



## TEACHING AND LEARNING Workplace Skills



### Introduction

This part of this course introduces a six-step coaching plan for teaching and learning skills in the workplace. The unit also provides an overview of how each coaching step meets different learning needs.



objectives

### Objectives: Your Learning Plan

In order to...	Complete the following learning activities...
<i>Recognize the impact of your own and others' experiences</i>	<input type="checkbox"/> Reflect on your related experiences (3 minutes) <input type="checkbox"/> Consider key word definitions (2 minutes)
<i>Compare the different roles played by a workplace mentor</i>	<input type="checkbox"/> Review information about "Mentor Role" (5 minutes) <input type="checkbox"/> Read information about "Mentoring Qualities" (5 minutes) <input type="checkbox"/> Review information about "Teaching Skills" (5 minutes) <input type="checkbox"/> Watch and think about "Printer Case Example" (2 minutes) <input type="checkbox"/> Complete "Teaching Experience Activity" (10 minutes) <input type="checkbox"/> Complete "Mentoring Qualities Activity" (10 minutes)
<i>Describe the six-step approach to teaching and learning skills</i>	<input type="checkbox"/> Read about a "Step-by Step Plan" (5 minutes) <input type="checkbox"/> Watch and think about "Storekeeper Case Example" (2 minutes)
<i>Identify how each coaching step meets different learning needs</i>	<input type="checkbox"/> Read information about "Meeting Learning Needs" (5 minutes) <input type="checkbox"/> Watch and think about "Cooper Case Example" (2 minutes)
<i>Identify strategies for teaching 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)



complete

### 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

## Reflect on Your Experience

Complete this activity in the Course Handbook.

Think about someone that has helped you with your learning that sticks out in your mind. How did that person help you? What were the qualities of that person?

Think about a TEACHER you had that sticks out in your mind as someone who helped you. How did that person help you? What were the qualities of that person?

To date, my experiences with teaching skills in the workplace includes...



notes



## Key Words Introduction

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

- Teach:
- Learn:
- Coaching Step:
- Learning Need:



## Mentor Role

Think about the role of the mentor. At a basic level, a Workplace Mentor is a person with knowledge and experience who is willing to work others to develop their abilities. There are two important parts to this role:

- ☐ **Skill expertise:** A mentor is someone who has skills to pass on. The mentor is someone that must themselves be able to perform in a particular trade very well and who knows the safety and performance standards for that trade. Attaining trade skill competency is the focus of the apprenticeship process.
- ☐ **Learning expertise:** In addition to the skills expertise, mentors must also have important knowledge about how to pass on their skills expertise. This is their learning expertise. A mentor must be able to plan and direct the learning of an apprentice. Since the skills expertise is the focus of the apprenticeship process, the learning expertise is the focus of this technical training mentoring course.



## Mentor Qualities



Think about the qualities that make for a good mentor.

### Start your own list.

Mentoring is all about creating a productive, safe and supportive workplace. This involves knowledge, attitude, and behaviour.

- **Knowledge:** Understanding workplace responsibilities - Learning, and promoting the highest trade and safety standards - Sharing best practices and promoting learning.
- **Attitude:** Maintaining a positive approach to people, work and learning - Willing to see things from another perspective - Promoting fairness and equity in the workplace.
- **Behaviour:** Modeling, promoting and encouraging the highest trade and safety standards - Working to assist others - Enhancing the effectiveness and productivity of the larger team.

### What other qualities are important for mentoring?

Compare your list of mentor qualities to a list of validated mentor competencies (Source: CARS Mentor/Coach Program).

