

Workplace



Toolkit



A Guide for Teaching and Learning in the Workplace









GETTING Started



! *The Nova Scotia Apprenticeship Training and Skill Development Division is focusing attention on workplace mentoring*

Y *The goal is to assist **teaching & learning** skills in the workplace*

± *This Toolkit **supports** that process and includes:*

 information	Information about mentoring
 tools	Tools to assist with mentoring
 resources	Resources for your referral
 tips	Tips for the workplace

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MENTORING WORKS - Pass It On!





information

MENTORING Explained




! The word is from Greek Myth - Mentor was a **teacher & protector**

Y Mentoring is when an experienced worker (mentor) works with a less experienced worker (apprentice) to help foster **skill development** and professional **growth**

± Mentoring helps apprentices in getting the most out of skills training today and preparing for being future trainers. It helps journeypersons build on strengths in teaching skills

Mentoring builds the workforce of today, and tomorrow. It involves a **willingness to share** - passing on skills and best practices - safety, knowledge, attitude and behaviour.

	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>



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LEARNING Focus



! *Apprenticeship is about learning*

Y *Continual learning is a part of every trade*

± *Tools and technologies will continue to change, and we all must continue to learn*

There is no one right way to learn - we all have ways of doing things that work best. There are three main **learning styles**:



SEEING - Visual: Using Your Eyes

Learn best by seeing a picture, diagram, or demonstration of how things work / fit together.

- Like to see a diagrams and/or image*
- Like to watch a demonstration*



HEARING - Auditory: Using Your Ears

Learn best by hearing a description or explanation from someone who knows.

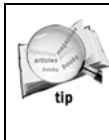
- Like to listen to instructions*
- Like to read things out loud*



DOING - Physical: Using Your Hands

Learn best by actually putting things together or taking them apart.

- Like to explore and try out*
- Like to participate in demonstration*



TIP: Figure out the things that help you to learn best. Knowing **how you learn best** can help you in getting what you need to learn, and can help you in teaching others.





LEARNING Needs



- ! *Learning needs are what we **require to have success***
- Y *We can learn more easily if learning needs are met*
- ± *Start by thinking about the apprentice*

Who is the **apprentice**?

- What is the **motivation** for wanting to learn?
- What are the apprentice's interests and experiences? Strike up a conversation during lunch or break. Find out what **interests** them. Work on building trust.
- Does the apprentice have the important foundation for learning - their **essential skills**? A person can have strong trade skills, but without the skills to make new learning stick, they can still fail.

To **learn new skills more easily** this is what apprentices **need**:

- Apprentices need to see the **value**: *Encourage apprentices to take initiative*
- Apprentices need to **understand**: *Encourage apprentices to be curious*
- Apprentices need to **see and try**: *Encourage apprentices to watch and listen*
- Apprentices need a chance to **practice**: *Encourage apprentices to show perseverance and patience*
- Apprentices need **feedback**: *Encourage apprentices to ask questions, and seek feedback*
- Apprentices need a sense of **progress**: *Encourage apprentices to assess own work, & seek assessments*



TIP: Sometimes it is helpful to look at things from another perspective. Thinking about things from a **different point of view** can give you a whole new insight on what is happening.





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STEPS to Teaching Skills



! *Workplace lessons are happening all the time*

Y *Each time you help an apprentice learn a skill, it is a lesson*

± *There are many ways YOU can help apprentices - Use these coaching steps:*



STEP 1 - Identify the point of the lesson

Provide apprentices with a sense of direction to the learning. Focus the learning.



STEP 2 - Link the lesson

Show apprentices the connections between the skill and the overall job -the relationship between what's known and what's coming.



STEP 3 - Demonstrate the skill

Show apprentices the skill and explain why and how it is done. Ensure you have sufficient time and resources.



STEP 4 - Provide practice

Set up chances for apprentices to use a new skill - it is the chance to make mistakes that won't cost too much.



STEP 5 - Give feedback

Tell apprentices how they are doing. Feedback should describe what is happening and help in planning next steps.



STEP 6 - Assess learning

Determine the progress apprentices are making. Be sure to assess both individual skills and overall progress.





