



STEP 3: Demonstrating a Skill



Introduction

You are now aware of the responsibilities of workplace mentoring, the six step approach to teaching skills in the workplace, and the importance of identifying the point of the lesson. This part of the course includes starting a lesson, explaining and demonstrating a skill, and getting the person involved.



Objectives: Your Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the importance of demonstrating 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)
<i>Describe the process of starting a lesson</i>	<input type="checkbox"/> Read information about "Starting a Demonstration" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes)
<i>Outline components of the skill (the context)</i>	<input type="checkbox"/> Read information about "Know the Skill" (5 minutes) <input type="checkbox"/> Complete "Skill Activity" (10 minutes)
<i>Describe the hands-on trial stage of a skill demonstration</i>	<input type="checkbox"/> Read information about "How To Demonstrate" (5 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes)
<i>Explain the importance of recapping a lesson</i>	<input type="checkbox"/> Read information about "Recapping" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes) <input type="checkbox"/> Complete "Recapping Activity" (10 minutes)
<i>Distinguish strategies for demonstrating skills in the workplace</i>	<input type="checkbox"/> Review Information on "Figuring Out How to Proceed" (5 minutes) <input type="checkbox"/> Review key word definitions (3 minutes) <input type="checkbox"/> Reflect on different perspectives (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 time when you were given a demonstration and it went well and when it did not go well. What were the differences? Can you think of a time when you were the one giving the demonstration - how did it go?



Key Words Introduction

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

- Context of a skill:
- Active demonstrating:
- Involvement:
- Hands-on trial:
- Recapping:



Starting a Demonstration

Demonstrating is the chance to explain a skill and show how it is done. It is essential that apprentices get a chance to see a skill completed and receive the information about how to complete the process themselves.

It is essential to clearly signal the start of a lesson. The starting of the lesson means a change of focus from the normal workplace routine. It lets the person know that something important is about to happen. To help take advantage of the workplace learning, it may be necessary for both the apprentice and the journeyman to “change gears” for the purpose of the lesson.

Say things like:

“This looks like a good time to show you something new...”

“Let’s take a few minutes right now and go through this...”

Before starting a demonstration, remember to use the first two steps:

- ☐ **Step 1:** Tell the person the objective (what you want to accomplish)



- ☐ **Step 2:** Tell the person how the demonstration links to the overall job

When the person is clear about how it links, go on to the demonstration.



watch

Printer Case Example



Take the time to watch the video clip pertaining to the Printer Journey person and how she starts a lesson (duration: 70 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_T01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_T01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step3_T01.rm

What Happened? The Printer did a fine job of starting the lesson. She signaled the start of the lesson by taking the time to explain what is about to occur. The point of the lesson is identified and then linked to other learning. This will help the apprentice to see how the training and skills are connected.



Know the Skill

In order to do a demonstration, it is important to understand how and why a skill is used. You can help yourself to better explain a skill to someone else if you take the time to really look at the skill. How and why a skill is used is known as the context of a skill. Think of the context of the skill as answering the questions *who*, *what*, *where*, *when* and *why*. The HOW question is the skill itself and the process for completing the skill. In explaining the context of the skill, it is important to encourage and respond to questions about the skill, and its application. Think of demonstrating a skill as answering the five W questions:

- ☐ *Who performs the skill?*
- ☐ *What tools are required?*

- ☐ Where does it get performed, where do I get the materials?
- ☐ When is it safe to use tools/materials - when is it safe to do the skill?
- ☐ Why - why is this important?



Each skill has its own answers to this set of basic questions. This is the context of a skill. The context of a skill is the particular set of circumstances that affects the use of the skill. When a journey person explains the *context of the skill*, they are helping the apprentice to understand its application.



Skill Activity

Complete the “Really Looking at a Skill” activity in your Handbook.

Go through a trial run of answering basic questions about a skill in your trade. The questions listed are intended to help in clarifying the skill. Read through the questions and then take the time to respond to each with regards to an everyday skill from your workplace. The questions will help you to identify all the things that are part of that skill.

The Skill Question	The Skill Answer
Who performs this skill in the workplace?	
Who requests the work?	
Who approves the work?	
Whose help is needed?	
What tools and materials are needed?	
What safety procedures apply?	
Where do I perform this skill?	
Where do I get the tools and materials needed?	
Where do I put the tools & materials when I'm done?	
When is it safe to use these tools and materials?	
When do I usually perform this skill?	
Why do I set it up this way?	
When will I be finished?	
Other Questions...	



How to Demonstrate

After going through the first few steps and giving the context of the skill, the next stage is to demonstrate the skill.

When demonstrating a skill, these things are very important:

- ☐ Use the same tools and materials that the learner will be using.
- ☐ Go through EACH of the steps involved in performing the skill.
- ☐ Go SLOWLY - describe each step as it is completed.
- ☐ Encourage the learners to move around and watch what you are doing from a number of different angles.
- ☐ Try to involve the learners: Ask them questions about why they think the process may work that way.

