



Michigan WIC New Mentor Handbook

Guidance for Advisors



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Mentoring in WIC: Information for Advisors

Benefits of Mentoring

■ Enhanced client-centered services	■ Increased staff engagement
■ Consistency in staff skills	■ Improved staff morale
■ More effective nutrition counseling	■ Participant retention

Although staff training is vital for staff development, stand-alone training without consistent follow-up rarely leads to integration of skills into daily practice. Without reinforcement, the new skills will be replaced by the older, more familiar routines and habits. Offering tailored support and mentoring to each staff member will help staff incorporate new skills and apply them appropriately. Although mentoring involves an investment of time and energy, improvements in staff skills will lead to a significant improvement in program effectiveness and increased participant retention.

Choosing a Mentor

The person selected as a mentor should have a firm grasp of client-centered skills, both in theory and practice. Ideally, a mentor has worked in WIC for at least a year and is trusted by other staff members. The mentor may also have a supervisory role in the WIC agency, although this is not a requirement for WIC mentors.

Below are some characteristics of successful mentors. Effective mentors will approach skill development with optimism and the belief that within each person is the desire to grow and improve. Mentors are good listeners who are accepting of different points of view. A mentor works with staff “where they are at.” Some staff members may naturally gravitate to the client-centered style while others might need more support. A mentor will also be someone who is actively working on their own skills with a goal of continual growth and improvement. In this capacity, mentors serve as a role model for others.

Common Characteristics of Mentors:

• Positive	• Supportive	• Resourceful
• Enthusiastic	• Confident	• Sincere
• Caring	• Knowledgeable	• Loyal
• Cooperative	• Compassionate	• Flexible
• Patient	• Reliable	• Honest

Common Questions about Mentoring

How often should people be mentored?

How often staff are mentored will depend on several factors. Each agency is empowered to determine the amount of mentoring that works best for their unique situation. Typically, once a month is the starting point with frequency of mentoring adjusted based on readiness, skill level, and staff engagement. Keep in mind, there are circumstances when more mentoring time is warranted, including:

- When training new staff
- When staff are learning a new procedure or technique

How many mentors do I need?

The precise framework of each mentoring system will be dictated by the needs of the organization and its employees. Both clerical and nutrition staff can benefit from mentoring and should be considered in the evaluation of the number of mentors needed. If the agency is very large and has several mentors, it may be wise to select a mentor program coordinator to oversee the program. The mentoring coordinator would be responsible for training new mentors, planning and facilitating mentor meetings, reporting and data collection, and conducting periodic assessments to track progress.

What are the roles of mentors?

In addition to one-on-one mentoring sessions, the mentor's role may include:

- Identifying resources and training needed to promote skill development
- Providing diverse learning opportunities to accommodate different learning styles
- Facilitating discussions to promote learning
- Exploring ways to recognize and celebrate staff achievement

Will mentoring effect scheduling?

Yes, minimally. And planning ahead can alleviate scheduling issues.

Consider the following suggestions:

- Identify the best days or times to plan for mentoring. If early mornings are normally slower, use that time. Likewise, if a school holiday predicts fewer attendees, plan to mentor on that day.
- Assess the mentors other duties and make changes if necessary to accommodate the time needed for mentoring.

Mentoring will add a small amount of time to each appointment. But remember -- the time invested in mentoring today means more effective services from that staff person every day!

How do I make it sustainable?

Make it a standard of practice:

- Determine how to incorporate mentoring duties into work schedules
- Set aside time for mentoring
- Clarify expectations
- Establish accountability to ensure mentoring takes place

Allow for networking and growth opportunities for mentors.

New Mentor Training Checklist

Below are the tasks to be completed by new mentors. Tasks should be completed under the guidance of an advisor who is a current mentor, supervisor, or WIC coordinator. As tasks are completed, the new mentor will periodically check in with their advisor to discuss progress.

The tasks listed below are designed to be completed in approximately 3-4 weeks but may be spread out over more time or completed in less time depending on the needs of the agency.

Steps are designed to follow a logical progression but the order of steps may be modified as necessary.

The sections that follow contain a more comprehensive description of all tasks with some notes for advisors. The advisor will assist the new mentor with working through the Training Checklist.

