

Mentoring WORKSHOP SESSION

OVERVIEW (Time: 2 Hours)

Time	Activities	Notes
As people arrive - prior to start	Arrival: Getting Started <i>"What do we do now?"</i>	
10 min. (0-10)	Focus: Introductions <i>"Who is in the room?"</i>	
10 min. (10-20)	Focus: Value <i>"Why are we here?"</i>	
10 min. (20-30)	Focus: Relevance <i>"How does this relate to me?"</i>	
40 min. (30-70)	Focus: Learning <i>"But I already have my papers..."</i>	
40 min. (70-110)	Focus: Teaching <i>"But I'm not a teacher...am I?"</i>	
10 min. (110-120)	Focus: Bringing it all together <i>"How can I use this?"</i>	

WORKSHOP SESSION Plan

The workshop session plan outlines the learning activities (Activities) and estimated time requirements (Time).

Time	Activities
As people arrive prior to start	<p>Arrival: Getting Started “What do we do now?”</p> <p>As people arrive, before the session starts, participants will be provided a one page form to complete (HANDOUT: Before Session).</p>
10 min. 0-10	<p>Focus: Introductions “Who is in the room?”</p> <p>The first part about talking about learning is the learners. Who is here today...some sessions involve employees who work for the same employer, other sessions involve employees from different employers, and in different trades. Each participant will introduce themselves along with something about their connection to the trade, how they got started in the trade, what they like best about the trade. For groups that already work together the challenge is to introduce yourself to the group and in your introduction tell the group a little something about yourself that they would not know, maybe the story of how you came to the trade, maybe the thing you most like about working in the trade.</p> <p>Activity: Group Introductions Each participant introduces themselves along with something about their connection to the trade</p> <p>Debriefing: Introductions and getting to know people is an essential part of working with others, especially in the apprenticeship relationship where you are responsible for helping the apprentice to learn. You work with these people, but there are still things that you are learning from each other. Take the time to get to know the people that you are working with – those connections can help you to learn from each other. The things we just shared are some of the same things you may want to discuss with apprentices when you first start working and learning together. It is important to recognize the value of work and life experience in learning and that different people have different preferences with regards to how they learn.</p>
10 min. 10-20	<p>Focus: Value Identify the Point: “Why are we here?”</p> <p>Welcome! Introduce Self, Starting Out - Why are We Here? The Nova Scotia Apprenticeship Training and Skill Development Division is focusing attention on workplace mentoring to assist in the delivery of workplace skills training.</p> <p>Think about these real life comments from a real-life workplace:</p> <p><i>“I keep asking questions of the person I’m working with, but I am only getting one word yes or no answers...”</i></p> <p><i>“I am working with someone who does not want to show me how to do certain things...”</i></p> <p><i>“This apprentice keeps asking me questions that I do not have the answer to. It scares me a bit...”</i></p>

	<p><i>“Every time the apprentice asks me for help, it seems like I end up taking over and doing all of the work...”</i></p> <p><i>“Doing a skill is one thing, but teaching it is something totally different...”</i></p> <p>Do any of these comments sound familiar?</p> <p>Comments like these are the reason we are here today - to focus on teaching and learning in the workplace.</p> <p>The goals of this session are to:</p> <ul style="list-style-type: none"> - Apply strategies to assist with learning skills in the workplace - Apply strategies to assist in teaching skills in the workplace <p>Activity: Hopes for the Session</p> <p>Why are YOU here? Are you required to be here at the direction of someone else, have you requested to be here? What are your hopes for today’s session? What are my hopes for today’s session – helping to clarify expectations from the outset. Think about how much more smoothly things go when we clarify expectations for the people we are working with from the outset of the experience.</p> <p>Take suggestions from the group and write all suggestions on a piece of flip chart paper. Display these prominently in the room and they will be revisited at the end of the session.</p> <p>Debriefing: It is essential to identify the point of the lesson. To give people a sense of why what they are doing is important. This helps to bridge relevance, and how the topic relates to each participant. Workplace mentoring - teaching and learning in the workplace relates to everyone. Teaching skills in the workplace is a part of every job - but particularly with the apprenticeable trades where doing skills is what it is all about. Many people relate learning to school. That kind of learning is important, but the learning happening in the workplace is important too. Workplace lessons are lessons. There is a lot that can be done to help make the most of teaching and learning in the workplace. That is why we are here today, to build on strength with workplace mentoring. You have been teaching skills to others - that is a part of what you already do - we are here today to help build on strength in doing that. Everyone within the apprenticeship system is involved with learning. Journeypersons are the skill experts of today. Apprentices are the skill experts of tomorrow. Journeypersons are the mentors of today. Apprentices are the mentors of tomorrow. However, skill expertise is only part of the mentor’s role. It is also important for a mentor to know how to pass on their knowledge and skill. They need to be a skill expert, and a learning guide. As apprentices progress throughout the apprenticeship process, the emphasis will gradually shifts from receiving skills training to conducting skills training. 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.</p>
<p>10 min. 20-30</p>	<p>Focus: Relevance Link: “How does this relate to me?”</p> <p>You now know why we are here and who I am but you are also probably wondering how this all relates to you. Let’s dig a little deeper into the value of workplace mentoring - why focus on workplace mentoring? What are the benefits of workplace mentoring?</p> <p>Activity: Brainstorm the Benefits of Workplace Mentoring Think about why workplace mentoring is important. Why is it important to individuals, why</p>