TEACHING Tips



- ! Before teaching a skill, remember **timing** is everything
- Y Be aware of what is going on around you
- ± Choose an **appropriate time**

It is a **good time** to teach a skill when:

- You have all the **materials** you will need
- You will have enough time
- You will have **few distractions** or interruptions
- You think the apprentice will be ready

Think about how you can manage your time - **balance** to accomplish what needs to get done. Prioritize - what needs to be done first? What can be done quickly and/or easily?

When the time is right, **clearly signal the start** of a lesson:

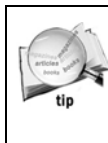
"This looks like a good time to show you something..."

"Let's take a few minutes right now to go through this..."

Pay attention to **people's interests** - ask for input:

"What do you think is the best way for you?"

"How do you think we should handle this?"



TIP: Choose your questions wisely. Questions requiring a yes or no response will not give you as much information as ones **requiring explanation**.





POINT of the Lesson



! *Apprentices need to see the **value** of what they are doing*

Y *Identifying the point of the lesson meets this need*

± *Tell the apprentice the point of the lesson*

A lesson is a **planned** set of activities to help an apprentice develop a skill.

When you teach someone a new skill, you very quickly need to establish the point - **what you are trying to accomplish.**

It can be as simple as stating what the apprentice will be able to do when completed:

“When we’ve completed this you’ll be able to...”

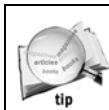
“After this, you’ll be able to...”

Guidelines:

- Keep the point of the lesson in **action terms**, things you can see people doing (not what you think they understand)
- You should be able to tell by watching whether they were successful

Stating the point of the lesson helps the apprentice and the journeyman work together more **effectively.**

The journeyman will have **more focus** and the apprentice will be more aware of what is happening, and **what to expect.**



TIP: Be aware of **energy level** - Try to pick training times when everyone involved has the energy and readiness to participate.





LINK the Lesson



! *Apprentices need to understand **how new learning fits***

Y *Linking the lesson meets this need*

± *Help apprentices see how new skills link to what they know*

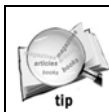
Linking the lesson draws attention to the **relationships** between skills. Be aware of how you link new learning to existing knowledge and skills.

When you teach a skill, be aware of **how you organize** things for the apprentice.

Learning can be **ordered** different ways:

- Simple to Complex Order:** Starts with the easier skills and projects before moving up to more difficult skills. Learning the simpler skills first helps build confidence.
- Start to Finish Order:** Sometimes skills fall into a natural order – how they are performed. This helps the apprentice learn the flow of the work.
- Learner Interest:** A motivating way to learn that builds on enthusiasm, helping the apprentice learn.

Remember, there is **no one “right way”** to set the order of lessons. Think about the situation, and what might work best.



TIP: Be on the lookout for opportunities to show relationships. Look for ways to show the relationships and **help people to see the linkages** for themselves.





DEMONSTRATE the Skill



! *Apprentices need a chance to **see and try***

Y *Demonstrating the skill meets this need*

± *Show apprentices the skill - share your experience and what you have learned*

Demonstrating is a **show and tell**:

For the “**tell**” part, be sure to **explain** the skill:

- Why** is the skill important?
- Who** performs the skill?
- What** is required (tools/materials)?
- Where** does it get performed?
- When** is it safe to do the skill?

For the “**show**” part, be sure to show **how** the skill is done:

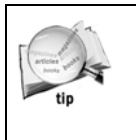
- Model best practices
- Use the tools/materials the apprentice will use
- Go through **EACH** step involved in the skill
- Go **SLOWLY** - Take your time
- Describe each step as it is completed
- Encourage learners to move around and watch from different angles
- Ask questions for clarification or explanation

When apprentices are ready, they should get the chance to try, with guidance. They go from **actively seeing** to **actively doing**.

Remember to recap by summarizing what you did:

“This is how we did it...”

“Remember what to watch for...”



TIP: Some skills may take several guided trials - Try asking the apprentice to **demonstrate the skill while describing** each step on the way.





