



Major Training  
Services



## Mentoring Workshop

### Participant's Handbook

**V5**

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## Timetable

<b>Start</b>	<b>9.00 am</b>	
<b>1.</b>	<b>MENTORING IN THE ATDP CONTEXT</b>	
	Why Mentoring is Important	
	Counselling/coaching/mentoring	
	Mentoring in the ATDP	
	Advocate' Handbooks	
	Workplace Experience Logbook (WEL)	
	Completion of the WEL - Guidelines	
	<b>Break</b>	<b>10.00-10.15</b>
<b>3.</b>	<b>COMMUNICATION and REFLECTIVE JOURNALLING</b>	
<b>4.</b>	<b>UNDERSTANDING DIVERSITY IN LEARNING</b>	
	Learning Combination Inventory	
<b>5.</b>	<b>ESTABLISHING A MENTOR RELATIONSHIP</b>	
	Planning the first meeting	
<b>6.</b>	<b>CASE STUDY 1 – First mentoring meeting</b>	
<b>7</b>	<b>ROLE PLAY ACTIVITY – Interviewing a new advocate</b>	
	<b>Lunch Break</b>	<b>12.15 – 13.00</b>
<b>8.</b>	<b>TYPES OF MENTORING</b>	
<b>9.</b>	<b>CASE STUDY 2 – Writing into the WEL</b>	
<b>10.</b>	<b>CASE STUDY 3 – WEL Examples</b>	
<b>11.</b>	<b>CASE STUDY 4 - Mentor comments into WEL</b>	
<b>12.</b>	<b>MONITORING MENTORING RELATIONSHIPS</b>	
<b>13.</b>	<b>CASE STUDY 5 – Mentoring Support</b>	
	<b>Appendix – Mentoring Guidelines</b>	
	<b>Finish</b>	<b>15.30</b>

# Mentoring in the ATDP Context

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## Why Mentoring is Important

The model of learning in ATDP is the **70:20:10** model. The significance of the numbers is that, for the majority of people:

- only 10% of learning of the skills and knowledge required to perform a job happens through formal training,
- 20% of learning happens through informal training, coaching and mentoring in the workplace,
- The remaining 70% of learning happens through experience actually doing the job

While the exact proportions don't matter, the important point is that the (vast) majority of learning occurs on-the-job or through informal training in the workplace and through interaction with others at work.

Mentors have a significant role in supporting and enhancing learning on the job. In the ATDP model, an Advocate under training will have a formal Mentor appointed to take them through a structured on-the-job learning pathway using the Workplace Experience Logbook or WEL (the 20%) but the trainee will need additional mentoring and guidance as they continue to develop their skills and knowledge in the workplace (the 70%).

## Counselling/Coaching/Mentoring

To support individual development of its employees (in the ESO context this includes both paid and volunteer Advocates), organisations need to monitor, evaluate, and improve individual members' performance. This is supported through three broad types of intervention: counselling, coaching and mentoring.

**Counselling.** Counselling focuses on what people have already done, with the primary impact on current performance. The aim of counselling (generally done through feedback) is to get individuals to correct poor performance and to repeat or continue good performance.

**Coaching.** Coaching focuses and impacts primarily on current performance. The aim of coaching is to teach new skills and knowledge, and thus to improve the individual's overall their performance.

**Mentoring.** Mentoring focuses on developing future potential and impacts mainly on future performance. The aim of mentoring is the help individuals to thrive in the organisation.

While all three interventions are conducted in the 'current' time period, they focus on different periods of performance and have impact over broad, but different timeframes. This is illustrated in the table below.

While ATDP refers to the workplace 'Mentor', in fact at all three interventions will be employed at different times during the development of an Advocate.

	Past Performance	Current Performance	Future Performance
Counselling	Focus	Conduct / Impact	Impact
Coaching		Conduct / Focus / Impact	Impact
Mentoring		Conduct / Impact	Focus / Impact



#### Important Note: Interventions overlap

There are overlaps between performance improvement in the present and future time periods due to counselling, coaching and mentoring. The distinction between the three types of intervention is further blurred due to the imprecise definition and usage of the three terms.

## This Workshop Focusses on Mentoring

This workshop focuses on mentoring but includes some references to coaching. Counselling is not covered during this workshop.

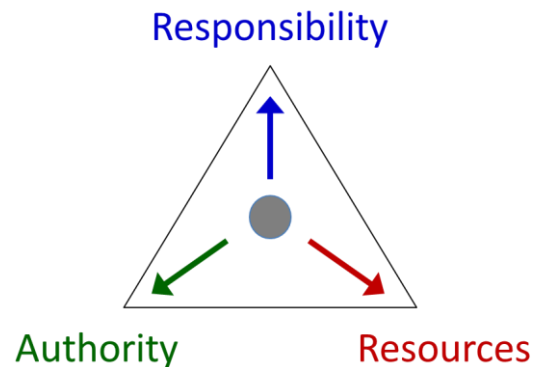
## Characteristics of Coaching and Mentoring

COACHING	MENTORING
Relationship is finite and short-term (3-12 months)	Relationship is open and long-term (1-2 years)
Frequently external to the organisation	Often found within the organisation
Most often paid for their services	Mentoring is seen as a benevolent and goodwill gesture
Goals are clearly identified	Goals not always as clearly identified
Action- and performance-oriented	Process- and relationship-oriented
Results-oriented	Outcomes are often oblique
Relationship is a partner-approach	Usually higher in the organisational hierarchy
May be the same age or younger than the person they are coaching	Usually older, more senior than the person they are mentoring (although peer and reverse mentoring are also gaining momentum)
May not necessarily be an expert in the area they are coaching in (i.e. they are expert at coaching the best out of people)	Usually an expert in the area the mentee is aspiring to achieve in but may not be an expert at coaching the best out of people
Not necessarily a mentor	Usually have good coaching skills

Most often formally trained in coaching	Not necessarily formally trained although many may be naturally good mentors
Focus on improving job/task performance	Focus on supporting career development

## Good Mentoring = Empowerment

If you mentor well, you will almost certainly achieve empowerment for the mentee. Empowerment is a balance between three key components: responsibility (for the task), authority (to make decisions) and resources (to get the job done). This relationship is illustrated on the right.



## Mentoring in the ATDP

*Don't tell me what to do. You'll only get my back up.  
Just help me understand why and how I might learn to do it.  
Anon.*

Your mentoring task is to facilitate your mentees' continual learning and development. You will guide them through a continuous cycle of formal, informal, experiential, analytical and reflective learning experiences.



### **Caution:** Remember:

- You are not an examiner or assessor.
- You are not administering tests.
- Your role is to facilitate mentees' learning and development at their aspired level of competency.
- You are not trying to convey everything you know, just the essentials relevant to the mentees' level of competency (the rest comes through their reflection on their experience).
- Your success is marked by their complete and quick attainment of competency.
- As no one mentor has all knowledge and skill, a team approach to mentoring will be far more effective – especially for younger veterans.

## Mentee Support

To ensure coherent mentoring, the team will agree who will coordinate mentoring (Lead Mentor). This will involve developing a mentoring programme for the mentee so that the right knowledge, expertise and interpersonal considerations are brought to bear. You will mentor in all three phases of advocacy training and development:

- Pre-nomination experience and suitability
- Learning pathway leading to competency assessment (the WEL)
- CPD support of practicing advocates

## Mentor Agreement

As a guide, you and the mentee will need to reach mutual agreement on at least the following:

- Mentors' and mentee's expectations, limitations on commitments, and goals.
- Preferred mentoring methods.
- Planned schedule of meetings.
- Standard agenda items.
- Mode(s) of communication, contact details and 'quarantined' time periods.
- Location(s) of face-to-face sessions.
- Communication between sessions.
- Feedback objectives and mechanisms.
- Key success measures.
- Dissolution trigger(s).

## Suitability Phase

The entry requirements for the Course in Military Advocacy (11019NAT) stipulates that a candidate must demonstrate the following before you can recommend that they are a suitable candidate for advocacy training:

- desire to provide advocacy service to any member of the serving/ex-serving community
- commitment to continuous improvement in skills and knowledge as long as they practice as an Advocate
- prepared to work in accordance with their Veteran Centre/ Ex-Service Organization's (VC/ESO's) requirements including confidentiality and privacy
- prepared to be mentored
- appropriate computer skills
- appropriate inter-personal skills
- appropriate oral and written communication skills

## Learning Pathway Phase Mentoring

As members of a team, you will mentor in three stages along the mentee's learning pathway.

