



## STEP 2: Linking the Lessons



### Introduction

This part of the course continues the coaching steps by emphasizing the importance of showing the connections between what someone is learning, and what they have already learned. This involves building the person's skills in a particular order and setting the pace for learning.



### Objectives: Your Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the importance of linking the lesson as a part of teaching and learning skills</i>	<input type="checkbox"/> Reflect on your experiences relating to this step (3 minutes) <input type="checkbox"/> Consider the key word definitions (2 minutes) <input type="checkbox"/> Read information about "Why to Link the Lesson" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes)
<i>Define lesson order and provide examples of different approaches</i>	<input type="checkbox"/> Read information about "Lesson Ordering" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes)
<i>Describe how to adjust a lesson to different situations</i>	<input type="checkbox"/> Read information about "Choosing the Lesson Order" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes)
<i>Distinguish strategies for linking lessons 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)



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



Try to think of a situation where you were being trained on something new and the person made a point of highlighting the fit of the new learning to other learning. Think of an experience where the linking was not in place. Try to think of a situation where you were teaching a new skill. Do you remember if you showed the relationships? Why is that important?



## ***Key Words Introduction***

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

- Linking:
- Learning Goals:
- Lesson Order:
- Lesson Pacing:



## ***Why Link the Lesson?***

All people have a basic need to understand how what they are learning fits into the other things they have learned. It is how we make sense of our learning. Linking the lessons - drawing attention to the linkages between the different skills is part of how we do this.

Sometimes, what people need to accomplish is actually made up of several related or connected skills. Think of the example of driving a car as the *learning goal*. You would need to help the person develop a number of related skills to accomplish the learning goal.



## ***Printer Case Example***





Take the time now to watch the video clip relating to the Printer and how she links the lesson for her apprentice (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_T01.rm)  
[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Step2\\_T01.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_T01.rm)

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)  
 OPEN this file: Mentor\_Step2\_T01.rm

**What Happened?** The Printer's example illustrates why linking the learning makes sense. It makes sense for the person teaching the skill and the person learning the new skill.



## Lesson Order

The person conducting workplace skills training is responsible to set the order of the learning. The journey person needs to have a learning goal and a plan for the order of the lessons that makes sense to the people involved, the particular skill and the particular situation. People need to understand the *lesson order* so they will have a sense of where the learning is going. It is important to let people know how the lesson will be arranged.

The person conducting skills training in the workplace is responsible for setting the order of the lessons. Workplace lessons can be ordered in different ways:

- ***Simple skills to complex skills***
- ***Start to finish of a job or task***
- ***Building toward a person's interest***

### Simple to Complex Lesson Order

From simple to complex skills is the approach of starting with the easier or more basic skills and moving up to more difficult or complicated skills as the person progresses. Sometimes, learning a new skill involves developing several basic or simple skills and putting them together to perform more challenging skills. The practice of learning simpler skills may prepare the person physically (in terms of strength, or speed, or co-ordination,) to tackle learning more complex skills. It also prepares the person mentally for more difficult problem solving.

This approach has the advantage of building the person's confidence, based on success at learning the simpler or easier skills first. Confidence can make a

big difference when it comes to learning more difficult lessons.



## **Start to Finish Lesson Order**

In the workplace, skills may fall into a natural order – the order that they are performed to complete a particular job/task. It is valuable for the person to see and experience the skills in their normal working order. It helps in understanding how each skill fits and builds toward the final outcomes.

This approach takes advantage of the normal ordering of work, which is how the person will be performing routine workplace jobs. It helps the person become part of the regular flow of the work. It may be difficult, however, for the person to be ready to handle all of the skills that come in this order. It might be necessary to postpone some skills to a later time if they are too far beyond the person's abilities.

## **Lesson Ordering that Builds Towards A Person's Interest**

People will usually tell you what interests them the most. You may have to ask a few questions to get them talking. Knowing what they are most curious about or interested in, you can order the lessons to get them what they want.

This approach has the advantage of being very *motivating* for people. They can see immediate value in the lessons and their enthusiasm to learn helps them to learn more easily. However, it may be difficult to do only those lessons that interest people.

People will often work through lessons that are not their main interest in order to get to what they really want to learn. Here it is helpful for them to know the ordering of the lessons, so they can see how they will work toward their main interests.



## ***Printer Case Example***



Take the time now to watch a video clip relating to the Printer Journey person and how she approaches lesson ordering (duration: 20 seconds).

[VIEW the video clip ONLINE by clicking on this link](#)

[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Step2\\_T02.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_T02.rm)

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)  
OPEN this file: Mentor\_Step2\_T02.rm



**What Happened?** In this case example you saw the Printer Journeyperson use a start to finish learning order. This type of ordering works well when there is a set of simple steps that lead the person from beginning to end.

