

Workplace Mentoring Course HANDBOOK

Contents

WELCOME to the Course HANDBOOK.....	1
STARTING OUT: Where Am I Now?	2
TEACHING AND LEARNING Skills in the Workplace.....	8
STEP 1: The Point of the Lesson - Application.....	12
STEP 2: Link the Lessons - Application	13
STEP 3: Demonstrate the Skill - Application.....	14
STEP 4: Provide Practice - Application	16
STEP 5: Give Feedback - Application	17
STEP 6: Assess - Application.....	18
CONTINUING Journeywork - Plans for the Future.....	19
MENTORING APPLICATION: Practicing in the Workplace	20
MENTORING FEEDBACK: How Did It Go?	21
My Mentoring Tips.....	23
My Mentoring Log.....	24
My Learning Journal.....	25
YOUR FEEDBACK	27
Workplace Mentoring...A WORK IN PROGRESS.....	28



WELCOME to the Course HANDBOOK



go

This is YOUR HANDBOOK.

It has very been designed to be an ongoing resource to **YOU**.

How you choose to keep, and use your handbook is up to you. It is NOT just about writing (although there are some places for that) - it is the starting point for a place to keep all of your important learning evidence. The handbook is intended to be an ongoing career resource - a portfolio where you can keep track of your own learning. It is a tool to use to keep track of workplace experiences, mentoring activities, professional development activities, special projects, work-related committees, and other work-related activities. This might include documentation of projects you have worked on, tasks you have completed, photos, schematics, blueprints, whatever makes the most sense to you. It is your resource - use it in the way that makes the most sense to you.

Besides being an ongoing career resource, the Course HANDBOOK is also how you will be assessed for the Workplace Mentoring Course. The Course Handbook will be submitted to the facilitator after the completion of first course unit. The handbook will also be submitted to the facilitator after the completion of final course unit. In both cases, the handbook will be a starting point for a discussion between yourself and the facilitator to discuss your overall progress, your work, and your plans for continuing development in the trade.

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 learning lessons from the people around you. Learning opportunities surround us all the time – be open to see the opportunities around you! At the end of the document you will find some suggestions for tracking your own learning. Remember, these are only suggestions - a starting point for thinking about how you may want to document and track your learning.

Enjoy the learning experience!



STARTING OUT: Where Am I Now?

Before starting work on the Workplace Mentoring Course, please respond to these questions.

In your own words, please describe how you currently see the role of a workplace mentor.

Rate your current comfort level with describing workplace mentoring (please circle a number).

1	2	3	4	5	6	7	8	9	10
Low Comfort					High Comfort				

Rate how you currently see the value of workplace mentoring (please circle a number).

1	2	3	4	5	6	7	8	9	10
Low Value					Very Value				

Rate your current level of ability to participate in workplace mentoring (please circle a number).

1	2	3	4	5	6	7	8	9	10
Low Ability					High Ability				

Describe a positive experience you have had learning a skill from someone else...

Describe a positive experience you have had teaching a skill to someone else...

Where Am I Now - My Story

How I came to this trade...

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

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

What this person taught me is.....

Complete these sentences:

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

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

Where Am I Now - My Essential Skills

Essential skills are the foundation for learning other skills.

Here, I start to look at how each of the essential skills relates to me and my trade.

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

My goals for improvement:

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

Where Am I Now - My Trade Skills

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

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

Complete these sentences:

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




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

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

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

Where Am I Now - My Learning Style

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

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

Complete these sentences:

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

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

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

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

Where Would I Like to Be - My Future 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...



TEACHING AND LEARNING Skills in the Workplace

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, 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 LEARNING Skills



Learners need to see the value

Step 1 - Take Initiative

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



Learners need to understand

Step 2 - Be Curious

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



Learners need to see and try

Step 3 - Watch and Listen

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



Learners need practice

Step 4 - Show Perseverance and Patience

Be sure to show both patience and perseverance. Seek out opportunities to practice. It is important to get the chance to practice new skills. 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. Be patient, and to do the things that need to be done, but balance patience with perseverance to ensure that you get what you need. If you see something that looks interesting, ask if you can help.