New Mentor Training Checklist	
TASK	Completed (√) or NA (not applicable)
1. Watch the <i>Introduction to Mentoring</i> webinar	
2. Watch the <i>Providing Feedback</i> video and complete exercise	
3. Complete three observations using the observation tool	
4. Conduct an interview with a current mentor	
5. Watch a mentoring session (if possible)	
6. Review/create an observation guide	
7. Conduct two mentoring practice sessions	
8. Create/modify an agency mentoring plan	
9. Ask for feedback	
10. Practice, Practice, Practice	

Task 1: Introduction to Mentoring

Introduction

For this task, mentors will watch the *Introduction to Mentoring* webinar. It should take about 30 minutes to complete.



Exercise

When the mentor has completed the presentation, they will answer the following three questions. After they have completed this task, have a brief conversation about their impressions of the presentation and their responses to the questions before marking this task as complete.

- **Question 1:** What CCS skills or strategies do you feel are most important to use for mentoring sessions?

Possible responses could include: Asking for feedback from the mentee about the session, asking open questions to stimulate conversation, affirmations, reflective listening, asking about goals or things they could work on, summarizing.

- **Question 2:** What do you see as the main purposes of mentoring?

Possible responses could include: Encouraging self-reflection on the part of the mentee, listening for change talk or areas in which they would like to improve, sharing strategies and best practices, building confidence, allowing time to practice new skills in a non-judgmental environment.

- **Question 3:** What are your main concerns around being a mentor?

Ask mentors if they feel comfortable sharing their concerns. Ask what they think may help with the concerns. Offer support or feedback as appropriate.

Task 2: Providing Feedback Video

Watching a Mentor in Action

For this task, new mentors will watch this 14 minute video of a WIC mentor and answer the questions below. Mentors were asked to note strategies and questions that were used by the mentor that could be helpful in their mentoring sessions.



Exercise

After completing the video, new mentors will answer the three questions below. After they have completed this task, have a brief conversation about their impressions of the video and their responses to the questions before marking this task as complete.

- **Question 1:** What were some of the CCS skills used by the mentor?

Possible responses could include: Asking for feedback from the mentee about the session, asking open questions to stimulate conversation, affirmations, reflective listening, asking about goals or things they could work on, summarizing.

- **Question 2:** Which part(s) of the mentoring discussion do you feel were most important for the mentee's growth?

Possible responses could include: Allowing the mentee time for self-reflection, affirming skills and strengths to build confidence, using reflective listening and then building on that to share additional information and build importance for skill development, setting goals around things to work on.

- **Question 3:** As a mentor, what are things you might do like this mentor and things you will probably do differently?

For this question, the new mentor may share things they might do differently or they may not. Either response is fine. Reinforce that each mentor will develop their own unique style and determine which strategies will work for them.

Task 3: Observations

During this task, Mentors will complete three observations. For this task, mentors will simply observe without conducting a mentoring session after the observation. This is an opportunity to watch the interaction and observe the process without having to focus on the mentoring discussion quite yet.

If possible, mentors will observe multiple WIC staff members. This will allow them to observe different styles and approaches to counseling. Although certifications or re-certifications are ideal due to the amount of time spent with the participants, secondary education, group education and high risk follow-up sessions are another great opportunity to observe nutrition counseling. If the focus will be clerical staff, it may be more effective to observe for a certain length of time, for example 30 to 60 minutes, rather than a particular number of appointments.

During the observation, mentors will use the guide on the following page to note effective CCS strategies and skills.

Suggestion for Advisors: After the observations are complete, have a discussion with the mentor about their observations before marking this task as complete. Some questions to ask could include:

- What CCS skills or strategies did you see the staff use?
- Were there any common challenges across staff members?
- What was it like observing without providing mentoring after the session?
- Was there anything you observed that you think would be challenging to address in a mentoring discussion?
 - If yes, what ideas do you have for how you might address it?

Observer Coding Sheet: OARS

Listen for examples of the counselor's use of OARS. As you hear them, place a hash (/) mark in the appropriate row. Note examples of OARS as you observe.

Counselor	Count (hash marks)	Example
O pen Questions		
A ffirmations		
R eflections		
S ummaries		
O ther Goal setting Providing information		

Task 4: Mentor Interview

Conducting a Mentor Interview

For this task, mentors will conduct a short interview (15-30 minutes) with a current WIC mentor.

The goal of the interview is to ask current mentors for advice and guidance. Although each mentor will develop their own personal style of mentoring, listening and learning from other successful mentors will help to build skills.

