



WELCOME to Workplace Mentoring

The Province of Nova Scotia - Apprenticeship Training and Skill Development Division is focusing attention on mentoring to assist with teaching and learning skills in the workplace. Workplace mentoring is now a required part of all apprenticeship training, and the opportunity to engage in mentorship training is also being extended to journeypersons in industry. There will be a focus on mentoring throughout the apprenticeship journey.

The outcomes of this course are:

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

We will negotiate the learning experience to ensure that participants get what they need in meeting these outcomes.

One of the first things we need to do is to work together to clarify roles for this experience.

Expectations on Learner:

1. Create a safe, comfortable and respectful learning environment.
2. Negotiate the learning experience together.
3. Invest my best effort into my work.
4. Correspond with the course facilitator on a regular basis while completing the course.
5. Complete the work required by the negotiated timeline.
6. Make learning an enjoyable experience.

Expectations of Facilitator:

1. Create a safe, comfortable and respectful learning environment.
2. Negotiate the learning experience together.
3. Invest my best effort into my work
4. Correspond with the learner on an ongoing basis while completing the course.
5. Provide feedback and assessment on submitted course work.
6. Make learning an enjoyable experience.

Included in this package is everything that you will need to begin working on your course. Course information is included in this document. Course activities are included in the "Handbook" section. It is suggested that participants keep their course materials in a binder. The binder will assist in organizing the work associated with this course, but it is can also be an ongoing resource - a tool to use to keep track of mentoring experiences, professional development activities, projects, committees, union work, sector council activities, and other professional development activities. It is a place you can keep documentation of projects you have worked on, tasks you have completed, photos, schematics, whatever makes the most sense to you. It is your resource.

How you go through this course experience is up to you. Three steps are outlined in the pages that follow. Start with STEP 1 on the next page. From there, follow the instructions to work through the course materials.










Enjoy your learning experience!



Where Am I Now? MY EXPERIENCE

Start the process of becoming a MENTOR by thinking about your experience supporting teaching and learning in the workplace. Answer these questions.
Your responses will assist in creating your LEARNING PLAN.



Consider...	Do You...	Notes...
 What are the things I do to help apprentices learn a new skill?	<input type="checkbox"/> Recognize the importance of your own and others' experiences? <input type="checkbox"/> Describe the different roles in apprenticeship? <input type="checkbox"/> Explain the shared responsibilities for workplace learning? <input type="checkbox"/> Identify strategies to meet different learning needs? <input type="checkbox"/> Outline the implication of essential skills in your trade? <input type="checkbox"/> Demonstrate strategies to assist with learning skills in the workplace?	
 What are the steps I go through when teaching a new skill?	<input type="checkbox"/> Recognize the impact of your own experiences in teaching & learning skills? <input type="checkbox"/> Compare the different roles played by a workplace mentor? <input type="checkbox"/> Describe the six-step approach to teaching and learning skills? <input type="checkbox"/> Identify how each coaching step meets different learning needs? <input type="checkbox"/> Identify strategies relating to teaching skills in the workplace?	
 When teaching a new skill do I identify the point of the lesson?	<input type="checkbox"/> Recognize the importance of identifying the point of the lesson? <input type="checkbox"/> Define a learning objective for a lesson? <input type="checkbox"/> Describe how to choose a good time to present a lesson? <input type="checkbox"/> Apply strategies for identifying the point of the lesson?	
 When teaching a new skill do I link the lesson?	<input type="checkbox"/> Recognize the importance of linking the lessons? <input type="checkbox"/> Define lesson order and provide examples of approaches? <input type="checkbox"/> Describe how to adjust a lesson to different situations? <input type="checkbox"/> Apply strategies for linking the lesson?	
 When teaching a new skill do I demonstrate the skill?	<input type="checkbox"/> Recognize the importance of demonstrating as a part of teaching & learning skills? <input type="checkbox"/> Describe the process of starting a lesson? <input type="checkbox"/> Outline the components of the skill (the context)? <input type="checkbox"/> Describe the hands-on trial stage of a skill demonstration? <input type="checkbox"/> Explain the importance of recapping a lesson? <input type="checkbox"/> Apply strategies for demonstrating skills?	
 When teaching a new skill do I provide practice?	<input type="checkbox"/> Recognize the importance of practice as a part of teaching & learning skills? <input type="checkbox"/> Describe a complete set-up for skill practice? <input type="checkbox"/> Identify, with examples, three types of skill practice? <input type="checkbox"/> Describe the process of recycling lesson steps? <input type="checkbox"/> Apply strategies for practicing skills?	
 When teaching a new skill do I give feedback?	<input type="checkbox"/> Recognize the importance of feedback as a part of teaching & learning skills? <input type="checkbox"/> Define and provide examples of different types of feedback? <input type="checkbox"/> Identify techniques for giving effective feedback? <input type="checkbox"/> Apply strategies for providing feedback?	
 When teaching a new skill do I assess progress?	<input type="checkbox"/> Recognize the importance of assessment as a part of teaching & learning skills? <input type="checkbox"/> Describe a skill assessment with examples? <input type="checkbox"/> Explain a progress assessment with examples? <input type="checkbox"/> Identify methods of assessing progress with examples? <input type="checkbox"/> Apply assessment strategies?	
 How do I put mentoring into practice in my workplace?	<input type="checkbox"/> Demonstrate the six-step coaching plan? <input type="checkbox"/> Recognize the importance of different types of skills in the workplace? <input type="checkbox"/> Reflect on what you have learned about workplace mentoring? <input type="checkbox"/> Identify opportunities for continuing involvement in the trade? <input type="checkbox"/> Demonstrate strategies to assist in teaching skills in the workplace?	
Name:		
Date:		












