ATDP MENTORING GUIDELINES

PART 1. Overview

1.1 Introduction
Effective mentoring is central to 10620NAT Course in Military Advocacy, ATDP’s competency-based program of structured learning and development. As an ATDP Mentor your task is to ensure that those you support (Mentees) learn and continually develop the professional attitudes, knowledge, attributes and skills required of a military welfare or compensation advocate.

1.2 ATDP Learning Pathway
A model follows of the structured learning pathway in which ATDP mentoring is embedded. It may be copied and pasted or printed as a reference for Mentees.

Diagram 1. ATDP Learning Pathway

1.3 Objective
These Guidelines provide practical guidance for ATDP Mentors who are:

- facilitating pre-enrolment experience of advocacy candidates;
- formally supporting a candidate undertaking a learning pathway; or
- monitoring the continuing professional development of recognised* advocates.

* Once a candidate has been assessed as competent and has been issued a Statement of Attainment for the Unit of Competency successfully completed, their competency is ‘recognised’ by their inclusion in the Register of ATDP Advocates.

1.4 Content
The Guidelines assume the Mentors faithfully implement the UoC and assessment requirements of 10620NAT Course in Military Advocacy.
The Guidelines build on:

- Participant’s Manual you received during mentor training
- MTS document ‘ATDP Mentor Handbook’ accessible on the OMS
- on-line materials:
  - www.atdp.org.au/mentorsOfATDPtrainees.mp4
  - www.atdp.org.au/videos/regionalMentorspp.mp4
  - www.atdp.org.au/videos/regionalMentors.mp4

These guidelines comprise three parts:

- Part 1: Overview
- Part 2: Introduction to ATDP Mentoring
- Part 3: Mentees’ ATDP Support Needs
Part 2   Introduction to ATDP Mentoring

2.1  Pre-Requisites
Broadly, to be an ATDP Mentor you will:

- be an experienced welfare or compensation advocate (See Annex A for the pre-requisite qualifications, experience and attributes);
- have completed formal ATDP mentor training;
- formally acknowledge your role and responsibilities in a written agreement; and
- commit to facilitating Mentees’ learning and practice as military advocates.

2.2  Why Mentor?
As a Mentor, you facilitate your Mentee’s learning. ATDP stipulates ‘facilitation’ of learning for sound reasons:

- Volunteers’ enthusiasm and commitment is invaluable.
- They are motivated by the desire to help their mates.
- The rewards they gain from their commitment are entirely intrinsic.
- Being intrinsic, they experience satisfaction through achievement.
- The more you help them to learn and become competent, the greater the level of satisfaction they feel.
- The higher the level of satisfaction they feel, the stronger will their motivation be reinforced.

The sooner your Mentee is assessed as competent and the sooner their ESO/VC authorises them to ‘help their mates’, the more strongly their enthusiasm is nurtured and their commitment rewarded.

Is important that you, as Mentor, accept that you are the ‘architect and engineer’ of the Mentee’s self-actualisation:

- The Mentee brings his/her motivation and commitment, desire to learn and help, and search for self-worth (reward) to the engagement.
- By your dedication to their learning, planning, efforts, judgements, tutoring, inter-personal skill and encouragement, you can ‘help them help their mates – more quickly and better’. Your Mentee will recognise if you are half-hearted about mentoring. The result? You will undermine their enthusiasm and erode their commitment.

2.3  Learning process
ATDP is grounded in adult learning principles. It starts with existing knowledge and life skills, and engages a continuous cycle of:

- on-the-job experience,
- exposure to new knowledge,
- exploratory application of new knowledge in the workplace,
- reflection on outcomes to integrate knowledge into practice,
- consolidating integration of knowledge and practice as a higher level of understanding,
taking the new level of understanding into further:
  o on-the-job experience; and
  o re-exposure to old, and exposure to new knowledge;

leading into the next cycle of exploratory application, reflection on outcomes, integration of knowledge and practice, and deeper understanding ...

As a Mentor, you engage with your Mentee throughout these cycles. Your aim is to ensure the Mentee’s learning where to find information, acquisition of skills, and integration of knowledge and skills as competency is as easy as possible.