PROVIDE Practice



! *Apprentices need a chance to practice their skills*

Y *Providing practice meets this need*

± *Look for chances for apprentices to practice where **mistakes won't cost too much***

Practice does make perfect, and there are **different types**:

Guided practice is the final stage of the demonstration and the beginning of the practice. The journey person stays with the apprentice and provides step-by-step guidance.

Limited practice is when the apprentice is ready to work on his/her own, in a defined way (maybe with scrap materials).

Independent practice is when the apprentice is skilled enough to work on own with actual job materials and tools.

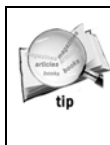
Practice doesn't just happen - It is important to set up the conditions (how it will go):

- Safety procedures related to skill practice
- Where and when it is OK to do skill practice
- Materials and tools to be used for skill practice
- Who will supervise or review skill practice

It is important to clarify expectations for how the practice will work and to establish checkpoints; to be sure progress is being made.

Repeat and recycle - repetition does not mean a failure. The need to recycle is a natural part of learning. Don't be afraid to go back and repeat earlier steps.

"Let's take another look at how this is done."



TIP: Practice makes perfect! Always be aware of how things are going - think about what is working, and **where changes might be necessary**.





PROVIDE Feedback



- ! *Apprentices need feedback*
- Y *Providing feedback is essential*
- ± **Communicate** with your apprentice

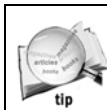
Communication is a big part of teaching skills. Feedback helps a person maintain or improve performance. **What is said (and not said)** are both part of the message.

There are two main **types** of feedback:

Supportive feedback encourages the apprentice who is doing well. It is a strong motivator. It focuses on the best way of doing things and it gives credit for progress.

Corrective feedback points out the behavior and its negative result and makes suggestions for improvement. It helps apprentices realize how they need to improve.

- Clearly describe observations** - what you saw
- Focus on behaviour** - withhold judgment - you do not know the apprentice's motivations
- Provide direct feedback** - talk to the apprentice yourself
- Provide immediate feedback** - feedback at the time it is relevant
- Help the apprentice to picture their action** - they need to be able to picture exactly what they did
- Give the apprentice the next step in the process** - provide suggestions of what to do the next time



TIP: Corrective feedback is easier to take if it comes with some supportive feedback. Provide feedback that **helps apprentices to think it through** for themselves.





ASSESS Learning



! Apprentices need a **sense of progress**

Y Conducting regular assessments meets this need

± Make the time to do regular assessments of apprentices

Assessments provide a sense of progress.

Skill assessments focus on specific skills to determine how performance is going.

Progress assessments focus on **overall** progress being made. It is a great time to review the apprentice's Record of Occupational Progress (logbook).

There are different ways of assessing:

- Observe* - Watch the apprentice's performance
- Discuss* - Ask the apprentice questions
- Challenge* - Set up a challenge or demonstration
- Product* - Check the apprentice's finished work
- External Assessor* - Another expert assesses apprentice
- Self Assessment* - Apprentice assesses own work

Regardless of how assessment happens, it is important to **discuss the assessment** with the apprentice! Communication is an essential part of assessment.

Involve apprentices in what is happening. When people are more involved in what is happening, they are more likely to learn. A good way to get apprentices involved is to get them talking about how things have been going

"Next time, how could we do that differently?"

"How could I have made that clearer for you?"



TIP: Remember that different things work for different people. Think about what you are doing, how you are doing it, and the **pacing** of things.





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MENTORING Action



tips

! *There is a lot YOU can do to **assist workplace skills training***

Y *This includes your knowledge, attitude and behaviour*

± *Identify strategies that will work for you in your workplace*

□ MY KNOWLEDGE

“What do I know and how can I share it?”

Be aware of your roles and responsibilities - what you are supposed to be doing, and how things are to be done. Think about how you can share your knowledge and skills with apprentices. Think about how you can use the steps for teaching skills in your workplace. Be open to trying a different method or approach. Learn continuously! Share your knowledge and experience with apprentices!

□ MY ATTITUDE

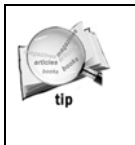
“How am I approaching things?”