Learners need feedback

Step 5 - Ask Questions, Ask for Feedback

Be sure to ask questions. Asking questions is an important part of how you learn. The workplace is a busy place, so choose your questions wisely and really pay attention to what people are saying (and not saying). It is also important to get feedback. Feedback should help you to know what is working well, and to identify steps for improvement.



Learners need a sense of progress

Step 6 - Assess Your Own Work, Ask for Assessments

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



A Step-by Step Plan for 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.



HOW EACH STEP Meets Different Needs



People need to see the value ± The point of the lesson

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 ± Link the lesson

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 ± Demonstrate

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 the skill) meets this need.



People need practice ± Provide practice

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



People need to know how they are doing ± 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 ± Assessment

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



STEP 1: The Point of the Lesson - Application



My Notes - How Does This Relate To ME and MY TRADE?



My Questions - Things I am UNCERTAIN about:



My Tips - Strategies I Will TRY:



STEP 2: Link the Lessons - Application



My Notes - How Does This Relate To ME and MY TRADE?



My Questions - Things I am UNCERTAIN about:



My Tips - Strategies I Will TRY:



STEP 3: Demonstrate the Skill - Application



My Notes - How Does This Relate To ME and MY TRADE?



My Questions - Things I am UNCERTAIN about:



My Tips - Strategies I Will TRY:



REALLY LOOKING AT SKILL - Questions about the 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...	



STEP 4: Provide Practice - Application



My Notes - How Does This Relate To ME and MY TRADE?



My Questions - Things I am UNCERTAIN about:



My Tips - Strategies I Will TRY:



STEP 5: Give Feedback - Application



My Notes - How Does This Relate To ME and MY TRADE?



My Questions - Things I am UNCERTAIN about:



My Tips - Strategies I Will TRY:



STEP 6: Assess - Application



My Notes - How Does This Relate To ME and MY TRADE?



My Questions - Things I am UNCERTAIN about:



My Tips - Strategies I Will TRY:



CONTINUING Journeywork - Plans for the Future



notes

My 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

My Tips - What do I see as some possible starting points for ME to get involved?



MENTORING APPLICATION: Practicing in the Workplace

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:



MENTORING 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:



My Goals

Learning never ends - You might want to use this page (or one similar) to keep track of goals – revisit these on a regular basis.

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...

[illegible]



My Mentoring Log

You might want to use this page (or one similar) to help keep track of how mentoring is going.

Date(s)	Duration	Details of Mentoring Role



My Learning Journal

You might want to use this page (or one similar) to help keep track of your learning.

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

Your longer term goals



FORM: How Can I Prove What I Know? MY MENTORING EVIDENCE

Being a WORKPLACE 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 that you do to make the skills training a success.

Consider...	MY Evidence...
<p><i>What are the things I do to help apprentices to learn new skills?</i></p> <p><i>What are the things I do to make workplace skills training a success?</i></p>	
<p><i>An example of a situation demonstrating how I have taken action to make the most of teaching skills in the workplace.</i></p>	
<p>I will continue to take action to support teaching and learning in the workplace.</p>	
Name	
Signature	
Date	



YOUR FEEDBACK

Please respond to these questions.

Rate your current comfort level with describing workplace mentoring (please circle a number).

1	2	3	4	5	6	7	8	9	10
Low Comfort									High Comfort

Rate how you currently see the value of workplace mentoring (please circle a number).

1	2	3	4	5	6	7	8	9	10
Low Value									High Value

Rate your current level of ability to participate in workplace mentoring (please circle a number).

1	2	3	4	5	6	7	8	9	10
Low Ability									High Ability

Rating	Very Good: Exceeds expectations	Satisfactory: Meets expectations	Needs Improvement: Needs improvement in select areas	Unsatisfactory: Requires significant improvement	Comments
Content (Information)					
Facilitation (Instructors)					
Rating (Overall)					

What did you LEARN - What are your take home messages from this learning experience?

What did you MOST like about this learning experience?

What did you LEAST like about this learning experience?

Is there ANYTHING ELSE that could have been included?



Other Comments / Feedback / Suggestions:



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!