2.4 Mentoring in ATDP

2.4.1 Activity sets

Mentoring in ATDP involves two inter-related sets of activity:

- **Learning Facilitation:** You, as an experienced advocate and Mentor, working with a less-experienced candidate or practicing advocate (Mentee).
- **Mentoring Support:** You as a member of a Regional Mentor team (senior welfare and compensation mentors in an RMG) supporting Workplace Mentor teams (welfare and compensation mentors located in a CoP, ESO or VC).

2.4.1.1 Regional Mentor

As a Regional Mentor, you:

- monitor candidates’ workplace experiences, and when pre-requisite experiences have been achieved, enrol on relevant e-Learning course(s);
- access DVAttrain to enrol candidates and allocate learning;
- are the ‘go to’ person for candidates needing assistance during e-Learning;
- monitor candidates’ e-Learning and results of quizzes and record these in the WEL;
- through reports lodged on the OMS by Workplace Mentors, monitor all ATDP candidates’ progress within your Region; and
- when candidates record in their WEL completion of the required tasks, advise the Regional Manager that candidates ready are for the relevant Consolidation Course.*

* See the checklist appended to the ‘Roles’ document or on-line to confirm completion of the required tasks.

2.4.1.2 Workplace Mentor

As a Workplace Mentor, you:

- advise your ESO/VC about the types of activity their candidates should be undertaking so their learning is structured and evolutionary;
- allocate tasks progressively, beginning with simple and becoming more complex as the candidate gains experience;
- oversee candidates’ progress in the workplace;
- ensure candidates log their workplace experiences in their WEL;
- keep a parallel copy in the on-line WEL:
ensuring that the two match to provide evidence of authenticity,
• signing off when you give the trainee feedback on tasks performed; and
• when candidate’s have sufficient workplace experience to be ready, advise your Regional Mentor they are ready for enrolment, as appropriate, on:
  o e-Learning Course; or
  o Consolidation Course.

2.4.2 Effective mentoring
For your mentoring to be effective you must:
• engage in a mutually-beneficial, supportive partnership; and
• through interaction, ensure that your Mentee, and you also, improve professional competency.

2.4.3 Mentoring environment
Typically, you will mentor one-on-one. Your mentoring can be formal or informal, structured or unstructured. Preferably, you will mentor face-to-face, but can do so remotely by electronic media where necessary.

2.4.4 Culture change
As a Mentor, you are an agent of change. Your mentoring drives the culture change process that ATDP requires. The competency and professionalism you display must be the qualities ATDP needs your Mentee to develop.

2.4.5 Approach
Your experience as an advocate may not necessarily prepare you well for your early days as a Mentor. DVA clients and Mentees both rely on you ‘getting it right’. But, only a Mentee needs to learn ‘to do what you do as an advocate’. The demands and dynamics of mentoring are therefore significantly different. Ensuring that your Mentees learn will tax your inter-personal skills and test your knowledge of where to find legislative provisions and Departmental/Commission/ VRB/AAT policy and procedures.
It will be useful to reflect regularly on the attitudes and aptitudes you would want to see an advocate bring to supporting a family member or very close friend. They are the qualities you need to bring to your mentoring tasks.

2.4.6 Self-Directed Learning
Once recognised as competent, practising advocates are required to enter into a program of CPD. Their obligations are detailed in the ATDP Policy and Procedures Manual, and your responsibilities for supporting CPD are discussed in 3.6 below.
You will begin encouraging self-directed learning from the earliest stages of your mentoring a candidate. To set a credible example, you also need to engage in an active self-directed continuing professional development program yourself.
In addition to discussion with experienced advocates and their peers, you will encourage your Mentee to access the following URLs and join the following Facebook groups – some posts in the latter two groups will foster discernment and encourage self-directed research to establish the facts:
Website URLs/Email Addresses:
- VRB (mandatory, once recognised): contact@vrb.gov.au

FaceBook Groups:
- Australian Veterans Law Advocacy Network
- Association of Ex-Service Advocates Australia
- DVA Entitlements
- COMSUPER – Military Entitlements

2.4.7 Reflective Journaling
Reflection is a powerful tool for self-improvement. A habit of reflection is essential to effective self-directed learning and development during CPD. Therefore, you will encourage your Mentees to reflect on their learning and practice from the earliest stages of their pathway.

