|  |  |
| --- | --- |
| **Trainer Name** |  |
| **Red** | Not yet competent in this area. Further practice needed |
| **Amber** | Some good examples of working in this area, further development needed to build a strength |
| **Green** | Competent in this area. Continue to monitor performance using 5-stage feedback following each training to maintain & enhance this strength. |
| **Create a safe inspiring learning environment** | **Self****RAG** | **Agreed RAG** |
| Demonstrate enthusiasm and passion, approaching the training with an open heart and mind. |  |  |
| Create a warm, accepting atmosphere to maximise learning during the training. |  |  |
| Support learners to develop knowledge skills and attitudes in a safe environment where having a go is encouraged and learning from mistakes/experiences celebrated. |  |  |
| Maintain self-awareness throughout the training considering tone, emotional attitude, pace and body language throughout. |  |  |
| Model HENRY Values. |  |  |
| **Planning and preparation** |
|  Plan and prepare all training resources and logistical details with co – trainer. |  |  |
| Ensure a detailed understanding of all courses to be delivered. |  |  |
| **Empathy and listening skills** |
| Actively listen to participants, acknowledge feelings and needs validating contributions. |  |  |
| Model the use of empathy, strengths and paraphrasing (ESP) throughout the training. |  |  |
| Extend and deepen discussions using open questions, whilst weaving in contributions from the group to highlight key learning points. |  |  |
| **Working in partnership** |
| Show a genuine interest in the participants and highlight participants’ existing knowledge and skills wherever possible. |  |  |
| Build rapport with participants; connect with those that may need additional support.  |  |  |
| Share relevant experiences briefly to develop learning. |  |  |
| Use inclusive language and inviting statements. |  |  |
| Use open-ended questions to elicit ideas and thoughts; resist the advice trap. |  |  |
|  Model solution-focused attitudes and support. |  |  |
| Work in partnership with co-trainer demonstrating appreciation for the role. |  |  |
| Demonstrate an inclusive approach considering different perspectives of identity, ethnicity and culture. |  |  |
| **Management of the group** |
| Manage challenges by modelling the HENRY approach and demonstrating the use or empathy, agreement, re-frame (EAR). |  |  |
| Motivate participants to actively engage through acknowledgment, validation, inclusion and appreciation. |  |  |
| Take into account the experience and needs of the group, flexibly adapting where necessary. |  |  |
| Continually reflect and respond to the learning abilities of the group, ensuring that they are focused and that learning is taking place. |  |  |
| **Knowledge of content** |
| Demonstrate an excellent understanding of the course content. |  |  |
| Link different elements of the HENRY approach throughout all training.  |  |  |
| Allow the activities to deliver the message/provoke insights.  |  |  |
| **Reflection, feedback and future learning** |
| Share honest and supportive feedback with co-trainer.  |  |  |
| Reflect on feedback received. |  |  |
| Consider own perceptions, biases and stereotypical constructs of reality. |  |  |
| Plan how and when to develop personal areas for improvement; seek support from colleagues and National Support Office when necessary.  |  |  |
| Assess personal course evaluations and highlight any actions for development. |  |  |
| Act as an ambassador for HENRY highlighting the breadth of offer available, listening to needs and signposting to relevant colleagues. |  |  |
| **Online training (in addition to the above)** |
| Proficient use of online learning platforms to include the use of break out rooms, screen sharing and annotation of slides. |  |  |
| **Strengths** |
|  |
| **Next Steps**Select any red areas as a priority development and discuss a development plan for these areas. Or Select any amber areas for development and discuss a development plan for these areas. |
|  |
| Mentoring Process Complete Date |  |
| Signed |  |