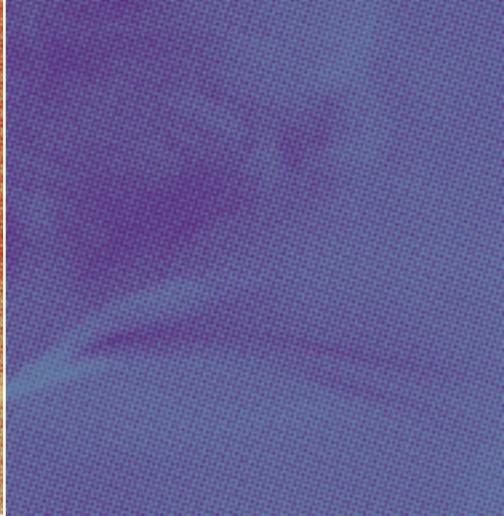




HEALTHCARE CAREER ADVANCEMENT PROGRAM



MENTOR TRAINING

Facilitator's Guide

Mentorship Training Program for Registered Apprenticeship in Healthcare

Mentorship Training Program for Registered Apprenticeship in Healthcare

Curriculum And Facilitator Guide

An Introduction

Registered Apprenticeship is a relatively new model in the U.S. healthcare industry. Its effective blend of related instruction and on-the-job learning requires the participation of a team of Mentors and trainers guiding Apprentices through on-the job-learning experiences. These Mentors are critical players in the success of any apprenticeship program.

H-CAP's approach to Mentor training provides content-heavy technical instruction paired with activities, learning scenarios, role play, and group work. The goal of this approach is to support the transfer of knowledge to practical application in the workplace. Through experiential learning, Mentors have the opportunity to practice techniques and approaches that support the goals of apprenticeship while also cultivating intra-departmental leadership and professional growth for the Mentors themselves.

Another feature of this model of training is reflective learning, analogous to and supportive of critical thinking – a highly valued practice in today's healthcare systems. Reflection is a pivotal component of being able to learn from experience, address patient issues, and improve professional practice. By encouraging Mentors to reflect on their learning after each training session, we can help them model and encourage this practice in Apprentices.

Mentorship Training Curriculum

The 18 to 20-hour curriculum was designed in two-hour sessions. Health organizations may choose to deliver this program all at once, over several consecutive days, or in shorter two to four-hour modules spread over time. We also recognize that some of the sessions could be broken down into smaller blocks if necessary.

Sessions 1-4 of the training present the basics of Registered Apprenticeship, the role of Mentors and their relationship to larger departmental teams, goal setting, adult learning theory, and assessment. These eight hours are content-heavy but also include group activities and experiential learning exercises, consistent with our understanding of how adults learn and retain complex material. To the extent possible, supervisors and Mentors should attend the first, second, and fourth sessions together. Co-attendance builds a joint understanding of program goals, role differences and definition, assessment, and teamwork in support of Registered Apprenticeship.

Sessions 5-8 address the equally critical issues of communication and culture, problem-solving, feedback, and conflict resolution. The sessions include specific instruction on techniques such as Teach-back and reflective listening. Some organizations have provided universal training on these topics and therefore may want to eliminate or shorten some of the sections. We have learned from experience, however, that frontline workers (from whom most of the Mentors are recruited) may not have undergone sufficient training in these areas to achieve the level of competency required to utilize the tools and techniques that would be helpful to them in their new mentorship roles.

Sessions 9 and 10 are for follow-up and reflection. These sessions give Mentors a chance to share how they are applying what they have learned, as well as identify what else they want to learn. It also gives them an opportunity to identify issues that may need further collective discussion. We have found these final sessions to be an effective way to continue to build a support network for Mentors throughout an institution and to validate Mentors' important role. Handout 8.4, provided in Session 8, can provide a template for ongoing reflection and prepare participants for Sessions 9 and 10. Some institutions may want to ask Mentors to prepare an individual presentation of their experiences, with coaching from the instructors. Others may choose to hold a group debrief followed by discussions of the mechanics and structure of future Mentor training.

Handouts

The handouts are numbered and include exercises and information that Mentors may want to keep for future reference. In our pilots, we have preferred to distribute each handout as it came up in the training, so that participants were not distracted or anticipating discussions before the content is delivered. We also recommend sharing the presentation slides after each training session as an aid to recalling the training in the future.

Facilitator's Guide

This document is a guide but not a script. It is geared towards trainers with sufficient experience in facilitation and enough background knowledge of Registered Apprenticeship to be able to improvise and adapt the materials as needed for their particular group of Mentors, who will be coming from different professional and educational backgrounds.

Throughout the guide, there are suggested timeframes for the topics and activities. Your groups may require longer or shorter times. We have included places where a break may be warranted if you are delivering the training in four-hour sessions.

As you review this Mentorship Training Program and customize it to your environment and organization, please consider it as a resource. We encourage you to modify the scenarios provided in the curriculum, so that they are reflective of the issues your Mentors and Apprentices are facing. You may want to spend more time on one topic than another, extend or develop one section, and/or add new sections that address the needs of your organization.

This Mentorship Training Program was developed in collaboration with Registered Apprenticeship programs in New York City and Rhode Island. It was piloted in both locations with Mentors and supervisors in settings and occupations as varied as Hospital Coding, Community Health Worker, and Medical Assistant. In the program pilots, we found that the materials were accessible and useful to a range of workers, from those with a high school diploma to those with master's degrees and beyond.

As you utilize the Mentorship Training Program, please keep H-CAP informed of your experience. We hope to learn and support interested stakeholders as we continue to build Registered Apprenticeship programs in the healthcare industry.

Daniel Bustillo

Director

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Project Manager

Reflective Learning and Practice in the Mentorship Training Program

A Note to Facilitators

The process of thinking about thinking (metacognition) has been widely recognized as a critical component of learning, particularly learning that can be applied broadly. The following excerpt states a theory increasingly supported by educators:

Metacognition, simply put, is the process of thinking about thinking. It is important in every aspect of school and life, since it involves self-reflection on one's current position, future goals, potential actions and strategies, and results. At its core, it is a basic survival strategy, and has been shown to be present even in rats.

Perhaps the most important reason for developing metacognition is that it can improve the application of knowledge, skills, and character qualities in realms beyond the immediate context in which they were learned. This can result in the transfer of competencies across disciplines—important for students preparing for real-life situations where clear-cut divisions of disciplines fall away and one must select competencies from the entire gamut of their experience to effectively apply them to the challenges at hand.¹

Metacognition will help Mentors learn and apply their learning to their role in teaching and coaching. We have included regular opportunities for reflection throughout the curriculum which we believe will foster metacognitive understanding of mentorship roles and responsibilities. Each of the first seven sessions ends with a reflection on what participants found most important to them and their understanding. It is an opportunity for them to share their experiences and thoughts and, in doing so, deepen their connection to what they have learned.

After Session 8, Mentors work together to build an ongoing reflective and supportive approach to mentoring in their departments (Sessions 9 and 10). We provide several suggestions about how they can keep track of their learning, questions, and practice after the completion of the formal aspects of the mentorship training.

¹“Four-Dimensional Education: The Competencies Learners Need to Succeed by Charles Fadel, Bernie Trilling and Maya Bialik.” As cited by KQED News, Mindshift, August 10, 2016, accessed at <https://ww2.kqed.org/mindshift/2016/08/10/the-role-of-metacognition-in-learning-and-achievement/>.

Agenda Summary

Session 1: Introduction to Registered Apprenticeship and Mentorship

During this session, you will become familiar with the overall outline of the Mentorship Training Program and learn the basic concepts and benefits of Registered Apprenticeship and Mentorship.

Session 2: Roles and Responsibilities of Mentors, Apprentices and Supervisors

During this session, you will define the roles and responsibilities of Mentors, Apprentices, and supervisors and apply them to the context of Registered Apprenticeship and collaborative teamwork.

Session 3: Adult Learning

During this session, you will become familiar with the basics of how adults learn, including an exploration of different learning styles, learning differences, and second language learning. In addition, the session will cover goal setting, SMART goals and their application to mentorship as well as the use of strength-based approaches in working with Apprentices.

Session 4: Assessment for a Competency Model of Apprenticeship

During this session, you explore the different uses and types of assessment that will help Mentors in their work with Apprentices, including rubrics, check lists, and self-reflective tools.

Session 5: Cultural Competence and Communication

During this session, you will define and explore cultural competence and diversity concepts, along with their impacts on learning, communication and patient care, in the context of the mentorship of Apprentices.

Session 6: Elements of Communication

During this session, you will learn about effective approaches to communication, develop guidelines for speaking and listening in the context of mentorship, and distinguish components of verbal and non-verbal communication.

Session 7: Communication Tools

During this session, you will explore the role of empathy in communication, learn and practice techniques that support communication, including Teach-back and reflective listening, and learn about approaches to providing positive feedback.

Session 8: Problem Solving and Next Steps

During this session, you will learn the technique of creative problem solving and discover ways to address conflict that arise in the workplace. You will also address ways to maintaining reflective practice.

Session 9: Preparing for the Future

During this session, you will prepare the format and framework for continued Mentor support and learning.

Session 10: Reflection and Conclusion

During this session, you will share your reflections on being a Mentor, discuss the support you will need moving forward, and hear from your peers on their experiences.



Z O I S H U S

Introduction to Registered Apprenticeship & Mentorship

Welcome and Introductions Suggested times 10 minutes

Review of Session Agenda and Objectives

Review of Course Agenda, Learning Outcomes, and Class Guidelines

Warm Up Activity: Experience Tally

The Basics of Apprenticeship

The Benefits of Mentorship

Who Has Mentored You? 20 minutes

Reflection 10 minutes

- Slides 1-18
 - 2 hours to complete
 - Handout 1.1

1a

Welcome & Introduction to the Course

Agenda - Session 1	Slides	Suggested Times
Welcome and Introductions	1-2	10 minutes
Review of Session Agenda and Objectives	3-4	5 minutes
Review of Course Agenda, Learning Outcomes, and Class Guidelines	5-7	15 minutes
Warm Up Activity – Experience Tally	8- 9	10 minutes
The Basics of Apprenticeship	10-14	20 minutes
The Benefits of Mentorship	15	30 minutes
Who Has Mentored You?	16-17	20 minutes
Reflection	18	10 minutes

- 1.** Welcome, introduction of facilitators and quick name introductions (Slides 1-2)
- 2.** Agenda for the full course (Slides 3-4) (5 mins)
- 3.** Learning outcomes for the course
- 4.** Guidelines for the classroom
 - Respect each other's experiences and opinions
 - Put electronic devices on silent or vibrate
 - Share your thoughts
 - Limit cross-conversations
 - Have FUN!!
- 5.** Agenda and Objectives for Session 1 (Slides 5-7) (15 mins)

Objectives

- Become familiar with overall course outline and overarching objectives of the mentorship training
- Acknowledge and share the experience of participants
- Become familiar with the basic history, values, and structures of apprenticeship
- Become familiar with the basic structures and values of mentorship

1b

Warm Up Activity: Experience Tally

1. Each Mentor and other session participants are asked to introduce themselves and tell the group how many years they've worked in their current position or current field.
2. Facilitators total up the number of years including their own and discuss the duration and value of collective experience.
3. Point out that the class will have X number of years of experience on which to draw from.
4. Refer to Slide 9. Discuss this image and what it means to the group.