Typically, you will have to help candidates develop a habit of reflective learning.
- Start them taking written notes as you analyse their actions, evaluate outcomes, and plan future actions.
- Have them reflect on their notes and summarise their reflections verbally before they write up their WEL.
- Use their WEL entries as a framework for discussion and prompt to introducing new knowledge or alternative ways of handing a case.
- As they progress along their learning pathway, progressively transfer the initiative to them so they learn to self-direct analysis and reflection.
- As they approach readiness for workplace assessment, start candidates entering their reflections in a journal (ideally, in Excel or Access).
- When mentoring in support of CPD, check that recognised advocates are writing up their reflections (encourage them to do so if they are not).*

* Reflective journal entries will facilitate CoP ‘lessons-learned’ sessions and, if posted on-line, are valuable source material for others’ self-directed learning.

Approaches you can use to develop reflection include:
- focus on or ask about the ‘how’ rather than the ‘why’
- ask ‘leading’ questions that prompt descriptive responses
- ask the Mentee to assess the outcomes of their actions before commenting yourself
- introduce comments by ‘another way of looking at this issue is …’ rather than ‘you should have thought of …’
- discuss preparations, actions, outcomes and future actions in terms of the reflective learning cycle
2.5 **Your Responsibilities**

As an ATDP Mentor you have specific responsibilities to your Mentees, as well as a range of broader responsibilities to ATDP and to yourself.

2.5.1 **Responsibility to Mentees**

As an ATDP Mentor, for each Mentee, you must:

- commit to spending at least one year in a mentoring relationship;
- negotiate a milestone plan relevant to the Level or aspired Level of practice;
- communicate weekly, preferably in person, but by telephone, email or Skype if that is not possible;
- engage for at least four hours a month in a program of mutually-agreed learning activities;
- monitor workload and role satisfaction;
- identify the learning areas where your mentoring is best directed;
- honour all commitments you make;
- be a positive role model of professional advocacy behaviour (e.g. active listening, patience, tolerance, attention to detail and reflective learning);
- establish appropriate boundaries (if required, with his/her family);
• be respectful of his/her time, opinions, and decision-making;* and
• most importantly, be encouraging and supportive in all you do.

* If you assess that a candidate’s decision is unlikely to cause harm, the lesson learned may be more indelible if you allow him/her to progress the decision, subsequently help them analyse their error and discuss the more appropriate action/options.

2.5.2 Responsibility to ATDP
As an ATDP Mentor you must:
• not less than once a month, advise your CoP and ESO/VC, or Regional Mentor if you are a Workplace Mentor, of your progress and challenges;
• as required and when programmed by the CFMG or your RMG, participate in continuing mentor-development training;
• ensure the probity of the assessment evidence you collect;
• ensure each Mentee’s Workplace Experience Logbook is signed-off;
• monitor the quality of advocacy services delivered by your CoP/ESO/VC’s advocates;
• reinforce with your ESO/VC Executives your Regional Manager’s advice about ATDP policy and procedures;
• act with determination in your role as a mandated reporter and advise your RMG accurately and promptly of all problematic issues (Chair or Regional Mentor); and
• be patient - adult learning and culture change take effort and time.

2.5.3 Responsibilities to yourself
You will enhance the likelihood of successful mentoring if you:
• FIRST and FOREMOST take care of yourself;
• negotiate a structured mentoring program;
• develop and sustain a mentoring relationship;
• know where your Mentee is in the agreed mentoring program;
• plan and prepare for every mentoring session;
• during each session:
  o reflect continually on the dynamics,
  o adapt readily to emerging needs,
  o vary your approach across the full mentoring continuum (instruction at one end to discussion as peers at the other), and
  o exercising tact, query why if you sense the dynamics are not good;
• after each session:
  o identify the achievements and shortfalls,
  o reflect on dynamics,
  o extract the lessons learned, and
  o enter your findings in your reflective/mentoring journal; and
• discuss your mentoring experiences with senior and peer mentors.
Mentor Prerequisites

Mentors need the following skills sets:

- **Personal Attributes.** Demonstrated:
  - integrity; and
  - sound judgement in ambiguous situations.