Below are some suggested questions the mentors may have used during the interview. Questions will be determined by the needs and interests of each new mentor. In task one, mentors answered the question “What are your main concerns around being a mentor?” This interview is a chance for them to share their concerns with another mentor and to receive support and guidance. Unless the interview is conducted with the advisor themselves, new mentors will meet with their advisors after the interview to give them a short summary and highlights from the interview.

Possible Interview Questions

- What are the most important things to remember when conducting a mentoring session?
- What was your biggest challenge when you were first learning how to mentor? How did you overcome it?
- What successes have you had in mentoring?
- What were your biggest surprises about mentoring?
- What is the best way to help staff open up and talk after the WIC appointment?
- What are some of the typical challenges you see in terms of WIC staff and CCS skills? In what areas do you feel staff need more training?
- If you could only give one piece of advice to a new mentor, what would it be?
- What do you think are the most important skills for new mentors to work on?

Task 5: Watch a Mentoring Session

During this task, mentors will watch another mentor conducting a mentoring session. If there is not a current mentor within the agency, consider contacting agencies in the area to see if their mentor is available. Your State WIC Consultant can also assist with this.

Suggestion for Advisors: After the mentoring session is complete, have a discussion with the mentor about their observations before marking this task as complete. Some questions to ask could include:

- What skills or strategies did you see the mentor use that you may want to use in your mentoring?
- What surprised you about the mentoring discussion?
- What were your biggest insights from the experience?
- How do you think your style as a mentor may be different?

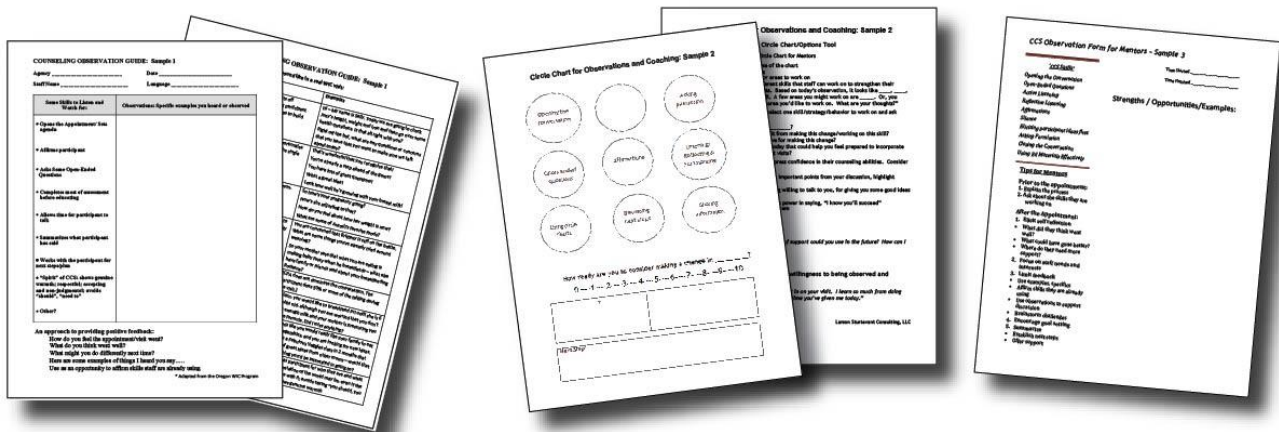


Task 6: Review/Create an Observation Guide

“...give us the tools and we will finish the job.”

—Winston Churchill

For this task, mentors will review the three observation guides provided and note the pros and cons of each. They will then decide if they will use one of the observation guides or elect to create their own.



Some aspects of the provided observation guides to note are:

- They vary in length from 1 to 2 pages
- They offer some specific examples of what statements might sound like
- They can serve as a reminder of what to watch for in a session
- They support note taking

Suggestion for Advisors: To complete this task, mentors are instructed to share their selected, or created, observation guide with you. Consider talking with the mentor about:

- What appeals to them about the selected guide
- Your experience with using observation guides
- Sharing an observation guide you have created

Task 7: Conduct Two Mentoring Practice Sessions

For this task, mentors will conduct two practice mentoring sessions using the guide they selected in task 6. An ideal mentee for this activity would be another mentor, supervisor or coordinator who also does direct service or a fellow WIC staff member that the mentor feels will be supportive while they practice their new skills.

