



FINISHING UP: Application, 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: Your Learning Plan

In order to...	Complete the following learning activities...
<i>Demonstrate the six-step coaching plan</i>	<input type="checkbox"/> Complete "Mentoring Application" (60 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 and 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 and 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 trade involvement</i>	<input type="checkbox"/> Read information about "Journeywork" (5 minutes) <input type="checkbox"/> Complete "Journeywork - Future Plans Activity" (10 minutes)



Progress Check: After Finishing Learning Activities

- ☐ Submit Handbook for feedback and assessment (15 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.

Go through the process outlined in your Course Handbook.

- 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.

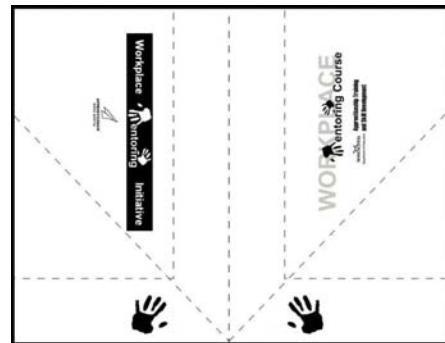


Step 6 - Assess Progress:

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.

As a sample, included below are the steps for building a paper airplane. A paper airplane “template” has been included on the following page.

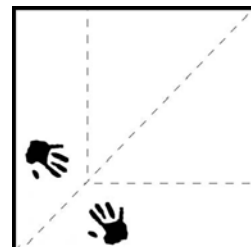
First, you place the paper with the fold lines facing you.



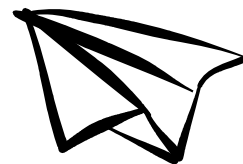
Fold the paper in half along the center dotted line so that the fold lines are facing IN.



Fold the two corners out along the diagonal dotted lines so you can see the handprints.



Then, bend down the airplane “wings” along the fold line. Time for a test flight!



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 “MENTORING FEEDBACK: How Did It Go?” form included in your Course Handbook. 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 the “Journeywork - Future Plans” activity in the Handbook.

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.



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

Re-read the “Where Are You Now” section you completed at the beginning of the course. Compare your responses. How have you changed, how have your skills changed and how has your experiences changed?



Depending on how you have completed the course, your **Course Handbook** could be an important launching pad for discussing overall progress, and plans for continuing development in the trade.



Finishing the Course

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 apprentices to learn. Think about the things you do to make skills training a success. How can you prove what you know? Who can verify? Complete the “WORKPLACE MENTORING REFLECTION” Form.



Receiving Formal Credit

To receive credit for this course, you need to complete **AND SUBMIT** the “MENTORING ASSESSMENT: Evidence of Learning” Form. If you are taking courses with a course instructor, submit it the completed form to your instructor. For other candidates, submit your completed form to the Apprenticeship Training and Skill Development Division.



Course Feedback

You are also requested to provide feedback and conduct an assessment relating to your Workplace Mentoring Course experience. Please complete the “COURSE FEEDBACK” Form.



Summing Up

The official part of this course is now over, but your implementation of some of the key messages is just beginning. Don’t forget your course work and/or evidence needs to be submitted to your course facilitator.

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



Learning Notes