- **Interpersonal Skills.** Demonstrated leadership skills including ability to:
  - establish the trust of candidates, advocates and ESO/VC Executives;
  - motivate candidates and recognised advocates;
  - communicate policies and advice;
  - negotiate and resolve conflict in ambiguous situations; and
  - mobilise culture change;

- **Professional.** Demonstrated:
  - ability to apply knowledge of veterans’ legislation, legislative instruments, and RC and MRCC policy and procedures;
  - ability to objectively review and continuously improve personal performance;
  - ability to apply knowledge and experience to:
    - work collegially and effectively with other Mentors; and
    - assure delivery of high-quality client-based advocacy services.
  - ability to acquire the knowledge and skills to:
    - support ESO/VC’s selection of candidates;
    - plan and implement individual learning and development programs;
    - support candidates’ progress along advocacy learning pathways;
    - mentor and coordinate OJT support for candidates with a wide range of varying capabilities, motivations and interests;
    - support recognised advocates continuing professional development;
    - monitor and assess candidates and recognised advocates’ performance; and
    - identify key weaknesses and negotiate remedial activities.
Part 3  Mentees’ ATDP Support Needs

3.1  Introduction
As an ATDP Mentor your responsibilities cover the full range of military advocacy activities. Mentees’ support needs are introduced and developed in this Part.

3.1.1  Pre-Nomination Mentoring
Before a candidate is enrolled in an ATDP learning pathway, an ESO/VC must:

- familiarise their aspiring candidate with the advocate’s role, and
- identify whether their aspiring candidate has the required qualities and potential.

You will support familiarisation activities and suitability assessment in accordance with the aspiring candidate’s preferred stream (welfare or compensation). If the candidate is uncertain about his/her preference you will program experience in both streams, coordinating with your team mentor from the other stream.

3.1.2  Learning Pathway Mentoring
Following enrolment in ATDP, as a Mentor you engage the candidate actively and formally throughout their entire structured learning pathway. Your responsibility continues until a Workplace Assessor assesses your Mentee as competent.

3.1.3  Post-Recognition Mentoring
Once recognised, ATDP requires practicing advocates to continue learning and skills development through a program of CPD. As a Workplace Mentor from the relevant stream you will:

- support practising advocates’ CPD;
- facilitate development of welfare-compensation advocacy teams in ESO/VC/CoP;
- discuss lessons learned; and
- encourage reflective journaling.

3.2  Pre-Nomination Mentoring
Careful selection of candidates for entry into an ATDP training and development pathway is a key ATDP objective.

3.2.1  ESO/VC Responsibility
ESO/VC Executives are responsible for ensuring each candidate:

- gains pre-ATDP, on-the-job experience; and
- is selected on the basis of demonstrated qualities, capabilities and potential.

3.2.2  Operationalisation
Into the medium term, few ESO/VC Executives will have the knowledge or experience to undertake the preceding responsibilities. Therefore:

- your Regional Manager will negotiate a support agreement with the ESO/VC’s Executive; and
Regional and/or Workplace Mentors will support or facilitate the candidate’s experience-suitability program, once and as negotiated.

3.2.2.1 Support Agreement
To minimise the risk of misunderstandings, the support agreement will be in writing. It may cover a specific person or agreed period of time. It will usually take the form of an MOU/EoL.

The issues that will, as a minimum be negotiated, include:
- Scope of the support.
- Program of support activities.
- Period of support.
- Terms of, and limits on Mentor(s) access to ESO/VC offices/facilities.
- Confidentiality of client personal and personal health information.
- Confidentiality of ESO/VC information discovered inadvertently by Mentor(s).
- Progress and final reporting.
- Costs.*
- Dispute resolution.
- Early termination.

* Costs may be covered either by the ESO/VC from its own or from BEST Grant funds (where eligibility criteria permit), or from the RMG’s annual budget where an allocation has been made for such support.