Suggestion for Advisors: After the mentoring practice sessions are complete, have a discussion with the mentor about their experience before marking this task as complete. Some questions to ask could include:

- Tell me about the experience.
- What went well?
- What do you wish went differently?
- What surprised you about the mentoring discussion?
- What were your biggest insights from the experience?
- What will you try differently next time?
- What mentoring skills do you want to work on during the next mentoring discussion?

Task 8: Create/Modify Agency Mentoring Plan

Introduction

In this task, mentors will document their plan for mentoring. Having a written plan in place will help to ensure that mentoring takes place on a regular basis and becomes a sustainable part of the agency's staff development plan.

If the agency already has a mentoring structure and plan in place, the new mentor will review the plan and make any adjustments necessary.

If there is not a current plan in place, one will need to be created. If there are other mentors within the agency, they will work together to create the plan. Additionally, it is important to work in conjunction with agency management on the plan. Creating a mentoring plan can be as simple as writing down what the mentors plan to do and when. An example of a planning document is provided on page 16.

Mentoring plans will vary considerably from agency to agency depending on staff size, number of mentors, schedules and other factors. If the agency has multiple sites, there may be individual plans for each site within the agency.

Mentoring Frequency

As a first step, mentors will determine how often staff members will be mentored. If there is only one mentor within the agency, they may need to dedicate more hours per month to mentoring. The plan will also include ideas for approaching challenges. The plan should consider staff members who will need more mentoring when they are first starting out.

Additional Activities

The plan should also include any other activities to help staff members develop their CCS skills. On page 17 there are examples of other staff development activities. Mentors will choose one or more activities that would be appropriate to support ongoing learning and skills development.

Mentor Meetings

If there are several mentors within an agency, the mentoring plan should specify how often the mentors will come together and meet. This could be quarterly for an agency with a well-established mentoring program or more frequently for an agency with a new mentoring system. These meetings are a time when mentors can share successes and challenges, discuss any common themes observed across staff and consider the need for additional training. It is also a time to plan additional staff development events such as activities at staff meetings. If there is only one mentor, this could be a meeting with their advisor, supervisor or WIC coordinator to inform them about the progress of mentoring and any successes or challenges they have had.

Accountability

In addition to having a plan, being accountable is another way to ensure that mentoring sessions take place. Mentors will note in the plan how they will document the number and timing of mentoring sessions. This element of accountability will help to ensure that mentoring is sustainable and takes place on a regular basis.

Making the plan

On page 18, there is a sample of a mentoring plan from a fictional WIC agency. This is an example for illustration purposes only. Each agency's plan may look quite different. Agencies will vary in the number of mentors they have. Some larger sites or agencies might have several mentors and have a very different plan from a very small agency. Some agencies choose to have dedicated mentors for administrative or peer counselor staff and others do not. In some agencies, the mentor may also be a supervisor or coordinator and in other agencies they may be a member of the staff that was selected for this additional role. If the site provides group education, the plan will include mentoring facilitators of group sessions as well. In this example, there are three mentors within the agency and each will dedicate approximately eight hours per month to mentoring. Time spent on mentoring may vary depending on agency resources and staffing issues.

Although planning is vital to the success of a mentoring program, it is also important to be flexible. Some staff may need more support or mentoring than is planned. Additional circumstances may arise and the plan may need to be adjusted. It is helpful to review the plan at least yearly to assess for any needed modifications.

Suggestion for Advisors: Meet with the new mentor to review the plan and offer any input or suggestions before marking this task as complete.

Mentoring Plan

Agency Name _____ Date _____

Mentor Name(s) _____

I Mentoring Sessions

Current Staff Members:

How often will staff receive mentoring? _____

Describe the process (may differ across sites and by staff role) – use additional sheets as necessary

Special consideration for new staff members:

How often will staff receive mentoring? _____

Describe the process

II Other Staff Development Activities

Describe other activities that will take place (specify frequency and content)