Slides 8-9

10 minutes
suggested time

No Handout

Facilitator Note: For the discussion, emphasize that experience is the acquisition of knowledge through the process of doing or acting and then using this practical knowledge with a specific goal in mind. Apprenticeship connects knowledge acquired through formal training with the knowledge acquired from doing. Emphasize that knowledge and experience are not opposites but support each other.

Focus on this equation: Knowledge + Experience = Competence!

1c

The Basics of Apprenticeship

1. What does the word "Apprentice" mean to you? (Slide 10)
Go around the room and collect people's ideas and thoughts.
Ask them to share one word/idea that comes to their mind, and flipchart responses.
2. Review Slides 11-13
Core Components of Registered Apprenticeship (Handout 1.1)



Slides 10-14

20 minutes
suggested time

Handout 1.1

Facilitator Note: The second point in the Core Components of Registered Apprenticeship is structured and paid On-the-Job Learning. That is the primary job of the Mentor; to ensure that the Apprentice learns on the job and gains the experience to be fully competent in the occupation. Check with participants to see if they have questions or concerns about apprenticeship

3. Transition: We now want to explore the benefits of mentoring from multiple perspectives. Review Slide 14 for thoughts on mentorship. If time allows, you may want to ask for participants to share their reflections.

1d

Activity: Benefits of Mentorship

1. Break into four groups.
2. Each group will focus on ways that mentorship benefits different stakeholders.
3. Groups should be prepared to report out their findings to the class.



Slide 15

30 minutes
suggested time

No Handout

Facilitator Note: See below for talking points that can be raised by the facilitator if not brought up by the groups.

GROUP 1: How mentorship benefits the Apprentice

1. The Mentor helps the Apprentice gain job related competencies through coaching, training, and support during the On-the-Job Learning component of apprenticeship.
2. The Apprentice has someone with greater knowledge and experience to turn to for advice.
3. The Mentor supports the Apprentice in problem-solving on the job.
4. Mentorship may help an Apprentice feel less isolated at work and encourage him/her to interact more with others.
5. A Mentor can provide an Apprentice with tips on career growth.
6. As the Apprentice completes the apprenticeship, a Mentor may remain a valued adviser to the employee.
7. Other possible answers:
 - Builds self-esteem and confidence
 - Provides structure and support
 - Helps to stay within guidelines
 - Grows your network
 - Understands expectations in a new work environment
 - Navigation
 - Enhances skills and competencies
 - Succession: Talent Pipeline

GROUP 2: How mentorship benefits the Employer

1. The employer of a mentored Apprentice gains from their greater productivity in the workplace.
2. As Apprentices turn to their Mentors for advice, they make fewer mistakes on the job, cutting losses to the employer.

3. Apprentices in mentoring relationships tend to have greater job satisfaction, which can mean a more positive work environment.
4. Employers might also notice less turnover of employees as workers feel a greater loyalty to the company.
5. Other possible answers:
 - Internal resource development
 - Transfer of knowledge
 - Passing of the torch of experience
 - Greater employee motivation
 - Improved relationship between role groups
 - Support for top of license practice
 - Mentorship supports working smarter, not necessarily harder

GROUP 3: How mentorship benefits the Mentor

1. The opportunity to teach or advise others can increase the Mentor's confidence and job satisfaction.
2. The Mentor is required to listen to the concerns of the Apprentice and may develop a better understanding of Apprentice/employee issues along with stronger communication skills.
3. If the Mentor is a supervisor, mentoring may improve her/his supervisory skills.
4. Other possible answers:
 - Satisfaction in helping others learn
 - New perspective
 - Safe environment for testing different approaches
 - Network expansion/resume development
 - Validation of personal skills and knowledge (increased confidence)
 - Expand knowledge base (i.e., new technology or new approaches)
 - Ongoing feedback
 - Help with workflow
 - Positively affecting career growth (Mentor's and Apprentice's) as well as patient outcomes

GROUP 4: How mentorship benefits the Profession²

1. Mentoring in the workplace can have long-term benefits as employees become more self-directed and develop stronger communication and problem-solving skills.
2. Mentored employees value collaboration and sharing of information, which can lead to a stronger organization.

²The Advantages of Mentoring in the Workplace by Janice Tingum, accessed at <http://smallbusiness.chron.com/advantages-mentoring-workplace-18437.html>

3. Other possible answers:

- Increase in occupation demand
- Encourages retention and employer loyalty
- Elevates the profession
- Increases skill set
- Provides mechanism to evaluate standards/workforce needs of profession through collaborative problem-solving

1e

Who Has Mentored You?

1. Individual Activity: Think back over your life experience.

Who have you known who has inspired you? A teacher, relative, friend, colleague, or boss? Think about what impact this person had on you.

*Slides 16-17**20 minutes
suggested time**No Handout***2.** What were some of the individual characteristics of these Mentors?

Ask the group to talk about their memories of the impact and characteristics of these Mentors.

Facilitator Note: Document key words and phrases on flipcharts, and review Slide 17. The group most likely would have listed some of the qualities on Slide 17, that are often seen in good Mentors.

1f

Reflection

Ask the participants to think back over the session and take a few minutes to reflect on what was important to them. Ask them to go around the room and share a thought or two. Let them know that they can pass if they prefer not to share with the group.

*Slide 18**10 minutes
suggested time**No Handout*

Facilitator Note: A reflection activity ends each session. It is a time to reinforce what has been important to the participants and to reinforce group learning. If the sessions are delivered in 4-hour segments, this activity should be done at the end of the 4 hours.



Roles and Responsibilities of Mentors, Apprentices & Supervisors

Review of Session Agenda and Objectives	Suggested times <i>5 minutes</i>
Roles and Responsibilities of Mentors, Apprentices and Supervisors	<i>25 minutes</i>
The Apprenticeship Team in Your Department	<i>25 minutes</i>
Application of Teamwork and Problem-solving	<i>30 minutes</i>
Making Time for Mentorship	<i>15 minutes</i>
Learning Styles	<i>10 minutes</i>
Reflection	<i>10 minutes</i>

- Slides 19-31
 - 2 hours to complete
 - Handouts 2.1-2.3

2a Agenda and Objectives

Agenda - Session 2	Slides	Suggested Times
Review of Session Agenda and Objectives	19-20	5 minutes
Roles and Responsibilities of Mentors, Apprentices and Supervisors	21	25 minutes
The Apprenticeship Team in Your Department	22-25	25 minutes
Application of Teamwork and Problem-solving	26-28	30 minutes
Making Time for Mentorship	29	15 minutes
Learning Styles	30	10 minutes
Reflection	31	10 minutes

Objectives

- Reflect on and share how apprenticeship and mentorship are being implemented in your institution and your department
- Define roles and responsibilities in apprenticeship and mentorship in your institution and department
- Apply roles in apprenticeship to team practice and problem solving
- Explore challenge of making time for apprenticeship while maintaining productivity

2b

Roles and Responsibilities of Mentors, Apprentices, and Supervisors

Activity: The Story of Apprenticeship in my Department

- Break into groups of 3-4 people. Ask each group to discuss the topics and flipchart their answers. If you are training Mentors from different departments, group by department.
- Tell us the story about how these topics are implemented in your department
 - Related Technical Instruction – who provides it for your program?
 - On-the-Job Learning – how does that happen in your program?
 - Mentorship support – who are the Mentors and what are their titles?
 - Supervisory support
 - Type of Apprenticeship

 Slide 21

 25 minutes
suggested time

 Handout 2.1

- Competency
 - Hybrid (Competency and Time-based)
 - Time-based
- How is this different from past models of training?
- Compare the answers from each group

Facilitator Note: Do not be surprised if the Mentors and supervisors do not know how each of these topics are being implemented in their departments. Based on their answers, you will have the opportunity to explore with them, how their apprenticeship program is being structured. This could occur during the session or may require some discussion and investigation by the local apprenticeship committee or other sponsor representative. It is an opportunity to assess whether the structure and program of the apprenticeship is fully understood by those who play important roles in its implementation.

2c

The Apprenticeship Team in Your Department

1. What are the key roles? Discuss these and the different terms that are used for them.

- Mentor, Peer Mentor, Preceptor, Journey worker
- Supervisor
- Discussion with the group:
 - What are the similarities?
 - What are the differences?
- Flipchart group responses

 Slides 22-25

 25 minutes suggested time

 No Handout

Facilitator Note: In healthcare, preceptor is the term often used for those leading On-the-Job Training. A Journey Worker is the traditional term for the OJL instructor of the Apprentice. In Healthcare we prefer Mentor, which while similar can be a little different. A Mentor is not only an agent of On-the-Job Learning, but also should strive to do everything possible to encourage and mediate the success of the Apprentice in a way that leads to the Apprentice's successful program completion and hire into a permanent job.

2. Functioning as a Team

- Roles and Responsibilities of the Apprentice, Mentors/Preceptors and Supervisors. Discuss if there are differences between the roles noted on the slide and the flip charted responses. The facilitator may want to point out that in general, while the Mentor can assess the level of competence of the Apprentice in order to facilitate his or her role as coach and instructor, a Mentor generally does not participate in the final evaluation of

the Apprentice.

That role is usually fulfilled by a supervisor who is responsible for final hiring and firing decisions.

Facilitator Note: This distinction is particularly important where there is a Collective Bargaining Agreement. However, even where there is none, final evaluation may be seen as counter-productive to the coaching and support role of a Mentor, particularly a Peer Mentor.

- What does it mean to be a fully functional team? (Slide 24) Sum up the discussion and ask for reflection from the group.
- Care New England, a major healthcare system in Rhode Island adopted ACT (Accountability, Caring, and Teamwork) as its standard of performance. (Slide 25)
- To what extent might this approach support the role and interactions of Mentors?

Facilitator Note: If there are similar standards being used by the employers and partnerships where you are training Mentors, you may want to substitute their local standards.

2d

Application of Teamwork and Problem-solving

Scenario: Collaborative Teamwork

1. Discuss Slide 26. Ask the group to comment briefly on these items:

Is there anything they would add or take away?

Being a “Team Player”

- Everyone on the team is valued
- All team members have something important to contribute
- Support each other, step in and help if someone needs help
- Listen to each other, respect each other
- All members share a common goal

2. What distinguishes successful teams?

- Problem-solving Communication
- Shared Goals
- Shared Knowledge
- Frequent Communication
- Timely Communication
- Accurate Communication
- Mutual Respect



Slides 26-28



30 minutes
suggested time



Handout 2.2

- 3.** Break into groups of 3-5 and referring to the previous discussion, ask each group to review the following scenario: (Slide 27)

1. The clinic has been swamped with patients today. The supervisor is anxious about the number of patients in the waiting room and needs more staff on intake and blood work. If she can get some of the newer Apprentices on these two tasks, she thinks she can move the patients through more effectively.
2. The Apprentices are new and not very experienced at these tasks. They are afraid they might be poorly evaluated by their supervisor if they can't perform these tasks well.
3. The Mentor knows the new Apprentices can't handle these tasks independently, but they might be successful if they had a Mentor with them. This would be a good opportunity to provide some coaching and instruction for the Apprentices, but it would mean moving a Mentor or two from their regularly assigned duties to work with the Apprentices.