3.2.2.2 Your Support
The extent of your support and program of activities will be agreed in the support agreement. Your tasks will include observation of the following personal qualities and exposure to the following welfare or compensation activities:

Personal Qualities:
- Inter-personal skills: Empathy, ability to put clients at ease.
- Listening skills: Ability to perceive verbal and non-verbal cues.
- Comprehension skills: Understanding, ability to identify key issues.
- Emotional skills: Objectivity, patience, tolerance, stability.

Welfare Stream:
- Observation of welfare advocates’ (note plural) support of clients (aged and younger veterans and dependants) across as wide as reasonable a range of support needs.
- Observation of welfare advocates’ discussion of client’s needs with and referral to as wide as reasonable range Commonwealth, State and Local Government agencies and commercial service providers.
- As and when appropriate and under your close supervision, observation of the candidate’s inter-action with clients, agencies and service providers.
- Iterating the cycle of activities until you are reasonably confident you can make a valid recommendation to the ESO/VC Executive.
If the support agreement expires before you reach a reasonable level of confidence, you will seek an extension through your Regional Manager.

Compensation Stream:

- Observation of compensation advocates’ (note plural) interaction with clients (aged and younger veterans and their dependants) across the three Acts, and as wide as reasonable a range of medical conditions and compensation and rehabilitation needs.
- Observation of compensation advocates’ discussion of client’s cases and needs with DVA officers (VAN staff, Delegates, Case Coordinators and Review Officers).
- As and when appropriate and under your close supervision, observation of candidate’s inter-action with clients and DVA officers.
- Iterating the cycle of activities until you are reasonably confident you can make a valid recommendation to the ESO Executive.
- If the support agreement expires before you reach a reasonable level of confidence, you will seek an extension through your Regional Manager.

3.2.2.3 Program

Your pre-nomination support of an ESO/VC’s candidate will be time and opportunity limited. To ensure the candidate is exposed to, and you are able to make observations across a reasonably wide range of client support and interactions, you should use a Workplace Experience Logbook* as a guide.

* Keeping track of the candidate’s experience will be facilitated once the WEL is available on-line. You will also record your observations against the WEL unit of competency.

Note that pre-nomination activities are not intended to be, and do not constitute assessment evidence. A thorough pre-nomination program should, however, ease the candidate’s subsequent formal orientation as a trainee-advocate and progress along the structured learning and development pathway.

3.2.2.4 Suitability Criteria

10620NAT Course in Military Advocacy stipulates what a candidate must demonstrate before you can make an unqualified recommendation to an ESO/VC about his/her suitability for entry into advocacy training. The requirements are:

- 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 ESO/VC’s requirements including confidentiality and privacy
- prepared to be mentored and (once recognised) to act as a mentor for others
- appropriate computer skills
- excellent inter-personal skills
- high-level oral and written communication skills
3.2.2.5 **Recording Outcomes**
At the end of the familiarisation and suitability program, the ESO Executive will expect you to report on their candidate’s suitability. Your use of a ‘dummy’ WEL will ensure a thorough program and record of your observations, and will facilitate preparation of your report. Your report should:

- identify clearly the advocacy stream the candidate experienced
- list separately the activities the candidate observed and participated in
- summarise your observations about the candidate’s performance
- make a recommendation about the candidate’s suitability

3.3 **Learning Pathway Mentoring**
Your mentoring during the learning pathway phase(s) is governed tightly by the knowledge and experiential requirements for the stream and level of practice in the Military Advocacy Course. Your key obligation is to ensure that, irrespective of his/her aspired level of practice, the candidate undertakes a structured learning pathway.

3.3.1 **Mentoring Agreement**
Before you begin mentoring, you as Mentor and your Mentee must agree your obligations and commitments to each other. Simultaneously, the negotiation is an information exchange process, exploration of options, discussion of preferences, and honest appraisal of needs (Mentees) and capabilities (yours).

Remember, your prospective Mentee may perceive you to be in a position of ‘power’. As this has the potential to affect the future success of the mentoring program, you will need to ensure you adopt the ‘right tone and level’. Typically, your agreement will be verbal and take the form of a ‘handshake’.

