



*LEND and Learn – Inaugural event*

# **LEND Trainee Mentoring: Mystery, Curiosity, and Wonder**

Presenter/facilitator: Mark J. Fisher, PhD, RN, CNE  
Core Faculty Nursing Oklahoma LEND – OKLEND Graduate

Monday, June 26, 2023 – online event  
3:00 pm – 4:00 pm EST (12:00 pm PST)

# LEND Trainee Mentoring: Mystery, Curiosity, and Wonder

## *Purpose and Process*

- Purpose of this ***interactive*** and ***dialogue-focused*** session is to connect and network with peers on the topic of LEND trainee mentoring.
- Process of this session is as follows:
  - Brief 10-15 minutes: Background; mentoring models; and OKLEND example of mentoring process highlighting content, successes, and challenges
  - More substantive 45 minutes interactive discussion focused on these areas:
    - What you and your LEND program/faculty are doing in terms of LEND trainee mentoring
    - Examples of successful, effective and meaningful outcomes of your LEND trainee mentoring
    - Examples of barriers, challenges, and difficulties implementing your LEND trainee mentoring

# Mentoring: models, principles, competencies

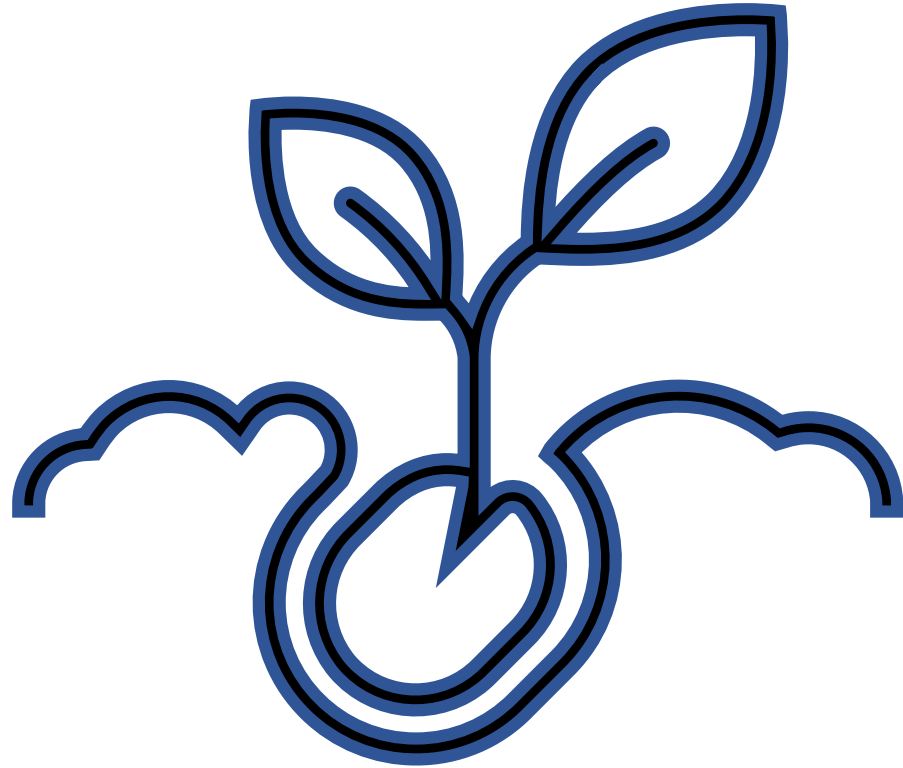
## ■ A mentor is . . .