- 4.** Scenario Discussion (Slide 28)

- What are the problems?
- How can the Supervisor and the Mentor work as a team to find an acceptable (even if not a perfect) solution to this problem?
- How can the Apprentices be brought into the team in a way that supports their development?
- How do you, as leaders and Mentors, see this team-based approach to problem-solving working in your setting?
 - Does it work in all settings?
 - If this culture doesn't already exist, how can you get there?
 - How can the Apprentices be brought into the team in a way that supports their development?

2e

Making Time for Mentorship

Take a few moments and write down some real problems regarding time challenges for the Mentorship Program.

- What are the challenges?
- How are you addressing them?
- How are you addressing scheduling for Related Technical Instruction?

After they write down their responses. Report out to the class and flipchart responses.

Possible Answers:

- Scheduling
- Competing problems of productivity and releasing Mentors
- Short staffing
- Daycare and related issues



Slide 29



15 minutes
suggested time



No Handout

- Coordination of time
- Not enough time

Facilitator Note: This will be most effective if the mentorship program has already started. If not, you may want to drop this exercise.

2f Learning Styles

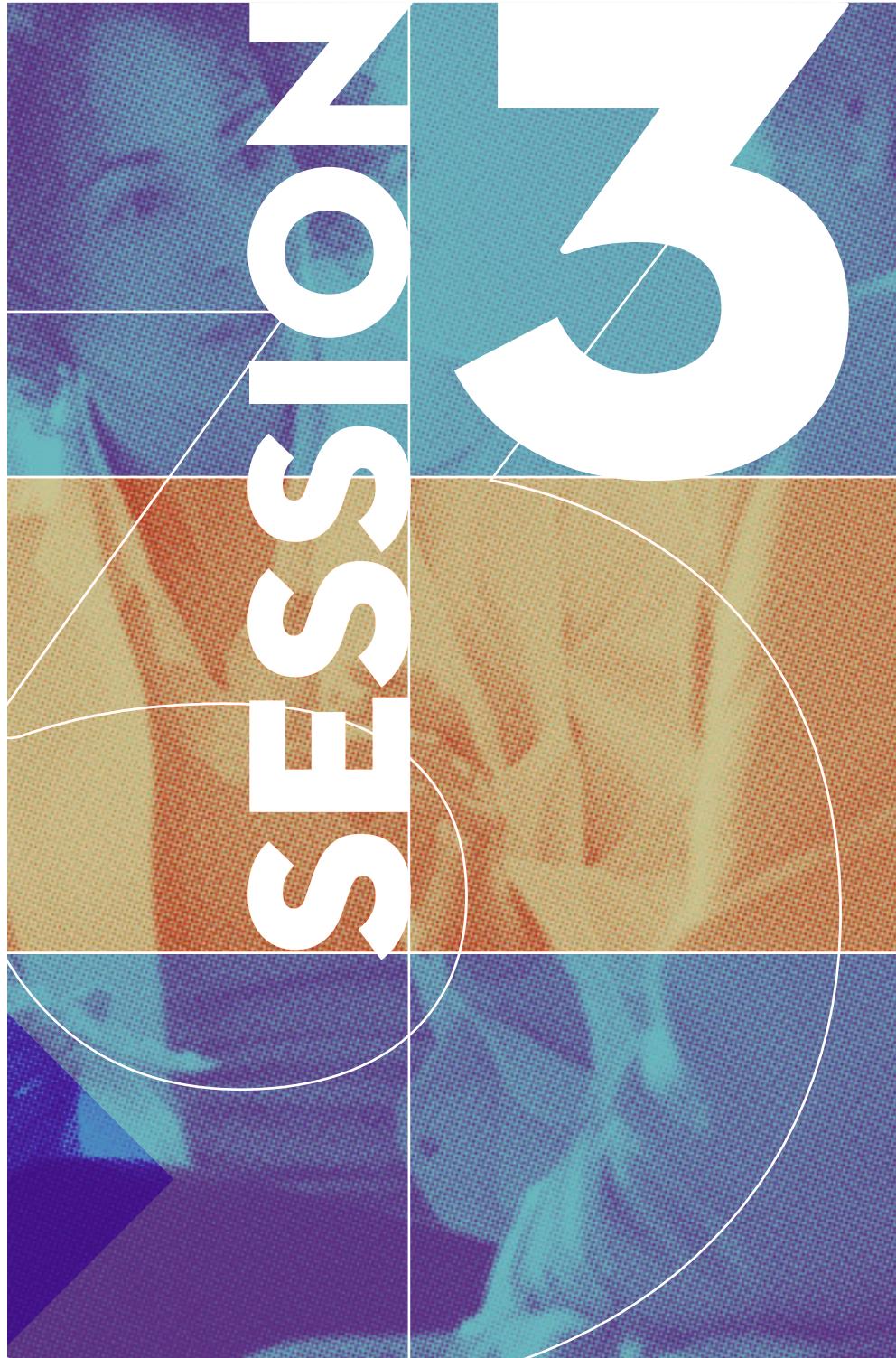
Introduce the Learning Style Questionnaire (Handout 2.3). Explain that the next session will begin with a discussion of learning styles and their importance in mentoring. If there is time, ask them to complete the questionnaire and explain that you will review the results at the next session. If time is limited, ask them to complete the questionnaire later and bring it with them to the next session.

	Slide 30
	10 minutes suggested time
	Handout 2.3

2g Reflection

Ask the participants to think back over the session and take a few minutes to reflect on what was important to them. Ask them to go around the room and share a thought or two. Let them know that they can pass if they prefer not to share with the group.

	Slide 31
	10 minutes suggested time
	No Handout



Adult Learning

**Review of
Session Agenda
and Objectives**

Suggested
times
5 minutes

**Elements of
Adult Learning**

55 minutes

**Mentor Approaches
and Goal Setting**

25 minutes

**Approaches to
Working with
Apprentices**

10 minutes

**Applying
Approaches**

15 minutes

Reflection

10 minutes

Slides 32-54

2 hours to complete

Handouts 3.1-3.4

3a Agenda and Objectives

Agenda - Session 3	Slides	Suggested Times
Review of Session Agenda and Objectives	32-33	5 minutes
Elements of Adult Learning	34-41	55 minutes
Mentor Approaches and Goal Setting	42-49	25 minutes
Approaches to Working with Apprentices	50-52	10 minutes
Applying Approaches	53	15 minutes
Reflection	54	10 minutes

Objectives

- Become aware of multiple learning styles
- Learn the basics of Adult Learning Theory
- Become more familiar with characteristics and needs of second language learners and adults with learning differences and disabilities
- Apply SMART goals to goal setting with Apprentices
- Reflect on different approaches to working with Apprentices and their potential for apprentice success

3b Elements of Adult Learning

1. Learning Styles (Slides 34-35)

Have participants tally their answers from the Learning Style Questionnaire that was shared at the end of Session 2.

 Slides 34-41

 55 minutes suggested time

 Handout 3.1-3.2

Facilitator Note: Bring additional copies of Handout 2.3 (Learning Style Questionnaire) in case participants did not bring the copies they received previously.

- Determine their learning style: Distribute the handout Evaluating the Learning Style Questionnaire – Handout 3.1
 - Visual
 - Auditory
 - Kinesthetic
- Working with a Partner or in Groups
 - Discuss your learning style results

Were you surprised?

Do you agree with the results?

- Discuss with each other a positive learning experience as an adult. (Some examples could be learning how to bake, knit, repair cars, learn a hobby, be a parent, etc.)
 - What were the elements that made it positive for you?
 - How was it meaningful?
 - What were the instructional methods that were effective?

Depending on time, you may want to ask Mentors to share insights from their conversation. Discuss briefly what kinds of problems could arise if instructors don't understand that there are many differences in how people learn best.

2. Approaches to Adult Learners (Slides 36-38)

- Helpful Ways to Approach Adult Learners
 - What's in it for them?
 - How is this going to help them achieve their goals?
 - How does this relate to them?
- How Adults Recall Learning: Experiences, Seeing, and Listening
- Elements of Adult Learning: Practice, Variety and Reinforcement

3. Working with Second Language Learners (Slide 39)

- Speak slowly and clearly but not more loudly than usual.
- Pair second language learners with those who are fluent in English.
- If technical vocabulary is a struggle, provide translations of important terms.
- Try to learn a few words in your Apprentice's language to help build rapport.
- Recognize the value of team members who can speak with patients from many countries.
- Provide an opportunity for Apprentices to share their backgrounds, language, and culture, as a way of becoming more culturally competent.

4. Learning Disabilities or Differences (Slide 40) – Handout 3.2 (about Dyslexia)

- Review Slide 40.
- Distribute handout and discuss briefly.
- Share your experience with learning differences. You can ask participants to turn to a partner and briefly discuss their experience. (Many participants will have experience with learning differences either for themselves or with friends or family.) Then open conversation to the entire class. (Slide 41)

3c

Mentor Approaches and Goal Setting

1. Introduction (Slides 42- 44)

- Learning styles should be taken into consideration when setting goals with Apprentices.
- Why do we need to set goals with Apprentices? Flipchart responses.
- Value of Establishing Goals: Conduct interactive review and get feedback from class each bullet item.



Slides 42-49

25 minutes
suggested time

No Handout

2. SMART Goals (Slides 45-49)

- Assess what the participants know about SMART goals before showing graphic



Activity – SMART Goals

3. Determine if the following goals are SMART. Ask each participant to write down the answers as we review Slide 48. If it is SMART, leave it as is; if it is not, rewrite it so that it is SMART.

- Apprentice will complete the CCS coding exam within 6 months. (not realistic)
- Apprentice will handle intake documents independently within the first half of their apprenticeship program (SMART)
- Nursing Apprentice will lead outreach team. (not realistic, not specific)
- Medical Assistant Apprentice will interact with patients effectively to provide quality patient care. (not specific, not time based, not measurable)
- Apprentice will uphold standards of professional conduct. (not specific, not time based, not measurable)
- Apprentice will consistently practice accurate hand hygiene within one week of starting the apprenticeship. (SMART)

- Coding apprentice will identify discrepancies between coded data and support documentation in current rotation within three months. (SMART)

Review Slide 49 and discuss your answers. If the goal is not SMART, rewrite it so that it is.

Facilitator Note: Depending on the apprenticeships you are working with, you may want to change some of these examples.

3d Approaches to Working with Apprentices

Distribute Handout 3.3. Have a brief discussion about the different approaches – collaborative, deficit-based and strength-based. What does it mean to you? What can you do as a Mentor to utilize these approaches?

- | | |
|---|------------------------------|
|  | Slides 50-52 |
|  | 10 minutes
suggested time |
|  | Handout 3.3 |

3e Applying Approaches: Katarina Scenario

1. Break into small groups - Read through scenario Handout 3.4:
 - Katarina is having a difficult time and making things difficult for you as her mentor – she consistently returns late from lunch and is having trouble building relationships with her team.
 - You are annoyed
 - You realize that Katarina is having trouble finding childcare on the nights she has to go to class and that her mother has taken ill
 - Given all of these stresses, Katarina has never missed a class and you know she is an active class participant.

- | | |
|---|------------------------------|
|  | Slide 53 |
|  | 15 minutes
suggested time |
|  | Handout 3.4 |

2. Discuss the following questions in your groups, and be prepared to share your answers with the class:

- Thinking of the collaborative approach and of strength-based practice, how would you approach your mentoring role?
- What in particular can you do to demonstrate a strength-based approach?
- How are you going to deal with your feelings towards Katarina, while maintaining this approach?
- What are some ways you can help her address her lateness and interpersonal issues at work?
- What type of coaching might be helpful to her?
- Are there supports that you might recommend?

