



The Role of Champions and Mentors

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What are Champions and Mentors?

What do they do?



Leadership & Mentoring

▲ PCE Champions:

- Lead and promote PCE adoption
- Ensure PCE is in all aspects of service delivery
- Model PCE skills
- Support staff and provide feedback
- Maintain a continuous, ongoing process of feedback and practice

▲ Mentoring

- Ongoing support to staff; model PCE
- Role and responsibilities
- Specialized training for role





The Participant Education Model – ‘PCE’ A Review

A Recap...

WIC Nutrition Education

Targeted Behaviors

- More fruits, vegetables and whole grains
- Increased physical activity
- More and longer breastfeeding
- Appropriate introduction of solid foods, weaning
- Better snacks, less 'junk food'
- Family meals

Positive Outcomes - Healthy Babies - Healthy Families

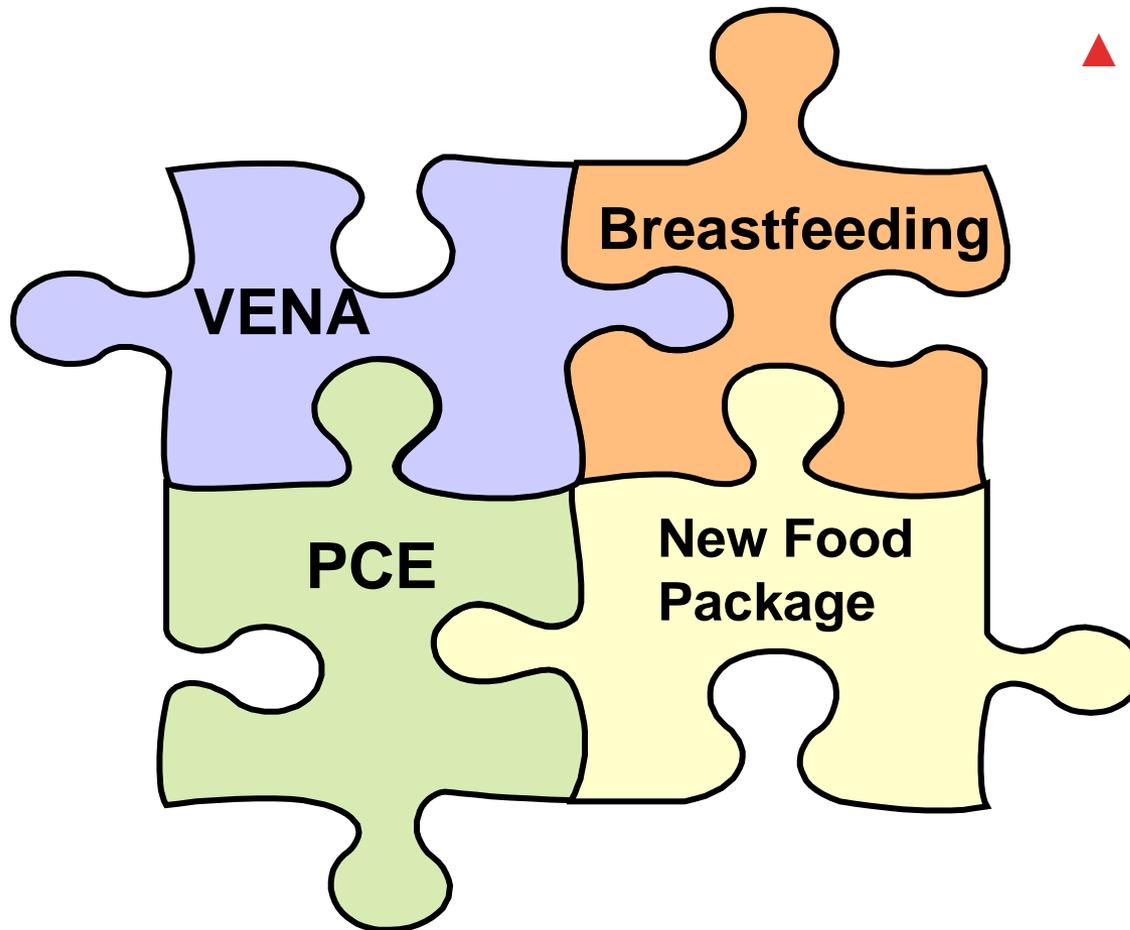
- Reduction in overweight and obesity
- Reduction in diabetes and gestational diabetes
- More postpartum weight reduction
- Better birth outcomes
- Less hunger/food insecurity