Where Am I Going? MY LEARNING PLAN

You design your own plan. Start by looking at your responses from Where Am I Now? MY EXPERIENCE. There are activities to assist you with each of these areas.

Depending on your responses, you may want to complete all of the activities, some of the activities, or go on to demonstrate "How I Can Prove What I Know" - See next page.



Section	Do I need this?	MY PLAN ...
 Apprenticeship & Mentoring	<input type="checkbox"/> YES <input type="checkbox"/> NO	
 Teaching and Learning Skills	<input type="checkbox"/> YES <input type="checkbox"/> NO	
 Identify the Point of the Lesson	<input type="checkbox"/> YES <input type="checkbox"/> NO	
 Link the Lesson	<input type="checkbox"/> YES <input type="checkbox"/> NO	
 Demonstrate the Skill	<input type="checkbox"/> YES <input type="checkbox"/> NO	
 Provide Practice	<input type="checkbox"/> YES <input type="checkbox"/> NO	
 Give Feedback	<input type="checkbox"/> YES <input type="checkbox"/> NO	
 Assess Progress	<input type="checkbox"/> YES <input type="checkbox"/> NO	
 Application, Reflection, and Action	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Name:		
Date:		



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	



HELP

It is important to remember that help comes in many forms. If you experience difficulties working through your course, remember that your first avenue for assistance is your course facilitator. Your facilitator is there to assist you with your learning! Never hesitate to ask a question or initiate a conversation. It is also important for you to use the resources that surround you - take advantage of the network of people around you to get help and input.

Just as it is important to be organized on the job, the course materials model this organization. These symbols will serve as visual cues to assist you in your learning.



Each unit starts with a rationale for the content.



In each unit you will be asked to think about your own related experiences - these are an important foundation for your learning and growth.



Each unit identifies specific learning objectives.



A few self-check evaluation questions reinforce key content.



Learning activities reinforce the course content.



Some course activities are intended to be submitted to the facilitator as a starting point for discussion of course progress.



Key words provide a preview of content with the definitions reviewed after the content.



Each unit ends with suggestions for practical workplace tips.



Each unit has a number of short content sections to review.



The unit ends with the responses to the Self Check.



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



There are "Notes" spaces throughout the course for keeping learning notes.

Everyone will need to take their time with the content and give time to process the information. It is important to try different strategies - underlining, highlighting, notes, etc. Different things work for different people. There is no one right way - find what works best for you.