



MENTORING

In pairs:

- In a new place of work, how would you like to be greeted?
- What was the most important aspect to you on your first day at Holy Cross?

How can you, the mentor, maximise learning?

- Prepare for the arrival of the learner in advance
- Greet them with a smile and enthusiasm
- Provide robust orientation
- Ensure they are aware of local policy
- Set and negotiate clear boundaries, and establish ground rules and expectations
- Set a learning agreement to structure learning experiences
- Recognise existing skills and knowledge to create a program of learning that matches opportunities
- Identify regular times for protected meetings in quiet and private places

What is a mentor?

- The term describes a 'qualified and experienced member of the practice-placement staff who enters into a formal arrangement to provide educational and personal support to a student throughout the period of a placement'

Quinn & Hughes 2013

A mentor is:

- Fit for practice and purpose
- Helps learners develop skills and confidence
- Promotes a professional relationship with the student
- Provides the appropriate level of support
- Assists with planned learning experiences
- Offers honest and constructive feedback

Role of the Mentor

What qualities do you think a mentor should have?

What qualities would you like someone mentoring **you** to possess?

Role of the Mentor

Be approachable
Patient and encouraging
Respect professional boundaries
Supportive and non-judgemental
Inspire confidence
Trustworthy
Give learner space to learn
Listen
Good role model
Smile
being able to remember when they were learning
Organised
Good leader
Setting expectations early on
Flexible
Firm fair consistent

Challenge learners
Enthusiastic
Willing to teach
Open minded
Familiar with paper work
Maintains professional boundaries
Enjoys what they are doing
Setting a good example (role model)
Resourceful
Confident
make time for learning
deals with issues early on
Reflective
see the learner as an individual
create/plans learning experiences

Role of the Mentor

Your role is to enable the learner to make sense of their practice through: the application of theory, assessing, evaluating and giving feedback.



What do you think are the
benefits to you as a mentor?

Benefits of mentoring

- Increased job satisfaction
- Increased professional role
- Keep your practice updated and keep learning from your learner
- Developing teaching skills
- Adding to personal profile/CV
- Mentoring skills useful in other areas
- Opportunity to impact on local curriculum and training
- Maintaining standards and protecting the public
- Gratitude of learners and increased self esteem

In pairs:

**What are the responsibilities
of a mentor?**

Responsibilities of a mentor

- Are prepared
- Share knowledge of patient care
- Are a positive role model
- Are familiar with the induction programme and documentation
- Identify and monitor specific learning opportunities and the learning experience is planned
- Observe the learners attitudes, behaviours and practising skills
- Provide time for reflection, feedback, monitoring and documenting
- Mentor is responsible for assessing competence/incompetence and should be able to defend assessment decisions made about learners in practice.

Toxic Mentoring

what is toxic mentoring?

What do you understand by this term?

What is toxic mentoring?

- Don't leave paperwork until the last day
- Someone who hates the job
- Aggressive
- Defensive
- Pretends to know everything
- Disorganised
- Not familiar with paperwork
- Inconsistent
- Calls the student by the student, does not use their name
- All the opposite to what the good mentor is.

The Learner

- Can be anyone
- Can be a different healthcare discipline
- Stage of learning needs to be considered
- Previous experience needs to be taken into account
- Identify additional learning needs (language, dyslexia, dyscalculia, etc)
- Identify preferred learning style

What factors influence learning?

- Learning environment
- Motivation
- Life experience
- Preferred learning style
- Professional experience
- Professional relationship between mentor and mentee

Teaching in practice

- Variety, repetition and praise are important in facilitation of learning
- Aims, objectives and lesson planning help you to focus your teaching and assess effectiveness
- Range of teaching methods is at the mentor's disposal which allow you to vary to suit the needs of your student
- Much good teaching is spontaneous

learners learn best when...

- They want to learn
- They think the material is important
- They believe it has practical relevance
- They think it will make a difference
- The learning environment is supportive and free from threats
- The teaching is varied and information is presented in different ways
- They can try it out and practise hands on
- They are given feedback and praise
- They have some peer support

Retaining information

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they discuss with others
- 80% of what they do and use in life
- 95% of what they teach others to do

REPETITION AND REINFORCEMENT

With this knowledge in hand; how will this affect the way you teach?

What will you do differently?

In small groups:

Scenario 1:

- Learner is a SHCA in week 2 of induction. You go into a patients room to shower and get them up for the day. What do you do?

WARNING!

- Avoid trying to cover too much material at once. A good teaching session allows elements of self directed learning like a jigsaw with a few pieces missing. Let your student fill in the gaps
- Objectives should therefore be **SMART**
 - **S**pecific: small and/or logically sequenced
 - **M**easurable: so as to be able to assess
 - **A**chievable: realistic for the level of the student
 - **R**elevant: to the competencies and student's needs
 - **T**ime: realistically achievable in the time available

Practical teaching tips

- Keep it simple (manageable chunks)
- Sequence it in a logical order
- Participation of the student
- Demonstrate
- Provide opportunity for practice
- Make it fun
- Give praise
- Highlight relevance to practice
- Summarise and recap major points
- Evaluate
- Reference
- Give constructive feedback

The failing learning

What might be the reasons for a learner failing to learn?

Reasons for failing

- Lack of knowledge and poor, unsafe clinical skills
- Professional behaviours
 - Lack of insight, poor self awareness, unresponsive to feedback
 - Lack of interest, motivation, enthusiasm, commitment
 - Poor communication and interpersonal skills
 - Poor professional behaviours
 - Pre-occupation with personal issues
 - Under or over confident
- Character clash of learner and mentor


Managing the process of failure

- Early detection
- Meet regularly
- Identify deficits and learning needs
- Be objective and be supported
- Be frank open and honest
- Action plan

reflection

Discuss...

**What is reflection? And why
is it important in our place
of work?**



Who should reflect on good and bad experiences of mentoring?

And why?

Accountability

- The mentor is accountable for the learners level of supervision and support
- The mentor is accountable for the learners actions when they let them undertake a procedure.
- By failing an incompetent learner you are protecting the learner AND the patients from harm. By passing an incompetent learner you place them at risk of making mistakes that could lead to tragedy.

Summary

Discussion!

- What is the most important thing you have learned today and why?

summary

- Role of the mentor -
 - Your role is to enable the learner to make sense of their practice through: the application of theory, assessing, evaluating and giving feedback
- Think back to when you were learning and apply those qualities you valued in a mentor to yourself when mentoring
- Not every learner will learn the same way or at the same speed
- Reflect!!
- Do not be afraid to fail a learner.
- The success of the learner depends greatly on you as the mentor.



Any Questions??