- A trusted counselor or guide – source: <https://www.merriam-webster.com/dictionary/mentor>
- A wise and trusted counselor or teacher – source: <https://www.dictionary.com/browse/mentor>
- A person who gives a less experienced person help and advice over a period of time, especially at work or school – source: <https://dictionary.cambridge.org/us/dictionary/english/mentor>

## ■ Mentors-mentoring-methods-competencies

- Starting discussion with a common experience, controversy, questions, a problem or case, breaking a problem into sub-problems – source: *McKeachie and Svinicki, 2013*
- Stages of mentoring: initiation, cultivation, separation, redefinition – source: *Kram, 1985*
- Mentor virtues, abilities, competencies – Source: *Johnson, 2003*

# Mentoring: Relationships and Partnerships



***You cannot transit wisdom and insight to another person. The seed is already there. A good teacher touches the seed, allowing it to wake up, to sprout, and to grow.***

Thich Nhat Hanh

# Overview of OKLEND pilot mentoring project

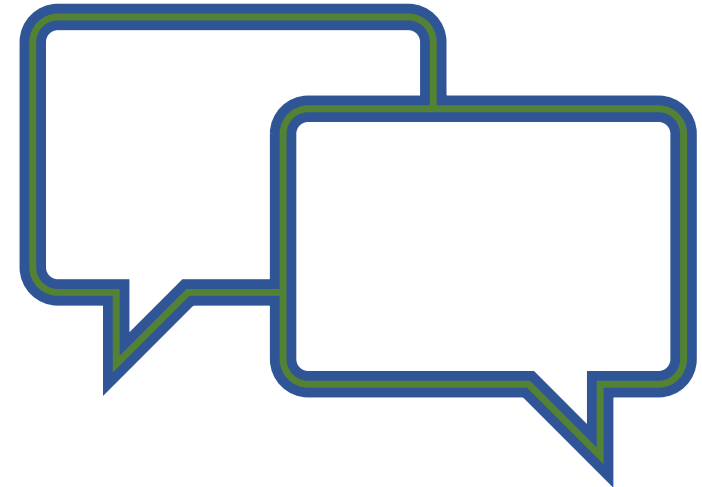
- Need: **New faculty**, consistency, collaborative effort
- Primary emphases: LEND's national program purpose and shared objectives and OKLEND's core principles
- Interest: Encourage **innovative and creative thoughts and dreams** likely to occur through partnerships with people with ID/DD, parents, families, and community

## OKLEND pilot mentoring project overview – *continued*

- **Orientation session** with mentors before academic year
- **Handouts** provided with mentors during orientation
  - Copies of the orientation session – “journey” slide
  - Mentoring Facilitation Framework
- **Follow-up conversations** with mentors during faculty breakout sessions live and in-person or on Zoom

# Details of OKLEND mentoring pilot project

- Core Faculty mentors recruit trainees-mentees from their discipline
- Six mentor-mentee meetings – three each of two academic semesters
  - Format of the meetings and expected flow – **Faculty Mentoring Framework**





*OKLEND journey or pathway*



# Oklahoma LEND 2022-2023 – Mentoring Facilitation Framework

*Developed and provided by Mark J. Fisher, Wanda P. Felty, and Megan Roberts*

## Oklahoma LEND 2022-2023 – Mentoring Facilitation Framework

*Developed and provided by Mark J. Fisher, Wanda P. Felty, and Megan Roberts*

*Purpose of LEND programs: “Improve the health of infants, children, and adolescents with disabilities.” – AUCD LEND programs: <https://www.aucd.org/template/page.cfm?id=473>*

*“OKLEND prepares individuals from a wide variety of disciplines for leadership and advocacy roles, promoting high quality services and improved systems to support children and youth with developmental disabilities and their families.”*

*OKLEND Core Principles: 1) Person/family-centered services; 2) cultural competence; 3) interdisciplinary teaming/collaboration; and 4) inclusive community-based practices.*

*OKLEND program: <https://ouhsc.edu/thecenter/Projects/Training-and-Collaboration/OKLEND>*

**Goal of OKLEND Mentors:** Promote the preparation of trainees to be advocates and leaders aimed at health care improvement with infants, children, and adolescents with disabilities.

**Learning Objectives – OKLEND Mentoring – Core Faculty facilitation – Mentor-Mentee**

- **OKLEND Trainees** will serve as advocates and leaders in the promotion of best practice and systems of care that support children and youth with ID/DD and their families.
- **OKLEND Mentors** will expect, guide, facilitate, and encourage trainees to be advocates and leaders in partnering with children and youth with ID/DD and their families.