**Orientation** - You will focus on two areas during this stage:

- **Organisation.** You will work with senior Advocates in the candidate's VC/ESO to ensure the candidate:
  - is inducted into the workplace (introduced to key personnel and the organisation's physical and virtual workplace);
  - complies with workplace health and safety practices and equal employment opportunity and diversity principles; and
  - applies the organisation's client record-keeping system.
- **Role familiarisation.** You will do the following:
  - ascertain by discussion the candidate's level of familiarity with their intended role; and
  - identify where further familiarisation is needed;

**On-the-job learning** - You will maximise the learning value of the mentee's on-the-job experience by:

- identifying whether the ESO/VC is able to provide the necessary on-the-job experiences;
- if some job experience is not possible at the home ESO/VC, identifying another that is prepared to provide gap-filling on-the-job experience;
- planning the mentee's WEL schedule of on-the-job activities that provides the necessary experiences;
- working with the organisation's senior Advocates to ensure that the mentee gains the required experiences;
- at regular points during the on-the-job program, meeting your mentee and encouraging them to:
  - revise and reinforce their formal learning;
  - prepare and implement post-interview action plans;
  - review the outcomes of activity plans;
  - research issues they are uncertain about;
  - reflect on the sum of their on-the-job experiences:
    - integrate their experiences and their formal learning; and
    - enter their reflections in their WEL;
- where you identify weaknesses in their integration of knowledge and practice, amending the sequence of their structured learning plan to remediate the gap;
- confirming that your mentee has entered in their WEL successful completion of workplace experience for each milestone;
- checking that the relevant formal learning has also been completed (where appropriate).

**On-line learning** - eLearning units applicable to the mentee's Level will be allocated on their enrolment. Mentees should:

- assist the mentee to access the eLearning units on DVATrain;
- monitor your mentee's progress throughout the eLearning units;
- progressively facilitate your mentee's identification and understanding of resources relevant to their level of training;
- help your mentee integrate new knowledge with their on-the-job training and skills development;
- as your mentee completes each eLearning unit, ensure they enter completion in their WEL;
- confirm the validity of each entry and that the relevant workplace experience has also been completed;
- formally report your mentee's progress to your Regional Mentor; and
- regularly discuss your mentee's challenges and progress with your Regional Mentor.

## WEL Completion

You and your mentee are jointly responsible for completing the WEL. You will:

- supervise your mentee in undertaking and recording formal learning and workplace experience requirements for assessment purposes;
- ensure your mentee enters their activities and experiences in their WEL;
- add your feedback about the activity in WEL to verify the entry;
- confirm that your mentee has completed all stages of the training; and
- report your mentee's readiness to attend a Consolidation and Assessment (C&A) Program when they have completed all required eLearning and workplace experience.

## ATDP "How to Guide" – Mentor Admin

This guide is accessed through the **ATDP Newsroom** on the front page of the ATDP website and is towards the end of these articles and is an outline in a step-by-step process.

## Proof of Evidence and Work Experience Logbooks (WEL)

New WELs have columns to record/remind trainees of the evidence needed at the Consolidation and Assessment (C&A). The following tables illustrate the recording of this evidence.



## Compensation Work Experience Logbook

#	MILESTONE	PORTFOLIO OF EVIDENCE CHECKLIST	EVIDENCE READY TICK	ADVOCATE ACTIVITY	MENTOR FEEDBACK	ACTION
10	Conduct an interview under supervision with a VEA client.	Record of interview and file notes.				<a href="#">Add</a>
15	Obtain/request supporting documentation for a VEA claim (including War Widow[er] claim).					<a href="#">Add</a>
18	Prepare a VEA claim with all required documentation and supporting evidence.	Copy of claim and supporting documents (from Milestone 15) submitted to DVA.				
21	In conjunction with your mentor, read and digest a VEA decision and determine what information needs to be conveyed to the client.	Copy of VEA decision. File notes about feedback to client.				<a href="#">Add</a>
24	In conjunction with your mentor, assist a client in the completion of a needs assessment for a DRCA client.	Copy of Needs Assessment Questionnaire, or file notes about needs assessment interview.				<a href="#">Add</a>



## Wellbeing Work Experience Logbook

#	MILESTONE	PORTFOLIO OF EVIDENCE CHECKLIST	EVIDENCE READY TICK	ADVOCATE ACTIVITY	MENTOR FEEDBACK	ACTION
1	Undertake workplace orientation. Introduction to the people, procedures, record keeping and other aspects of the operation of the workplace.					<a href="#">Add</a>
2	Access the eLearning unit Introduction to the ATDP. After watching the presentation complete the quiz.					<a href="#">Add</a>
3	Observe the mentor or another advocate conduct an interview with a client with wellbeing needs. Note the interview environment and the techniques used by the interviewer.	Copy of notes about the interview process.				<a href="#">Add</a>
6	Undertake eLearning unit Communications and Interview Techniques.					<a href="#">Add</a>
	Prepare for an interview including collecting appropriate records and preparing the interview area. Observe the interview.	Copy of record of interview.				<a href="#">Add</a>
8	Undertake the eLearning unit Non-Liability Health Care.					<a href="#">Add</a>
12	Research options which may meet the client's needs. Include details of service provider and eligibility.	File notes showing options identified to assist the client.				<a href="#">Add</a>

## The Advocate's Handbooks

Access to up-to-date versions of the relevant Advocate's Handbooks are available through the document tab on the front page of the ATDP website and on the DVA website:

<https://www.dva.gov.au/get-support/advocates-organisations/advocacy-handbooks>

These are regarded as necessary tools when preparing a claim and reviewing a determination or when assisting a client with wellbeing support. An important part of a mentor's role is to ensure that the mentee is familiar with the content of the Handbooks and recognises how to access the information, hence developing a working knowledge of the legislation.

## CLIK

Another important resource for information is The **Consolidated Library of information and Knowledge (CLIK)** <https://clik.dva.gov.au/>. Mentees should be comfortable accessing this library.

## Workplace Experience Log (WEL) Summary

A critical aspect of demonstrating that an advocate under training has had the required work experiences is the WEL. Along with the required online e-Learning modules it demonstrates that a person has completed the requirements of the units of competency and is ready for assessment. This is carried out in face-to-face consolidation and assessment over 3 days.

### For the Candidate

Access to their WEL is by logging-in through the ADTP home page:

*select Units of Competency > select current level and view > select Manage Log Book > under Action, select Add.*

- 1) You can insert a date of the activity, the amount of time you have spent on the activity and insert the way in which you carried out the activity.
- 2) Describe your experience (this would normally be in the first person):  
"I observed an interview of a veteran who was claiming a disability of hearing and tinnitus through the VEA. I noticed that..." or "...the case was complex because..."
- 3) Your description needs to include information that allows assessors to recognise the breadth of your experience against this Milestone, (eg. indicating disability to be claimed, under which Act).
- 4) Review your entry. IT IS CRITICAL to recognise that you, as the candidate, are explaining to a distant assessor what/how you have experienced this Milestone.

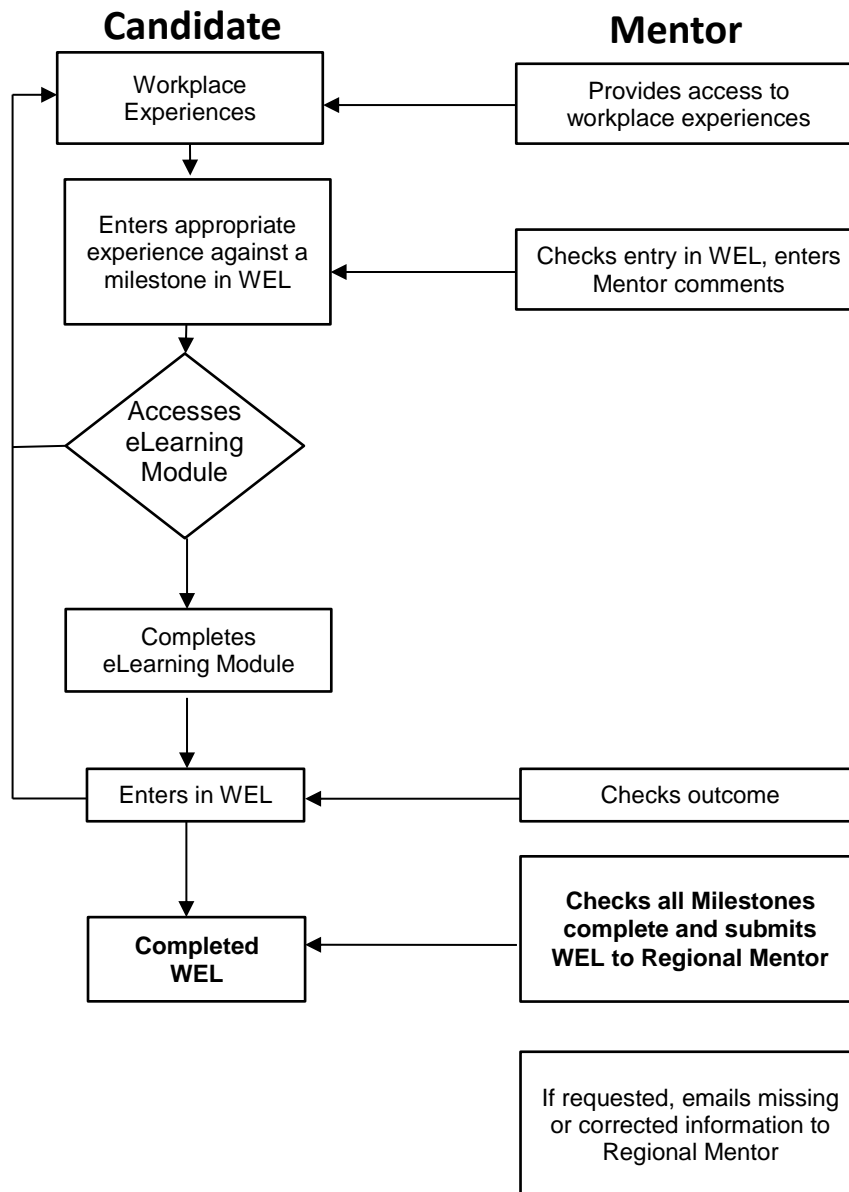
**NOTE:** You cannot change your entry once the Mentor's comments have been uploaded.