- ☐ **Leadership:** Act as a role model for your team – lead by example, promote teamwork and have a positive overall impact on the workplace.
- ☐ **Organization:** Apply appropriate organizational techniques to support training needs - plan and monitor the development throughout training.
- ☐ **Communication:** Use communication skills to the fullest - transfer concise and relevant information.
- ☐ **Coaching:** Apply the principles of coaching effectively and efficiently to the on-the-job training requirements.
- ☐ **Mentoring:** Develop a trusting relationship to guide training more effectively in a workplace setting.
- ☐ **Human Relations:** Essential workplace interpersonal skills, motivational techniques and task conflict/problem resolution techniques to increase job satisfaction and performance.
- ☐ **Job Proficiency:** Creating and maintaining a safe and efficient workplace training environment through networking, cooperative decision-making, problem-solving, independent learning and research.

- ❑ **Personal Development:** The benefits of personal wellness, managing stress and the importance of staying physically, mentally, and emotionally fit.



*How does your list compare to this one? Are there any qualities you would like to add to your list?*



## Teaching Skills in the Workplace

Mentoring means a shared responsibility for learning. Whether we realize it or not, we are ALL responsible for teaching in the workplace. Teaching is about transferring knowledge and skills. We are all learning from each other all of the time. Throughout the apprenticeship process, gradually the emphasis moves from learning skills to using and teaching skills. However, you never know when you might be asked to teach someone else how to do something.

Passing on workplace knowledge and skills is what apprenticeship is all about. 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. 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. Awareness of learning styles can help you in finding ways to teach others.



## Printer Case Example



Listen to what the Printer Journeyperson, Mrs. Verdo has to say about the role of the mentor (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_T01.rm)

[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Overview\\_T01.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_T01.rm)

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

**What Happened?** Skill expertise is important in being a mentor, but so is learning expertise. You will learn more about the six-step approach to teaching a new skill throughout this course.



## Teaching Experience Activity

Think of your own experiences teaching someone a workplace skill.

Think back to your own learning style. How will your learning preferences impact on how you teach others?

**Complete the “Teaching Skills” activity in the Handbook.**

You will need to complete these sentences:

- *Right now, in my trade, the thing I MOST LIKE (or think I would most like) about teaching others is...*
- *Right now, in my trade, the thing I LEAST LIKE (or think I would least like) about teaching others is...*
- *One good habit I’ll try to pass on to other people I work with is...*
- *One bad habit I’ll make sure I don’t pass on is...*



## A Step-by Step Plan for Teaching Skills

Workplace lessons are happening all the time. Each time a journey person assists an apprentice in learning a skill in the workplace, it is a type of lesson. People often do not think about the learning that is taking place outside of a classroom as learning, but it definitely is. With the skilled trades, the vast majority of the learning is happening in the workplace. These workplace lessons are important and whether you realize it or not, you are participating in lessons all the time!

There is a lot that can be done to improve the effectiveness of workplace lessons. A good lesson includes a number of planned set of steps:

**A full-page handout of this is included in the Course Handbook.**



**Step 1 - Identify the point of the lesson:** Provide a sense of direction to the learning. It helps focus the learning for the person conducting the training and the one receiving the training.



**Step 2 - Link the lesson:** Help people see the connections between what they are learning and the overall job. Show relationships between what is known and what is coming.



**Step 3 - Demonstrate the skill:** Show the person the skill and explain why and how it is done. Choosing the right time is essential - you need sufficient time and resources.



**Step 4 - Provide practice:** Set up chances for the person to use a new skill. Be sure the person is ready - practice is the chance to make mistakes that won't cost too much.



**Step 5 - Give feedback:** Tell people how they are doing. Feedback is a skill in itself - It should describe what is happening and help in planning their next steps.



**Step 6 - Assess progress:** Determine the progress a person is making. Conduct skill assessments and overall progress assessments - they serve different purposes.

Each of the coaching steps plays a role in helping a person develop a particular skill. The steps help to keep the learning on track. For an apprentice, understanding this six-step process will assist in getting the most of a journeyperson mentor conducting the skills training. For a journeyperson, the six step process will help to build on strength in conducting skills training.