Advancements in Behavior Change Theories and Practice

- ▲ Behavioral Learning Theory
- ▲ Social Cognitive Theory
- ▲ Stages of Change
- ▲ Motivational Interviewing
- ▲ 3-Step Counseling Method
- ▲ Facilitated Group Discussion



Revitalizing Quality Nutrition Services in WIC



▲ Revitalizing Quality Nutrition Services in WIC (RQNS)

- Value Enhanced Nutrition Assessment (VENA)
- Enhanced Breastfeeding Services
- Revised Food Package
- Participant-Centered Nutrition Education (PCE)

Teacher-Centered Education

Educator's Presentation

Educator wants to be seen as a knowledgeable nutrition expert

Educator's Actions

1. Asks for information from the WIC participant about risks and problems
2. Decides which nutrition/health behavior changes the WIC participant should make
3. Informs the WIC participant what is wrong with her current nutrition/health behaviors (her "nutritional risks")
4. Presents an action plan with broad suggestions for behavioral change
5. Asks yes/no and leading questions to confirm the WIC participant's understanding of the nutrition information and action plan

Expected Outcomes

WIC participant leaves with information she can use to change educator-identified nutrition/health-related behaviors

OLD WIC



PARTICIPANT CENTERED EDUCATION

Educator's Presentation

Educator strives to be seen as a facilitator or partner, supportive and open to the participant's views

Stylistic Characteristics

- Elicits information from the WIC participant about her goals and concerns
- Helps the WIC participant determine nutrition/health behaviors she wants to change
- Offers information and ideas for how to accomplish behavior change, with small doable action steps
- Helps the WIC participant identify barriers to change and strategies she can use to overcome them
- Asks open-ended questions to encourage the WIC participant's active participation
- Uses active listening skills to make sure she (the educator) understands
- Provides education, including information, in the context of each WIC participant's goals, culture, and personal circumstances

Anticipated Outcomes

WIC participant leaves with information

+

WIC participant gains ideas about small steps she can take, motivation to take those steps and a feeling of support that can help her to change her nutrition/health-related behaviors

PCE = Participant Centered Services

- ▲ PCE uses a '**systems**' approach which creates a framework for conducting WIC services
 - The overall WIC experience that the participant comes in contact with during their clinic visit
 - WIC policies and procedures; clinic flow
 - Processes that must be navigated to receive WIC services and benefits and the effect of these on interactions with clients
 - Customer service
 - The logistics participants must deal with before they arrive at the clinic and after they leave
 - How all of the clinic staff work as a team to provide services
 - Interpersonal skills for delivering WIC services in a customer-focused manner

How many 'systems' do you think a WIC participant must deal with?

21-35!



PCE Video and Discussion



SYSTEMS RESEARCH FOR BETTER HEALTH

Break





What Does PCE Look Like?

And how do you know when you are doing it?



SYSTEMS RESEARCH FOR BETTER HEALTH

With PCE we are creating conversations that are:

- ▲ Personalized
- ▲ Collaborative – partnership
- ▲ Positive
- ▲ Non-judgmental
- ▲ Safe
- ▲ Conversations that inspire positive outcomes
 - Build people up
 - Give confidence
 - Lead towards success

Common Misconceptions About PCE

What does it look like?

- ▲ It's only for counseling
- ▲ I don't need to use it in conversations w/ others



Common Misconceptions about PCE

What does it feel like?