Involvement in the process (actively seeing) is important at this stage. When you work on getting involved, getting people to participate, you make them a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the apprentices to ask questions about things they do not understand, but it is also important for journeypersons to seek out and elicit questions from apprentices. A journeyperson may need to do repeated demonstrations of difficult or complex skills.

Remember that the apprentice will learn a lot from your demonstration - and not just the demonstration itself. Sure, apprentices will learn about how to perform the skills, but the apprentices will also learn from watching demonstrations how journeypersons treat the tools or materials and how they follow safety procedures.

After the demonstration, it is important to again seek out questions - be sure all questions are answered. The journeyperson should ask the apprentice if they are ready to try the skill. If not, there may be a need for recycling the demonstration (or part of it), and clarifying some of the information.

Hands-On Trial

When apprentices are ready, they should be given the chance to try the skill, *hands-on*, with step-by-step guidance from the journeyperson. Involvement at this stage now takes the form of “actively doing.”



The journey person needs to guide the person closely the first time he or she tries the skill. This is a very important part of their learning. It can also be potentially dangerous if safety procedures are not followed. The person will naturally want to do well as quickly as possible and may be excited about what he or she is able to try or the new tools being used. People learning new skills will make mistakes. People need to know that a mistake is not a failure.

“That’s it. Make sure you hold it this way...”

“Be very careful when you get to this part!”

“That’s OK. Everyone make that mistake the first few times.”

Ask (and see) if the person has got it. Even if someone says “yes” it may be useful to guide another trial. Some skills may take several guided trials before the person is able to go on to practicing the skill on their own.

As a final stage of the trial, ask the person to demonstrate the skill to you, describing each step along the way. This gives you a chance to see and hear if the person “got it”. Make sure that the person explains and demonstrates all the proper safety steps.



Cooper Case Example



Part 1: Setting Up for the Demonstration

Take the time now to watch a video clip on how the Cooper sets up for demonstrating (duration: 10 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C01.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
OPEN this file: Mentor_Step3_C01.rm

What Happened? Demonstrating is explaining and showing. You are helping a person understand a task and its application. The cooper did a pretty good job in starting to explain the context of the skill. He mentioned who would be performing the skill, why the apprentice needed to know (because it would be part of his job), as well as the tools that he needed.



Part 2: Doing the Demonstration

Watch the Cooper's demonstration (duration: 80 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C02.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C02.rm

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)
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What Happened? Periodic stopping to make sure that the person is still with you can be a helpful strategy. You also need to be aware of safety - safety at the workplace always needs to be a foremost consideration.

Part 3: The Cooper Reflects on the Demonstration

Take the time now to see what the Cooper thought about how the demonstration went (duration: 10 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C03.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C03.rm

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What Happened? You can expect some questions from the person as you proceed with a demonstration. If you do not receive questions - seek some. Questions give people a chance to have their knowledge gaps addressed. Stopping periodically and making sure that the person is following you is incredibly important. This helps to ensure you are going at the right speed.

Part 4: Continuing the Process

Now take the time now to watch how the Cooper reviews the demonstration with his apprentice (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C04.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_C04.rm

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What Happened? This example showed how the Cooper involved the apprentice in the process. Going at the person's speed, asking questions about progress and readiness to move on and try.

- *What did the Cooper do here that helped to support practice?*



read

Recapping

Recapping is reviewing the earlier steps of the lesson. This emphasizes and identifies what the person has accomplished. Recapping the learning re-establishes the point of the lesson. This helps the person to be clear about the skill he or she has just learned. You can try statements like:

“Here’s what you set out to learn in this lesson.”

“Here’s what you can do now.”

Recap how the lesson links with other learning. Identify how this skill fits into the job that is being done. Preview the steps that will come next. You can try saying things like:

“This is how that skill fits with what we’ve been doing.”

“Here’s what we can do next.”

Recap the demonstration, just as a reminder of the important parts. Here are some easy ways of recapping:

“This is how we did it.”

“Remember what to watch for.”

It is important to be supportive even when a person makes a mistake. You can use a mistake as a springboard to other learning.

Demonstrations are important - but recapping after the demonstration is also important. It re-establishes the point of the lesson. Recapping:

- ☐ Covers the point of the lesson
- ☐ Identifies accomplishments achieved
- ☐ Identifies sequencing of next lesson

From the recap the person should know what they have set out to learn, how they have done it and what they can do now. You can demonstrate once or several times until the person understands the skill. A mistake is not a failure. It is a learning opportunity.



Storekeeper Case Example



Take the time now to watch a brief video clip showing the Storekeeper set up practice for her apprentice, Holly (duration: 100 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_S01.rm)

http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Step3_S01.rm

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What Happened? Some people have a hard time waiting through a demonstration. They are anxious to try it themselves. Asking people to describe what they are doing as they are doing it is a helpful way to check on how things are going. However, active involvement can mean some mistakes.



Recapping Activity

You've just been through a lesson called "Demonstrating a Skill." If you were the one teaching, how would YOU recap the lesson? What would you say?



Figuring Out How to Proceed

When you are trying to determine how to proceed with a skill demonstration, you need to use your problem solving skills.

