Unit 39:   Mentoring in Adult Care

Unit reference number: **D/616/7415**

Level: **4**

Unit type: **Optional**

Credit value: **3**

Guided learning hours: **21**

Unit summary

Mentoring is associated with positive personal and professional growth and development. Mentors can offer valuable peer support to practitioners, enabling them to develop their competence, knowledge and skills. Mentoring can focus on specific areas of work or support development in a new job role but it is especially useful in helping to retain workers who are new to adult care and when they may have to work in demanding conditions for the first time. A mentor will contract and develop with the mentee a distinctly personal but professional relationship that is creative and dynamic. This gives an individual the opportunity to develop a greater sense of personal fulfilment which, in turn, results in a greater level of competency and personal and career satisfaction.

This unit will give you the knowledge and skills you need to be able to mentor others. You will learn about your role and responsibilities in relation to mentoring in care settings, including where there may be specific requirements for confidentiality, safeguarding and disclosure. You will learn about the different methods used to establish a mentoring relationship and about the importance of clarifying ground rules, boundaries and responsibilities. You will be required to show that you can agree goals and outcomes in partnership with the mentee before mentoring them and reviewing their progress in partnership with them. As part of your ongoing development, you will be required to review your own practice, based on feedback from mentees.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand own role and responsibilities in relation to mentoring in adult care	1.1 Compare models for mentoring
	1.2 Explain the role of a mentor in adult care
	1.3 Analyse the skills and qualities required for a mentoring role
	1.4 Analyse how own values, behaviours, attitudes and emotional awareness can impact on a mentoring role
	1.5 Explain why in a mentoring relationship it is important to establish: • ground rules for engagement • boundaries • responsibilities and autonomy of mentee
	1.6 Explain the importance of working to ethical and professional standards
	1.7 Discuss sources of support to deal with issues which are outside of own expertise and authority
2 Understand the use of mentoring in care settings	2.1 Explain legal and organisational requirements relating to: • data protection • privacy • confidentiality • safeguarding and disclosure
	2.2 Analyse the benefits of mentoring to the organisation
	2.3 Analyse impacts of mentoring on the learning and development of the mentee

Learning outcomes	Assessment criteria
3 Understand techniques for establishing a mentoring relationship	3.1 Compare techniques for mentoring 3.2 Analyse communication techniques used in mentoring relationships 3.3 Examine the role of confidentiality in maintaining mentoring relationships
4 Be able to agree goals and outcomes in partnership with the mentee	4.1 Establish a mentoring agreement with a mentee, to include: • ground rules for engagement • boundaries • responsibilities and autonomy of mentee 4.2 Agree goals and outcomes with a mentee 4.3 Agree processes for recording interactions and progress to support information sharing
5 Be able to mentor in adult care	5.1 Plan activities for mentoring based on identified goals and outcomes 5.2 Use mentoring techniques in order to maintain a working relationship with the mentee 5.3 Use communication techniques that develop the mentoring relationship 5.4 Provide constructive feedback to the mentee
6 Be able to review the progress and achievements of a mentee in partnership with them	6.1 Review progress with mentees in a way that places the responsibility on the mentee to clarify their own goals and facilitate their achievement 6.2 Review strategies for motivating mentees 6.3 Agree ongoing mentoring support to take place following review 6.4 Use reflective feedback from mentees to evaluate own mentoring practice to identify areas for development

Content

What needs to be learned
Learning outcome 1: Understand own role and responsibilities in relation to mentoring in adult care

Models for mentoring
 	
• One-to-one mentoring, apprenticeship model.
 	
• Reflective model.
 	
• Competency model.
 	
• Formal mentoring.
 	
• Informal mentoring.
 	
• Developmental model.
 	
• Sponsoring model.
 	
• Three-stage model of exploration followed by new understanding and action planning (Alred).
 	
Role of mentor in adult care
 	
• Duty of care.
 	
• Ongoing and long term.
 	
• A supportive form of development, focuses on helping an individual manage their career and improve skills.
 	
• Personal issues can be discussed.
 	
• Meetings can be informal or formal.
 	
• Mentoring activities have both organisational and individual goals.
 	
• Mentor passes on knowledge and experience.
 	
• Agenda agreed.
 	