- *What are some of the potential applications of using this type of a learning order in your workplace?*
- *What might be some possible drawbacks of this method in your workplace?*



## Cooper Case Example



Take the time now to watch a video clip relating to the Cooper and how he makes out with a simple to complex approach (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](#)

[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Step2\\_C01.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_C01.rm)

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)  
OPEN this file: Mentor\_Step2\_C01.rm

**What Happened?** In this case you saw the Journeyperson use the simple to complex method of ordering a lesson.

- *What are some of the potential applications of using this type of a learning order in your workplace?*
- *What might be some possible drawbacks of this method?*



## ***How to Choose the Right Lesson Order***



You now have been introduced to a number of different possibilities for ordering your workplace lessons. The question you probably have now is how to know when to use which type of lesson ordering. There is no “right way” to set the order of lessons. Think about the situation, and what might work best. Each way of ordering a lesson has different advantages and disadvantages. Think about what might work best for the particular situation. In fact, you can use combinations of the methods, or you can use different orders at different stages in the process. The choice is yours! The important thing is that you have some order to the lessons and that you tell the person about that order. This allows you both to see how the lessons fit, and what is coming next.



## ***Storekeeper Case Example***



Take the time now to watch the video clip pertaining to the Storekeeper and how she capitalizes on her apprentice's interests (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_S01.rm)

[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Step2\\_S01.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step2_S01.rm)

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)  
OPEN this file: Mentor\_Step2\_S01.rm

**What Happened?** In this example you saw how the storekeeper journey person was able to capitalize on her apprentice's interests. It is important to remember that with this type of lesson ordering the person themselves actually establishes where the learning will start.

**Remember:** Each situation will be somewhat unique - you will need to be flexible to determine the best way for ordering the lesson.



## Key Words Review



<b>Linking</b>	Conditions or necessities that improve a person's ability to learn
<b>Learning Goals</b>	Explaining the connections from one lesson to the next or between each lesson and the job to be done
<b>Lesson Order</b>	The order in which lessons are presented
<b>Lesson Pacing</b>	The speed at which lessons are presented - how much time is taken for a lesson and how many lessons are presented in a certain period of time



## Think About Different Perspectives

Think about these different points of view. How might you respond?

### One Apprentice's Point of View:

*"When I learn, I feel most comfortable being given a schedule. That way, I know what I would be learning and when..."*

### One Mentor's Point of View:

*"The problem with the apprentices I have working with me is that they don't know what they don't know, if you know what I mean..."*

### One Employer's Point of View:

*"There is often the perception out there that when you hire an apprentice you are hiring cheap labour..."*

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

1. This type of lesson ordering has the advantage of building the person's confidence, based on success at learning the simpler or easier skills first.
  - a. Simple to complex lesson ordering
  - b. Start to the finish lesson ordering
  - c. Ordering based on the person's interest
2. This type of lesson ordering takes advantage of the normal ordering of work, which is how the person will ultimately be performing the job.
  - a. Simple to complex lesson ordering
  - b. Start to the finish lesson ordering
  - c. Ordering based on the person's interest
3. This type of lesson ordering can be very motivating for the person.
  - a. Simple to complex lesson ordering
  - b. Start to the finish lesson ordering
  - c. Ordering based on the person's interest



complete

## Application Assignment

**Complete the Step 2 Application in your Handbook.**

*Be sure to consider some actions you can take to work around the following:*

- When you DO NOT have all the materials required
- When you DO NOT have enough time to complete the task
- When there are MANY distractions
- When the person is NOT ready to participate

**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 on the lookout for opportunities to show relationships:** Look for ways to show the linkages between the different things that people are doing - opportunities present themselves to us all the time and it is important to take advantage of them.

### **Attitude:**

- ☐ **Do not be afraid to say, “I don’t know”:** Honesty is very important and the person you are working with needs to know if you don’t know!
- ☐ **Be curious and help foster others’ curiosity:** Promote lifelong learning in yourself and others - be curious about things, and encourage others to be inquisitive about what they are doing. Help others to see the interest and intrigue in what they are doing.

### **Behaviour:**

- ☐ **Show relationships between things:** Linking the lessons is an important part of learning a new skill.
- ☐ **Take initiative:** If you are interested in something, pursue it. Let others know about your interests, you will be surprised what comes your way when people know you are interested in something in particular.
- ☐ **Choose your questions wisely:** Questioning works - but be sure to ask the right kinds of questions. Questions that require a yes or no response only will not give you as much information as questions where people are required to explain.

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



## ***Self Check Answers***



1. The answer is A. The simple to complex lesson order has the advantage of building a person's confidence, based on success at learning the simpler or easier skills first.
2. The answer is B. The start to the finish lesson order takes advantage of the normal ordering of work, which is how the person will ultimately be performing the job.
3. The answer is C. Going by a person's interest can be an extremely motivating way to proceed, but it is not always a realistic option.



## ***Learning Notes***