



STARTING OUT: Apprenticeship & Mentoring



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: Your Learning Plan

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



Progress Check: After Finishing Learning Activities

- ☐ Complete assessment self check and review your responses (10 minutes)
- ☐ Submit Handbook for feedback and assessment (15 minutes)



Key Words Introduction



Think about what the key words mean. Watch for how they are used.

- Apprentice:
- Journeyperson:
- Record of Occupational Progress Books (Logbook):
- Certificate of Qualification:
- Designated Trade:
- Red Seal Trade:
- Mentor/Coach:
- Mentee/Protégé:
- Roles and Responsibilities:
- Skills:
- Essential Skills:
- Learn:
- Learner:
- Learning Style:
- Need:



Linking Mentoring and Apprenticeship

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

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

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

comprehensive hands-on training experience for the apprentice.



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

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

HARD

RETURNS



Soft Returns

- | | |
|---|---|
| <input type="checkbox"/> Increase productivity | <input type="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.



Reflect on Your Experience

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

Complete this activity in the Course Handbook.

Respond to the following questions:

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

sticks out in your mind? How did that person help you?



Complete these sentences:

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



Apprenticeship Explained

Apprenticeship is an extremely effective form of training where a journey person passes on knowledge and skills to apprentices in the workplace. The shared goal is to work together to achieve the full journey to a Certificate of Qualification for the trade.

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

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

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

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

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

apprentice, throughout the apprenticeship.



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

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

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



Explore to Find Out Activity

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

for your provincial apprenticeship branch and find out what information is available to you there...



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


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

- In Nova Scotia, the legislation is called the **Apprenticeship and Trades Qualifications Act**:
http://www.gov.ns.ca/legislature/legc/bills/58th_3rd/3rd_read/b028.htm




Workplace Learning Responsibilities

The fundamental apprenticeship roles are outlined in the apprenticeship agreement. Apprenticeship is about learning in the workplace. There is a shared responsibility for learning. A workplace mentor is someone who has **skills to pass on** - able to perform the skills well, and know the safety and performance standards. Mentoring involves a **willingness to share** - passing it on. It involves safety, knowledge, attitude and behaviour. Take the time to review the following charts relating to mentoring responsibilities. Discuss these responsibilities with others. Are there any that you were surprised by - any additional ones that you would like to add?

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



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






A Focus on Learning



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

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

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

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

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



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



Learning Styles Activity

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

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

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

Complete the Learning Styles Activity in the Handbook.

You will need to complete these sentences:

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



A Foundation for Learning - Essential Skills

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

- ☐ Reading Text
- ☐ Using Documents
- ☐ Working with Numbers
- ☐ Writing

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



(Source: Human Resources and Skills Development Canada).

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



Essential Skills Activity

Complete the “Your Essential Skills” Activity in the Handbook. This activity will encourage you to think about how essential skills relate to your specific trade:

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

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

Other questions to consider:

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

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



The Importance of Communication

All of the essential skills are important. However, when it comes to talking about mentoring and teaching skills in the workplace, one of the qualities which affects and relates to all others is communication. Communication is how we exchange information with the people around us. How you communicate with



others is of great importance. Although there are now many ways that we can exchange information (orally and in writing, face to face and electronically) in this course we will focus on the daily oral communication - the spoken words that you exchange with your coworkers.

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

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

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

Tips Relating to Your Communication:

- ☐ **Be aware of what you say:** Think about what you want to say and the best way to say it. Think of the people around you, and be mindful of creating a respectful working environment for all.
- ☐ **Be aware of what you do NOT say:** Think about all of the non-verbal messages you are sending others all of the time
 - **Eye Contact is important:** Make eye contact with others when communicating - it makes a difference! What message does it send if you do not look someone in the eye when you talk to them?
 - **Posture is important too:** Good posture is important to your health, but it also can improve your communication. What message does it send if you slouch as you are talking with someone?

- **Pay attention to what you are doing:** It can be distracting if you are continually fidgeting. Pay attention to the non-verbal messages that you are sending. What message does it send if you are continually cracking your knuckles as you are talking with someone?



Communication Activity

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

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

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



Trade Skills Activity

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

Complete the “Your Trade Skills” activity in the Handbook.

Your Skills: Where are You Now?