- ▲ Hard... change is hard!
 - Use PCE skills in small, doable pieces -- Practice
 - Work on adding different skills
 - Observe each other and offer feedback





Mastering the Skills of PCE

How to Effectively Interact with Others

Tools for PCE Conversations

- ▲ Active listening
- ▲ Silence
- ▲ Open-ended questions
- ▲ Affirmations
- ▲ Probing
- ▲ Reflective listening
- ▲ Asking Permission
- ▲ Summarizing



Active Listening

- ▶ Listening with presence – undivided attention
 - Eyes, ears, and heart...use all your senses
 - Listen more than we talk
- ▶ When someone really listens, we feel valued
- ▶ Eye contact, show interest
- ▶ Non verbal encouragers / verbal encouragers
- ▶ Listen with acceptance and not judgment
- ▶ Active listening + ‘Active Looking’ – what is their body language telling you
- ▶ Signs that you are not ‘actively listening’?
 - Thinking of what you are going to say next
 - Thinking about the people in the waiting room

Silence

- ▲ Silence is *Golden!*
- ▲ Means other person is thinking
- ▲ Allows people an opportunity to put their thoughts together
- ▲ Restrain from filling in the silence
- ▲ Creates a relaxed, non-rushed atmosphere
- ▲ Being comfortable with silence takes practice



Opening a Conversation

- ▲ Warm greeting
- ▲ First few minutes sets the stage for your interaction
- ▲ Introduce yourself, your role, etc. (as appropriate)
- ▲ Clarify expectations – what is going to happen
- ▲ Ask permission
- ▲ Ask what concerns or question they have

Open-Ended Questions

- ▲ Can't be answered in a yes or no
- ▲ Encourage a deeper conversation
- ▲ Use throughout conversation & appointment
- ▲ Comes from a place a curiosity
- ▲ Starts with “What..”, “Tell me...”, “How...”
- ▲ Good way to explore what someone knows or would like to know
- ▲ Beware the string of open-ended questions

Affirmations

- ▲ Support and encourage the other by focusing on strengths and positive efforts.
 - Great job
 - Look how well you are doing
 - What great questions
- ▲ Builds rapport and increases confidence
- ▲ Focuses on the positives
 - Affirm the effort – “you’ve been working hard on that”

Affirmations

- ▲ Makes someone feel normal
 - Your not alone. Others tell me the same thing
 - I hear that a lot from others
- ▲ You choose what to affirm
- ▲ Encourages greater participation
- ▲ Must be sincere and genuine



Now Practice: Putting it together

- ▲ Select a partner
- ▲ One person take 3 minutes to tell your partner the most interesting thing about your family.
- ▲ The other person only listen; do not interact

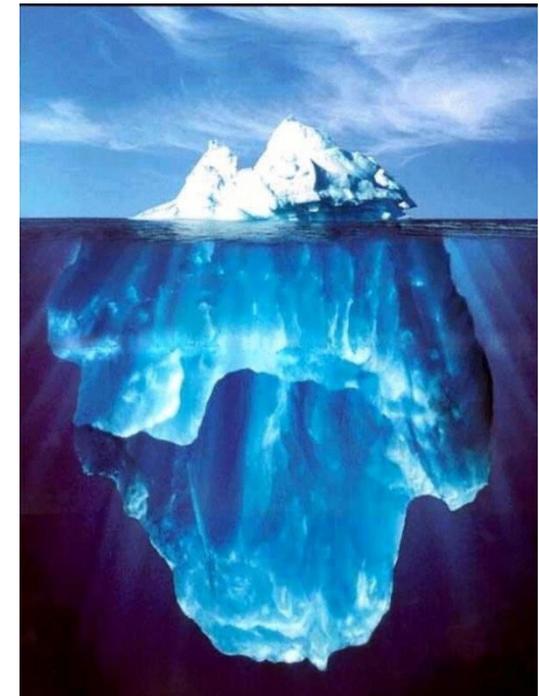
Practice: continued

- ▲ How hard was it to talk for 3 minutes?
- ▲ How hard was it to not ask questions or react?

- ▲ Now reverse, and tell your partner about the most interesting trip you have ever taken.
- ▲ Partner can ask up to three questions, and can acknowledge through body language and reactions.