III Mentor Team Meetings

Describe when mentoring team meetings will take place

Staff Development Ideas for WIC Mentors

- Conduct a short activity at staff meetings around CCS skills or strategies.
- Facilitate a short discussion on a CCS topic at staff meetings.
- Send emails with staff development resources to interested staff.
- Read books around counseling or other CCS related topics. Create a journal club to discuss.
- Audiotape or videotape a WIC session. Listen or watch the tape and discuss the session with mentee.
- Add a CCS goal to the yearly staff evaluation process.
- Initiate 5-minute morning “huddles” to discuss daily news and encourage teamwork.
- Send weekly or monthly emails with best practices or short counseling tips.
- Share trends from observations at staff meetings (strengths and areas to strengthen).
- Set a shared weekly or monthly goal that focuses on a particular skill or CCS topic (e.g. goal setting). At the end of the time period, initiate a discussion about successes, challenges, and tips.
- Collect feedback through comment boxes and staff and participant surveys and discuss at staff meetings.
- Collect challenging scenarios from staff and role play or discuss alternatives approaches.
- Initiate periodic peer-to-peer observations.
- Conduct a daily journal writing activity for staff to note successes, challenges, and tips. Have staff journal daily for a month. Facilitate a discussion at a staff meeting. Ask staff to come prepared to share their most important observations, challenges and tips.
- Highlight one example of a successful participant interaction from a mentoring session (with permission from the staff member). Highlight strategies, skills or best practices that led to the success.
- Identify resources and training opportunities (online trainings, videos) and keep a folder for interested staff.
- Encourage activities to promote wellness behaviors and role modeling among staff such as activity challenges and healthy cooking demonstrations using WIC foods.
- Lead team building activities.
- Ask a different nutrition staff each month to present a 10-15 minute talk on a common nutrition topic encountered at WIC along with 2-5 easy tips or suggestions that can be provided to participants.
- Utilize a self-assessment questionnaire for staff to identify where they may need additional practice or support.

Example of a Mentoring Plan

Background about site:

South Site (main site): 8 CPAs (including two mentors; one mentor is also the BF coordinator)// 2 breastfeeding peer counselors // 3 administrative staff // 1 WIC Coordinator

North Site: 4 CPAs (including mentor who is also the site supervisor) // 1 administrative staff

Mentoring Plan - **SAMPLE**

Agency Name _____ **Pretend WIC** _____ Date _____ **3/15/2017** _____

Mentor(s) Name **3 Mentors: Molly Mentor, Wendy WIC, Patti CCS**

I Mentoring Sessions

Current Staff Members:

How often will staff receive mentoring? **One time per month (minimum)**

Describe the process:

- **South Site:**
 - **Wendy and Patti will each mentor for a total of 7 hours per month. Each will have a team of 5 staff to mentor. Wendy's team will include 3 CPA's and 2 Peer Counselors. Patti's team will include 3 CPA's and 2 administrative staff.**
 - **Wendy will mentor on the first and third Tuesday morning of each month. On the first Tuesday, Wendy will mentor CPAs. She will observe 1-2 appointments per CPA. On the third Tuesday morning of the month, Wendy will sit with the Peer Counselors. She will listen in on calls and observe any in person counseling. She will mentor each peer counselor individually and have a joint conversation to discuss any common themes, tips or best practices.**
 - **Patti will mentor on the second and fourth Thursday mornings of each month. On the first Thursday morning, Patti will mentor CPAs. She will observe 1-2 appointments per CPA. On the fourth Thursday morning, Patti will sit with the administrative staff, observe interactions, and provide mentoring.**
 - **Patti and Wendy will mentor each other at least one time per month.**
 - **Because there is sufficient staff coverage at the South Site, clinic scheduling will not be adjusted to accommodate the mentoring sessions. (this will be modified if long wait times are experienced)**

- If scheduling conflicts arise, mentoring will be rescheduled during the month.
- North Site:
 - Molly will mentor staff on the 2nd Wednesday morning of each month (4 hours total). On this morning, scheduling will be reduced slightly to accommodate the process. The goal will be to observe 1-2 appointments per staff member. If a scheduling conflict arises, mentoring at the North Site will be moved to the third Wednesday of the month.

New staff members:

How often will staff receive mentoring? After initial training is complete and staff members are functioning independently, new staff will receive two mentoring sessions a month for three months. Additionally, during this time period, mentees will observe their mentor at least 2 times per month. After this time period, mentors will choose to extend the intensive mentoring period or move the staff to the standard mentoring plan noted above.

Describe the process: See above

II Supportive Staff Development Activities

Describe other activities that will take place (specify frequency and content)

- At each monthly staff meeting, mentors will facilitate a 15-20 minute CCS activity. CCS activities may include: skill building exercises, facilitated discussions around a CCS topic, or role plays.