### For the mentor

The mentor should have a close relationship with the candidate. A mentor has access to each of their mentees' WELs after logging-in on the ATDP homepage and selecting Mentorship. They can see the full extent of entries when they open the WEL.



- 1) By clicking on “Manage Log Book” and then “Add” the entry opens, so you can enter a date and a comment. Before entering your comment, it is advisable to discuss the candidate’s entry and if necessary, assist them with editing their entry, so that it truly reflects the experience and is aligned with the Milestone in the left column.
- 2) The mentor can then describe the quality of the experience:  
“Bill demonstrated his understanding of submitting a VEA claim for worsening of a disability with questions and comments; Bill and I spent 15 minutes reviewing the processes of this unit after the veteran left and he illustrated his understanding to me.”
- 3) Once again, it is important that a distant assessor can read the mentor’s comment and see that a teaching/learning process has been carried out and the candidate is illustrating his/her knowledge.
- 4) Review both entries: Do they meet the milestone of the task? Do they effectively describe the experience? When the Mentor is happy with the information against each milestone, they also upload the entry. **ONCE THIS IS DONE THE ITEM CAN NO LONGER BE EDITED.** If a Mentor wishes to amplify information or an entry, you can communicate additional information to the Regional Mentors, via email.
- 5) **Requesting eLearning.** As the candidate reaches an e-learning experience in the WEL, the Mentor sends a message to the Regional Mentor and PSO to provide access for the candidate to the unit. Click on the tag (*notify ADTP of progress*) associated with each mentee (located in the mentor’s record). The mentor should look at the candidate’s personal learning program on DVATrain and see the quality of the assessment, discussing any items that the candidate found difficulty answering.



## Completion of the WEL Guidelines

The following is a guide to the issues that should be considered when completing the WEL and for a mentor when reviewing the WEL. The list is a guide only and should be applied as appropriate to assist both the reporting of activity and the reviewing of the quality of the experience.

### Mentee

The principal requirement is that the mentee describes his/her experience of achieving the milestone, usually in the first person. It is for an assessor to recognise the breadth of the experience against the milestone.

Issues that may be included:

- Preparatory activity
- Conducting the activity
  - Outline of the nature of the experience
  - Name of the action/disability
  - Action plan developed with the client
- Post activity actions
  - Learning experiences from the milestone

### Mentor

The principal requirement is that an assessor can recognise that the milestone was achieved to the satisfaction of the mentor.

Issues that may be included:

- Confirm the quality of the experience and the understanding of the mentee.
- Were the elements of the milestone achieved.
- Provide feedback, both positive and negative.
  - Any issues that need reinforcement
  - The approach that was taken.
  - Discuss the outcome

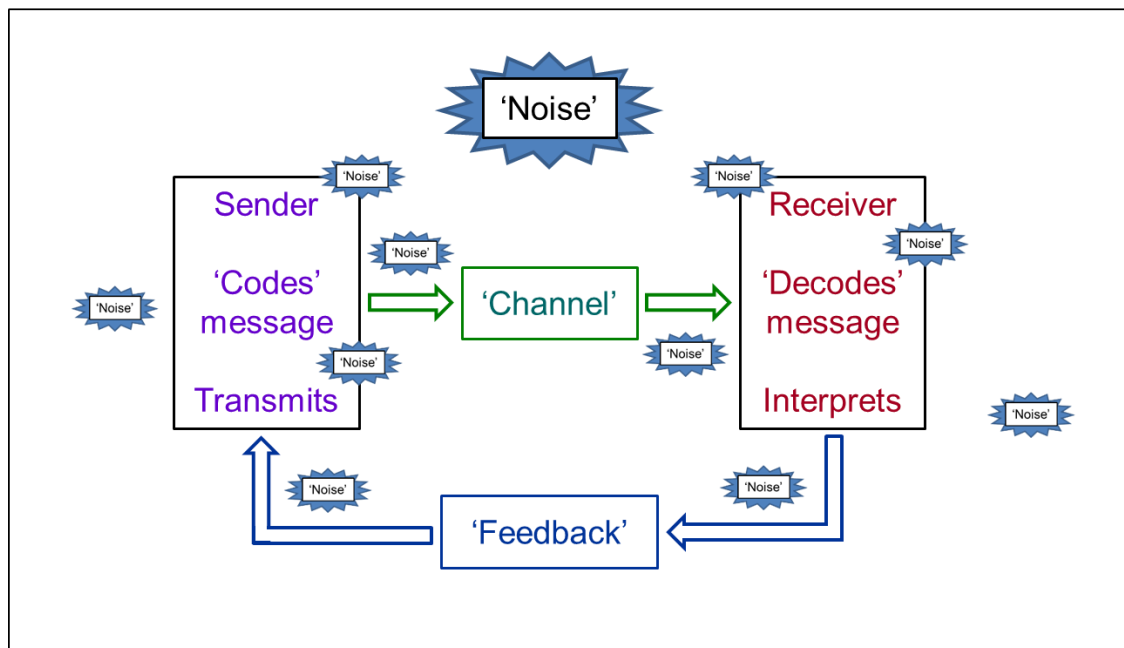
# Communication

## Use Effective Communication Styles

“It’s not what our message does to the listener, but what the listener does with our message, that determines our success as communicators.”

Hugh McKay. *Why Don't People Listen – Solving the communication problem*. Pan, Sydney, 1994, p. 25.

### The Communication ‘Problem’



The figure above highlights the two main issues with interpersonal communication: ‘noise’ that can interfere with the message; and subjective encoding and decoding of the message.

In establishing a mentoring relationship, it is essential to use effective communication styles to develop trust, build confidence and establish rapport. Effective communication includes the following:

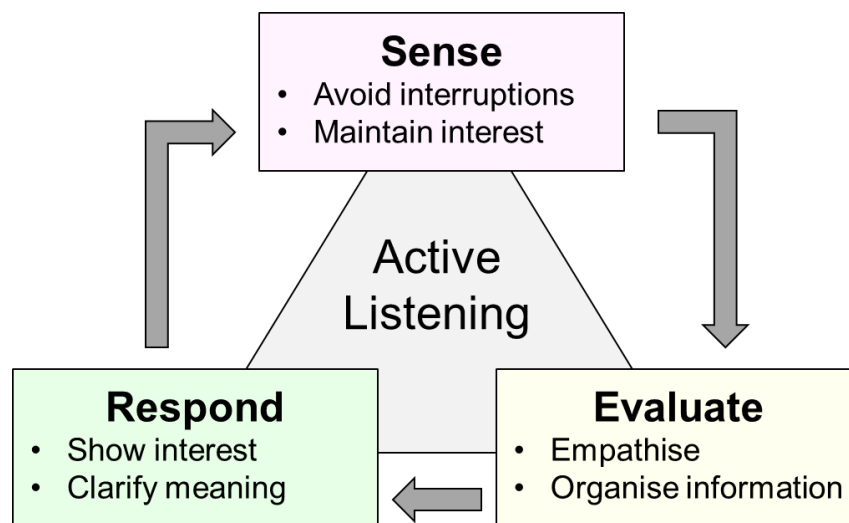
- Confirming understanding
- Applying numeracy skills to workplace requirements
- Being appropriately assertive
- Empathising
- Interpreting each other’s needs
- **Active listening** (see notes below)
- Providing constructive feedback
- Reading and interpreting workplace documentation
- Sharing information

- Speaking clearly and directly
- Using negotiation and persuasion techniques
- Writing to the needs of the audience.

## Active listening skills

Active listening is one of the most important skills for mentors. The figure below illustrates the cycle of actions that constitute active listening.

This figure is adapted from: <http://2013-6209-pyraclegroup.blogspot.com.au/>



Active listening consists of the following techniques<sup>1</sup>:

- Clarifying
- Paraphrasing
- Neutral
- Reflective
- Summarising

These techniques are outlined in the following table:

TECHNIQUE	AIM	EXAMPLE
Clarifying	To ensure a clear understanding	"Do you mean .....?" "Can you clarify what you mean by .....?"
Paraphrasing	To confirm the meaning of what the mentee has said, and your interpretation	"If I understand you correctly, you intend to .....?"
Neutrality	To show that you are listening and to encourage the mentee to continue talking	"Uh huh." "That's very interesting."