3f Reflection

Ask the participants to think back over the session and take a few minutes to reflect on what was important to them. Ask them to go around the room and share a thought or two. Let them know that they can pass if they prefer not to share with the group.



Slide 54



10 minutes
suggested time



No Handout



Session 4

Assessment for a Competency Model of Apprenticeship

Review of Session Agenda and Objectives *Suggested times*
5 minutes

Competencies: What Will We Assess? *10 minutes*

The Use and Purpose of Assessment *10 minutes*

Basic Types of Assessment *15 minutes*

Reflection and Assessment *10 minutes*

Review of Assessment Tools *40 minutes*

Rubric Activity *20 minutes*

Reflection *10 minutes*

Slides 55-68

2 hours to complete

Handouts 4.1-4.4

4a Agenda and Objectives

Agenda - Session 4	Slides	Suggested Times
Review of Session Agenda and Objectives	55-56	5 minutes
Competencies – What Will We Assess?	57-58	10 minutes
The Use and Purpose of Assessment	59-60	10 minutes
Basic Types of Assessment	61-62	15 minutes
Reflection and Assessment	63	10 minutes
Review of Assessment Tools	64-66	40 minutes
Rubric Activity	67	20 minutes
Reflection	68	10 minutes

Objectives

- Become familiar with the basic purposes and forms of assessment
- Apply the concept of self-reflection to critical thinking and learning in apprenticeship and healthcare occupations
- Become familiar with assessment tools that could be utilized by mentors to increase their effectiveness and to support Apprentices' learning
- Practice creating a rubric for competency assessment

4b Competencies – What Will We Assess?

Discuss the meaning of competencies in the context of mentorship

- Competencies are what we need to do our jobs well. Skills and competencies are interconnected. Remind participants that competencies are not just relevant in work. Ask the class what are some things they are competent at (i.e., parent, knitter, carpentry, etc.)?

 Slides 57-58

 10 minutes suggested time

 No Handout

4c The Use and Purpose of Assessment

1. Introduce the following thoughts and concepts: Assessment is not necessarily objective; it may result in bias. For example, when car owners are assessed for car insurance rates, the neighborhood where someone lives may count more than their driving record in tabulating cost. As a result, someone with a great driving record who lives in a

 Slides 59-60

 10 minutes suggested time

 No Handout

poor neighborhood can end up paying more for car insurance than someone with a bad driving record who lives in a rich neighborhood. Can you think of other examples where assessments can result in bias?

- Jobs
- Schools
- Graduation
- Voting
- To get a mortgage, insurance rate, live in certain neighborhoods, etc.
- The court system
- Health system (including health insurance)
- Other?

2. What is the purpose?

- To let people in
- To keep people out
- To determine need, cost, risk, etc.
- To determine prior learning and experience
- To learn about oneself – self-reflection
- Other examples?
- Are assessments always accurate? Are they always fair?

4d

Basic Types of Assessment

1. Types of Assessment

- Formative – Where are you starting from?
- Periodic or Process – How are you doing?
- Summative – Have you met your objectives?



Slides 61-62



15 minutes
suggested time



Handout 4.1

2. Activity: Everyday Examples of Assessments – See Handout 4.1

- What kind of assessment is this?
- Work in groups. If the class is small you may want each person to work individually or in groups of 2.
- Instruct the group to categorize each example of assessment into one or more of the 3 types of assessment.
- When the group reconvenes, discuss participant answers
- Report back and discuss. Note that there could be more than one correct answer for some of these examples.

Answers:

1. Periodic – or if it occurs after repairs it could be summative
2. Summative/Process
3. Periodic
4. Summative or Process

5. Summative/Process (depending on whether you need more instruction or have mastered it)
6. Summative
7. Formative
8. Periodic (could be Formative for a new Doctor)
9. Formative
10. Formative
- Discussion (optional) Are these assessments always accurate? Why does it matter?

4e

Reflection and Assessment

1. Hand out quotes to participants.
2. Have each participant pick a quote that resonates with them. Ask why they picked the ones they did.
3. Think about times that self-reflection has helped you learn. Ask the participants if they are willing to share some examples.
4. Discuss.



Slide 63

10 minutes
suggested time

Handout 4.2

4f

Review of Assessment Tools

1. Both Mentors and supervisors need to assess Apprentices, but for different purposes. Mentors do assessments to determine what Apprentices need to learn. They use assessments in a formative and process way. Supervisors also use assessments but in addition to the ways that Mentors use them, they also use them for evaluation, a summative process. (Slide 64)
 - Rubrics (overarching) - A rubric is a chart that helps you track competency development over time and/or in a graduated way.
 - Journaling (self-reflective)
 - Portfolios (self-reflective and/or overarching) - Portfolios are used to demonstrate achievements over time. You can be creative with this (i.e., record a video demonstrating how you do it, sharing documents that demonstrate accomplishments, etc.).
 - Observation and Feedback (can be informal and unstructured or more formal and structured)
 - Demonstration and Presentation (overarching)
 - Checklists (can be very detailed and break overall competencies into specific steps, e.g., listing each component of bed making, handwashing, intake, etc.)
 - Other examples to share?



Slides 64-67

60 minutes
suggested time

Handout 4.3-4.4

Facilitator Note: There may be some confusion on the difference between checklists and rubrics and how they can work together. An example might be a Nursing Assistant developing a general competency in preparing a room for a new patient which could be measured through a rubric charting their progress towards full competency. However, a checklist could document the component parts of the overall competency such as bed making, stocking supplies, etc.

2. Assessment Tool Activity (Slide 65) - Handout 4.3

Each section of the handout presents a different type of assessment tool. Working in groups, go through each tool and discuss each point below. Ask each group to report their answers when the class reconvenes.

Facilitator Note: Some groups may have difficulty with these questions. Be sure to circulate and provide assistance and guidance. This may be a time for more direct instruction.

- Identify who might use these tools (i.e., Mentor and/or supervisor)
- What is the purpose of the tool?
- How does this assessment tool help the Mentor?
- How does the assessment tool help the Apprentice learn and grow?
- How is the tool useful for supervisors?

3. Scenario - Group Activity (Slide 66) - Handout 4.4

Half the class gets the Juan and Tamika scenario, and half the class gets the Mariana scenario. (You will likely have 2 groups doing each one – keep groups to no more than 5 people if possible.) Give each group flipchart paper to document their responses and to aid in their presentation to the class.

Scenario 1

Two Apprentices that you are mentoring, Juan and Tamika, are starting with different levels of competency. Juan has transferred from another employer in a similar job where the work was done in a top down way. Tamika has been working at their current place of employment in a job that is not as related to the current apprenticeship. However, she is familiar with the team-based culture of the current employer. You need to assess where each of them is in their competencies (understanding that they have different strengths and weaknesses). How might you conduct a formative assessment to help you decide how best to mentor and coach each of them, recognizing their different strengths?

Answer: A checklist or a rubric could be helpful. The Mentor might also be able to get information from the workers, their supervisors, or others about their prior jobs and the competencies and practices required for them. Be open to other creative ideas presented by the groups.

Scenario 2

Mariana, one of the Apprentices, has expressed a concern that she will never be able to pass the Certification exam in coding at the end of the apprenticeship. As

a Mentor, you recognize that she has a fear of test taking. However, you think that although she is fearful, she is capable of the work and can prepare herself for the test with the help of her Mentor and instructors. How could you help her build her confidence and competence so that she is ultimately able to pass the test and complete the apprenticeship? How can periodic/process assessment help her develop both her competency and her confidence? What else can help?

Answer: Practicing test-taking can help her (and the Mentor) understand her strengths and weaknesses both in terms of test-taking itself and the competencies and knowledge that she needs to focus on to prepare for the test. The group may come up with other types of assessments that could help Mariana build her competence and confidence. This scenario is about how assessment can support the overall work of the Mentor.

4. Rubric Summative Activity (Slide 67) (20 mins)

This activity helps to reinforce their understanding of rubrics.

Facilitator Note: Come up with a list of everyday activities that include competencies that could be assessed based on a rubric. Some everyday examples could be: Doing the laundry, washing dishes, cleaning the bedroom

- Start with an example to review with the class: Let's say walking the dog. Review a few of the competencies that are important for success with this activity (e.g., knowing when the dog needs to be walked, bringing the proper supplies for waste retrieval, finding a place to dispose of the waste). Discuss how you could develop a rubric that would help you decide who in your family needs more instruction. Come up with at least 3 levels of competency: i.e., no competency, an intermediate level of competency, fully competent.
- Model the development of the rubric with the first 2 competencies.
- Break into groups.
- Ask each group to complete what they think is a good rubric for assessing whether someone in the family could be trusted with doing the laundry or another common task that you decide on (i.e., knowing when something needs to be washed, ability to use the machine correctly, using appropriate products, etc.).
- Give each a flipchart to document their rubric.
- Bring the class together to compare and discuss. The different groups will likely organize the competencies in different ways.
- Ask them to think how they could encourage self-reflection to help or speed the learning of this everyday but complex activity.
- End this activity by asking what kinds of competencies in your department could be assessed using a rubric? Chart a list that includes at least something from each department represented in the room.

4g Reflection

Ask the participants to think back over the session and take a few minutes to reflect on what was important to them. Ask them to go around the room and share a thought or two. Let them know that they can pass if they prefer not to share with the group.



Slide 68



10 minutes
suggested time



No Handout



Session 5



Cultural Competence & Communication

Review of Session Agenda and Objectives

Suggested times
5 minutes

Cultural Competence, Consonance, Awareness, Sensitivity and Humility

35 minutes

Activity: From my Perspective

30 minutes

Cultural Iceberg

10 minutes

Considerations for Intercultural Communication

20 minutes

Language and Culture

10 minutes

Reflection

10 minutes

Slides 1-26

2 hours to complete

Handouts 5.1-5.2

5a

Review Agenda and Objectives

Agenda - Session 5	Slides	Suggested Times
Review of Session Agenda and Objectives	1-2	5 minutes
Cultural Competence, Consonance, Awareness, Sensitivity and Humility	3-14	35 minutes
Activity: From my Perspective	15-16	30 minutes
Cultural Iceberg	18-21	10 minutes
Considerations for Intercultural Communication	22-23	20 minutes
Language and Culture	24-25	10 minutes
Reflection	26	10 minutes

Objectives

- Define cultural terms and their impact on apprenticeship and patient care
- Develop a shared understanding of the elements of culture and their impact on verbal and non-verbal communication

5b

Cultural Competence, Consonance, Awareness, Sensitivity and Humility

5. Review definitions: culture, cultural competence, cultural consonance, cultural awareness, cultural sensitivity and cultural humility (Slides 3-14) (35 mins)

- Cultural consonance is a related concept with application to the healthcare setting. Discuss how and when it might apply.
- Break into groups to discuss the definitions, why they are important to Mentors, and how they impact our work with patients, co-workers and Apprentices? (Slide 14)
- How do these affect our work with patients?
- How do they affect our relationships with our co-workers and teams?
- How do these affect our work with Apprentices?

