - Assess

Determine the progress a person is making. Conduct skill assessments and overall progress assessments - they serve different purposes.



ACTIVITY HANDOUT: Looking at a Skill

The Skill Question	The Skill Answer
Who performs this skill in the workplace?	
Who requests the work?	
Who approves the work?	
Whose help is needed?	
What tools and materials are needed?	
What safety procedures apply?	
Where do I perform this skill?	
Where do I get the tools and materials needed?	
Where do I put the tools & materials when I'm done?	
When is it safe to use these tools and materials?	
When do I usually perform this skill?	
Why do I set it up this way?	
When will I be finished?	
Other Questions...	



ACTIVITY HANDOUT: CONTINUING Journeywork



notes

How Does This Relate To ME and MY TRADE?



help

Where can I find out more about opportunities for involvement with the development, certification and standards of your trade?

What are some of the related professional trade groups with which I could become actively involved?

Where can I find out more about opportunities for professional development?



tips

What do I see as some possible places for ME to get involved?



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.

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings on the page.



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





ACTIVITY HANDOUT: Application and Practice



Try out the process of teaching a skill using the six coaching steps.



The Skill:



Step 1 - Identify the point of the lesson:



Step 2 - Link the lesson:



Step 3 - Demonstrate the skill:



Step 4 - Provide practice:



Step 5 - Give feedback:



Step 6 - Assess:



Notes/ Comments / Feedback / Suggestions:



ACTIVITY HANDOUT: FEEDBACK - How Did It Go?

Provide feedback on how things went with each of the coaching steps.

☐ **Step 1:** Identify the point of the lesson - **Comments / Feedback / Suggestions:**

☐ **Step 2:** Link the lesson - **Comments / Feedback / Suggestions:**

☐ **Step 3:** Demonstrate the skill - **Comments / Feedback / Suggestions:**

☐ **Step 4:** Provide practice - **Comments / Feedback / Suggestions:**

☐ **Step 5:** Give feedback - **Comments / Feedback / Suggestions:**

☐ **Step 6:** Assess - **Comments / Feedback / Suggestions:**



Overall Comments / Feedback / Suggestions:



FORM: WORKPLACE MENTORING – Reflection ON Teaching

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

List the things you do to support teaching skills in the workplace.

Give an example of a situation demonstrating how you have taken action to make the most of teaching skills in the workplace.

I will continue to take action to support teaching 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!

The content for the Workplace Mentoring Course has been adapted from the Open Learning Agency Workplace Coaching Skills Program. We also very much want to acknowledge the British Columbia Industry Training Authority who granted copyright permission to adapt the Workplace Coaching Skills Program and the NSCC Online Learning Team who assisted in the adaptation process.

This project built on the tremendous work and resources that already existed in this area. These contributions have been detailed in the Content References section of the document. Very special thanks also go out to the apprentices, mentors, journeypersons, employers, instructors, apprenticeship staff, and Provincial Apprenticeship Board Members who assisted with development and implementation, particularly those involved with the Nova Scotia Boat Builder Apprenticeship Program, the first pilot group.

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/>

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**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**Nova Scotia Department of Labour and Workforce Development**

<http://www.gov.ns.ca/lwd/>

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://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!