Reflection	To demonstrate understanding and evaluate feelings	"You feel that ....." "That was worrying."
Summarising	To focus the conversation through summarising	"Your key ideas are ....." "You feel that ....."

Adapted from a Washington State Employee Assistance Program.

## Characteristics of Good Feedback

In order for feedback to be well received and acted upon, six main aspects should be covered:

- **SPECIFIC:** Feedback needs to be specific, not general. eg. "The report you submitted was well-written, understandable, and made your points about the budget very effectively." Don't say: "Good report."
- **TIMELY:** The feedback should be delivered as soon as possible for maximum effectiveness.
- **EXPRESSED DIRECTLY:** The feedback should be delivered in a direct manner to the person whose behaviour needs to change.
- **BEHAVIOUR-FOCUSED:** Feedback should always focus on a specific behaviour, not on a person or their intentions. Eg. you held competing conversations during the meeting, when Mary had the floor; you distracted the people in attendance.
- **ACTIONABLE:** The feedback has to be about something the person can change. Complaining that their left-handedness is causing a slowdown on the assembly line is not productive, because it is not realistic to expect the individual to be ambidextrous.
- **HELPFUL:** Deliver the feedback in a manner that shows that you want to help the individual with this problem. Key attitudes include respectfulness, honesty, open-mindedness, and empathy.

## Constructive Criticism

Constructive criticism is a skill that requires you to focus on four key areas.

- Focus on one issue at a time
- Focus on being timely
- Focus on observable actions or behaviours
- Focus on a plan to change behaviour.

**Focus on one issue at a time.** Focusing on more than one issue at a time will only cause confusion and frustration. Identify the issue and put in place a plan for how you are going to address it.

**Focus on being timely.** Once the issue has been identified, make sure you do not wait too long to deliver the critique. The more time that passes the less effective you will be. Your mentee may even forget what they did.

**Focus on observable actions or behaviours.** Avoid generalisations. An example of a generalisation could be, "You have an issue with your time management." This statement is lacking an observable



action or behaviour. Instead, you might want to say, “I notice you spend extra time talking to other staff members on your way to meetings, this seems to make you late most of the time.” The observable behaviour is “talking to other staff members.” With this behaviour identified, you are now able to focus on the next point.

**Focus on a plan to change the behaviour.** Depending on the extent of change that must happen, your plan may be a simple adjustment. However, if it is complex, then use your SMART goal-writing technique to help your mentee set successful goals.

## Encouraging Growth and Development

Maintaining a positive attitude is essential to encouragement. No one likes to fail and many take it very personally. When things go wrong – and they will at some point – an understanding attitude and positive outlook can work wonders. As children we only learn to walk after we have fallen down many times. The lesson we learn from this isn't the falling down, it's the standing up again. The goal is to stand then walk and finally, to run.

Encouraging growth and development is really providing opportunities to learn. When we offer opportunities to our mentees, we send the message that we value them and are willing to invest time, effort and sometimes money into their development.

As mentors, we should foster an environment of learning. Here are some ways you can provide learning opportunities for your mentees:

- Develop peer mentoring
- Use your internal training department
- Use professional associations (membership or visits to websites)
- Send your mentee on loan to another organisation to learn something new
- Use your team meetings as opportunities for team learning
- Send your mentees to seminars and conferences if your budget allows.

Remember that learning styles vary among adults. Therefore, be prepared to try different approaches.

**We learn from trial and error, not from trial and success**

## Diversity in Learning Approaches

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The *Let Me Learn* Process was designed to be a reflective process that developed a metacognitive understanding of the individual's perception of how they approached a learning experience.

### The Role of the Learning Patterns

It is argued (Johnston, 1996) that an individual's learning patterns act as a form of filter between the brain, which receives its inputs from the five senses, and the mind or working memory. Each individual applies their own interpretation to inputs to form higher order thinking as they make a learning experience their own (Vygotsky, 1978). Johnston argues that the multiple interpretations of the same input can be regarded as having been filtered by the individual's use of the learning patterns. So a learner that uses sequential processing first may be thinking to make a plan, while when using technical reasoning first the learner may be wondering what practical use the learning is going to be.

### The Interactive Learning Model

The Interactive Learning Model (Johnston, 1996) forms the basis to understanding the way in which Cognition (Thinking), Affectation (Feeling) and Conation (Doing) interact to create an informed, engaged and reflective effort.

- **Cognition** is the information processing function and often equated to thinking. It involves the use of the individual's intelligences, and his or her ability to apply abstraction to experiences. The development of higher processing occurs through this linking of the individual's current to past learning experiences. It is the centre in which knowledge is constructed and usually articulated through the development of language.
- **Conation** is described as the action-behaviour centre of the brain (Johnston 1996). It influences what the individual does automatically in a learning situation, as he or she brings to bear natural skills, a desired pace of action, and a degree of autonomy. The effect of conation in the learning process is to add that touch of individuality and is reflected in the ways in which different individuals react under the same apparent influences.
- **Affectation** is that area of the brain in which the sense of self is developed. It is influenced by the way in which an individual's feelings and values are affected in a learning experience. It is an intrinsic function, which in interaction with conation and cognition, creates the student's will to learn. It demonstrates its power in the way that it can act in defiance of powerful forces of extrinsic motivation, such as threat of punishment.

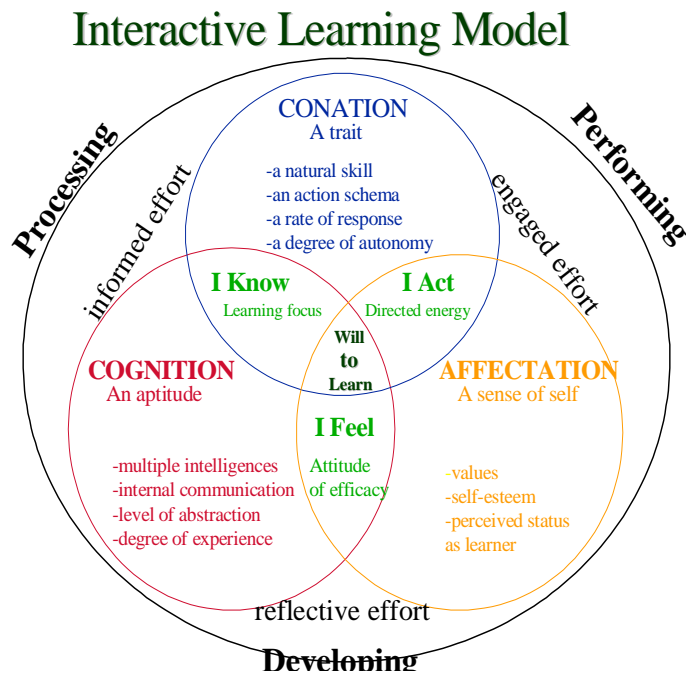


Figure 1. The Interactive Learning Model

Johnston and Dainton developed the Learning Combination Inventory (LCI) as a self-reflective inventory that would enable others to see the nature of a particular learner's "kaleidoscope" pattern. An example of an LCI for you to complete is at the end of this section. The outcome manifested itself in four discrete learning pattern approaches, Sequence, Precision, Technical Reasoning and Confluence. An individual has the use of all four, however, the manner in which he or she approaches the use of them during a learning experience will be on a "Use First", "Use as Needed", and "Avoid" basis. Within each pattern the three brain activities of cognition, conation and affectation continue to occur. The total interaction of these patterns is called the individual's Learning Combination.

## The Learning Patterns

### The Sequential Pattern

The Sequential Pattern is characterised by the desire to follow a plan.

- Cognitively, the learner tends to build bridges from past learning and past experiences to new learning and new experiences.
- Conatively, they tend to organize, make lists, and write a plan.
- Affectively, they tend to feel relieved when they have things organised.

An individual's sequential-ness is that part which seeks to:

- following step by step instructions; organise and plan work carefully,
- recall previous experiences of a similar nature,
- be neat and tidy,
- take the time necessary to complete a task,

- avoid interruptions, and
- check work for errors and correct them before submission.

An individual who leads with his or her sequentialness will tend to become the “organiser” within a group, creating a plan of action for each member to follow.

Those who “Avoid” sequence tend to be disorganised and untidy, leave things incomplete and fail to stay on task to the end.

## The Precise Pattern

The Precise Pattern is characterised by a desire for information.

- Cognitively, the learner tends to need exact, detailed explanations,
- Conatively, they tend to ask questions to find information and require time to record the exact information and make notes,
- Affectively, they tend to feel comfortable when surrounded by books, articles, newspapers, quotes, people, etc.

An individual's preciseness is that part which seeks to:

- ask many questions; research the detail in questions,
- verify the correctness of information,
- accurately represent both written and visual images,
- memorise facts and figures; and, gain recognition for achievements.

An individual who leads with preciseness will tend to enjoy tests plus writing detailed reports, and when in a group will volunteer to be the fact finder.