## Storekeeper Case Example



Take the time now to watch the video clip about the Storekeeper, Ms. Gillespie, and Holly, one of her apprentices (duration: 50 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_S01.rm)  
[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Overview\\_S01.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_S01.rm)

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



**What Happened?** This case example featured the storekeeper, Ms. Gillespie using the coaching steps with her apprentice, Holly. The case illustrates how the little skill demonstrations that you do everyday are in fact lessons. They are workplace lessons. There are many things that you can do to help the learning process. People are often surprised by how many of the steps they are already doing without even realizing it. This course will provide tools to reinforce and strengthen things that you already do!



## ***Meeting People's Learning Needs***

As you have become aware, learning needs are what a person requires in order to have success with learning and/or achieve a learning goal. It is important to keep in mind what the person receiving the skills training actually needs. Recognizing and helping meet people's learning needs is an important part of being able to teach something to someone else. You have already reviewed the importance of learning style. That is one component of how people learn best, and what they need. People that are learning new things have some basic needs. People will learn new skills more easily and quickly if we can meet their basic *learning needs*.

*Each coaching step is there to meet a basic learning need.*

**People need to see the value:** People need to be clear about the purpose of any lesson or learning activity you set up for them. They need to know how the learning will pay off for them - and how they will use it. Step 1 (point of the lesson) meets this need.

**People need to understand:** People need to know the bigger picture of where the lesson fits in. They need to hear how the learning fits with other things they have learned. Step 2 (Link the lesson) meets this need.

**People need to see and try:** People need to see how to properly perform a particular job skill. After seeing the demonstration, they also need assistance in trying it the first time for themselves. Step 3 (Demonstrate) meets this need.

**People need practice:** People need a chance to develop the skill for themselves, and probably make some mistakes. They need to apply the skill repeatedly to gain confidence. Step 4 (Practice) meets this need.

**People need feedback:** People need encouragement to continue their learning. They also need to hear about their mistakes and have some help to correct them. Step 5 (Give feedback) meets this need.

**People need a sense of progress:** People need to hear about their progress. It helps to have a feeling of accomplishment – of getting somewhere. Step 6 (Assess) meets this need.



## ***Cooper Case Example***



### **Part 1: The Cooper Gets Some Advice**

Take the time now to watch the video clip where you meet the Cooper, Joseph, and another journey person, Thomas Sealy (duration: 30 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_C01.rm)

[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Overview\\_C01.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_C01.rm)

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

**What Happened?** In this video clip you were introduced to the Cooper Journey person, his apprentice, Matthew, and Mr. Sealy who is the mentor of the journey person. Joseph was having difficulties with his apprentice because he was not taking into account Matthew's needs. Hopefully, Joseph will be able to implement some changes to help meet Matthew's learning needs.

### **Part 2: The Cooper Tries Again**

Take the time now to watch what happens after Joseph takes his own Mentor's advice, and goes back to his apprentice (duration: 40 seconds).

[VIEW the video clip ONLINE by clicking on this link](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_C02.rm)

[http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor\\_Overview\\_C02.rm](http://nsccreal.nsc.ca:8080/ramgen/Apprenticeship/Mentoring/Videos/Mentor_Overview_C02.rm)

OR view the video from your course CD-ROM (Be sure to insert CD-ROM first)  
OPEN this file: Mentor\_Overview\_C02.rm

**What Happened?** Watching the case example of Joseph and his apprentice drives home the point of focusing on learning needs. It is important to try to be flexible around people's needs and how they learn best.





## Key Words Review



<b>Teach</b>	To transfer or impart knowledge and/or skills
<b>Learn</b>	To acquire knowledge or skill through education or experience
<b>Coaching Step</b>	One of a series of planned steps for teaching skills in the workplace
<b>Learning Need</b>	What a person requires in order to have success with learning and/or achieve a learning goal



## Think About Different Perspectives

Take the time to reflect on these different points of view. Can you relate to what they are saying? How would you respond?