	Slides 3-21
	75 minutes suggested time
	Handout 5.1

6. Activity: From My Perspective (Slides 15-16) (30 mins)

- Point out that there are many influences that shape who we are and how we see the world. For example, our primary language, our ethnicity or race, where we live, our socioeconomic status, our age, gender identity, sexual preference, and so on.
- Give students the “From my Perspective” handout. (Handout #5.1)
- Using the handout/graphic, ask the participants to fill in specific cultural influences, such as religion, age, racial identity, national origins, gender identity, sexual preference, education and other factors that have shaped who they are and their perspective on the world.
- Following the individual activity, participants will break into groups of 3-5 people.
- In these small groups, participants will discuss and record some of their cultural influences on flip chart paper.
- Each group should be prepared to present and discuss the cultural influences they are comfortable sharing with the entire class.
- Support responses by showing Slide 17. Note any influences that were not mentioned during the small group report out.
- Ask the group how they think these influences affect their role as Mentors, both negatively and positively.

7. Cultural Iceberg (Slides 18 - 21) (10 mins)

Video: Cultural Iceberg. Go to link:

<https://www.youtube.com/watch?v=woPov-2nJCU>

What is the difference between implicit and explicit presentations of culture?

(Slide 19-20)

1. Explicit:

- Easy to see, taste or hear
- They are only the tip of the iceberg.

2. Implicit:

- Where most of culture lies
- They are not immediately visible.
- They can influence behavior, values, feelings and thoughts.

Go to Cultural Iceberg and Wheel slide. (Slide 21)

Use this slide to point out that one can think of culture — and perhaps intercultural communication itself — as an iceberg. We clearly see what is above the surface.

There may be much more below the surface that we don't see. We need to ask questions, learn, and try not to judge in advance.

5c

Considerations for Intercultural Communication

Point out some of the considerations for interaction with other cultures. Ask if people can give some examples from their experience and/or culture regarding these 7 considerations.

Activity: Communicating Across Cultures Distribute the T/F quiz (Handout 5.2). Working in groups, complete the quiz. This gives participants an opportunity to share what they know and to minimize lecture on the points below. As you review the answers, you may want to bring up some of the talking points below. Use Slide 23 to demonstrate the different types of personal space (strangers, acquaintances, and close relationships) and the comparison between different cultures.

Facilitator Note: See below for suggested talking points. You may want to research some of the cultures that are prevalent in your region to help you customize this part of the training.

1. Social Space

- This is the physical space surrounding people that they consider their “own.” A person may feel discomfort, anger, or anxiety when they feel that someone is in their personal space.
- Ideas about personal space differ from culture to culture. Some people may feel you are standing too close, and you will notice them backing away. Others will feel you are standing too far away. Try not to take offense at these differences.
- Social space is different in different cultures.
- Privacy and personal space are highly valued in some cultures more than others.

2. Touching

- Some people might appreciate a friendly touch on the shoulder or a pat on the hand. Other people may not feel comfortable being touched in any way. Take the person’s cues when it comes to touch.
- Greeting
 - Handshake (America) vs. kiss on both cheeks (France)
- Touch the top of a child’s head
 - Okay in the U.S.
 - Inappropriate in some parts of Asia, because the head is considered a sacred part of the body.
- In the Middle East and some other regions, the left hand is used to handle bodily hygiene, so using that hand to shake or accept gifts is considered rude.



Slides 22-23



20 minutes
suggested time



Handout 5.2

3. Volume of Voice

- Be aware of the tone and volume of your voice. When speaking with someone for whom English is a second language, use moderate volume.
- This is a common communication problem between English speakers and those with limited English. Speaking louder won't help someone understand. Speaking too loudly may offend or upset a person.
- Pay attention and practice. Sometimes workers are not aware they are doing this.
- High volume = Anger (Britain).
- High volume = Command Attention (India).

4. Timing of Verbal Exchanges and Silences

- Timing of Verbal Exchanges
 - People are expected to speak one after another in an orderly linear fashion (i.e., Asian, Arab and African).
- In some cultures, interruptions are acceptable.
- Silence
 - Silence in Greek culture may indicate refusal.
 - Silence in Egyptian culture may indicate consent.
 - Long silences may seem comfortable to people from some Asian cultures.

5. Gestures

- "Ok" Sign
 - In the U.S. it means it's acceptable.
 - In Japan, it means money.
 - In Argentina, Belgium and France it may mean "nothing/zero".
 - In Brazil or Germany, it may reference an offensive swear.
- Winking (facial expression)
 - It can indicate a sexual invitation in Latin America.
 - Nigerians wink at children if they want them to leave the room.
 - Chinese consider it rude.
- Hands on Hip (posture)
 - Means power or pride in the U.S.
 - Means anger or challenge in Argentina.
- Showing the bottom of your shoe, in Arab culture, is considered highly insulting.

6. Eye Contact

- In the United States, maintaining eye contact is usually considered a sign of interest and respect. In some cultures, like Asia, Latin America, and Africa, extended eye contact can be considered aggressive, challenging, or impolite. In some cultures, avoiding eye contact may show politeness, not disinterest.
- Follow a person's cues when it comes to eye contact.
- Try not to feel or act offended if a person does not look you in the eyes when you speak to them.
- Avoiding eye contact can be a sign of respect in some cultures.
- Eye contact conveys equality (i.e., North America).

7. Smiles

- Some cultures are more emotionally expressive, so smiles are more common (i.e., the U.S.).
- Other cultures shun overt displays of emotion (i.e., Japan).
- In the U.S. a smile is used to greet someone, even a stranger.
- Smiling is more a way of communicating, influenced by culture, than an expression of our emotions.
- Switzerland has some of the highest levels of happiness, yet people often report they do not smile that much.

5d

Language and Culture

- 1.** Bring up language as another cultural consideration. Here are some quotes to share and reflect on:

"If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his own language, that goes to his heart."

—Nelson Mandela

"To have another language is to possess a second soul."

—Charlemagne

- 2.** Considerations when speaking with Apprentices who may not speak English fluently:

- Be concise. Use words that are short and simple. Repeat yourself as needed, or use pictures and gestures to get your point across.
- Speak slowly – but not too slowly. Remember, the person is an adult and should not be spoken to as a child.
- Accommodate language differences by bringing an interpreter or suggesting a mentor be assigned who speaks the Apprentices' language.
- Pair fluent and non-fluent Apprentices for training, if possible, and if a translator is not available.



Slides 24-25



10 minutes
suggested time



No Handout

3. Other cultural considerations in communication:

- Ask people how they prefer to be addressed (name, pronouns, titles, etc.)
- Don't assume. Ask open-ended questions to gain more information.
- Be aware of your own bias when information is delivered in a way you do not expect.

5e Reflection

Ask the participants to think back over the session and take a few minutes to reflect on what was important to them. Ask them to go around the room and share a thought or two. Let them know that they can pass if they prefer not to share with the group.



Slide 26



*10 minutes
suggested time*



No Handout



Session 6

Elements of Communication

Review of Session Agenda and Objectives

Suggested times

5 minutes

Communication: What Works and What Doesn't?

30 minutes

Influences on Communication

15 minutes

Verbal Communication

30 minutes

Non-verbal Communication / Body Language

30 minutes

Reflection

10 minutes

Slides 27-44

2 hours to complete

Handouts 6.1-6.3

6a Agenda and Objectives

Agenda - Session 6	Slides	Suggested Times
Review of Session Agenda and Objectives	27-28	5 minutes
Communication: What Works and What Doesn't?	29-30	30 minutes
Influences on Communication	31-32	15 minutes
Verbal Communication	33-37	30 minutes
Non-verbal Communication / Body Language	38-43	30 minutes
Reflection	44	10 minutes

Objectives

- Develop an understanding of effective communication for Mentors
- Develop guidelines for speaking and listening in a mentorship environment
- Distinguish the components and the impact of verbal and non-verbal communication

6b

Communication: What Works and What Doesn't?

1. Poor communication

Show the “Poor Communication” video with no audio at first.

Ask the group to identify non-verbal messages they observed.

(<https://www.youtube.com/watch?v=wopov-2njcu>)



Slides 29-30



30 minutes suggested time



Handout 6.1

Facilitator Note: If time is limited, you can just begin by showing the video with audio.

Now show the video with audio and see if their assessment was accurate.

Discussion (suggested questions or openers):

- What do you notice about how the healthcare worker introduces herself?
- What do you notice about the choice of language the healthcare worker uses with the patient?
- What kind of message does her body language and tone send?
- What kind of message does the healthcare worker send when she asks the patient about her depression, and how is this message conveyed?

- What other mistakes does this worker make?
- How might these kinds of communication patterns impact communication with an Apprentice and your team?

2. Guidelines for speaking and listening (Slide 30)

- Working in small groups, brainstorm positive guidelines to follow when speaking and listening. What kinds of behaviors can help ensure we are listening and being heard? (Handout 6.1) Be prepared to report out. Facilitator should flipchart responses.

6c

Influences on Communication

Survey the class and flipchart responses (Slide 31). Discuss the importance of words, tone of voice and body language as components of communication. (Slide 32).



Slides 31-32



*15 minutes
suggested time*



No Handout

6d

Verbal Communication

1. The basics

- Emphasize that using clear language means not talking over the person's head.³ Be sure to use words and expressions that the Apprentice understands. This concept was also discussed during the culture section. (Slide 33)
- Do's and Don'ts of verbal communication. Ask for comments or questions. (Slide 34)



Slides 33-37



*30 minutes
suggested time*



Handout 6.2-6.3

2. Tone of voice (Slides 35-37)

Your tone of voice can convey a wealth of information, ranging from enthusiasm to disinterest to anger. Notice how your tone of voice affects how others respond to you and try using tone of voice to emphasize ideas that you want to communicate. Tone of voice is a combination of all of these:⁴

- **Volume:** Speaking very softly might indicate that you are timid and trying to take up less space. Speaking too loudly could indicate insensitivity or an excess of aggressive emotion.
- **Pitch** refers to how high or low you are speaking. Generally, we all have a natural pitch that's comfortable for our voice box, but nerves or other emotions can sometimes cause the throat to tighten, driving pitch higher. This can communicate insecurity or a lack of confidence, or intense emotionality in general.

³Adapted from Colorado Patient Navigator Training program, <http://www.patientnavigatortraining.org/>.

⁴ <http://www.alternativeresolutions.net/tone-of-voice-in-the-workplace/>

- **Inflection** is related to pitch and refers to where you do or do not place emphasis within a word or sentence, often by raising or lowering the pitch of a specific word or two. A sentence might mean multiple things depending on where and how the inflection is placed. As a simple example, think of how a statement can be converted to a question by a simple pitch raise near the end when it's said out loud.
- **Rate** is how fast you speak. Again, we all have a natural rate to how we talk, but the important thing in the workplace is intelligibility. People tend to let their voice rate run faster and faster when they lose confidence, feel nervous, or get upset. This can cause misunderstandings and escalate general feelings of tension.

Activity: Tone of Voice (Slide 36) Handout 6.2

1. Ask for 6 volunteers, give them Handout 6.2.
2. Have each of them to choose one of the 6 ways to say the quote noted on Handout 6.2.
3. Give Handout 6.3 to the rest of the class and ask them to answer the following questions for each speaker: How did this speaker make you feel? What do you think they were feeling?

