



Provide work skill instruction
Mentor in the workplace

Nominate 1 person from your table
to come to the front

Make a Boat from paper on your
table.....

Does your boat look like this?



Providing work skill instruction

- Organise instruction or demonstration
- Conduct instruction or demonstration
- Check training performance
- Review personal training performance



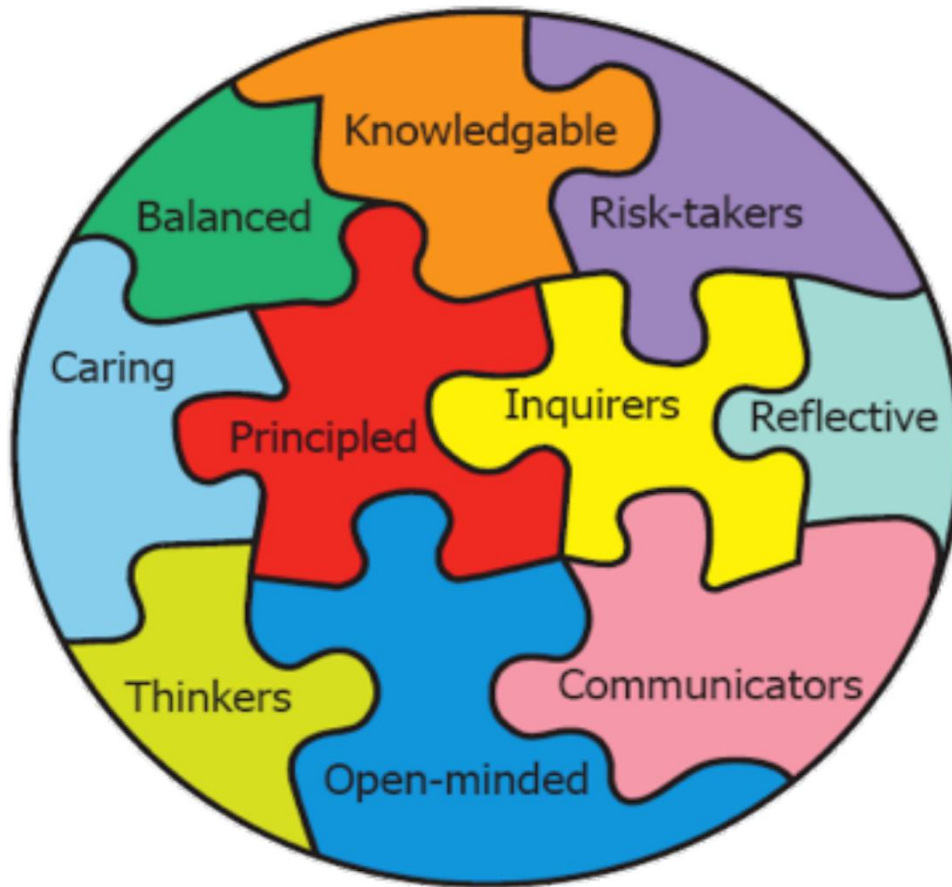
Things to consider when organising instruction and demonstrations



Things to consider when organising instruction and demonstrations

- Learner characteristics
- Learning environment
- Check instruction and demonstration objectives
- Review learning materials
- Organise physical resources
- Notify learners of the program or plan

Learner characteristics



THE TYPES OF LEARNERS

visual
learner



learn what they see

kinesthetic
learner



learn what they do

auditory
learner



learn what they hear

stress
learner



learn what stresses them

ease
learner



learn what relaxes them

scribble
learner



learn what they write out

trust
learner



learn from authority

teach
learner



learn by teaching

copy
learner



learn what they can copy

Learner characteristics

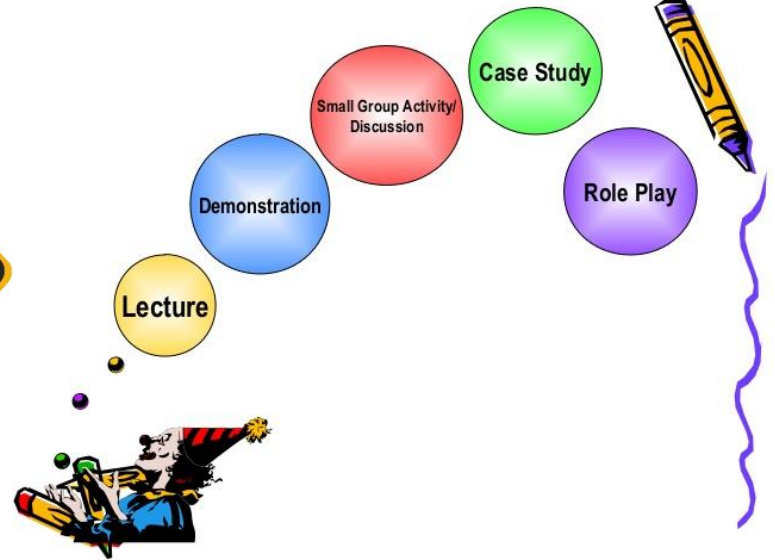
- Inquirers – develop a natural curiosity
- Knowledgeable – explore concepts, ideas and issues based on knowledge and experience
- Thinkers – exercise initiative in applying critical thinking and use creativity to resolve complex problems and make reasoned ethical decisions
- Communicators – they understand and express ideas and information confidently, work well with others
- Principled – act with honesty and integrity and strong sense of fairness, they take responsibility for their own learning
- Open-minded – understand and appreciate their own personal histories and respect the perspectives, values and traditions of others
- Caring – show empathy, compassion and respect the needs of others
- Risk-takers – approach unfamiliar situations and uncertainty with courage
- Balanced – understand the importance of intellectual physical and emotional well-being for themselves and others
- Reflective – give consideration to their own learning and experience. Understand their strengths and limitations in order to support their learning and development