Conversely, those who “Avoid” preciseness will be poor at recalling facts and figures, may dislike reading and writing, and tend to rely on others for information.

## The Technical Reasoning Pattern

The Technical Reasoning Pattern is characterised by the desire to see practical relevance in learning situations.

- Cognitively, the learner tends to relate to practical information; and past experiences,
- Conatively, they tend to take on a ‘real’ challenge in order to figure it out,
- Affectively, they tend to feel safe working autonomously and proud when the task is completed to his/her liking.

An individual's technicalness is that part which seeks to:

- be concise in approaching problem solving,
- think in functional and operational terms,
- work with tools and equipment,

- build and make things to demonstrate his or her knowledge,
- understand the way in which the world works,
- keep the knowledge gained private and not share unless necessary; and,
- work alone.

The individual who leads with his or her technical pattern will want to study a problem alone and take time to figure out how to approach the problem. However, if forced to work in a group he or she will often take charge and try to have the group focus only on the core issues according to his or her interpretation.

If an individual “Avoids” technical processing then he or she prefers to:

- be told how things work rather than discover it for themselves,
- call on others to “fix” things; and
- describe things in theory rather than build them.

## The Confluent Pattern

The Confluent Pattern is characterised by the willingness to take risks.

- Cognitively, the learner tends to see the big picture and takes the meaning of the word *unique* to a new level,
- Conatively, they tend to develop ideas, create new ways to make something different,
- Affectively, they tend to feel a real need for the freedom to be different.

An individual who is confluent seeks to:

- use his or her own ideas,
- explore alternative approaches to a problem,
- change the rules,
- discuss issues and provide oral responses,
- be creative in presenting ideas,
- discover answers without fear of failure; and,
- is comfortable with change.

While others are likely to describe a confluent person as one who “marches to a different beat” than the rest of group, within a group he or she provides the creative imagination. An individual who leads with confluent processing is unlikely to wait for the finish of directions before he or she wants to start the project. Alternatively, he or she immediately requests the opportunity to tackle the process differently to the given directions.

An individual who “Avoids” confluence will wish to use conventional ideas and present real to life representations.

## Approaches to Learning in the ATDP Mentoring Context

When relating to other individuals it is important to know how you yourself naturally approach learning situations, which will then enhance your understanding of whether others approach learning in the same way, or whether there will need to be adjustments as you work with someone that “does it differently”. Meeting the learning needs of others ensures that a positive and stimulating relationship can occur. Failure to meet an individual’s learning needs is the quickest way to create a barrier and frequently results in antagonism towards each other and an unwillingness to learn.

### Learning Combination Inventory (Adapted)

Place a mark along the scale where you feel you would naturally act.

- 1) I need a clear understanding of the directions before I begin a task.  

<u>Never</u>				<u>Usually</u>
1	2	3	4	5
- 2) I instinctively correct others whose information or answers are not totally correct.  

<u>Never</u>				<u>Usually</u>
1	2	3	4	5
- 3) I am willing to risk offering new ideas even in the face of discouragement  

<u>Never</u>				<u>Usually</u>
1	2	3	4	5
- 4) I like to investigate how things/systems work  

<u>Never</u>				<u>Usually</u>
1	2	3	4	5
- 5) I keep a neat desk or work area.  

<u>Never</u>				<u>Usually</u>
1	2	3	4	5
- 6) I like to research as much information as possible before I begin.  

<u>No</u>				<u>Usually</u>
1	2	3	4	5
- 7) I become impatient when I have to wait patiently for someone to finish giving directions.  

<u>Never</u>				<u>Usually</u>
1	2	3	4	5
- 8) I become frustrated if I am given a second task to do before I have completed the first.  

<u>Never</u>				<u>Usually</u>
1	2	3	4	5
- 9) I don't like having to do my work in just one way, especially if I have another way to try.  

<u>Never</u>				<u>Usually</u>
1	2	3	4	5
- 10) I like to work on my own.  

<u>Never</u>				<u>Usually</u>
1	2	3	4	5

11) I ask more questions than others because I just enjoy knowing things.

Never Usually  
1 2 3 4 5

12) I enjoy using equipment (eg. Computers) in my work.

Never Usually  
1 2 3 4 5

Mark the scores from each question as indicated and tally the scores for each section.

Pattern	Sequence				Precise				Technical				Confluent		
Question	Q1	Q5	Q8		Q2	Q6	Q11		Q4	Q10	Q12		Q3	Q7	Q9
Score															
Total															

The higher the score the more likely you are to lead with this pattern of learning (Maximum 15 and minimum 3).

## Establishing a Mentor Relationship

In establishing a mentoring relationship, it is necessary to arrange how the relationship will be conducted. This requires the following:

- Agree on expectations and goals for the relationship
- Match skills where possible
- Seek input from relevant personnel, who may include:
  - VC/ESO staff
  - senior Advocates in the VC/ESO
  - Regional Mentors
  - Regional Managers
  - National Training Manager.

## Planning the First Meeting

The first meeting with a mentee requires planning and preparation. There are three steps involved in the first meeting:

- Getting to know each other
- Establishing guidelines
- Confirming the next step.

These steps are outlined below.

### Getting to know each other

Getting to know each other is the essential first step in establishing a mentoring relationship with your mentee. This has three components:

- Taking your preparation notes with you to help guide the discussion with your mentee

- Sharing appropriate information with your mentee about your professional and personal lives
- Learning something about each other.

## Establishing guidelines

The next step is establishing guidelines to shape the mentoring relationship. This will involve discussing the following:

- Where and when to meet
- How to schedule meetings
- How to communicate between meetings
- The agenda format (if any) that you will use for meetings
- Any regular agenda items to be discussed at every meeting
- How to exchange feedback
- How to measure success
- Goals for the mentoring relationship.

## Confirming the next step

Each meeting between mentor and mentee should conclude by setting a date, time and location for the next meeting.

## Reflective Journaling

This section is drawn from Library 3 Chapter 13 of the ATDP Policy and Procedures Manual and covers an introduction to reflective journaling prepared by the Royal Australian College of Medical Administrators (RACMA). The RACMA examines the candidate's reflective journal as part of their competency assessment process.

## Rationale

Reflection is a powerful tool for self-improvement. A habit of reflection is essential to effective self-directed learning and development during CPD. You are therefore encouraged to start the practice from the earliest stages in your learning pathway.

## Reflective Cycle

Diagram 1 depicts the reflective cycle that you are embedding in your Journal.

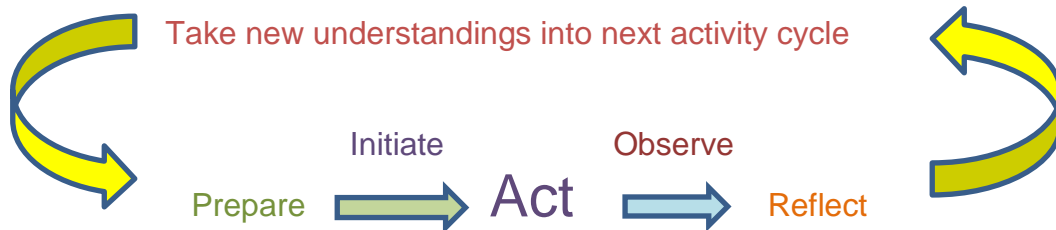


Diagram 1. Reflective Learning Cycle.

## Developing the Habit of Reflection

Approaches you can use to develop a habit of reflection include:

- focus on or ask yourself about the 'how' rather than the 'why'
- ask 'leading' questions that prompt descriptive responses in your mind
- assess the outcomes of your actions honestly (viz., be critical of yourself)
- ask yourself consciously 'is there another way of looking at this issue?'
- mentally challenge taken-for-granted practices
- follow links from your source documents to discover new knowledge
- reflect on the applicability of new knowledge to other cases
- make notes and, to facilitate future reference, catalogue them

## Process

Some tips about reflective journaling follow:

- Start by taking written notes as your client 'tells their story'
- Then, when you are alone, distil the facts, relate them to relevant URL, and plan your future actions.
- As you take your planned actions, identify the outcomes, compare them with your intended outcomes, and modify your plan.
- Synthesise your reflections and write them up in your Mentor Log.

## Keep a Mentoring Log

Mentoring can become complicated, particularly if a mentor has more than one mentee. Keeping track of what was said, and to whom, can become difficult. One way to make life easier for the mentor is to keep a Mentoring Log. Mentoring Logs should be customised according to the needs of different mentoring relationships. A sample layout for a Mentoring Log is shown below.