III Mentor Team Meetings

Describe when mentoring team meetings will take place

- **Quarterly mentoring meetings.** During meetings, mentors will discuss common themes from observations, brainstorm any challenges and plan the activity or discussion for upcoming staff meetings. Each mentor will report on the number of mentoring sessions completed for the previous quarter.

See attached for a calendar with mentoring activities.

Sample Mentoring Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		8:30-12:30 Nutrition staff with Wendy			
Week 2			8:30-12:30 Mentoring at North site with Molly	8:30-12:30 Nutrition staff with Patti	
Week 3		9:00-12:00 Peer counseling staff with Wendy			
Week 4	9:00-10:00 Mentoring meeting at South Site (Quarterly)			9:00-12:00 Admin staff with Patti	

Task 9: Ask for Feedback

For this task, the new mentor will ask their advisor to watch a mentoring session and offer feedback and suggestions. Prior to watching the mentoring session, review the attached Mentoring Skill Development Scale with the mentor. The scale describes how mentors might progress as they practice and grow in their mentoring skills. These indicators may help determine when mentors may need more training or ongoing practice in a particular area. The goal is to develop to the point where mentors consistently use the skills in the last column entitled “demonstrates competence.” This may not happen immediately but will happen eventually as mentors practice and improve their skills. This guide will help advisors offer suggestions to help improve mentoring and affirmations to encourage continued growth.

Some mentors may choose to complete the self-assessment checklist on page 24. This is a great way to assess their confidence around mentoring. Review this with the new mentor and discuss any challenges or areas where they may want to focus more energy.

Suggestion for Advisors: Model the way of mentoring as you debrief with the mentor. Make sure to elicit their input prior to providing your feedback. Use the Mentoring Skill Development Scale as you see fit.

Optional Task: If you feel the new mentor would benefit from additional coaching, contact your State WIC Consultant to schedule a coaching visit.

Mentoring – Skill Development Scale

ACTION	Training needed in this area	Ongoing practice and mentoring needed	Demonstrates Competence	Comments / Suggestions
Elicits self-reflection	<ul style="list-style-type: none"> • Does not elicit self-reflection from mentee • Mentor begins the discussion by providing feedback • Discussion is focused on mentors feedback 	<ul style="list-style-type: none"> • Asks few open-ended questions • Mentor does the majority of talking and providing feedback 	<ul style="list-style-type: none"> • Uses open-ended questions to elicit self-reflection • Actively listens to mentee • Expands and probes further on any change talk • Talk time between mentor and mentee is balanced 	
Employs affirmations to evoke confidence and growth	<ul style="list-style-type: none"> • Does not use affirmations 	<ul style="list-style-type: none"> • Uses simple affirmations not tied to specific skills • Uses numerous affirmations with little prioritization or self-reflection from mentee 	<ul style="list-style-type: none"> • Uses complex affirmation tying skill use to outcomes • Limits affirmations to a few priority areas 	
Tailors mentoring discussion	<ul style="list-style-type: none"> • Mentoring discussion is focused on the mentors thoughts and comments • Discussion does not follow a logical flow 	<ul style="list-style-type: none"> • Spends some time on the needs and interests of the mentee but this is not the focus of the discussion 	<ul style="list-style-type: none"> • Tailors mentoring discussion to the needs and interests of the mentee in the spirit of CCS • Uses specific examples from the WIC session to focus the discussion • Discussion follows a logical flow 	
Uses reflective listening to encourage change talk	<ul style="list-style-type: none"> • Does not use reflective listening 	<ul style="list-style-type: none"> • Uses some reflective listening 	<ul style="list-style-type: none"> • Uses reflective listening effectively to encourage and build motivation around skill use 	

ACTION	Training needed in this area	Ongoing practice and mentoring needed	Demonstrates Competence	Comments / Suggestions
Limits feedback	<ul style="list-style-type: none"> Provides feedback in many areas without prioritizing Feedback is critical in nature Mentor misses signs of resistance 	<ul style="list-style-type: none"> Limits feedback to a few areas 	<ul style="list-style-type: none"> Suggestions, tips and ideas are incorporated into the discussion effectively as needed Mentor asks permission before sharing unsolicited advice Mentor reacts to any signs of resistance 	
Uses goal setting strategies	<ul style="list-style-type: none"> No discussion around goal setting Mentee is not involved in a discussion about skill development 	<ul style="list-style-type: none"> Goals for mentee primarily determined or suggested by the mentor 	<ul style="list-style-type: none"> Mentee engaged in a discussion around goals Mentor and mentee work together to explore strategies and brainstorm challenges Goals determined by mentee 	
Summarizes session and plans next steps	<ul style="list-style-type: none"> Does not summarize session Does not discuss next steps 	<ul style="list-style-type: none"> Summarizes session Asks about next steps 	<ul style="list-style-type: none"> Uses summaries effectively to reinforce motivation and action items Asks about next steps Elicits additional support needed Sets time for next mentoring session Mentor expresses confidence in mentee 	