• An action plan is negotiated.
 	
Requirements of a mentoring role
 	
• Skills, to include negotiating an agenda.
 	
• Listening and challenging:
 	
    o asking open and closed questions
    o ability to recognise strengths and weaknesses
    o establishing priorities
    o establishing developmental needs
    o giving information and advice
    o sharing experience
    o encouraging creative and new thinking
    o helping to make decisions
    o agreeing action plans
    o monitoring progress
    o evaluating outcomes.
 	
• Qualities, e.g. enthusiastic, motivated, supportive, knowledgeable, competent in subject skills/practices, creative thinker, reflective, analytical, approachable.

What needs to be learned

Influence of values, behaviours, attitudes and emotional awareness

- Positive influence.

- Negative influence.

- Values, e.g. respect for others, equality.

- Behaviours, e.g. positive or negative discrimination, intimidating, encouraging, supportive.

- **Attitudes, e.g. prejudice, stereotyping and bias.**

- Emotional awareness, e.g. self-awareness, awareness of others, emotional intelligence.

Establishing ground rules, boundaries and responsibilities and autonomy of mentee

- Avoiding misunderstanding, maintaining relationship, preventing abuse, preventing burn-out of mentor.

- Ground rules for engagement:
  - partnership working
  - meeting times/duration
  - either person can dissolve mentoring partnership
  - ending partnership
  - agreeing objectives
  - conflict of interest.

- Boundaries:
  - roles and responsibilities
  - confidentiality
  - record keeping
  - frequency/location/duration of meetings
  - meeting content
  - monitoring progress.

- Responsibilities and autonomy of mentee:
  - rights
  - complaints procedure
  - review
  - person-centred
  - motivation
  - to attend meetings or cancel
  - timekeeping
  - open communication
  - honesty.

Ethical and professional standards

- Professionalism.

- Trust.

- Establishing a positive mentoring partnership.

- Role modelling.

- Benchmarking.

- Accountability.

What needs to be learned

Addressing issues outside of role and responsibility

- Line manager.

- Supervision.

- Formal training and development.

- Human resources personnel:

  o information

  o advice and guidance services

  o counselling.

Learning outcome 2: Understand the use of mentoring in care settings

Legal and organisational requirements

- Data protection, e.g. the Data Protection Act 1998.

- Confidentiality, e.g. a confidentiality policy.

- Privacy, e.g. the Human Rights Act 1998.

- Safeguarding and disclosure, e.g. duty of care and whistleblowing.

- Health and Safety at Work etc. Act 1974.

Benefits of mentoring to organisations

- Development of the mentee.

- Practice development.

- Induction is more efficient and effective.

- Reduced staff turnover.

- Employees understand job role better.

- Level of commitment.

Impact of mentoring on the mentee

- Positive impact such as:

  o mentee feels valued

  o increased self-esteem

  o increase in confidence

  o sense of achievement

  o supports learning and application of knowledge

  o engaged with learning and development.

- Negative impact, e.g. time needed, weight of expectations such as mentor and line manager's expectations, may feel coerced into being mentored, demands of mentoring may detract from time needed to learn other aspects of their job.

What needs to be learned
Learning outcome 3: Understand techniques for establishing a mentoring relationship

Techniques for mentoring

- Engagement.

- Interpersonal skills.

- Trust.

- Establishing boundaries.

- Measuring success.

- Identification of skill level/requirements.

- Agreement of objectives.

- Reflection.

- Positive feedback.

Communication techniques

- SOLER skills, e.g. sitting facing each other, open body language, leaning towards mentee, appropriate eye contact, relaxed.

- Active listening.

- Use of open and closed questions.

- Empathetic listening.

- Summarising.

- Reflecting back.

- Appropriate challenging.

- Congruence between body language and words spoken.

- Acceptance.

- Encouraging reflection.

- Ensuring appropriate register such as degree of informality.

- Trust.

- Openness.

Role of confidentiality

- Clarity about what is and is not confidential.

- Clarity about when confidentiality may be broken, e.g. harm to self or harm to others.

- Confidentiality promoting openness, trust and reflective practice.

What needs to be learned
Learning outcome 4: Be able to agree goals and outcomes in partnership with the mentee

Establish a mentoring agreement

- Ground rules.
- Establish boundaries.
- Discuss responsibilities and autonomy of mentee.