**Format of mentoring sessions – general flow – based on a 60-minute mentoring session**

- 1) **Opening** – approximately 5-10 minutes – “Tell me about your experience or progress in LEND . . .” Idea is to ‘check-in’ with trainee guided by an open-ended question. Consider other ideas, thoughts, and methods aimed at encouraging trainees to reflect on where they are in the program in terms of leadership and advocacy, elicit any ‘aha’s’, challenges, successes, barriers to learning. . . . i.e., communication from trainee and mentor listening
- 2) **Reflection-Consultation** – approximately 30-45 minutes – topics, foci, and potential talking points: Idea is to target an area of learning based on trainee development, status in the program-contents-modules, or follow the mentee/trainee’s lead if they have a topic, etc.

*Fall semester: Module 1: Leadership and teaming – Module 2: Core principles – Module 3: Services across the lifespan*

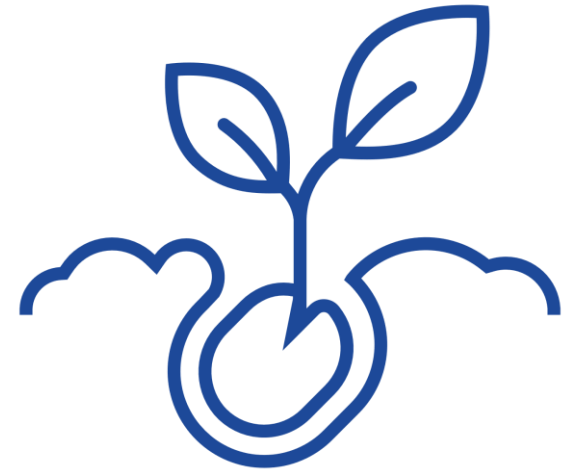
*Spring semester: Module 4: Advocacy: progress and current status – Module 5: Systems and systems change – Module 6: Leadership and advocacy: Future directions*

Additional consultations as needed based on trainee or Core Faculty request:

- Potential topics: Individual project, cross-faculty meeting(s), team project
- Connecting or referencing IILP during meetings may be helpful

- 3) **Spreadsheet** – approximately 5-10 minutes – progress, questions, concerns, other
  - Progress – Trainee progress toward 300+ hours including practicum requirements . . .
  - Questions – Content of the spreadsheet, where to document activities . . .
  - Concerns – Missing or missed activities, scheduling, meeting expectations . . .
  - Other – Those yet to experience issues such as altering an activity . . .
  - *Note: Consider asking trainees to email spreadsheet for review prior to consultation*

# Trainee-Faculty mentoring sessions



# Mentoring Topics Tools

- 1) **Mentors-mentoring-methods** – recommended resources learning about mentoring role
- 2) **Circle of Trust Touchstones** – resource to aid reflection/thought during mentoring session
- 3) **Key practices in leadership** – resource for leadership-focused topics and conversations

## Overview of three components helpful in framing mentoring facilitation

- 1) **Mentors-mentoring-methods** – *recommended resources learning about mentoring role*
- 2) **Circle of Trust Touchstones** – *resource to aid reflection/thought during mentoring session*
- 3) **Key practices in leadership** – *resource for leadership-focused topics and conversations*

