|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | |  | | |