Things to consider when conducting instruction and demonstrations

Interpersonal Skills



Things to consider when conducting instruction and demonstrations



Things to consider when conducting instruction and demonstrations

- Use interpersonal skills to establish safe and comfortable learning environment
- Follow the plan
- Brief learners on WHS issues
- Use delivery techniques to structure, pace and enhance learning
- Apply communication and coaching techniques
- Provide opportunities for practice
- Provide and discuss feedback on learner performance

Things to consider when checking training performance



Things to consider when checking training performance

- Use measures to ensure learners are acquiring and can use new technical and generic learning skills
- Monitor learner progress in consultation with learner
- Review relationship between learner and trainer and adjust to suit learner needs

Things to consider when reviewing personal training performance



Things to consider when reviewing personal training performance

- Self reflect on own performance and document strategies for improvement
- Document and store records relating to the session and learners

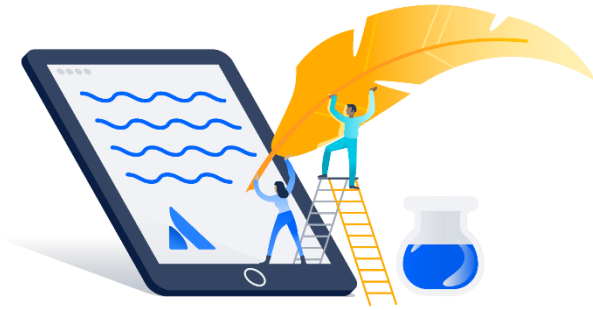
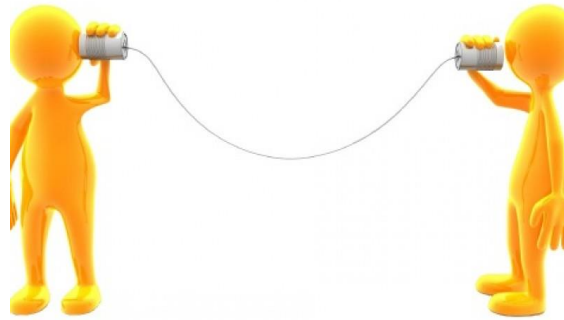
Session title		
Learning objective		
Session timeframe		
Learning resources required		
CONTENT DELIVERY		
Sequence	Topics / Content – What are you going to cover?	Method of delivery – How will you deliver it?
Intro		
Body		
Conclusion		

Mentor in the workplace

- Develop a mentoring plan
- Facilitate mentoring relationship
- Monitor existing relationship
- Evaluate the effectiveness of mentoring