it is important to companies. Let's take a minute and throw some ideas out as to why this might be important. The contributions of each participant will be put down on flip chart paper, for future reference and so we can talk about the benefits suggested.

For apprentices, workplace mentoring will help in getting the most out of their workplace training today, while also preparing them for being the future journeyman trainers. For journeymen, this will help to build on their strengths in conducting skills training on the job. For industry, workplace mentoring will help to enhance the workplace training of today and to build for the future by ensuring that skills and knowledge are transferred to successive generations - dealing with the skills gap.

Workplace mentoring has many benefits. This may include hard and soft returns.

- Increase productivity
- Increase effectiveness
- Increase efficiency
- Increase retention
- Decrease waste
- Decrease down time
- Decrease absenteeism
- Increase skill development
- Increase cross training
- Increase responsibility
- Increase job satisfaction
- Increase in quality of service
- Increase in quality of work
- Increase customer satisfaction

Debriefing: Teaching skills in the workplace is a part of every job - but particularly with the apprenticeable trades where doing skills is what it is all about. Many people relate learning to school. That kind of learning is important, but the learning happening in the workplace is important too. Workplace lessons are lessons. There is a lot that can be done to help make the most of teaching and learning in the workplace. That is why we are here today, to build on strength with workplace mentoring. You have been teaching skills to others - that is a part of what you already do - we are here today to help build on strength in doing that. When new skills are linked to the bigger picture, it helps in seeing the connections - seeing the relevancy of what is happening.

<p>30 min. 30-60</p>	<p>Focus: Learning “But I already have my papers...”</p> <p>Continuous learning is a part of every trade - every field. There will always be new tools and technologies, new equipment and code requirements. It is a part of every job. Lifelong learning is a part of every job. Therefore a continuing focus on learning is important for everyone - not just the apprentices. 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 and what learners NEED can help you in finding ways to teach skills to others. Some people are more visual learners, others are more auditory learners, some people have a hard time sitting they want to jump in and do it – kinesthetic doing learners.</p> <p>Activity: Learning Strategies What are the strategies that you use that in helping others learn. What are the things that help you in learning a new skill? What are the things that you can promote with apprentices – the things that they can do to help them in learning a skill?</p> <p>Debriefing: 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. Think about what you know about yourself and how you learn best and how that impacts how you teach a skill. It is important to be aware of your own preferences - sometimes it creates assumptions about how others may, or may not, want to do things.</p> <p>As a group, take a look at the CAF-FCA Publication “Making it Work: Best Practices for on the Job Skills Training”. Think about how this could be a learning tool in the workplace. Think about how you might be able to use such a resource as a learning tool for apprentices you work with.</p>
<p>20 min. 60-80</p>	<p>Focus: Teaching “But I’m not a teacher...am I?”</p> <p>There is a strong history to the apprenticeship model of workplace learning, and it is all about mentoring - helping others learn. Apprenticeship is a time honored and extremely effective form of training that is widely supported and used around the world. Everyone within the apprenticeship system is involved with learning. Journeypersons are the skill experts of today. Apprentices are the skill experts of tomorrow. Journeypersons are the mentors of today. Apprentices are the mentors of tomorrow. However, skill expertise is only part of the mentor’s role. It is also important for a mentor to know how to pass on their knowledge and skill. They need to be a skill expert, and a learning guide.</p> <p>Apprenticeship and mentoring mean a shared responsibility for learning. Whether we realize it or not, we are ALL responsible for teaching and learning in the workplace. We are all learning from each other all of the time. Teaching is about transferring knowledge and skills. Throughout the apprenticeship process, gradually the emphasis moves from learning skills to using and teaching skills. But what makes a good mentor?</p> <p>Activity: Qualities of a Mentor</p>

Think about the qualities that make for a good mentor. Provide each participant with a sticky note and have them write down one or two or three qualities of a mentor on the sticky note. Then have participants put their notes up on a large flip chart paper. As a group look at what was contributed. Discuss the qualities that have been contributed. How can each of you use the information about the qualities that make a good mentor and use that to your day to day life and work? What might you want to focus on for yourself?