## MENTORING LOG

DATE OF MEETING	COMMENTS
Main topics discussed:	<ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>
Key points raised:	<ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li><li>▪</li></ul>
Actions due by next meeting:	<ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>
Were there any issues with the meeting process?	<ul style="list-style-type: none"><li>▪</li><li>▪</li></ul>
Do we need to celebrate any achievements?	<ul style="list-style-type: none"><li>▪</li></ul>
Any other issues to discuss at next meeting.	<ul style="list-style-type: none"><li>▪</li><li>▪</li></ul>
Date of next meeting:	

## Case Study 1 - Scenario – First Mentoring Meeting

### Narrative:

John has recently volunteered to become an Advocate at an ESO. He, his wife and two small children recently moved to the region from Darwin following his discharge from Defence. Having been assessed as a suitable candidate, he has been allocated to Bill, an experienced Level 2 Advocate, who has been appointed as his mentor while he undergoes his Level 1 Advocacy training. Bill agrees and invites John to meet him in his office at the ESO to discuss the process.

John knocks on the door and is called in and invited to sit in front of Bill's desk. Bill remains sitting behind his desk.

Bill: "Sorry, would you mind closing the door? So, John, let's work out how we are going to get this mentoring done"

John: "Well, I am keen to become an advocate and wish to talk about what you could do for me as my mentor."

Bill: "OK. (pause) So, I have to get you to complete a bunch of milestones so you can be assessed on your competency."

John: "I'm really not sure, what that all means. I haven't been mentored before and I am not sure what is involved." (Bill's phone rings – he takes the call and has a short argument with the person he is talking to.)

Bill: "Sorry about that, now, where were we?"

John: "I was about to talk to you about what was involved in you being my mentor. I'd really like to begin as soon as possible, as I am keen to learn and want to get started helping Vets out. This is all very new for me and I don't know anybody here."

Bill: "You will need to get yourself a WEL and register yourself with ATDP. The nominated person can do that for you, I am sure they will help you. There are three Acts that cover veteran claims and you will need to become knowledgeable in each of these. (Bill's phone rings again – he takes the call).

John: "OK. ... er ... what's next?"

Bill: "Organise your enrolment and we can be on our way. I'll see you next week."

### **Discussion Questions: (for consideration in groups)**

- 1) How well has Bill done in running his first mentoring meeting with John?
- 2) How do you think John would feel about the meeting?
- 3) What could Bill have done better/differently?



## Role Play 1 – Interviewing a New Advocate

Divide into threes, with one choosing to be the Mentor, one the new prospective advocate and the third the observer.

*A person in your ESO has recently volunteered to become an Advocate. You have been asked to become their mentor to assist them through their training at Level 1 in your stream (Compensation or Wellbeing). You are about to have your first meeting with them to explain the process and to establish a mentoring relationship between you.*

While the Mentor is interviewing the volunteer, the observer will use the Interview Grid to recognize topics that have been covered. In the post interview discussion, the topics not covered will form part of this discussion.

The participants may reflect in the space below how they felt, what went well and whether there were issues that they felt needed to be raised. Following the activity there will be a feedback session where ideas will be shared.

## Types of Mentoring

It is important to note that there are a number of types of mentoring available outlined below. You should choose the type, or combination of types, that best suit you, your mentee and the VC/ESO:

- **One-to-One Mentoring.** This type is the most common form of mentoring, in which the more experienced person advises and assists the less experienced person in regular face-to-face meetings. One particular variation is 'role swapping' where the mentor can 'swap' jobs with the mentee in order to enable the mentee to experience taking on a greater degree of responsibility. The mentee can be prepared for taking over the mentor's job by receiving all e-mails relating to the mentor's job for a period before the swap.
- **Group Mentoring.** This type of mentoring suits situations where there is a shortage of mentors, such as in regional or remote areas. Group mentoring usually involves several mentees and one mentor, meeting with the mentees individually or as a group.
- **Team Mentoring.** Team mentoring applies to an intact team. It enables the team to articulate mutual learning goals and to work with one or more mentors who guide them through a process to facilitate their learning. The team learns from the mentor(s) and from each other.
- **Peer Mentoring.** This type of mentoring usually takes place between a person who has lived through a specific experience (peer mentor) and a person who is new to that experience (the peer mentee). An example would be an experienced office worker being a peer mentor to a new office worker, the peer mentee, in a particular subject. Peer mentors provide support opportunities to individuals
- **E-mentoring** (also known as virtual mentoring, online mentoring or tele-mentoring). This form of mentoring uses electronic communication (internet, e-mail, Skype, telephone, Zoom) as the primary means of achieving mentor-mentee interaction.

## Digital Platforms for Mentoring Support

### Popular Video Conferencing Platforms

Several ESOs are using video conferencing for training, veteran appointments, mentoring and communication. Some of the packages also allow ways to share the use of files, enhancing the mentoring context.

- [Zoom](#) is used at Brisbane West and by ATDP. Zoom allows for document and screen sharing as well as shared hosting. It also has a record function which is particularly relevant to the CoP training model which allows for the training videos to be recorded and accessed from the CoP server for remote users who were not able to participate. During the meeting or training you can go to any site, ATDP, CLIK, DVA and RMA and bring up the documents, highlight areas, cut and paste and forward to participants. To join a Zoom meeting, click on the link received as part of the meeting invitation process. Some hosts require a password for entry however all details are clearly set out in your meeting invitation email.
- [Google](#) is used by Veterans Australia in Darwin. They are using G Suite Non Profit - the free version. Unlimited users with 30Gbs drive space free each, which after all this time we have not had to increase that. Both VA NT and our Advocacy services are using one user space and we digitise everything. Google Meet (video conferencing) is free as part of that and we have found that to be suitable for both training meetings and client interviews as well as lodging claims through a client's MyService by sharing the screen with them.)
- [Teams](#) is used by DVA and RSL Queensland.
- [Webex](#) is used by many tertiary institutions.
- [Skype](#) tends to be most suitable for one-on-one communication.

## Case Study 2 - Writing first experience into the WEL

### Narrative:

John: Hi Bill, I wondered if you had some time to help me with this entry into my WEL?

Bill: Well I am pretty busy..... but as long as it does not take too long.

John: I tried to write up that first interview I did last week.

Bill: Well that should be pretty simple. Just put down what happened.

John: I wasn't sure what to include?

Bill: Just what happened, bring it to me when you have finished.

John: Well, I have made an attempt ..... here it is.

*"The veteran, Pte Tom Smith, entered the room and sat in the chair opposite me. We talked about how he was feeling, what he was worried about, and he wanted to know how much money he could expect to get. I told him that I would not know about that at this stage. He then told me that another advocate had told him he would get nothing, and he wondered whether he was wasting his time. My mentor then interjected, and he told him that there was a process to follow but we would do our best. He was told we would need to go through the forms he had completed so we could act on his behalf and also get the information from Defence and DVA about his service. We would talk about his troubles then. We arranged another meeting in a month's time."*

### Discussion Questions: (for consideration in groups)

- 1) How do you think Bill is going at this stage of the mentoring relationship?
- 2) What are the issues with the narrative entry to the WEL?
- 3) What are the issues with the conduct of the interview? Should this interview be included in the WEL?



## Case Study 3 – WEL Examples

### Completing the WEL

Examine the following excerpts from WELs. Comment on the appropriateness of the responses to the Milestones by both the Mentee and the Mentor.

SERIAL	MILESTONE	MENTEE	MENTOR
1	<b><u>Compensation L1</u></b> <b>Workplace orientation.</b> <b>Introduction to the people, procedures, record keeping and other aspects of the operation of the workplace.</b>	Have been working alongside Tom Smith Level 2 welfare and compensation advocate.	Am satisfied with Tony's understanding and take up.
2	<b><u>Compensation L1</u></b> <b>Workplace orientation.</b> <b>Introduction to the people, procedures, record keeping and other aspects of the operation of the workplace.</b>	The mentor had me watch how the room was set up for the interview and explained the reasons why furniture was arranged in that way. After the interview the mentor asked me about how I observed the way in which the client was put at ease. I also observed how the interviewer planned follow up actions and ensured the client knew and accepted their role in the process.	Peter Jones attended a face-to-face orientation session covering PI Insurance, Eligibility, FOI/POI, Interviewing, DVA benefits, Qualifying service, SoP's, Non liability, VEA/DRCA/MRCA claims, DVA Medical cards and passed wrap-up tests. This session was held over a period of 7 hours. Entered by Tom Jones
3	<b><u>Wellbeing L1</u></b> <b>Observe the mentor or another person in the workplace interview a client.</b> <b>Discuss the preparation of the area and all elements of the interview process.</b>	A member came into the RSL seeking financial assistance from the welfare department. I sat in and observed my co-ordinator conduct the interview. Firstly, all parties were introduced to each other, then directed to a private office where conversation would be confidential. Small chit chat along the way to build rapport. Seating was positioned so everyone had easy access to the door if required, safety is key. Glass of water was offered. General discussions to assess client's needs. This client was after financial assistance and initial request was for assistance with food. After gentle questioning and establishing a bit of background and financial incomes and expenditure it was agreed that RSL would assist with a \$100	Angela sat and observed the interview process I conducted, and we discussed the situation after the client had left. She was aware of the correct questions to ask and to treat the client with respect and dignity