## Details of three components helpful in framing mentoring facilitation

- 1) **Mentors-mentoring-methods** (*section is a work in progress – ideas welcomed – MJF*)
  - Starting discussion with a common experience, controversy, questions, a problem or case, breaking a problem into subproblems – McKeachie & Svinicki, 2013<sup>1</sup>
  - Stages of mentoring: initiation, cultivation, separation, redefinition – Kram, 1985<sup>2</sup>
  - Mentor virtues, abilities, competencies – Johnson, 2003<sup>3</sup>
- 2) **Circle of Trust Touchstones**© *Center for Courage & Renewal*
  - *Give and receive welcome. Giving & receiving hospitality. (i.e. warmth & kindness)*
  - *Be present as fully as possible. Be here . . . your listening as well as your speaking.*
  - *What is offered in the circle is by invitation, not demand. Not a “share or die.”*
  - *Speak your truth in ways that respect other people’s truth. Views may differ.*
  - *No fixing, saving, advising or correcting each other. Space for inner teacher.*
  - *Learn to respond to others with honest, open questions. Do not respond to counsel.*
  - *When the going gets rough, turn to wonder. Wonder what my reaction teaches me.*
  - *Attend to your own inner teacher. Pay close attention to your own reactions.*
  - *Trust and learn from the silence. Treat silence as a member of the group. Reflect.*
  - *Observe deep confidentiality. Words & stories will remain with the people (present).*
  - *Know that it’s possible . . . to leave the circle with whatever it was that you needed.*
- 3) **Key practices in leadership** *The Student Leadership Challenge* by Kouzes and Posner, Third Edition – 2018
  - *“Leadership is not about personality, power, or privilege; it’s about behavior” (p. 8)*
  - *“Whether or not you hold a leadership position in some student organization, classroom project, or community service group, you are having an impact on the other members of whatever group, project, or team you are involved with, intentionally or not” (p. 284)*
  - *Model the way* – model the behavior one expects of others (p. 9)
  - *Inspire a shared vision* – envision the future by imagining possibilities (p. 10)
  - *Challenge the process* – take initiative and look outward for innovation (p. 11)
  - *Enable others to act* – foster collaboration through trust and relationships (p. 12)
  - *Encourage the Heart* – recognize contributions by showing appreciation (p. 12)

# Mentor feedback/comments post-orientation

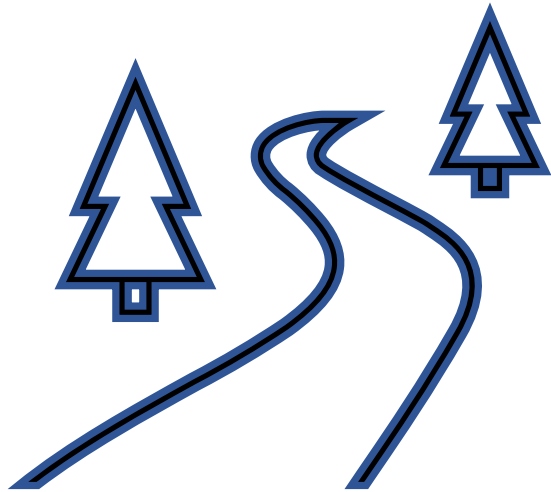
## What mentor-related content and material/handouts provided have you used?

- Orientation live presentation
- PowerPoint presentation
  - Both the live or recorded session
- Trainee journey diagram
  - Colorful ‘journey’ or ‘snake’ image
- Mentoring Facilitation Framework, i.e., three-page meeting guide
  - Format and topics for meetings
  - Courage and Renewal Touchstones®

## How have you used the presentation, content, and/or material/handouts?

- Refresh concepts – focus on key points
- Provide guidance for trainee meetings
  - *I am new to LEND . . . materials help me better understand LEND and the role of LEND faculty.*
- Material for future use when mentoring
  - *I used the pathway (“journey” or “snake”) with the trainee. It helped us plan our meeting schedule and will help us discuss progress she has made and where she continues to go on her LEND journey.*
  - *I am always learning from the other LEND faculty.*

# General outcomes of the pilot project . . .



- Pilot project first year: 2022-2023
- Follow-up with trainees and mentors focused on feedback about both mentoring meeting content and the mentoring process
- Collaborate with other programs
- AUCD 2022 . . . **AUCD 2023 . . .**

# Interactive discussion focused on these areas:

- 1) What **you and your LEND** program/faculty are doing in terms of your LEND trainee mentoring
- 2) Examples of successful, effective and meaningful outcomes of your LEND trainee mentoring
- 3) Examples of barriers, challenges, and difficulties implementing your LEND trainee mentoring

# Mystery, Curiosity, and Wonder

A journey *with* trainees . . .

A journey *with* faculty . . .

A journey *where* everyone learns!





# *Questions . . .*

*Presenter/facilitator contact  
information*

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