

Lesson Plans for Module 46102-16

MENTORING FOR CRAFT PROFESSIONALS

Module 46102-16 explores mentoring techniques used to elevate the skills and abilities of others through the transference of knowledge and experiential advice. Both mentoring and coaching have always been an essential part of craft training and apprenticeship programs. This module is designed to help prepare craft professionals for their role in the mentoring process.

Objectives

Learning Objective 1

- Define *coaching* and *mentoring* and describe an effective mentor.
 - a. Define and compare coaching and mentoring.
 - b. Describe the value and benefits of mentoring in craft training.
 - c. Identify characteristics of effective mentors and potential barriers to their service.

Learning Objective 2

- Explain how to establish and maintain good mentoring relationships.
 - a. Describe an effective mentoring relationship.
 - b. Identify and describe the primary phases in the development of a mentoring relationship.

Learning Objective 3

- Describe basic learning styles and the learning process.
 - a. Explain how learners receive, process, and apply information.
 - b. Describe the basic learning styles.
 - c. Identify and describe factors that affect learning or represent a challenge to the process.

Learning Objective 4

- Describe the basic elements of communication and how these principles are applied to craft and specialty instruction.
 - a. Describe the communication process and communication techniques useful in instruction.
 - b. Describe the role of feedback in instruction and how to both encourage and provide feedback.
 - c. Explain how to avoid conflicts and resolve those that occur.

Learning Objective 5

- Describe how to track and document protégé progress in a mentoring program.
 - a. Explain how an employer's approach to mentoring determines the documentation required.
 - b. Identify various documents and forms used to establish and record the results of a mentoring relationship.

Performance Tasks

There are no Performance Tasks for this module.

Teaching Time: 12.5 Hours

This Lesson Plan (LP) is divided into sections that correspond to the sections in the Trainee Guide module. As you plan your class times, review the objectives, content, and lesson plan outline for the section you plan to teach. Allow sufficient time for demonstrations, laboratories, field trips, and testing. Each class period should also allow time for administrative tasks and periodic breaks.

Be sure to gather the required equipment, materials, visual aids, and answer keys. The module examination and PowerPoints® for this curriculum have been provided on a flash drive; the exams are also available via the Testing Management System (TMS).

It is advisable to assign the reading of a module section prior to the classroom instruction. The Section Review and Module Review questions may be assigned as homework. At their discretion, instructors may assign additional homework to meet the teaching objectives.

The final class is generally reserved for a brief review and the written module examination. The passing score for submission into NCCER's Registry is 70% or above for the written exam. Record the testing results for each trainee on the Registration of Training Modules form and submit the form to the Training Program Sponsor.



Additional Resources

This module presents thorough resources for task training. The following reference material is recommended for further study.

Mentoring 101: What Every Leader Needs To Know, John C. Maxwell. 2008. Nashville, TN: Thomas Nelson, Inc.

Applied Communication Skills for the Construction Trades, Steven A. Rigolosi. 2002. Upper Saddle River, NJ: Pearson Education.

How to Win Friends and Influence People, Dale Carnegie. 1936. New York, NY: Simon and Schuster.

Tools for Success: Critical Skills for the Construction Industry, NCCER. 2009. Upper Saddle River, NJ: Pearson Education.

Mastery, Robert Greene. 2012. New York, NY: Viking Books, a Penguin Random House company.

Workplace Communication: The Basics, George J. Searles. Seventh Edition. New York, NY: Longman Publishing, a Pearson Education company.

Resolving Conflicts at Work: Ten Strategies for Everyone on the Job, Kenneth Cloke. 2011. Hoboken, NJ: Jossey-Bass, A Wiley Brand.

Evaluating Training Programs: The Four Levels, Donald L. and James D. Kirkpatrick. Third Edition. Oakland, CA: Berrett-Koehler Publishers.

The Society for Human Resource Management website offers resources for products and training.
www.shrm.org

Instructors are encouraged to locate additional instructional aids that might be available on the internet to support this module.

Materials Checklist for Module 46102-16, Mentoring for Craft Professionals

Equipment and Materials			
Personal protective equipment:		Flip chart	
None		LCD projector and screen	
Whiteboard		Computer with Internet access	
Dry-erase markers		Section Review and Module Review answer keys	
A variety of standard marker sizes		Module Examination answer key	
Pencils and paper		Copies of the Module Examination	
Flash drive with the following components: <i>Mentoring for Craft Professionals</i> PowerPoint® Presentation Slides Module Examination			

MENTORING FOR CRAFT PROFESSIONALS

LESSON OVERVIEW

1. Open the module PowerPoint® presentation and review the module objectives.
2. Use the Kickoff Activity to engage the trainees and familiarize them with what will be covered in the module.
3. Describe the concept of mentoring and how it relates to craft training, and identify the characteristics of an effective mentor.
4. Identify and describe the phases of a mentor-protégé relationship.
5. Describe the learning process and its challenges, and identify the various learning styles in which different people best receive information.
6. Explain the communication process and the importance of effective communication, and describe the different forms in which communication can occur.
7. Identify the different types of documentation and processes that can be used to record progress of a mentoring relationship.
8. Briefly review the module and have the trainees complete the module review test.
9. Administer the module exam.
10. Summarize the lesson and end the session.