		Woolworths Voucher and also an appointment was made with a pensions advocate. After the meeting client was asked to wait in the reception area whilst a voucher was arranged for him.	
4	<b><u>Compensation L1</u></b>  <b>Workplace orientation.</b> <b>Introduction to the people, procedures, record keeping and other aspects of the operation of the workplace.</b>	<p>On orientation I was provided with a handbook that outlined the mission &amp; vision statement of the Veteran Support Centre, My role, support &amp; development, the grievance policy, workplace safety and wellbeing, Evacuation &amp; emergency procedures, Code of Ethics &amp; quality management. I was introduced to my work colleagues and informed what their job description is and how they fit into the organisation. I was taken through the relevant procedures for my role, this entailed an in depth explanation on how records are kept and confidentiality.</p>	<p>Beverly has demonstrated a very high level of competency in understanding the Code of Ethics as required by the ATDP as well as the code of conduct by the RSL and the Veteran Support Centre. Beverly understands her job description and what is required for her to become an Advocate with a willingness to learn. Beverly has shown that she is more than capable to learn. Beverly has been observed on a number of occasions conducting interviews with people of all ages demonstrating very good people skills and very solid interview techniques. Beverly has a willingness and understanding to follow procedures which allows for a constant delivery of service. Beverly's record keeping is to the standard that is required by this centre, the ATDP and observes the rule of confidentiality. Beverly's personality allows for her to become a very good if not excellent Advocate she fits in well with all of members of the VSC.</p>

SERIAL	MILESTONE	MENTEE	MENTOR
5	<p><b><u>Wellbeing L2</u></b></p> <p><b>Prepare for an interview including collecting appropriate records and preparing the interview area.</b></p> <p><b>Conduct the interview, making notes about the client's needs for use in researching options.</b></p>	<p>On 8.4.2020: war widow MS contacted the sub-branch asking for support after the recent death of her husband. On that date, MS was interviewed in her home, she signed the Client Acknowledgement and Authority to Act forms that would allow us to act on her behalf. Knowledge prior to the information gained was: * deceased husband's service records (KS) was a valuable member of the local sub branch; * telephone numbers for the Department of Veterans Affairs (to make contact with them to advise of the member's passing and as the deceased was Gold Card, TPI (Totally and Permanently Incapacitated): his widow would be eligible for Gold Card status. During the visit with the client, she was assisted in contacting the relevant DVA bereavement section, and was assured of her financial security and also that she would be in receipt of a Gold Card with many of the same considerations as per husband, subject to some considerations. One of these conditions was that the client was only 72 years of age at the time of her husband's passing and as such one condition which was excluded for her was assistance with some transportation issues. The client does not drive or have a vehicle. Discussion of needs continued with areas to consider: Transportation issues for non-medical appointments; The Funeral arrangements during the lockdown Covid 19 virus; The request for the Poppy Service to occur at the time of the funeral; Funeral costs; A plaque the deceased's final resting place. The client was assured of the sub branch's ongoing commitment to her and to help wherever possible.</p>	<p>This interview was conducted by Julie with me her mentor in attendance. I was very satisfied with the candidates interviewing skills and knowledge and her comments is a proof to that. Since Julie had completed her Level 1 Welfare Advocate course her confidence is very noticeable and I believe with time and experience she will adjust to her role as a Welfare Advocate Level 2. Well Done and Keep up the good work in helping Veterans and their Family.</p>



SERIAL	MILESTONE	MENTEE	MENTOR
6	<b><u>Compensation L2</u></b> <b>Conduct a VEA claim initial interview under supervision</b>	<p>WW2 vet with no overseas service represented after acceptance of 2 previous claims my mentor and I had done for hearing and tinnitus plus one for cataracts with a determination of 90%. Macular degeneration had been included in this determination. Discussed new claims for heart problems, lung problems and skin problems, with a decision to submit an informal claim while reports were accumulated.</p>	<p>Bill conducted an initial VEA claim interview with a WW2 Veteran with Eligible War Service under my supervision. Bill planned and conducted this interview again using our checklist with confidence and good technique.</p>
7	<b><u>Compensation L1</u></b> <b>Observe the mentor or another person in the workplace interview a client. Discuss the preparation of the area and all elements of the interview process.</b>	<p>I have now completed many observations of interview sessions of new and existing clients with mentor, Tony Smith. These exercises only reinforced my thoughts that this process will not be successfully completed in a short time. Watching Tony successfully perform these interviews, only highlights how much I have to learn! I am very comfortable in carrying out personal interviews which were gained while working in HR, recruiting, and technical training departments within mining and Gas industries in the NW of WA. The real challenge for me is to gain the relevant and background information applicable to each individuals application/claim. This process is incredibly complex!..... requiring myself to obtain a very comprehensive knowledge of the relevant Acts and criteria which will apply to individual clients, and enable me to provide accurate and relevant recommendations. Surprisingly, it will also require me to become very familiar with many medical conditions affecting clients so that the individual client's cases can be correctly and effectively managed. Having said all this, I feel I have made some positive progress, but there is still a long way to go. I remain enthusiastic and determined, to become a competent advocate.</p>	<p>John Jones, when reviewed after the Client had left, understood why my procedure of interviews, evolved over many years, gained knowledge of what the Client needed, how information was gleaned from the Client and what further steps need to be done. Entered by Jeff Butler</p>



SERIAL	MILESTONE	MENTEE	MENTOR
8	<b><u>Compensation L1</u></b>  <b>Candidate completed the eLearning Unit Communications and Interview Techniques.</b>	Module was very relevant, with emphasis on the interviewee being a veteran. Previous other similar workplace experiences were helpful in my successful completion	Sighted completion certificate for Tom Falcener Entered by Michelle Peter
9	<b><u>Wellbeing L2</u></b>  <b>Follow up with the client from Interview 1 to ensure that the client's needs have been met. If not, develop an alternative action plan for the client and communicate this to the client with a clear understanding of who is to do what and by when.</b>	On 17-4-2020, client MS telephoned me regarding DVA transport, she had contacted her doctors surgery to go for a flu vaccine injection the following Tuesday, and MS contacted DVA transport for assistance. But she was denied transport and wanted to know did we know why? I went on line to DVA web site and found that as MS is under 80 years of age as we had spoken previously, some transportation has conditions around it. I printed out website information regarding conditions of use for those under 80 yrs of age to give to MS on my next visit. I rang MS back and advised her of the conditions and she had also rang DVA to ask as well. (I was quite happy with this as it indicated that the client was more than capable of contacting providers herself). I advised her the welfare sub branch vehicle would pick her up on Tuesday for her flu vaccination but she reported she would ring a taxi and do some shopping on the way home. MS also advised that DVA would pay for her taxi cabs when she provided receipts. She also advised that she has started ordering her groceries on line and these were being delivered weekly. MS sounded like she was using the necessary resources she required. On 21-4-20, the client was visited in her home, and she signed the paperwork to obtain the medic alert and supplied all relevant notification addresses. The application was sent to the District RSL office for process. Overall, on this visit the client is slowly moving through to positive outcomes.	As per Wendy's comments this interview was more to ensure that the client needs were met and any other needs the client needed was acted on i.e Medic Alert. Wendy also advised the client to give the Sub-Branch a call anytime she needed i.e Transport or anything. I advised Wendy to periodically ring the client and to check how she is travelling. Well Done again.

SERIAL	MILESTONE	MENTEE	MENTOR
10	<p><b><u>Compensation L1</u></b></p> <p><b>Candidate prepares for 3 interviews, each under different acts, and obtains required documents or other information necessary for the interview.</b></p>	<p>ATDP Log Book: Prepare for 3 Interviews under 3 different Acts The following preparation criteria applies to all interviews with veterans, regardless of specific Acts Essential Documentation/References: • Veterans Details Sheet • Checklist for examining a condition with a view to lodging a claim • Service Eligibility Chart • Documentation for Claim under VEA • DVA Rehabilitation and Compensation Claim Checklist - DRCA • DRCA Claim Checker • DVA Rehabilitation and Compensation Claim Checklist – MRCA • MRCA Claim Checker • List of Common Name Medical Condition / RMA SoP Name • Medical Dictionary (if required) • Guide to the Assessment of Rates of Veterans Pensions (GARP) • Access to Information on SOP's, BOP's, Reasonable Hypothesis, and material contribution Ensure venue is suitable and appropriate for Veteran (and partner if required). Chairs, tea/coffee facilities, privacy, and with minimal possible external noise issues. Three telephone appointments were made by veterans to have a face to face meeting with a Veteran Support Officer. Their details are: Soldier X: Joined Feb 1987, Discharged May 2004, Served in Operation Tanager, 10 Mar 2000 to 12 Sept 2000, Operation Trek, 4 Nov 2000 to 15 May 2001 Diagnosed 30 June 2004: Diagnosed 30 June 2004 Bulging Disc, L3/4, L4/5. Cervical Spondylosis Airman Y: Engine Fitter, Joined March 1962 &amp; discharged November 1985 Served: Wagga 1962, 1 AD 1962/63, 478 Sqn 1963/65, 5 Sqn 1965/69, 2 Sqn May 1972 to May 1973, 1 Sqn 1973/85 Diagnosed 30 July 1988: Skin Cancers Lumbar Spondylosis Seaman Z Electrical Technician, joined December 2004, still serving. Served, Operation Slipper, 7 June 2009 to 13 January 2010 Diagnosed 30 July 1988: Solar Keratosis Bilateral Osteoarthritis of knees (diagnosed 2015) Hearing issues and Tinnitus Interview of Soldier X • Relevant Act under which this veteran may claim: DRCA + VEA • Service during Operation Tanager is deemed to be Operational Service/Warlike Service • May be entitled to pension of lump sum, plus treatment References applicable: • Operational Service SOP 43 Of 2016 Factor 9 (3) Lifting/Carrying loads of at least 10 kgs, within 10 years before clinical onset, to a cumulative total of at least 150,000 kgs. • Eligible Service: SOP 44 Of 2016 Factor 9 (3) Lifting/Carrying loads of at least 10 kg.</p>	<p>As can be seen Tom has shown he has a good grasp of the three Acts and the pre-interview requirements.</p>