Goals and outcomes

- Timings and process for goal setting.
- Motivational goals.
- S**pecific, measurable, achievable, realistic and time-bound** (SMART) goals.
- Agreed action plan.

Recording interactions and progress

- Organisational processes for recording information.
- Alternative processes available.
- Methods of recording and sharing information.

Learning outcome 5: Be able to mentor in adult care

Activities for mentoring

- Action plans with goal setting worksheets.
- Resources for mentoring:
  - activity sheets
  - personality questionnaires
  - problem-solving exercises.
- Use of work products:
  - Myers Briggs Type Indicator (MBTI)
  - The Healthcare Leadership Model 360° feedback.
- Observation of skilled personnel.

Use mentoring techniques

- Prepare for the mentoring session.
- Contract.
- Build rapport.
- Help the mentee articulate their issues.
- Explore beliefs and values.
- Set and pursue goals.
- Manage emotions.
- Manage relationships.
- Build support, influence and learning.
- Manage choices and decisions.

What needs to be learned

Use communication techniques

- SOLER skills.
- Active listening skills.
- Questioning techniques.
- Empathetic listening.
- Reflection.

Feedback to mentee

- Procedures for feedback:
  - content
  - manner
  - timing
  - frequency.
- Positive constructive feedback.

Learning outcome 6: Be able to review the progress and achievements of a mentee in partnership with them

Review progress

- Review progress verbally with mentee.
- Mentee to identify key outcomes.
- Mentee to identify achievement of goals.

Strategies for motivating mentees

- Establish inclusion, develop a positive attitude, enhance meaning and engender competence.
- Review motivational strategies, e.g. celebration and rewards, collaboration with others.
- Galbraith 2004.
- Wlodkowski 2004.

Ongoing mentoring support following review

- Plan future supervision sessions.
- Establish future goals.

Use of reflective feedback

- A full reflection to inform and challenge the mentoring approach taken:
  - descriptive
  - focused on the task
  - non-judgemental
  - clear and concise
  - offer ideas for improvement
  - self-reflection.
- Constructive feedback, including:
  - clarify questions and statements made by mentee
  - feedback statements that identify value and potential
  - feedback to mediate thinking through the use of reflective questions.

Information for tutors

Suggested resources

Books

Alred G, Garvey B and Smith R – *Mentoring pocketbook*
(Alresford: Management Pocketbooks, 2010) ISBN 9781906610203

Clutterbuck D – *Everyone needs a mentor: fostering talent in your organisation.*
(Chartered Institute of Personnel and Development, 2014) ISBN 9781843980544

Foster-Turner J – *Coaching and Mentoring in Health and Social Care – the essentials of practice for professionals and organisations* (Radcliffe Publishing, 2005)
ISBN 9781857755497

Johns C – *Becoming a Reflective Practitioner* (Wiley-Blackwell, 2013)
ISBN 9780470674260

Megginson D et al – *Mentoring in action: a practical guide* (Kogan Page, 2006)
ISBN 9780749449155

Thompson S and Thompson N – *the Critically Reflective Practitioner*
(Palgrave Macmillan, 2008) ISBN 9780230573185

Journals

Community Care

International Journal of Mentoring and Coaching in Education

Websites

www.cipd.co.uk	The Chartered Institute of Personnel and Development, a professional body for HR and people development – gives information on mentoring programmes such as 'Steps Ahead Mentoring'.
www.communitycare.co.uk	Community Care journal for social workers – includes the article Mentoring project helps anxiety sufferers towards recovery 24 October 2011.
www.equalityhumanrights.com	The Equality and Human Rights Commission, parliament gave the Commission the mandate to challenge discrimination and to protect and promote human rights – provides information on rights.
www.scie.org.uk	Social Care Institute for Excellence – gives an overview of the range, diversity and positive impact of mentoring and befriending activity.
www.shef.ac.uk/polopoly_fs/1.110468!/ file/cipd_mentoring_factsheet.pdf	Sheffield University – Mentoring – CIPD Factsheet.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 4, 5 and 6 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 4, 5 and 6.

Assessment of learning outcomes 1, 2 and 3 (knowledge) may take place in or outside of a real work environment.