

Training for Trainers

Guidance for Mentors



Role

Mentors have a number of balancing acts when mentoring trainee trainers – these include:

- building confidence so that trainee trainers feel supported through the mentoring process
- modelling the HENRY approach and facilitation skills
- demonstrating knowledge of the training content and background reading
- being familiar with trainer competencies
- highlighting strengths in trainees' practice, as well as identifying areas for development
- providing verbal and written feedback to support trainees' development and build confidence
- delivering a HENRY training that provides a positive learning experience for participants and trainee trainers

Planning and preparation for mentored training

- Arrange a telephone call a couple of weeks' before the training to agree the training split and other practical arrangements, so the trainee/s have plenty of time to prepare.
- It is usual practice for the mentor to provide resources, kit, boards, flipchart stand (and refreshments) but check with trainee trainers – they may already have some of the equipment and resources.
- For the first mentored training, the mentor delivers approximately two thirds of the training content (or one third if mentoring two trainees). It is expected that trainee trainers will deliver at least one of the demonstrations; the 'expert/partnership' demo is one that trainees feel more confident to deliver. The 'exploring the issue' demo is usually delivered by the mentor for the first mentored training.
- Trainee trainers are expected to prepare the flipcharts for at least one of the days.
- Before the training – either a few days in advance or on the evening before the training – set some time aside when trainees can ask questions and clarify aspects of the content and delivery.
- Mention to trainee trainers that you will make a few notes during the training to remind yourself of particular skills trainees demonstrated – along with points that will be helpful for development.

During the mentored training

- Before you begin the training, agree that you will aim to ask each other if you have ‘anything to add’ at the end of each section – as well as being good practice, this will allow you, as mentor, to weave in anything that may have been missed.
- Wherever possible, let trainees deliver their sections without interruption. ‘Step in’ if you feel an activity or discussion is going significantly off-track – however if you can see the trainee is aware, allow them the opportunity to address the situation themselves. In the event that you do step in, a gentle prompt is often all that is needed. You may be able to weave in the missing content or key discussion point during a section of content you will be delivering.
- Make brief notes to capture when trainees demonstrate particular skills – as well as when things went less well; some mentors write on post-it notes or in pencil in the margin of the trainer manual.
- Check in regularly with trainees during the training (e.g. when participants are doing paired/small group work or at break times) to boost confidence by acknowledging something that has gone well.

At the end of the day

- When mentoring **two** trainee trainers: include yourself in the feedback and review process. Complete trainer review forms and follow the 5-stage feedback process with each other, from the trainer manual.
- If mentoring **one** trainee trainer: complete trainer review forms with trainee trainer and follow the 5-stage feedback process together, from the trainer manual.
- Use the feedback you have observed, or joined in with, to build on trainee/s reflections by asking ‘what else’ to encourage the trainee trainer to identify all their skills and strengths. It is likely that you will have noticed additional strengths; be specific and generous in your praise.
- When exploring areas for development, start with those the trainee trainer identifies. If there are one or two other areas which you feel need to be explored at this point, ask open questions/inviting statements to initiate discussion.
- Agree on a couple of key areas to work on (e.g. ask more open questions, follow directions in manual) for the next day or next training – end the feedback by summarising the key skills and strengths you have both identified, so the trainee is left feeling positive about their skills.
- Include in your review and feedback any areas that went less well for you – being open and honest about your own skills and knowledge not only models self-reflection and transparency but acknowledges that we all continue to learn.
- At the end of the second day, when trainees are tired/long journeys are involved, you might prefer to arrange a follow up phone call to complete the mentoring process.

Post training

- Aim to email the Mentoring Form to trainee trainer as soon as possible after the training—ideally within one week. Send a copy of the Mentoring Form to the Training Manager.
- If you have any concerns regarding the trained please contact the Training Manager

Key Documents

- Trainer Competencies
- Mentoring Form (blank)
- Example Mentoring Forms