6e**Non-Verbal Communication/Body Language**

Introduce the concept of body language by reviewing slides 38-41. You may want to ask the group for examples of body language that they use to demonstrate interest and attention. You may want to refer to concepts of culture and its impact on the interpretation of body language that was discussed in Session 5. See below for points you might want to address in this session:

Nodding

Nodding could mean different things to different people, but usually, in the U.S., it is encouraging and demonstrates that you are listening. It sometimes can be interpreted differently by people from different cultures. You may want to ask the group if they have examples to share of different interpretations of nodding.

Activity: Body Language (Slides 42-43)

- Break into small groups of 2-3 people and distribute Handout 6.4
- Think about what your body language is really “saying” to other people. Discuss with your group each of the examples of body language listed in the table. Next to each example, write the possible meanings or interpretations others might have for that particular type of body language.
- Share your group’s opinions.



Slides 38-43

30 minutes
suggested time

Handout 6.4

6f Reflection

Ask the participants to think back over the session and take a few minutes to reflect on what was important to them. Ask them to go around the room and share a thought or two. Let them know that they can pass if they prefer not to share with the group.



Slide 44



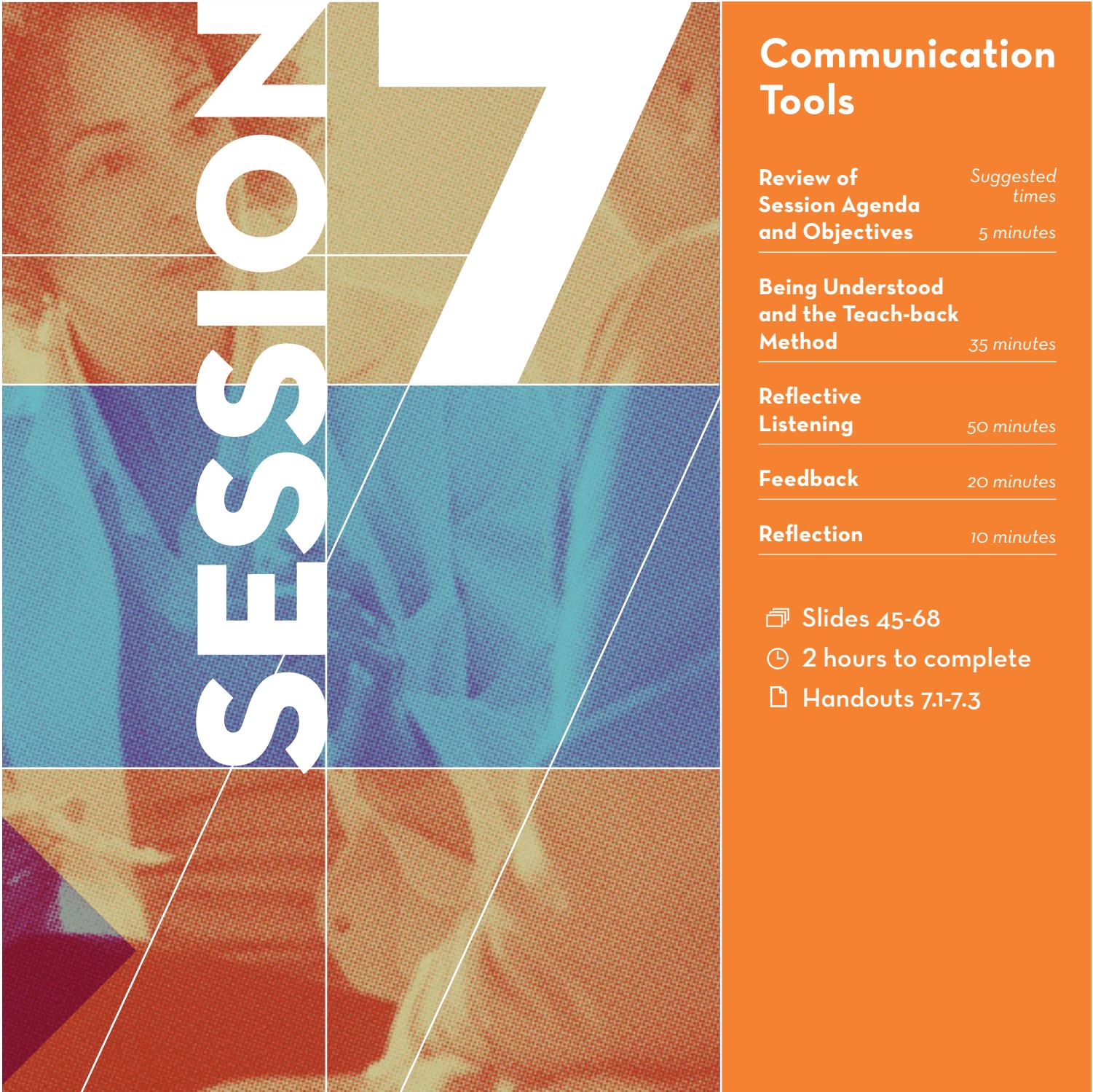
10 minutes
suggested time



No Handout



Session Seven



Communication Tools

Review of Session Agenda and Objectives Suggested times
5 minutes

Being Understood and the Teach-back Method *35 minutes*

Reflective Listening *50 minutes*

Feedback *20 minutes*

Reflection *10 minutes*

- ❑ Slides 45-68
- ⌚ 2 hours to complete
- ❑ Handouts 7.1-7.3

7a Agenda and Objectives

Agenda - Session 7	Slides	Suggested Times
Agenda and Objectives	45-46	5 minutes
Being Understood and the Teach-back Method	47-52	35 minutes
Reflective Listening	53-63	50 minutes
Feedback	64-67	20 minutes
Reflection	68	10 minutes

Objectives

- Learn and practice techniques to support communication between Mentors and Apprentices, including chunk and check, Teach-back and reflective listening
- Become familiar with principles of positive feedback
- Solve problems with Apprentices' behavior and understanding, using feedback as a tool for improvement

7b Being Understood and the Teach-back Method

1. Did they understand you? (Slide 47)

- Ask the class about their experiences talking to someone and feeling that they didn't really hear or understand? Has this ever happened with the people they are mentoring?
 - What about when they are communicating several concepts or sharing a lot of information?
 - Review slide for a summary of ways to determine their communication is successful.
- Emphasize that we are focusing on assessing if they are being successful communicators.

	Slides 47-52
	35 minutes suggested time
	Handouts 7.1-7.2

2. Teach-back Method (Slides 48-51)

Ask the group if they are familiar with the "Teach-back method." It is used in a variety of healthcare settings.⁵ Review slides including how the Teach-back method could be used by Mentors when interacting with Apprentices.

- **Teach-back role play** - Activity to practice the Teach-back method (Slide 52) (See Handout 7.1 and Handout 7.2.)
 - Break into pairs. Decide who will play the Mentor and who will play the

⁵<http://nchealthliteracy.org/toolkit/tool5.pdf>

Apprentice. The Mentor will tell the Apprentice about a process or task that must be demonstrated. After describing the task or process, using the Teach-back method, check to see if the Apprentice understands. Continue the process until you are sure the Apprentice understands.

- Activity debrief:
 - How did it go?
 - Was it difficult?
 - How did you feel about using the method?
 - In your role as a Mentor, when do you think you could use this?
 - If needed, review the pointers in the handout.

7c

Reflective Listening

Empathy plays an important role in our ability to listen and really hear what co-workers and apprentices are trying to say.

Show the video by Brene Brown on empathy and sympathy

(<https://www.youtube.com/watch?v=iEvwgu369Jw>)

Ask the class the following or other open-ended questions to get to their response to the video:

- How do they feel about some of the statements made during the video?
- Do they ever use the phrase “at least”?
- How do they feel about vulnerability in this context?
- What is the difference between empathy and sympathy? Ask the class and flipchart responses. Reinforce responses with Slide 53.



Slides 53-63



50 minutes
suggested time



No Handout

Facilitator Note: Sympathy does not always have a pejorative connotation. It is an appropriate response to some situations – e.g., death, tragedy, illness, a shared experience. You may want to ask for comments here if there is confusion.

Reflective Listening as a Communication Technique (Slides 54-55)

Reflective listening is a communication strategy involving two key steps:

1. Seeking to understand a speaker’s idea
2. Offering the idea back to the speaker, to confirm the idea has been understood correctly by you.

When you are listening reflectively, you are able to repeat back the other person’s main points by repeating, rephrasing, or reflecting feelings and meanings.

	Definition	Example
Original Message		<i>"I rushed to get to the bus today, but still missed it."</i>
Repeat	Repeat back, word for word, what you just heard	<i>I rushed to get to the bus today, but still missed it.</i>
Rephrase	Repeat back what you just heard in your own words	<i>Even though you tried to move quickly, you still were unable to make it to the bus on time.</i>
Reflect	Listen closely to the other person and reflect the content of their message, as well as their emotional state, in your own words (focuses on the positive behaviors and values)	<i>Getting to the bus is important to you and tried your best to get there on time.</i>

Demonstration of Reflective Listening Role Play Activity (Slide 56)

Demonstrate the different ways of responding. During the demonstration, the facilitator plays the role of the listener. Ask for a volunteer to play the speaker. Prepare index cards for the speaker with their topic. Create one card per example. See below for example 1, 2, and 3. Allow the speaker a few moments to look over their index cards. Demonstrate in front of the class.

Example #1: REPEAT

Speaker: Describe a short situation, e.g. having problems with a coworker.

Listener: Repeat the speaker's words.

Example #2: REPHRASE

Speaker: In one or two sentences, briefly relay a frustrating event, e.g. difficulty with another department, missing equipment, not having what you need for work.

Listener: Rephrase the speaker's words.

Example #3: REFLECT

Speaker: Describe an exciting opportunity that could happen in the workplace, e.g. possible promotion, a raise, an extra day off.

Listener: Reflect the meaning and the feelings that are expressed by the speaker.

Review and discuss Slides 57 and 58.

Exercise: Reflective Listening with Partners (Slides 59-61)

- Pair up with participants. One is the speaker; the other person is the listener.
- The speaker will talk about something in their life that is important to them.
The speaker will have 90 seconds to speak, uninterrupted.

- The listener will show they are listening through nonverbal cues, but they cannot speak during the 90 seconds.
- After the speaker is given 90 seconds, the listener will be given 60 seconds to reflect back to the speaker. The listener can choose to repeat, rephrase or reflect. They cannot ask questions or offer any advice/opinions during this 60 seconds.

Exercise Debrief (Slide 62)

- As the speaker, what was it like to simply tell your story?
- As the speaker, what did you notice about the body language of the listener that either encouraged or hindered you from telling your story?
- As the listener, what was it like for you to reflect without asking questions or offering advice or a solution?

Comparing the Teach-back Method and Reflective Listening (Slide 63)

The Teach-back method is used to make sure you have been understood. Reflective listening is used to make sure you understand what the other person is saying.

7d Feedback

- Feedback as a tool (Slide 64)
- Things to remember (Slide 65)
 - Focus on behaviors rather than inferences.
 - Be descriptive, not judgmental.
 - Specifics rather than generalizations.
 - Share ideas.
 - Explore alternatives.
 - Limit amount of feedback at one time.
 - Be respectful, confidential.
 - Be aware of your own biases.

 Slides 64-67

 20 minutes suggested time

 Handout 7.3

- Formal Feedback (Slide 66)

Discuss this feedback strategy with the class (you can write it on flipchart paper) and provide an example (try to get examples from the class but be prepared with some of your own).