You may need to adapt your negotiation to meet your and your Mentee’s needs. As a guide, you will need to reach mutual agreement on at least the following:

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

* As a Workplace Mentor, your and the Mentee’s costs should be self-funded respectively by your and his/her ESO/VC’s own funds or from BEST Grant funds (where eligibility criteria permit), or from BEST funding of the CoP (should future policy and eligibility criteria permit). As a Regional Mentor, your costs should be covered from an allocation in the RMG’s annual budget.
3.3.2 Structured Mentoring
Throughout the structured learning pathway, your role will be to:

- facilitate the candidate’s learning and skills acquisition,
- gather assessment evidence, and
- report the candidate’s progress.

3.3.3 Reporting
The NTM will monitor candidates’ progress along their learning pathway. You will forward reports through your Regional Mentor. The times at which the NTM needs reports are:

- completion of formal orientation,
- completion of the specified on-line learning modules,
- progress during on-the-job learning, and
- the candidate’s completion of his/her WEL.

3.3.4 Your Tasks
Your mentoring tasks for each of the reporting stages are detailed next.

3.3.4.1 Formal orientation
Your objective in the first stage of the structured program is to ensure your Mentee becomes capable of performing effectively at his/her level in his/her ESO/VC. Your mentoring focuses on two areas during this stage:

- **Organisation.** Your Mentee will practice within an ESO/VC. Therefore, he/she must know and comply with their organisation’s administrative policies and practices. You will work with a senior advocate in the candidate’s ESO/VC and UoC to ensure he/she:
  - 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
  - applies the organisation’s client-record-keeping system;

- **Role familiarisation.** To some extent, the Mentee will have gained some level of familiarity with the advocacy role for their stream during the pre-nomination stage. As Mentor, you will:
  - **First:** ascertain by discussion the candidate’s level of familiarity with their intended role.
  - **Second:** identify where further familiarisation is needed.
  - **Third:** design and enter into the candidate’s WEL a program of activities to fill any gaps.
  - **Fourth:** working with the organisation’s senior advocates, ensure that the candidate gains the required gap familiarisation.
  - **Fifth:** confirm the candidate’s completion of the gap program and completion of his/her WEL.
  - **Sixth:** sign off the candidate’s entries in his/her WEL.
3.3.4.2 On-the-job learning

On-the-job learning is 90% of the candidate’s structured learning pathway. As Mentor, your task is to maximise the learning value of the Mentee’s on-the-job experience. To achieve this, you will:

- **First**: identify whether the ESO/VC is able to provide the necessary on-the-job experiences.
- **Second**: if some job experience is not possible at the home ESO/VC, identify another that is prepared to provide gap-filling on-the-job experience.
- **Third**: plan and enter into the Mentee’s WEL a schedule of on-the-job activities that provides the necessary experiences.
- **Fourth**: working with the organisation’s senior advocates, ensure that the Mentee gains the required experiences.
- **Fifth**: at regular points during the on-the-job program, meet your Mentee and encourage them to (see 2.4.7 above):
  - 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
  - (in preparation for CPD) enter their reflections in a journal.
- **Sixth**: where you identify weaknesses in their integration of knowledge and practice, amend the content or sequence of their structured learning plan to remediate the gap, and amend their WEL.
- **Seventh**: confirm that your Mentee has entered in his/her WEL successful completion of workplace experience for each item.
- **Eighth**: check that the relevant formal learning has also been completed (where appropriate), and:
  - sign off the Mentee’s entries in his/her WEL, and
  - enter your sign-off in your on-line WEL for the Mentee.

3.3.4.3 On-line learning

Candidates need to receive a certain level of mentoring and on-the-job experience before they can assimilate the knowledge they are exposed to during an e-Learning course. You are responsible for judging when your Mentee has the necessary level of on-the-job experience. If you are in doubt, discuss your observations with your Regional Mentor.

When your Mentee is ready for enrolment on the relevant e-Learning Unit and you have signed off their WEL, you will:

- **First**: advise your Regional Mentor.
- **Second**: in conjunction with your Regional Mentor, facilitate your Mentee’s registration on DVAtrain.
- **Third**: monitor your Mentee’s progress throughout the e-Learning Unit.
• **Fourth:** progressively facilitate your Mentee’s identification and understanding of resources relevant to their level of training.