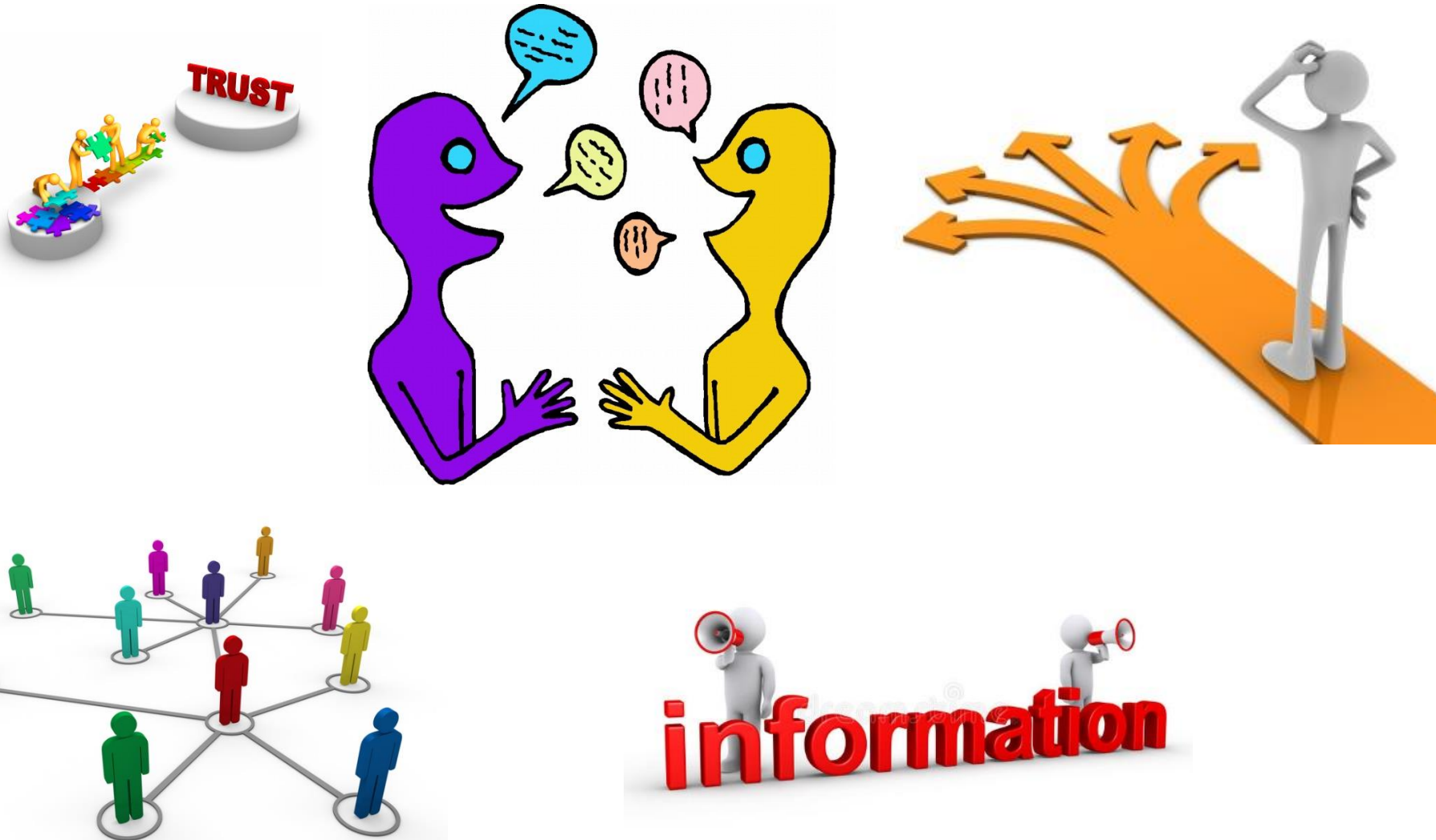
Things to consider when developing a mentoring plan



Things to consider when developing a mentoring plan

- Identify scope and boundaries of the mentoring relationship
- Document a mentoring plan
- Establish ground rules and negotiate realistic expectations
- Establish and maintain confidentiality of the relationship

Things to consider when facilitating and monitoring mentoring relationships



Things to consider when facilitating mentoring relationships

- Develop the learners confidence, self-esteem, respect and trust
- Share personal experiences and knowledge
- Support the person to develop and use skills in problem solving and decision making
- Use networks to assist the person
- Provide information and guidance to enhance engagement in the workplace
- Use techniques to resolve differences

Things to consider when monitoring mentoring relationships

- Provide planning assistance and guidance to suit the individuals requirements
- Provide feedback on progress towards achieving the expectations and goals of the mentoring process
- Recognise and discuss changes in the mentoring relationship
- Negotiate and manage closure of the mentoring arrangement once objectives are met

Don't let it get to this.....



MENTORING PLAN

Mentoree Name:	Mentor Name:	Date:	
Long-Term Goals:			
Objectives to Achieve Long-Term	Mentoree's Action Steps	Mentor's Action Steps	Target Completion Date(s)
Objective #1:			
Objective #2:			
Objective #3:			
Objective #4:			

Barriers to overcome:

Specific support required:

Success measures:

Mentoring session dates:

Mentor: I agree to fulfil the requirements of this mentoring arrangement and maintain confidentiality.

Mentee: I agree to fulfil the requirement of this mentoring arrangement and maintain confidentiality.

Things to consider when evaluating
the effectiveness of mentoring



Things to consider when evaluating the effectiveness of mentoring

- Establish and discuss the benefits gained from the mentoring process
- Reflect on and articulate the personal benefits gained from providing mentoring
- Identify and report the outcomes of the mentoring arrangement and the benefits to the organisation and procedures to improve the mentoring system or program

Your own Professional Development

- Why do we need to do Professional development?
- What areas would you like to see included in our PD plans?
- In the next week you will receive a form to formalise your Professional Development into the Cert III of Equine Therapy Programs for people with disabilities. There will be some PD activities included.

Any questions?

Questions?

Email:

training@rdansw.org.au

Main work day will be Mondays 😊