- Positive Feedback (with an example) + Negative Feedback (with an example)

Try not to use the word "but", it often sounds negative – i.e. "I notice how your emails are courteous and professional, but the way you dress is sloppy and unprofessional. You need to work on that." Instead, you can use the word "and" or just start another sentence - i.e., "I am so happy to see how you have been working on the way you present yourself professionally. I've noticed that you've been dressing in a shirt and tie the last couple of weeks. An area I think we need to continue to work on is presenting yourself professionally when communicating, I've noticed that some of your e-mails contain slang words and abbreviations."

Scenario Activity on Feedback (Slide 67) (Handout 7.3)

Give groups different scenarios – you may have several groups doing the same scenario.

Give the group 7 to 10 minutes to discuss the scenario and chart their answers.

Debrief and flipchart responses.

Facilitator Note: You may want to create your own customized scenarios.

7e Reflection

Ask the participants to think back over the session and take a few minutes to reflect on what was important to them. Ask them to go around the room and share a thought or two. Let them know that they can pass if they prefer not to share with the group



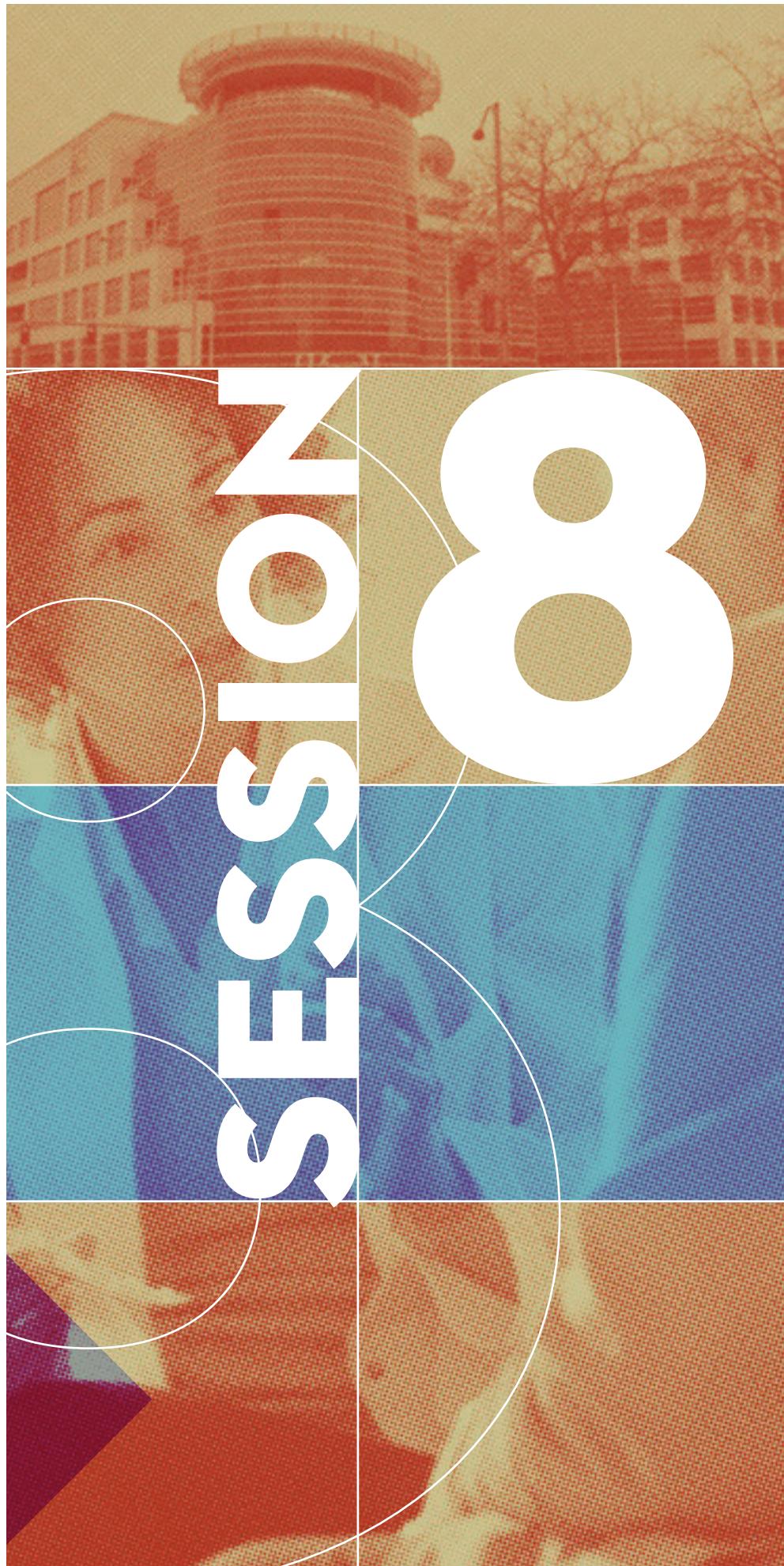
Slide 68



10 minutes
suggested time



Handout



Session 8

Problem Solving and Next Steps

Review of Session Agenda and Objectives Suggested times
5 minutes

Problem-Solving *30 minutes*

Conflict Resolution *45 minutes*

Plan Ahead and Final Thoughts *20 minutes*

Evaluation *15 minutes*

- ❑ Slides 69-79
- ⌚ 2 hours to complete
- ❑ Handouts 8.1-8.4

8a

Review Agenda and Objectives

Agenda - Session 8	Slides	Suggested Times
Review of Session Agenda and Objectives	69-70	5 minutes
Problem-Solving	71-73	30 minutes
Conflict Resolution	74-76	45 minutes
Plan Ahead and Final Thoughts	77-78	20 minutes
Evaluation	79	15 minutes

Objectives

- Become familiar with and apply first 2 stages of Creative Problem-Solving
- Become familiar with ways to address conflicts that arise in work situations and that impact the Mentor/Apprentice relationship
- Plan for ongoing reflective practice and future meetings to build Mentor support and share ongoing work
- Complete an evaluation of the training

8b

Problem-Solving

1. Video: What is Creative Problem-Solving? (Slide 72)

Play video and stop at 1 minute 44 seconds.

(<https://www.youtube.com/watch?v=QbxyiUG5RRI>)

Follow-up with discussion questions.

- The video mentions that we can use creative problem solving for issues over which we have ownership, motivation, and that require imaginative thinking.
- What are the four stages of creative problem-solving?
 - Clarify – explore the vision (I wish) and formulate the challenge (how to?).
 - Ideate – this is where the ideas happen. Brainstorm and pick one.
 - Develop – analyze and improve the idea. Try it out. Make it workable.
 - Implement – you have a solution and must explore acceptance. Formulate a plan. Work through the details (by when? by whom?). Do it.



Slides 71-73



30 minutes
suggested time



Handout 8.1

2. Group Activity and Role-play: Creative Problem-Solving

(Slide 73) (Handout 8.1)

- Assign one scenario to each group. Make sure groups get different scenarios.
- Apply the first 2 stages of creative problem solving. (In a simulated situation, it would be nearly impossible address all the stages.)

- Have the participants use flipchart paper to record their process for problem-solving. We want to see how they approached the clarification and ideation stage and how the group narrowed down the possible approaches to problem solving. Ask each group to present their process.

8c

Conflict Resolution

1. Potential Causes of Conflict (Slide 74)

A conflict is a condition in which people's concerns appear to be incompatible. Ask for examples of conflict from peoples' histories, personal experiences, and job experiences.

Possible examples:

- Different people are giving an Apprentice different instructions
- Someone is withholding information that is needed for decision making
- People are expressing different ideas on who's responsible for a problem
- Someone is not doing their job
- People do not understand each other's culture
- People hold different expectations

2. Handling a Conflict: Steps to follow and things to remember (Slide 75).

Review and discuss.

3. Conflict Resolution Scenarios (Slide 76) (Handout 8.2)

Assign each of these scenarios to different groups (you may have more than one group working on a specific scenario). Briefly review the list of things to think about on the handout. Ask each group to answer the questions and report back their thoughts on their scenario to the entire group.

8d

Plan Ahead and Final Thoughts

1. Say to the class: Now that you have completed the majority of the Mentor Training Program, you have an opportunity to build a supportive network for your ongoing work as Mentors. We will be spending the next 2 sessions, reflecting on what you have learned, what topics you want to spend more time on, and what additional topics would be helpful to work on in the future.



Slides 74-76



45 minutes
suggested time



Handout 8.2



Slides 77-79



35 minutes
suggested time

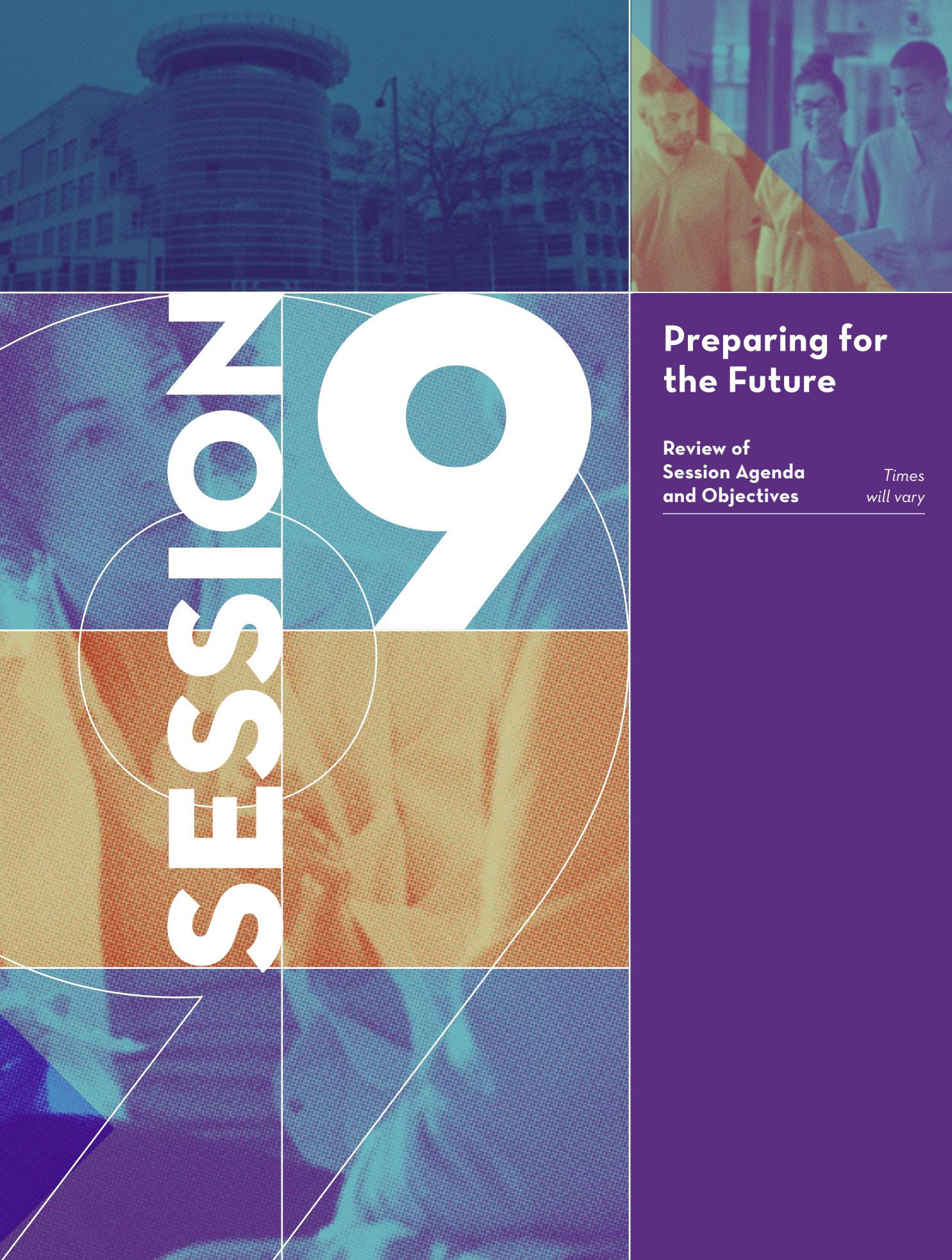


Handouts 8.3-8.4

2. Tools to help you reflect and remember

- Structured Self-Reflection Tool (Handout 8.3) (20 mins)
 - Review the handout (or something similar that you have developed)
 - Discuss alternatives – such as a weekly journal or other self-reflective tool, that gives Mentors a chance to note what worked and didn't work, the successes they had and the frustrations that they felt.
- Evaluation forms to be completed. (Handout 8.4)(Slide 79) (15 mins)