When you are trying to solve a problem one of the first important steps is in identifying the actual problem. In this case, we want to know how we should proceed with a demonstration.

Next, we need to gather all of the related information. Depending on what you want to demonstrate, there may be only one way to proceed with the actual demonstration. There may be specific tools that you need that may prevent the demonstration being done at particular times of day when the machine is in

use. There are all kinds of things to consider.

Once you do the demonstration, be sure to be mindful of how things went - always be thinking about how it might have worked better, or how you might want to approach it next time. It is also important to assess the efficiency and effectiveness of the strategy that you used. This can help you to identify changes needed for future attempts.



Here are some strategies for figuring out how to proceed:

- ☐ **Ask others:** Benefit from the wisdom and experience of the people you work with - after thinking through how you would proceed, run the idea by someone else just to check and see if another point of view sheds any additional light on the situation.
- ☐ **Share the information:** Communicate your decision and the reason(s) for your action to others involved. They may benefit from the information down the road.
- ☐ **Trial and error can work:** Sometimes trial and error is necessary to problem solve through something. Try one course of action, see how that works and then reassess and take additional action(s). Sometimes you need to make a series of steps in order to problem solve through something. Take the first required step, and then move on to the next required step.
- ☐ **Use the information you have:** Sometimes you must deal with a lot of unknowns. It is not always possible to wait for all the required information. Sometimes you must proceed based on the information that you have.
- ☐ **Juggle your responsibilities:** Whether you are a workplace learner learning or a workplace skills trainer training, people often have multiple responsibilities to juggle. When approaching your list of things that needs to be done, assess the situation and determine what needs to be addressed first. Then you need to determine and implement appropriate actions, all the while maintaining a focus on your other responsibilities.



Key Words Review

Context of a skill	The circumstances that affect the use of a skill; who, what, where, when, why
Active demonstrating	Performing a skill in a way that a person can easily observe and learn, describing each step as you go
Involvement	Getting the person to actively see, do, and try a skill



Hands-on Trial	The person's first opportunity to perform a skill, with the close guidance of the mentor
Recapping	Reviewing the steps of the lesson that have already been covered in order to solidify learning



Think About Different Perspectives

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

One Apprentice's Point of View:

"I am working with a journeyperson who does not want to show me how to do certain things. This person just does not want to share..."

One Mentor's Point of View:

"I operate on the philosophy: 'I learned it this way so you will too' and 'Do as I say not as I do'..."

One Employer's Point of View:

"A lot of workplace materials seem to get wasted in the learning process...."

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. Which of the following is NOT a part of the context of a skill?
 - a. Who
 - b. What
 - c. When
 - d. Where
 - e. Why
 - f. How

2. Demonstrating is about showing. You do not need to worry about involving the apprentice at this stage.
 - a. True
 - b. False

3. It is rare to need to do more than one demonstration of any task.
 - a. True
 - b. False

4. Which of the following does recapping NOT accomplish:
 - a. Covers the point of the lesson
 - b. Introduces new content
 - c. Identifies accomplishments achieved
 - d. Identifies sequencing of next lesson



complete

Application Assignment

Complete the Step 3 Application in your Handbook.

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 that demonstrating works:** Showing people what is involved - seeing it done properly is an important part of learning a skill.
- ☐ **A little planning goes a long way:** Planning does work in making sure that you get the in demonstrations you need - think about when might be an appropriate time given other work tasks and considerations.
- ☐ **Always be on the lookout for demonstration opportunities:** Demonstrations are a key part of learning a new skill - actively seek out opportunities for demonstrations. Opportunities present themselves to us all the time and it is important to take advantage of them.
- ☐ **Remember to keep track of what works and what does not:** Some things work in some situations, some things work in other situations. Take advantage of your Course Handbook and start to keep track of the things that work for you!

Attitude:

- ☐ **Repetition does not mean failure:** Remember that recapping is a very helpful strategy to use because it helps sum up the main points.
- ☐ **Try to coordinate time and resources:** Make choices to ensure you can take best advantage demonstration opportunities - coordinate your lunch and/or break to get the chance to benefit from demonstrations.

Behaviour:

- ☐ **Demonstrate skills:** Show people what is involved - be sure to model best practices.
- ☐ **Involve people:** Active involvement works. When people are more involved in what is happening they are more likely to learn.
- ☐ **Follow up and follow through:** When you ask someone a question or for help, you should be sure to go back and let them know how things turned out. Everyone learns that way, plus it enhances the likelihood that particular person might help you again.

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



Self Check Answers



1. The answer is F. HOW is NOT a part of the context of a skill.
2. Demonstrating is about showing. You do not need to worry about apprentice involvement at this stage. This is FALSE. Demonstrating is about showing, however, involvement is very important at this stage - it is all about getting the person to more actively participate in the process.
3. It is rare to need to do more than one demonstration of any task. This is FALSE. It is often very important to recap demonstrations, and repeat steps especially with complex skills and procedures.
4. The answer is B. Recapping does NOT introduce new content



Learning Notes