



## STEP 1: The Point of the Lesson



### Introduction

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



### Objectives: Your Learning Plan

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



### Progress Check: After Finishing Learning Activities

- ☐ Complete assessment self check and review your responses (10 minutes)
- ☐ Complete application assignment in Course Handbook (15 minutes)



**reflect**

## ***Your Experiences Relating to this Step***



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



## ***Key Words Introduction***

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

- Lesson:
- Learning Objective:
- Coaching Step:
- Timing:



## ***The Point of the Lesson***

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

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



## ***Cooper Case Example***

**watch**



## Part 1: The Cooper and His Apprentice

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

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

[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Step1\\_C01.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_C01.rm)

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)  
OPEN this file: Mentor\_Step1\_C01.rm

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

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

## Part 2: The Cooper Tries Again

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

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

[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Step1\\_C02.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_C02.rm)

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OPEN this file: Mentor\_Step1\_C02.rm



## How to Identify the Point of the Lesson

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

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



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

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

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

*“After this, you’ll be able to...”*

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

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



## **Printer Case Example**



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

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

[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Step1\\_T01.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_T01.rm)

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)  
OPEN this file: Mentor\_Step1\_T01.rm

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



## ***Timing Is Everything***



Identifying the point of the lesson is the first important step of teaching a new skill in the workplace. However, before you even start the process you need to be thinking about timing. In a business time is money, and timing training opportunities is very important. The ability to offer timely, appropriate training and guidance is itself a key aspect of trade learning.

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

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

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

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

Time management is an important consideration for us all. We all need to be aware of how we are spending our time and how we can balance to get done the things that need to get done. We all have our own “to do” lists (or task lists, action lists, work orders, etc). There are many different names for the lists of things that need to be done. Whatever you call it, it is important that you make an effort to continually prioritize your list. Take your list (whether it is written down or in your head) and look at the list from the priority perspective - what



needs to be done first? You may also want to consider what things can be done quickly and could be easily removed from your list. It is one of the ways of trying to figure out way to tackle what needs to be done! When you can multi-task and get multiple tasks done at the same time it is a win-win situation. That is why when you come across an unusual situation, you can couple getting the situation dealt with while at the same time teaching someone else how to handle the situation in the future.



## ***Printer Case Example***



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

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_T02.rm)  
[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Step1\\_T02.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step1_T02.rm)

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



## ***Picking Opportunities to Coach***

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

### **Opportunities may occur when:**

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

demonstrate something special.



## Key Words Review

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



## Think About Different Perspectives

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

### One Apprentice's Point of View:

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

### One Mentor's Point of View:

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

### One Employer's Point of View:

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

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



**stop**

## Assessment Self Check



notes

*The self check presents questions as a reminder of some key points. Complete the questions, and then check your responses at the end.*

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



**complete**

## Application Assignment

*It is always important to keep in mind how you will use what you learn.*

**Complete the Step 1 Application in your Course Handbook.**

This includes: My Notes - How Does This Relate To ME  
 My Questions - Things I am UNCERTAIN about  
 My Tips - Strategies I Will TRY

Application Assignments can be completed in written format and/or contributed in a group discussion and/or compiled in another way that makes sense.





## Helpful Tips for the Workplace



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

### Knowledge:

- ☐ **Be aware of why it is important to identify the point of the lesson:** Identifying the point of the lesson helps clarify what is going to happen (and why) for both the person conducting the training and the person receiving the training
- ☐ **Select training moments wisely:** Choose a moment when you have enough time and all the materials you will need, and will have few distractions or interruptions.
- ☐ **Be aware of energy level:** Try to pick training opportunities when everyone involved has the energy and readiness to participate.
- ☐ **Remember the importance of non-verbal communication:** All of the things you do not say (your posture, eye contact, level of attention, etc.) communicate a lot - do not underestimate the power of non-verbal communication! Similarly, pay attention to the non-verbal messages that others are sending you all of the time.

### Attitude:

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

### Behaviour:

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

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



## **Self Check Answers**



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



## **Learning Notes**