Going Beyond the Surface – Probing

- ▲ Be curious / elaborate
 - History of the issue
- ▲ Find out what they know – but it is not a test!
- ▲ Elaborate and clarify
- ▲ Elaborate on any concern
- ▲ Challenging:
 - What to probe
 - When to probe
 - What to ask
 - What to do with the information
 - When to stop



Additional Tools for PCE Conversations

- ▲ Seeking the “Motivator”
- ▲ Assessing the Readiness
- ▲ Looking for Opportunity
- ▲ Identifying Importance
- ▲ Building confidence
- ▲ Rolling with resistance
- ▲ Collecting change talk
- ▲ Brainstorming solutions

Reflective Listening



- ▲ Reflecting – giving back to the person what you think you heard – the meaning
- ▲ Not a question, a statement
- ▲ Checks for understanding
 - – chance to clarify
- ▲ Makes them feel understood
- ▲ Keeps them talking
- ▲ Doesn't have to be correct
- ▲ Can even reflect on body language

Asking Permission

- ▲ Shows respect
- ▲ Affirms autonomy – what they work on is up to them.
You are there to help
 - Does that sound OK to you?
 - Would that be alright?
- ▲ Use when information sharing
 - Would you like to learn more about that?
 - Would it be helpful if I told you what I've heard from others?
- ▲ Use when offering help or a handout
 - I have a great handout that covers that topic, would that be useful to you?

Agenda Setting

- ▲ What will you focus on from all the information?
- ▲ Listen for hot topics during the conversation
- ▲ Ask the person
- ▲ Offer choices
- ▲ Use statements, questions, affirmations



Brainstorming Solutions and Information Sharing

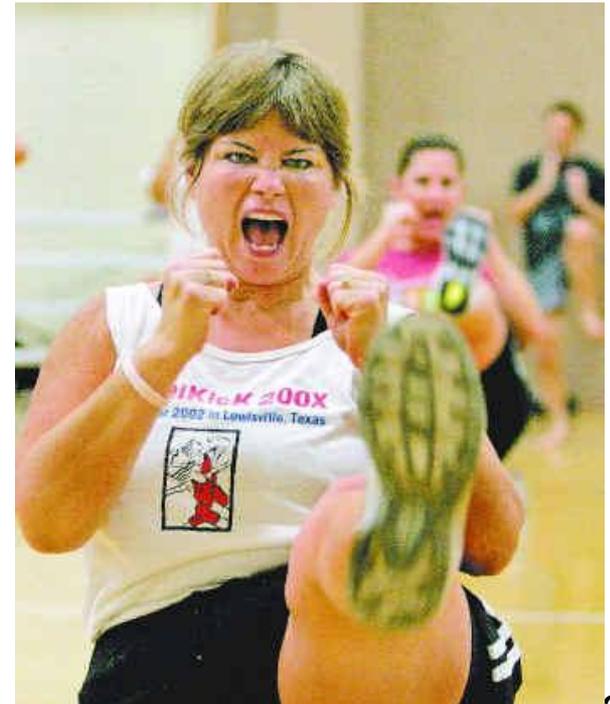
- ▲ Ask for their solutions
- ▲ Ask permission for information sharing
- ▲ Give several options at once
 - Prevents ‘yeah but’
 - People like options (3-4 options to choose from)
- ▲ Don’t offer too much
- ▲ Offer neutral information instead of ‘you should’
 - An idea that has worked for others is...
 - Research shows....; ITCA has given us guidance...
 - What we recommend at WIC is...
 - Some tryOther find thatworks better for them

Summarizing

- ▲ Puts it all together – summarizes what's been discussed
- ▲ Shows you've been listening
- ▲ Provides a transition to further discussion
- ▲ Review next steps
- ▲ Review plans for future discussions
- ▲ Show confidence in them:
 - *Can't wait to hear how it goes!*
- ▲ Thank them for talking together with you

Building Confidence

- ▲ Create an 'I Can!' opportunity
- ▲ Know that what you affirm gives them confidence
- ▲ Tell them you are confident in them



Practice: Building Confidence

- ▲ Celebrate your partner – tell them how good they have been today!



Talk About Your Experience:

- ▲ Using skills
- ▲ Giving feedback



Practice, Practice, Practice

Take risks. Ask big questions. Don't be afraid to make mistakes; if you don't make mistakes, you're not reaching far enough.