• **Fifth:** help your Mentee integrate new knowledge with their on-the-job training and skills development.

• **Sixth:** as your Mentee completes each item of formal learning ensure he/she enters completion in their WEL.

• **Seventh:** confirm the validity of each entry and, if the relevant workplace experience has also been completed:
  - sign off the item in the Mentee’s WEL, and
  - enter your sign-off in your on-line WEL for the Mentee

• **Eighth:** lodge reports on your Mentee’s progress on the OMS.

• **Nineth:** formally report your Mentee’s progress to your Regional Mentor as identified in 3.3.3.

• **Tenth:** regularly discuss your Mentee’s challenges and progress with your Regional Mentor.

### 3.3.4.4 Workplace Experience Logbook

As already discussed, both you as Mentor and your Mentee have responsibilities in completing the WEL. To summarise, you:

- supervise your Mentee in undertaking and recording formal learning and workplace experience requirements for assessment purposes;
- ensure your Mentee enters his/her activities and experiences in his/her WEL;
- add feedback about the activity and initial the WEL to verify the entry;
- confirm that your Mentee has completed all stages of the training, and record progress on the OMS;
- report your Mentee’s readiness to attend a Consolidation Unit when he/she has completed all required e-Learning and workplace experience.

### 3.3.5 Caution

A few final, but absolutely crucial reminders. Throughout the structured learning program:

- You are not an examiner.
- You are not administering tests.
- Your role is to facilitate the trainee’s learning and development.
- Your success is marked by your Mentee’s comprehensive and expeditious attainment of competency.

### 3.6 Post-Recognition Mentoring

#### 3.6.1 Community of Practice

The inclusion of CoP in ATDP is recognition that professional excellence is best attained when practitioners interact to help one another improve their practice. Your obligation
to encourage and monitor recognised advocates’ CPD is vested in your responsibility to form CoP and facilitate CoP activities.

3.6.2 Continuing Professional Development
The document ‘A Continuing Professional Development Program for Advocates’, which is located on the OMS, outlines the rationale, objectives, content and options for advocates’ CPD.

At their professional best, advocates will be strongly motivated towards self-directed learning and performance improvement (CPD). Some advocates will, however, require active support to design and engage in a program of CPD.

3.6.3 Rationale
As you are located ‘in the field’, you have regular contact with practising advocates. You will be aware of errors, observe performance and identify weaknesses. You therefore have the opportunity to assure the quality of advocacy services advocates are delivering to DVA clients. Your insight and expertise is most effective if brought to bear through an active, programmed role in recognised advocates’ CPD.

3.6.4 Your Role
Post-certification mentoring activities that you will undertake include:

- facilitating the creation and effective operation of CoP;
- encouraging advocates’ self-directed learning and development;
- helping practising advocates:
  - design a structured program of CPD,
  - research a difficult case,
  - connect with another advocate who has encountered a similar case, or
  - locate an SME;
- ensuring practising advocates are registered to receive and read RMA, VRB, AAT and relevant FCA releases;
- organising and conducting professional development activities, including:
  - reflective journaling ‘show and tells’,
  - information sessions by SME,
  - seminars and workshops, and
  - case study analyses;
- encouraging practising advocates to:
  - participate actively in nation-wide professional networks (see 2.4.6),
  - research papers, professional articles and case studies and following peer review post them on the OMS, and
  - post their reflective journal on the OMS as a ‘lessons-learned’ resource;
- having been trained in assessment of advocates’ engagement in and effectiveness of their CPD activities, award CPD points for the:
  - level of integration of formal learnings into practice, and
  - proportion of agreed SDL program that has been completed, and
• effectiveness of SDL for the advocate's practice;
• monitoring the practice and professional ethos of your CoP/ESO/VC's advocates, initiating remedial activities where:
  o service delivery shortfalls are widespread, or
  o unprofessional attitudes are endemic;
• reporting intractable problem areas to your Regional Mentor/Manager; and
• researching and entering authoritative qualitative data into the QA system.