Attitude determines how you interpret the things that come your way. Be positive. Choose to see things positively. Share your passion for the trade with apprentices - Help them to see the interest and intrigue of the trade!

□ MY BEHAVIOUR

“What am I doing and how can I model best practices?”

Do things yourself the way you would want them to be done - Model best practices in what you do. Be patient with yourself and your coworkers. When teaching a new skill, remember to practice the coaching steps, and help the apprentice learn.



tip

TIP: Continually watch what is going on around you - be aware of the things that are happening, and not happening in the workplace. **Be proactive** about tackling things that need to be addressed!



notes



MY MENTORING Tips

*Learning never ends -
A place to record practices that worked well...*







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MENTORING Log



This log will assist you in being more aware of when you have been mentoring and how it's gone...

Date(s)	Duration	Details of Mentoring Role



notes



SKILL Assessment



A guide for assessing skills on a day-to-day basis...

Skill Assessment	What is the specific skill that I am assessing?
<i>Observe</i>	What did I see as I watched the apprentice perform the skill?
<i>Discuss</i>	Did I ask the apprentice questions about completing the skill?
<i>Challenge</i>	How could I set up a challenge/demonstration for the skill?
<i>Product</i>	What is the quality/quantity of the finished work for the skill?
<i>Assessor</i>	Could I have another expert assess performance for the skill?
<i>Self Assessment</i>	Have I encouraged the apprentice to assess his/her own performance on the skill?
<i>Follow Up</i>	Did I discuss the skill assessment with the apprentice? Did I identify areas of strength and strategies for improvement?
<i>Involvement</i>	Did I involve the apprentice in the skill assessment?





PROGRESS Assessment

A guide for assessing overall progress...



Progress Assessment	How long has it been since I last sat down with the apprentice and reviewed overall progress?
<i>Observe</i>	What have I been seeing with the apprentice's overall progress?
<i>Discuss</i>	Have I been asking the apprentice questions about their progress?
<i>Challenge</i>	How could I set up a challenge/demonstration relating to the apprentice's overall progress?
<i>Product</i>	What is the overall quality/quantity of the apprentice's finished work?
<i>Assessor</i>	Could I have another expert assess the apprentice's overall performance?
<i>Self Assessment</i>	Have I encouraged the apprentice to assess his/her own overall progress?
<i>Follow Up</i>	Did I discuss the progress assessment with the apprentice? Did I identify areas of strength and strategies for improvement? Did I look at the apprentice's logbook?
<i>Involvement</i>	Did I involve the apprentice in the progress assessment?





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TEACHING Skill/Task/Job

A guide to use when teaching skills...



Skill/Task/Job	
 step 1	Identify the point of the lesson
 step 2	Link the lesson
 step 3	Demonstrate the skill
 step 4	Provide practice
 step 5	Give feedback
 step 6	Assess



notes

Notes/ Comments / Feedback / Suggestions:



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MY LEARNING Journal

*Mentors are learners too...a place to track learning -
You may want to include...*



- What you did

- Successes you had

- Difficulties you experienced

- What you will do to improve

- What you enjoy (and do not enjoy) about the work

- Your own assessment of your skills, knowledge, and ability to apply them

- Your short term goals

- Your longer term goals





MY Notes

A place to keep other important notes and information...





MY SAFETY Training

A place to keep track of ongoing safety training...







CONTACT Information

Important apprenticeship contacts...



**Province of Nova Scotia
Department of Labour and Workforce Development
Apprenticeship Training & Skill Development Division**

Toll free: 1-800-494-5651

<http://www.nsapprenticeship.ca/>

Halifax Office

Phone: (902) 424-5651 Fax: (902) 424-0717

Truro Office

Phone: (902) 893-5988 Fax: (902) 893-6104

Sydney Office

Phone: (902) 563-2149 Fax: (902) 563-3491

Yarmouth Office

Phone: (902) 742-0775 Fax: (902) 742-0519

Kentville Office

Phone: (902) 679-6203 Fax: (902)679-6235

**Nova Scotia Community College (NSCC)
Apprenticeship Training**

Phone: (902) 491-6722 Fax: (902) 491-4800

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