## Case Study 4 – Mentor Comments into WEL

Make the Mentor comments for the following entries:

SERIAL	MILESTONE	MENTEE	MENTOR
1	<b><u>L1</u></b> <b>Observe the mentor or another person in the workplace interview a client. Discuss the preparation of the area and all elements of the interview process.</b>	A member came into the RSL seeking financial assistance from the welfare department. I sat in and observed my co-ordinator conduct the interview. Firstly, all parties were introduced to each other, then directed to a private office where conversation would be confidential. Small chit chat along the way to build rapport. Seating was positioned so everyone had easy access to the door if required, safety is key. Glass of water was offered. General discussions to assess client's needs. This client was after financial assistance and initial request was for assistance with food. After gentle questioning and establishing a bit of background and financial incomes and expenditure it was agreed that RSL would assist with a \$100 Woolworths Voucher and also an appointment was made with a pensions advocate. After the meeting client was asked to wait in the reception area whilst a voucher was arranged for him.	
2	<b><u>L1</u></b> <b>Candidate completed the eLearning Unit Communications and Interview Techniques.</b>	Module was very relevant, with emphasis on the interviewee being a veteran. Previous other similar workplace experiences were helpful in my successful completion	

# Provide Mentoring Support

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## Actions Supporting Mentoring

Mentoring support is provided through the following five actions:

- The mentee is assisted to identify and evaluate opportunities to achieve agreed goals and development activities.
- Personal experiences and knowledge are shared with the mentee to assist in progress to agreed goals and development.
- A supportive environment is provided to allow the mentee to develop towards the achievement of their goals.
- The mentee is encouraged to make decisions and take responsibility for the courses of action or solutions under consideration.
- Assistance and guidance are provided in a manner that allows the mentee to retain responsibility for achievement of their goals.

## Tips for Mentors

There is no simple set of rules for mentoring, but the following tips should be considered as guidance points:

- **Know your organisation.** Your key role is to help people to survive and thrive in your organisation, and you cannot do this unless you have deep knowledge of what your organisation is, and how it operates.
- **Know your work.** Review the basics. Think back on the problems you've faced and know how you dealt with them. Be prepared to answer questions about every aspect of your work.
- **Know the person you are mentoring.** You are not trying to create a clone of yourself – you are trying to support their development.
- **Be patient.** Understand that mentoring takes time and may involve some missteps. Take the long view about what you are trying to achieve.
- **Be tactful.** Kind, courteous and gentle also fit, but they all need to be part of being firm. You should let your mentee know you expect their best.
- **Learn to listen attentively.** Your mentoring relationship is not about you. Don't be afraid to take notes if you need to.
- **Be honest and realistic.** The people you mentor do not need 'spin'. They need meaningful advice and realistic feedback.
- **Celebrate success.** Let your mentee know that you are proud of their accomplishments and the progress they have made. Celebrate significant milestones.

## It's All About Relationships

When you coach, your focus is on reaching the goal with a targeted development plan. Mentoring, on the other hand, requires less structure but more relationship building. Being a mentor to someone creates a relationship where the mentor watches over the mentee, guiding them through different situations; looking out for pitfalls and political traps that are common in the work environment.

As a mentor you will become more involved in the mentee's life circumstances, demonstrating caring, understanding, and guiding them through any difficulties from the employment perspective.

Below are behaviours that help foster a good relationship between a mentor and a mentee:

- Demonstrate caring by listening for issues that are not readily disclosed to you. Perhaps you overhear a conversation where the mentee is struggling with something. Demonstrate care by encouraging them to discuss it with you.
- Demonstrate understanding by acknowledging and empathising with your mentee's situation. Take the time to fully grasp what is happening and acknowledge that you would feel the same if you were in their shoes.
- Demonstrate listening by giving your undivided attention and avoid interruptions when talking with them. Notate and mirror things back to your mentee to demonstrate you are listening.
- Demonstrate respect by keeping the relationship professional at all times. Show that you respect your mentee as if they were an equal.

The mentor-mentee relationship is delicate because the mentee must see the value of the relationship. If they do not see a relationship, then the purpose for mentoring is gone.

## How to Build a Trusting Relationship

The most important element in every relationship is to "do what you say you are going to". It can be with your boss, mentees, team member, customer, supplier, spouse, friend, child or anyone you encounter. Keeping your commitments is paramount to building trust!

We could discuss how to build trust for a whole day, but it really starts with integrity. Integrity is something you have, or you don't have; you can't imitate it, well not for any length of time anyway.

Here are a few points to watch out for, if you think you may not be able to place a tick after each point, and then ask yourself why.

- Maintain positive body language.
- Listen to your mentee intently and speak less.
- Always respect your mentees.
- Keep things confidential.
- Keep your promises.
- Be honest and transparent.
- Be confident.

- Tell them you believe in them.

## Monitor the Mentoring Relationship

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Mentoring relationships must be monitored to ensure that they achieve their aims.

Monitoring should focus on three aspects of mentoring relationships:

- Identifying changes in the mentoring relationship
- Making adjustments to the mentoring relationship
- Providing feedback.

### Identifying changes in the mentoring relationship

Changes in the mentoring relationship should be identified and openly discussed. These changes can include:

- The achievement of goals and a decision to conclude the relationship
- A change in the dynamic of the relationship
- The identification of a need for assistance from others with different skills
- The inability of one party to continue participation.

### ***Making adjustments to the mentoring relationship***

Adjustments to the relationship are made to take account of the needs of both the mentor and the mentee. The adjustments can be to any aspect of the mentoring relationship.

### ***Providing feedback***

Feedback from the individual and other relevant personnel is sought to identify and implement improvements in both the mentoring relationship and the mentoring program. Common sources of feedback include:

- Informal discussion
- Obtaining feedback from supervisors or colleagues
- Personal, reflective behaviour strategies
- Routine organisational methods for appraising performance.



## Case Study 5 – Mentoring Support

### Narrative:

There will be times during the mentor/mentee relationship when it will be necessary to refine the relationship and maybe clarify future options. Consider the following dialogue and consider what is implied and what you would consider should happen next.

John puts his head around the door of Bill's (Mentor) office.

John: *Hi Bill, have you got a minute?*

Bill: *What is on your mind?*

John: *You sure you have time?*

Bill recognizes that there is something serious about the way John is acting.

Bill: *Yeah, come on in. Would you like to have a coffee while we talk?*

John: *No thanks.*

Bill: *What is on your mind?*

John: *I have been finding the workload a bit much and my wife has said to me that I am making too much of a commitment. She would like to do some other things and wonders when we will be able to fit them in. I find that sometimes I am not sure what to do and you are not available, and I am not sure who else to ask. Not that I have not enjoyed working with you as I learn to be an advocate, but there seems so much to learn, and I am not so good at self-direction. Everyone is so busy, and they seem to know what to do. I have spoken to a couple of other people who are in the training pathway and they feel they are left too much to their own devices as well. Sometimes I feel that I should give up. You said you were going to have a break and go on a cruise, what am I going to do during that time? I know that this advocate training process is 70% on the job training, but there doesn't seem to be any help when the mentor is not around. Claims seem to be getting more complicated all the time and there always seems to be something different to know. I am finding it overwhelming..... sorry Bill.*

### Discussion Questions: (for consideration in groups)

1. How should Bill respond?
2. What are some issues for the ESO that John has raised?

## Closing a Mentoring Relationship

There will come a time when a mentoring relationship will end. There is no standard way to achieve this because every mentoring relationship is unique. Once the decision is made to end the mentoring relationship, it is important to conclude the relationship in a positive and constructive fashion. Options for achieving this include:

- Discussing withdrawing from the relationship.
- Celebrating the success of the mentoring relationship and revisiting the journey.
- Reflecting on the personal growth and learning achieved during the relationship, considering;
  - What was learned?
  - How will the mentee apply new skills and knowledge?
  - Future development opportunities for the mentee?
  - What worked well/what could have been done better?