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

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



Complete these sentences:

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



Learning from Other People

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

Printer noun (plural print•ers)

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



Printer Journeyman "Mrs. Verdo"

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

Printer Apprentice "Peter"



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

Cooper noun (plural coop•ers)

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



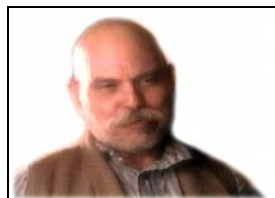
Cooper Apprentice "Matthew"

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



Cooper Journeyman "Joseph"

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



**Cooper Mentor of the
Journeyman
Thomas (Mr. Sealy)**

*"I have been in this trade a very long
time. Too many years to count. I have
seen a lot of people come and go, and it
never ceases to amaze me how some
with the most skills sometimes don't
have a clue about how to transfer that
knowledge to someone else..."*

Storekeeper noun (plural store•keep•ers)

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



Storekeeper Journeyperson
"Ms. Gillespie"

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



Storekeeper Apprentice
"Holly"

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



Storekeeper Apprentice
"Jeff"

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

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

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

The more that an apprentice can learn to try to see things from the point of view of a journeyperson, and an employer (and likewise the more that a journeyperson can try to see things from the point of view of an apprentice and an employer - and an employer strive to see things from the point of view of an apprentice and a journeyperson) will help to improve communication and understanding in the workplace.

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



What other ways did these people differ?

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

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

Veteran Generation

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

Baby Boomer Generation

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

Generation X

- ☐ Work to live
- ☐ Career is only one part of person
- ☐ Expects to be downsized
- ☐ Has not seen loyalty so does not expect it
- ☐ Want flexibility
- ☐ Want to be prepared for change
- ☐ Pay attention to what people do, not what people say

Nexus Generation

- ☐ Work to contribute
- ☐ Loyal to colleagues
- ☐ Casual attitude

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



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

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

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

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



Storekeeper Case Example



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

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

http://nscrcal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Intro_S01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Intro_S01.rm

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

interests is important. Ask questions like:

“Have you done this before?”

“What would work best for you?”



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



Meeting Learning Needs in the Workplace

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

Step 1 - Take Initiative

**Learners
need to see
the value**

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.

Step 2 - Be Curious

**Learners
need to
understand**

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.

Step 3 - Watch and Listen

**Learners
need to see
and try**

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 for 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.

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

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



Goals Activity

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

regularly set your own learning goals.



Where Would You Like to Be - Your Future Goals

What are your learning goals for the coming year with your trade?

Is there anything in particular you would like to learn?

How Can You Get There?

What are some steps you could take to help achieve your goals?

What are some things you will make the commitment to work towards?

Complete the “Where Would I Like to Be” activity in the Handbook.



Explore to Find Out Activity

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

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

You can access the document online through the CAF website at:

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



Key Words Review

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



Think About Different Perspectives

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

One Apprentice's Point of View:

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

One Mentor's Point of View:

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

One Employer's Point of View:

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

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



stop

Assessment Self Check: *The self check questions are a reminder of some key points. Complete the questions, and then check your responses at the end.*



1. My own trade experiences are not of any benefit to anyone else.
 - a. True
 - b. False
2. Which of the following parties is NOT a formal part of the apprenticeship agreement?
 - a. Apprentice
 - b. Employer
 - c. Government Apprenticeship Branch
 - d. Course Instructor
3. The apprentice, the journeyperson and the employer all have important responsibilities in the mentoring process.
 - a. True
 - b. False
4. Communication is not important to the work I do.
 - a. True
 - b. False
5. Knowing about my own learning style will not help with teaching and learning in the workplace.
 - a. True
 - b. False



submit

Handbook Feedback

You have already completed significant work with starting to build your **Course Handbook**. At this point, you need to submit the work that has been completed to date in your Course Handbook to the facilitator. The handbook will be a starting point for a discussion between the facilitator and the candidate to discuss overall progress, work to date, and plans for continuing development.



Helpful Tips for the Workplace

Each part of the course ends with helpful tips for the workplace. Whether you are an apprentice trying to get the most out of your journey person mentor, or a journey person trying to get the most out of an apprentice, these are tips that can help with your overall workplace experience. The tips are grouped according to knowledge, attitudes and behaviours. Take the time to review the tips, and start to compile your OWN list of tips in your Handbook.

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...



Self Check Answers

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



Learning Notes