Cross reference the list with some 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.
- Others...**

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.

Mentoring is not a new idea. It is how people work together to learn new things, to pass on skills. Since the majority of apprenticeship training happens on the job, it makes sense to help strengthen the linkages between mentoring and apprenticeship.

	<p>Debriefing: Since the majority of apprenticeship training happens on the job, it makes sense to provide supports to assist with workplace skills training. Mentoring can happen many different ways - it can be a formal arrangement where an apprentice is assigned to a mentor, or it can be a more informal arrangement where an entire team of journeypersons all work with, and mentor the apprentices. A formal mentoring arrangement can be advantageous as it allows apprentices to have more consistency in their training. Mentoring can allow for the creation of a unique professional arrangement between the apprentice and the journeyperson where the journeyperson takes a keen interest in helping the apprentice to succeed.</p>
<p>30 min. 80-110</p>	<p>Focus: Strategies for teaching skills</p> <p>After a review of the general strategies generated by the group, jump to a review of the ideas, suggestions and tips outlined in the Workplace Mentoring Toolkit.</p> <p>The lessons that are happening in the workplace are lessons. There is a lot that you can do to improve the effectiveness of your workplace lessons. Let's take the time now and review the quick steps to teaching a new skill.</p> <p>STEP 1 - Identify the point of the lesson Provide a sense of direction to the learning. Focus the learning.</p> <p>STEP 2 - Link the lesson Show the connections between the skill and the overall job -the relationship between what's known and what's coming.</p> <p>STEP 3 - Demonstrate the skill Show the person the skill and explain why and how it is done. Ensure you have sufficient time and resources.</p> <p>STEP 4 - Provide practice Set up chances for the person to use a new skill - it is the chance to make mistakes that won't cost too much.</p> <p>STEP 5 - Give feedback Tell people how they are doing. Feedback should describe what is happening and help in planning next steps.</p> <p>STEP 6 - Assess learning Determine the progress a person is making. Be sure to assess both individual skills and overall progress.</p> <p>Debriefing: Review the list of tips, ideas, and strategies from the Toolkit. Always be thinking about how you can make these suggestions a part of what you do. How can you fit these strategies for teaching skills into what you do? <i>What are some of the things I can do to help with teaching skills in the workplace?</i></p>
<p>10 min. 110-120</p>	<p>Focus: Bringing it all together "How can I use this?"</p> <p>Whether you realized it or not, this session was actually modeling many of the best practices that</p>

	<p>we are promoting for workplace mentoring. When you are conducting skills training in the workplace, you are conducting workplace lessons. There is a lot that you can do to build on the strengths of what you are already doing in conducting workplace skills training and supporting workplace learning.</p> <p>All of these steps can be used in the day to day things that you do every single day when teaching skills in the workplace. These steps will make a lot more sense when you are out using them, in the workplace. You will each find a unique combination of tips and hints and strategies that works best for you, and your apprentices. Let's each of us try to think about and identify ways that we already do these things, carry out these steps, or could change our behaviour to ensure that we do complete these strategies and carry out these steps.</p> <p>Homework: MENTORING APPLICATION - Practicing in the Workplace. These are take home forms that you will complete and submit back to your facilitator two weeks after the workshop, after having had the chance to make conscious practice of some of these hints and tips in the workplace. Your homework will be to carry out and practice these steps in the context of teaching real skills in your real life work environment. Try integrating the strategies into what you are doing. Practice is key. Some of the things may be things you are doing already, some are not. You will see from the homework assignment that the homework not only relates to you practicing the skills and integrating the teaching tips, but seeking out feedback from the person your are teaching and your own self assessment of how it went. Feedback should help you to know what is working well, and to identify action steps for correction, when necessary.</p> <p>Debriefing: Think about what we went over in today's session. Do you have any questions or comments? Think about what you learned, what you plan on using, what you would like to spend more time on. Of course, since we started the session with a form we will end the session with a form (HANDOUT: Workshop Completion Form). It is important that we collect information about how this all works and what parts of it are the most beneficial to you!</p>
	<p>Implementation Notes and Comments</p>