Training and Skill Development: Self-Assessment Checklist

For the following statements, please indicate if you disagree, are neutral (neither agree nor disagree), or agree.

Features/Indicators	Circle One			Additional Comments
1. I understand the purpose of mentoring.	Disagree	Neutral	Agree	
2. I believe that mentoring is an effective way to encourage skill development.	Disagree	Neutral	Agree	
3. I am confident in my mentoring skills.	Disagree	Neutral	Agree	
4. I elicit self-reflection from the mentee before sharing my feedback.	Disagree	Neutral	Agree	
5. I can identify change talk in most mentoring discussions.	Disagree	Neutral	Agree	
6. I encourage my mentees to do much of the talking and exploring during the mentoring conversations	Disagree	Neutral	Agree	
7. I focus the mentoring session on areas of importance for the mentee.	Disagree	Neutral	Agree	
8. There is a written mentoring plan in place for my agency.	Disagree	Neutral	Agree	
9. I have a plan for when I will conduct mentoring sessions.	Disagree	Neutral	Agree	
10. I use trends and feedback from mentoring to plan other staff development activities.	Disagree	Neutral	Agree	
11. I continue to work on developing my own client-centered counseling skills.	Disagree	Neutral	Agree	
12. I value my role as a mentor.	Disagree	Neutral	Agree	

Task 10: Practice, Practice, Practice

The final task for new mentors is to continue to practice regularly. Like counseling, mentoring is a skill that will grow and develop over time. Mentors will experience their conversations becoming more productive with mentees sharing more and reflecting on their successes and challenges. Staff members will also get increasingly comfortable with mentoring which will help facilitate the process.

Advisors should encourage new mentors to practice often, especially when new to mentoring. This practice will help them become comfortable with the process. It may also be helpful to check in with the new mentor periodically to discuss any successes or challenges they have experienced.

List of Resources for Mentors

Mentoring Resources

Book: *The Speed of Trust*, Stephen M. R. Covey. The author discusses the importance of establishing trust and how to achieve it.

Book: *A Game Plan for Life: the Power of Mentoring*, John Wooden and Don Yaeger. An inspirational guide to the power of mentoring.

Website: <http://mentoring-works.com/articles/>. In this website from the professional mentor Ann Rolfe, there are several articles about mentoring under the *Resources* tab.

Staff Training Resources

WIC Services Toolkit: A collection of 16 staff training modules. Each training focuses on a different topic and can be completed in approximately 30-40 minutes. Access the toolkit at this website: <http://wictoolkit.altaruminstitute.net/>

Nevada WIC Cares: A collection of 11 modules covers a variety of counseling topics with exercises and facilitated discussions for staff. Scroll down to the bottom of the website: <http://nevadawic.org/wic-staff/nv-wic-c-a-r-e-s/>

Oregon WIC Listens: The following web page from the Oregon WIC Program contains many resources and training materials to help staff adopt client-centered services. <https://public.health.oregon.gov/HealthyPeopleFamilies/wic/Pages/orwl.aspx>

Washington WIC Connects: The following web page from the Washington WIC Program contains several short 20-30 minutes activities for staff along with additional resources to help staff members build their client-centered skills. <http://www.doh.wa.gov/ForPublicHealthandHealthcareProviders/PublicHealthSystemResourcesandServices/LocalHealthResourcesandTools/WIC/Training/WICConnects>

The behavioral science guys: The following website contains several videos relevant for client-centered counselling and ideal for staff meeting discussions. These videos are also available on YouTube. <http://www.crucialskills.com/category/bs-guys/>

Brené Brown: On the following website, there is a short video on empathy that is well-suited for a staff meeting discussion. <http://brenebrown.com/>

Materials adapted with permission from the Minnesota WIC Program.