Facilitator Note: Emphasize the ongoing nature of self-reflection and learning. The handout provided has a number of reflective questions. You may want to consider customizing it to your institution and the Mentors in the program. We suggest that that mentors spend a little time each week reflecting, independent of the format you choose. They will be asked to share their reflections and experiences in Sessions 9 and 10.



Session 9

Preparing for the Future

**Review of
Session Agenda
and Objectives**

*Times
will vary*

9a

Review Agenda and Objectives

The agenda and the time needed will vary based on institutional needs and desired outcomes. Facilitators should plan Sessions 9 and 10 in collaboration with their Apprenticeship Committees and/or other key personnel. Make sure to include those who have been through the training in your planning sessions. Alternatively, Session 9 could be a planning session in itself. A summary of the final evaluations can be helpful for participants to hear and useful in the development of Session 10. Make sure the summary is high level so as to maintain the confidentiality of individual comments.

 No Slides Times will vary No Handout

Objectives

Agree on desired outcomes for Session 10 (this agreement could also be developed prior to Session 9). Outcomes could include:

- Reflection on the impact and outcomes of the training.
- Capstone reports by Mentors who are completing the program (particularly helpful if the program is being given as part of a certificate or credit bearing program)
- An evaluation of the Mentor Training Program with discussion on implementation for new mentors in the future
- Identification of additional training and support needed for Mentors who have gone through the training
- Establishment of a departmental, institutional, or cross institutional Mentor network
- Other

Prepare for a reflective and productive final session. This could include:

- Preparation and coaching on development of individual reflective presentation by Mentors and others, on mentorship work and its impact in their departments
- Preparation and coaching on development of group presentations on how the mentorship program is developing in the departments
- Development of a format for ongoing problem solving and conflict resolution for Mentors
- Other

Facilitator Note: Some institutions may want to have the Mentors make individual or group presentations on what they have learned and how they are using their knowledge. They might also want to do a presentation on a Mentor-related topic that they are researching. You may want to use Session 9 to follow up on the reflective exercises that were distributed at the end of Session 8.



Session 10

Reflection and Conclusion

Welcome,
Agenda and
Objectives

Suggested
times
10-20 minutes

Guided Group
Reflection

60 minutes

Unpacking
the Structure
of the Training

20 minutes

Next Steps
for Mentors

20 minutes

No Slides

2 hours to complete

Handout 10.1

10a

Welcome, Agenda and Objectives

Agenda - Session 10	No Slides	Suggested Times
Welcome, Agenda and Objectives		10-20 minutes
Guided Group Reflection		60 minutes
Unpacking the Structure of the Training		20 minutes
Next steps for Mentors		20 minutes

Objectives

- To share experience with mentoring since participating in the training
- To reflect on relevance of Mentor training to institutional objectives and culture
- To discuss ongoing Mentor training needs for mentors
- To discuss potential for ongoing Mentor support
- To reflect on application of Mentor training to existing and emerging programs (Registered Apprenticeship and other)

Facilitator Note: The objectives for this session may vary depending on the outcomes of Session 9. See below for one way of organizing the session, if the primary focus is reflection and planning for future training. If Mentors are doing capstone projects, some of the topics listed below could be included as topics for presentations.

Welcome group back to reflect on their experiences and the application of the mentorship training to their roles.

1. Objectives:

- To share experience with mentoring since participating in the training
- To reflect on relevance of Mentor training to institutional objectives and culture
- To discuss ongoing Mentor training needs for mentors
- To discuss potential for ongoing Mentor support
- To reflect on application of Mentor training to existing and emerging programs (Registered Apprenticeship and other)

2. Distribute materials for the session.

- Copies of PowerPoint (if they have not been previously distributed, as participants may want to retain these for future reference)
- Copies of the training outline: These are included in the handouts packet.
- Handout of questions to address in groups
- Flipchart paper and markers

- If you haven't previously, distribute a summary of the evaluations from Session 8. Review the summary and ask if there are comments or thoughts that arise.

10b

Guided Group Reflection

Go over questions for group reflection (Handout 10.1). There are different questions for Mentors and for others including supervisory personnel who have participated in the training.

1. Break into groups by category of participants, i.e., Mentors, supervisors, administrators, and others if applicable. Ask each group to discuss the questions below, noting the different questions for the different groups. Note the common question for both groups at the end of the handout. Ask each group to pick a recorder and a presenter.



No Slides



60 minutes
suggested time
(30 for group
discussion and
30 for report
backs)



Handout 10.1

Facilitator Note: It is important to group mentors separately from those in supervisory or administrative positions. Since mentors are the main object of the training, their perspective needs to be freely given and heard by others who might attend the meeting. Each group should consist of no more than 5 people, to ensure that each Mentor has the opportunity to contribute freely.

If you are a Mentor: Reflect on how the training has influenced you and your mentorship practice.

- Consider the following topics:
 - Culture and communication
 - Workplace frontline leadership
 - Adult learning
 - Assessment
 - Tools: Teach-back, reflective listening, etc.
 - Problem solving
 - Feedback
 - Conflict resolution
- How have the following issues been addressed in your department?
 - Making time for mentoring
 - Tracking progress of Apprentices (Assessment)
 - Conflict between competing priorities including productivity and training
 - Scheduling and attending Related Technical Instruction for Apprentices
 - Did the experiential and participatory aspects of training support your learning?

- To what extent did the training support institutional culture and/or represents a change in culture? (It may be a bit of both)
- What are the topics that you would like to see in future trainings or workshops that would support the mentorship program?
- What other reflections would you like to share?

If you are someone in administrative or Registered Apprenticeship implementation environments:

- Consider the following topics (same as above):
 - Culture and communication
 - Workplace frontline leadership
 - Adult learning
 - Assessment
 - Tools: Teach-back, reflective listening, etc.
 - Problem solving
 - Feedback
 - Conflict resolution
- What is your thinking on the following questions?
 - How much impact do you think these topics have on the success of a mentorship program? Are there other topics you think would be important to cover in future trainings?
 - To what extent are these topics consistent with your organizational culture? Conversely, are there topics which contradict or are outside of your organizational culture? Do you already have trainings on any of these topics, that are universally covered with staff throughout your organization?
 - What are some of the challenges that you foresee in implementing mentorship; and what are some of the ways you are thinking about addressing them?
 - Do you see an application for aspects of this training in other programs outside of Registered Apprenticeship? (e.g., preceptorship, teamwork, other types of mentorship, new employee orientation, etc.)
 - How do you think the experiential and participatory aspects of training impacted the learning and/or team building process for Mentors?
 - What other reflections would you like to share?

For everyone (if the training was delivered for Mentors from different departments and disciplines) - What are your thoughts and reflections on the pluses and minuses of cross-departmental and/or cross-role training?

2. Report back and discuss.

10c

Unpacking the Structure of the Training

1. Review the overall structure of the training and the sequence of topics.
2. Note that Sessions 1-4 of the training provide context and basic concepts needed by mentors (and their supervisors). Suggest that in future iterations of the training, it might be helpful to frontload this part of the training to the extent possible.
3. Sessions 5-8 cover culture, communication and a variety of approaches to problem solving: essential components of mentoring. If there is concern about the length and intensity of training, these could be extended over time. Allow for discussion of other ways to implement training for new Mentors.



No Slides

20 minutes
suggested time

No Handout

Facilitator Note: Keep in mind that there will be a tendency to want to shorten the training and/or reduce time for the experiential learning aspects of the curriculum. You may want to point out that while a number of the concepts and practices included in the Mentor Training Program may be part of overall staff training, often frontline workers are either excluded from some of these trainings or end up with a version that is not easily transferrable to their new role as Mentors. In addition, taking the time to work with concepts and practices through group work, role plays, and scenarios makes a difference for adult learners who will be implementing new skills and competencies

10d

Next steps for Mentor Support and Training

In the time remaining, review what steps will be needed to provide continuous support and training for Mentors and what means are necessary to set in place for this to happen.



No Slides

20 minutes
suggested time

No Handout

About the Healthcare Career Advancement Program

The Healthcare Career Advancement Program (H-CAP) is a national labor/management organization that promotes innovation and quality in healthcare career education. Its board includes Service Employees International Union (SEIU) locals and healthcare employers across all sectors of healthcare located in 15 states and Washington, D.C.

Author Biographies

Laura Chenven, director of Chenven Consulting, provides consultation on workforce development, adult literacy and education, and labor/management workforce programs as well as subject matter expertise to H-CAP and other workforce programs on healthcare apprenticeships. As the former director of H-CAP, Ms. Chenven has led research, policy, and programmatic initiatives in healthcare workforce development. Previously, she served as Healthcare Field Specialist for the Working for America Institute of the AFL-CIO and as curriculum specialist for the Maryland State Department of Education. She was awarded a fellowship at the National Institute for Literacy. Her publications include Getting to Work, on vocational English language instruction, Portfolio Assessment: Celebrating Achievement in Workplace Education, and Frontline Worker Engagement: Greening Healthcare, Improving Worker and Patient Health, and Building Better Jobs.

Jennifer Nasisi has delivered curriculum to over 2,000 healthcare workers including frontline staff, healthcare administrative staff, and licensed professionals. Ms. Nasisi has been working with the 1199SEIU Training and Employment Funds in New York City since 2012 on many healthcare initiative trainings. She has also collaborated on a variety of workforce development projects, including curriculum development and delivery of apprenticeship and peer mentor programs. Ms. Nasisi serves as a primary trainer in over 30 healthcare facilities including acute care systems, community-based organizations, ambulatory clinics, and long-term care facilities. Prior to Ms. Nasisi's work with the training fund, she worked in the adult education field for over 10 years. She earned her Bachelor of Arts in Chemistry from Rutgers College and Master of Public Health degree from The Rutgers School of Public Health. Ms. Nasisi's experiences have given her a deep appreciation for how educating and empowering healthcare workers can have a direct impact on the health of the patients they serve, and she hopes to continue in projects that improve healthcare delivery in the United States.

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