Becoming a PCE Champion!



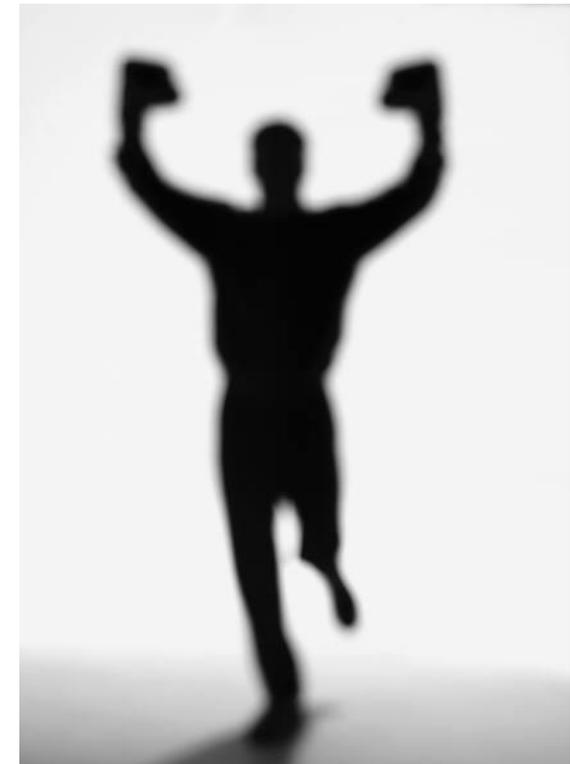
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What is a 'Champion'?



Think about a cause someone has championed

- ▲ Example: Michael J. Fox/First Ladies
- ▲ What do they do?
- ▲ Why do they do it?
- ▲ What characteristics did they have?





Key for Successful & Lasting PCE Implementation

YOU... as PCE Champions!

Example 1: PCE Champion Job Description

- ▲ Know WIC
- ▲ Represent clinic staff
- ▲ Enthusiastic
- ▲ Open-minded and flexible
- ▲ Person other staff feel comfortable with & open up to
- ▲ Good listener
- ▲ Fun, energetic, excited about change
- ▲ Passionate about supporting staff to implement change
- ▲ Motivator, change catalyst/agent, discussion facilitator
- ▲ Problem solver, help to reduce staff resistance to change
- ▲ Facilitate & communicate areas needing support & skills needing additional training & support
- ▲ Create on-going enthusiasm & encourages creative ideas among staff
- ▲ Help with peer to peer observations
- ▲ Give positive feedback & support
- ▲ Active participation during trainings
- ▲ Help guide continuing skill development and staff meeting discussions
- ▲ Network with other champions
- ▲ Guide the implementation & sustainability of PCE

Example 2: PCE Champion Job Description

Name of person—PCE Champion

image of person
will change for
each

*As your PCE Champion, I will be an advocate,
change agent, and facilitator, working
together with you to achieve the mission
and goals of our WIC Program in a
Participant-Centered environment.*

signature goes here

My Responsibilities Include:

1. Facilitating the implementation of the PCE model throughout our organization
2. Maintaining an environment that supports participant-centered services
3. Conducting periodic system-wide assessments and facilitating adjustments to continue the forward momentum of PCE
4. Being available to staff to support their efforts in implementing PCE in our clinic
5. Scheduling ongoing celebrations to share success and recognizing staff on an ongoing basis
6. Identifying resources and training needed to promote ongoing advancement of PCE
7. Facilitating communication between staff and administrators
8. Being a voice and advocate for the needs of WIC families
9. Being an example and role model for PCE

I strive to be:

- TRUSTING
- POSITIVE
- FLEXIBLE
- RESOURCEFUL
- ASSERTIVE
- FOCUSED
- SUPPORTIVE
- CONFIDENT

*As your PCE Champion,
I am committed to
helping us fulfill the
spirit of PCE in all we
do in our WIC clinic.*



I bring to my role:

- Passion about PCE
- A familiarity with and support for the PCE model
- The ability to listen with an open mind
- A commitment to support you in a positive way

What do you envision in your role as a PCE Champion?

- