

# Workplace



# Works...

*Pass It On!*

HANDBOOK

Name \_\_\_\_\_



## **WELCOME to the Workplace Mentoring WORKSHOP**



go

The Apprenticeship Training and Skill Development Division of the Nova Scotia Department of Labour and Workforce Development is focusing attention on mentoring to assist with teaching and learning skills in the workplace. The province has worked in partnership to develop a suite of resources to assist with the integration of workplace mentoring into all aspects of the apprenticeship process. This suite of resources is being integrated as a part of all Apprenticeship Programs and is also being made available to industry. There will be a focus on mentoring throughout the apprenticeship journey.

### **The GOALS of the Workshop are to:**

- Apply strategies to assist with learning skills in the workplace
- Apply strategies to assist in teaching skills in the workplace

The Workshop will happen through a couple of sessions:

- The first part will be a three-hour, face-to-face session
- A follow-up session will take place in a couple of weeks time

**Do the SKILLS, learn the trade, PASS IT ON...**

**MENTORING WORKS - PASS IT ON!**

**Enjoy the learning experience!**



## STARTING OUT – Where Am I Now?




### *Where Am I Now - My Story*

How I came to this trade...

What I remember about my **very first day** in the trade...

## Where Am I Now - My Learning Style

Different people learn different ways. This is how I like to learn...

	<p><b>Seeing - Visual: Using Your Eyes</b>            People who learn best by seeing a picture, diagram, or demonstration of how things work or how pieces fit together.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I like to see a diagrams and/or image</li> <li><input type="checkbox"/> I like to watch a demonstration</li> </ul>	
	<p><b>Hearing - Auditory: Using Your Ears</b>            People who learn best by listening to a description, an explanation, or a lecture from someone who knows.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I like to listen to instructions</li> <li><input type="checkbox"/> I like to read things out loud</li> </ul>	
	<p><b>Doing - Physical: Using Your Hands</b>            People who learn best by getting their hands on the tools and/or materials, and by actually putting things together or taking them apart.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I like to explore for myself</li> <li><input type="checkbox"/> I like to participate in demonstration</li> </ul>	

**Complete these sentences:**

*Right now, in my trade, I learn BEST when...*

*Right now, in my trade, I have a more DIFFICULT time learning when...*

*When I am learning something new, the most important thing for me is...*

*When I feel frustrated or stuck in learning something new, what I most need is...*



## LEARNING Skills in the Workplace

Someone that has helped me with learning my trade is \_\_\_\_\_.

What I learned from this person.....

### Complete these sentences:

*Right now the thing I like the MOST about my trade is...*

*Right now, the thing I like the LEAST about my trade is...*

*Right now, in my trade, the thing I DO the BEST is...*

*Right now, in my trade, the thing I DO the WORST is...*

*Right now, in my trade, the thing I LIKE TO DO the MOST is...*

*Right now, in my trade, the thing I LIKE TO DO the LEAST is...*



## ***A Plan for LEARNING Skills (and helping others learn skills)***



**Learners need to see the value**

### ***Step 1 - Take Initiative***

Be sure to take initiative with your learning. Find out the point of the lesson. Knowing the point of the lesson helps to provide a sense of direction to the learning. It gives focus and helps in making the most of the learning experience. Taking initiative can also be applied to doing the things that need to be done around the workplace. If you see something that needs doing, do it.



**Learners need to understand**

### ***Step 2 - Be Curious***

Be curious about your work. Find out how the lesson links. When new skills are linked to the bigger picture, it helps in seeing the connections between the learning and the overall job. It helps to show the relationship between what is known and what is coming. Be curious and find out how the learning links.



**Learners need to see and try**

### ***Step 3 - Watch and Listen***

Be sure to watch and listen. Seek out skill demonstrations. When learning a new skill, it is important to be shown how to do the skill, and to get an explanation of why and how it is done. Timing is essential here - seek out opportunities to have new skills demonstrated when there is the time and resources to do so. When someone takes the time to demonstrate, be sure that you really watch and listen - move around to see then demonstration from different angles. Don't be afraid to ask questions - but when you ask, make sure that you really listen to the response.



**Learners need practice**

### ***Step 4 - Show Perseverance and Patience***

Be sure to show both patience and perseverance. Seek out opportunities to practice. It is important to get the chance to practice new skills. Readiness and safety are essential - practice is the chance to make mistakes that won't cost too much. Seek out practice opportunities, but be aware that not all jobs are glory jobs. Be patient, and to do the things that need to be done, but balance patience with perseverance to ensure that you get what you need. If you see something that looks interesting, ask if you can help.



**Learners need feedback**

### ***Step 5 - Ask Questions, Ask for Feedback***

Be sure to ask questions. Asking questions is an important part of how you learn. The workplace is a busy place, so choose your questions wisely and really pay attention to what people are saying (and not saying). It is also important to get feedback. Feedback should help you to know what is working well, and to identify steps for improvement.



**Learners need a sense of progress**

### ***Step 6 - Assess Your Own Work, Ask for Assessments***

It is important to know how you are progressing. Be sure to seek out assessments on a regular basis. This includes progress with individual skills, but also overall progress with the apprenticeship. Assessments from others are important, but you should also be regularly assessing your own work, and considering how you might be able to improve.



## TEACHING Skills in the Workplace

Someone that has helped me with learning my trade is \_\_\_\_\_.

How this person helped me...

The qualities of this person...

### 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***



### ***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 relationship 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***

Determine the progress a person is making. Conduct skill assessments and overall progress assessments - they serve different purposes.





## MENTORING APPLICATION: Practicing in the Workplace

Try out the process of teaching a skill using the six steps below.



The Skill:



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/ Comments / Feedback / Suggestions:

**HOMEWORK:** Please complete and return to your facilitator two weeks after your workshop session!



### MENTORING FEEDBACK: How Did It Go?

Person Teaching:	
Person Learning:	
Date:	

Provide feedback on how things went with using the steps.

- Step 1:** Identify the point of the lesson - **Comments / Feedback / Suggestions:**
  
- Step 2:** Link the lesson - **Comments / Feedback / Suggestions:**
  
- Step 3:** Demonstrate the skill - **Comments / Feedback / Suggestions:**
  
- Step 4:** Provide practice - **Comments / Feedback / Suggestions:**
  
- Step 5:** Give feedback - **Comments / Feedback / Suggestions:**
  
- Step 6:** Assess - **Comments / Feedback / Suggestions:**



**Overall Comments / Feedback / Suggestions:**

Name	
Signature	



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Person Learning:	
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Provide feedback on how things went with using the steps.

- Step 1:** Identify the point of the lesson - **Comments / Feedback / Suggestions:**
  
- Step 2:** Link the lesson - **Comments / Feedback / Suggestions:**
  
- Step 3:** Demonstrate the skill - **Comments / Feedback / Suggestions:**
  
- Step 4:** Provide practice - **Comments / Feedback / Suggestions:**
  
- Step 5:** Give feedback - **Comments / Feedback / Suggestions:**
  
- Step 6:** Assess - **Comments / Feedback / Suggestions:**



**Overall Comments / Feedback / Suggestions:**

Name	
Signature	



## FORM: How Can I Prove What I Know? MY MENTORING EVIDENCE

Being a WORKPLACE MENTOR means that you support teaching and learning in the workplace. Think about how you do that. Think about the things you do that help apprentices to learn. Think about the things that you do to make the skills training a success.

Consider...	MY Evidence...
<p><i>What are the things I do to help apprentices to learn new skills?</i></p> <p><i>What are the things I do to make workplace skills training a success?</i></p>	
<p><i>An example of a situation demonstrating how I have taken action to make the most of teaching skills in the workplace.</i></p>	
<p><b>I will continue to take action to support teaching and learning in the workplace.</b></p>	
<p><b>Mentor Name:</b></p>	
<p><b>Signature:</b></p>	
<p><b>Date:</b></p>	

**Remember to complete and return these forms to your facilitator two weeks after your workshop session!**