Mentoring New Facilitators and Instructors: Growing Your Own

Patrice Tadel, MSN, RN
Respecting Choices
Senior Faculty Consultant
Learning Outcomes

1. Identify two or more core concepts for mentoring which support development and growth of Facilitators and Instructors.
2. Define the importance of mentorship for development of a professional identity for the lifelong learning of the mentor.
3. Explore various mentorship techniques for embedding a sustainable standardized model for self-assessment and growth of Facilitators.
4. Describe critical thinking opportunities as a framework for ongoing competence and confidence of mentor and mentee.

“Mentoring is a process in which an experienced individual helps another person develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities.”

A reciprocal and collaborative learning relationship with mutual goals and shared accountability.

- Facilitation of learning
  - Use of critical thinking exercises
  - Role-modeling what is being taught
  - Safe environment for self-assessment
- Coaching and Guiding
- Assessment of learners in a practice setting

Defining Mentorship

- Individualized to Learners
  - Abilities and confines
  - Self-assessment and self-development
  - Learning style
  - Learning needs
- Includes first-person experiences
- Creating a Language Shift

Flexibility within a Framework
Atmosphere of Life-long Learning

- Enthusiasm for Self-Development
- Reflection
- Expressive of the development of a new professional identity
- Supportive ongoing growth environment

Successful Mentorship

- Listen Actively
- Build trust
- Develop collaborative approach
  - Creation of goals
  - Building blocks for growth
  - Observation includes affirmation by individual
- Share own experiences
- Celebrate progress
Mentorship in Role-Play Exercises

- Application of content in a real-world context
- Engagement in higher-order thinking
- Recall of experience retained long-term
- Try on new behaviors and skills outside of comfort zone

Teachable Moments

- Define structure of safe environment for participants.
- Describe goals/value of the learning tool before initiating role-plays.
- Begin with goal for the activity. For example:
  - Explore new communication skills
  - Self assess strengths and missed opportunities
  - Practice/mock presentation for teaching
- Be intentional, specific and brief.
Tensions and Impact

- Might you have specific triggers that get in the way?
- Are there opportunities?

Creating a Collegial Learning Environment

- Start with self-assessment by learner
  - What went well?
  - Any challenges or missed opportunities?
- Start with positive feedback
  - Use specific examples
    - Fit with goal of exercise
  - Give one or two areas of missed opportunities
  - An example of a critical-thinking opportunity
What IS Critical Thinking (CT) anyway??

1. Can you give some examples of how one might draw out critical thinking from participants in a class?
2. In a roundtable discussion with instructors?
3. During team teaching “debrief” with peers?
4. Can you give an example of critical thinking in action by a Facilitator during a 1:1 conversation?
Roadblocks and Fall Hazards

- Unclear expectations, lack of accountability
- Unintended consequences - ripple effect beyond “me”
- Not role-modeling what you are asking others to practice

Create a Culture of Success

Dr S Strauss, “Characteristics of Successful and Failed Mentoring Relationships”, 1/2013
Creating a Roadmap for Success

• What habits, biases, and behaviors might one need to unlearn?
• What skills need to be developed to improve mentorship abilities/opportunities?
• What are some ways to embed a sustainable model for self-assessment and growth of Facilitators and Instructors?

Questions

Pat Tadel
ptadel@respectingchoices.org
References