### One Apprentice's Point of View:

*"I am an apprentice - how to teach a skill is not of any concern to me..."*

### One Mentor's Point of View:

*"Doing a skill is one thing, but teaching it is something totally different. When apprentices ask questions, I always think to myself, I know how to do that...but when I go to show, I see there is a difference between doing it and teaching..."*

### One Employer's Point of View:

*"Training is a waste of business time - it means lost hours and productivity..."*

**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.*

1. People want to know how they are doing. Which coaching step meets this need?
  1. Identifying the Point of the Lesson
  2. Linking the Lessons
  3. Demonstrating a Skill
  4. Practicing a Skill
  5. Giving Feedback
  6. Assessing Progress
  
2. People want to know how they can improve. Which step meets this need?
  1. Identifying the Point of the Lesson
  2. Linking the Lessons
  3. Demonstrating a Skill
  4. Practicing a Skill
  5. Giving Feedback
  6. Assessing Progress
  
3. People want to try to get the skill right. Which step meets this need?
  1. Identifying the Point of the Lesson
  2. Linking the Lessons
  3. Demonstrating a Skill
  4. Practicing a Skill
  5. Giving Feedback
  6. Assessing Progress
  
4. People want to see how you did a particular skill. Which step meets this need?
  1. Identifying the Point of the Lesson
  2. Linking the Lessons
  3. Demonstrating a Skill
  4. Practicing a Skill
  5. Giving Feedback
  6. Assessing Progress
  
5. People want to understand how a skill fits. Which step meets this need?
  1. Identifying the Point of the Lesson
  2. Linking the Lessons
  3. Demonstrating a Skill
  4. Practicing a Skill
  5. Giving Feedback
  6. Assessing Progress
  
6. People want to know why a skill is important. Which step meets this need?
  1. Identifying the Point of the Lesson
  2. Linking the Lessons
  3. Demonstrating a Skill
  4. Practicing a Skill
  5. Giving Feedback
  6. Assessing Progress



## Helpful Tips for the Workplace



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

**Review the tips. Take the ones that you think you will use, add some of your own, and start to compile your OWN list of tips in your Handbook.**

### Knowledge:

- ☐ **When you teach skills in the workplace these are lessons:**  
Recognizing that when a person teaches a skill in the workplace, they are conducting a type of lesson is an important realization.
- ☐ **There are ways of improving lesson effectiveness:** When a person teaches a skill in the workplace, there is a lot they can do to improve the effectiveness of that lesson.

### Attitude:

- ☐ **Be open to trying new things:** Be open to trying a different way of doing things - be open to trying a different approach for teaching a skill you have taught many times before.
- ☐ **Take learning seriously:** The apprenticeship process does have the goal of developing skilled journeypersons. It is important to keep progress within the overall program always on the radar. With an apprenticeship, the employer, the journeyperson and the apprentice all share the responsibility for learning. Learning helps to improve the overall productivity of the business, to everyone's benefit.
- ☐ **Patience, patience, patience:** It is important to be patient with yourself and those that you are working with.

### Behaviour:

- ☐ **Listen:** It is important to ask questions, but it is also important to listen to the response.
- ☐ **Make eye contact:** Looking at people when you are communicating with them makes a big difference, to them and to you!
- ☐ **Give your best effort:** Do things yourself the way you would want them to be done - Model best practices in what you do.

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



## ***Self Check Answers***



1. People want to know how they are doing overall. The coaching step that addresses this need is #6: Assessing Progress.
2. People want to know how they can improve. The coaching step that addresses this need is #5: Giving Feedback.
3. People want to try to get the skill right. The coaching step that addresses this need is #4: Practicing a Skill.
4. People want to see how you did a particular skill. The coaching step that addresses this need is #3: Demonstrating a Skill.
5. People want to understand how a skill fits in to the job you're trying to do. The coaching step that addresses this need is #2: Linking the Lessons.
6. People want to know why they should both with this particular skill - why it is important. The coaching step that addresses this need is #1: Identifying the Point of the Lesson.



## ***Learning Notes***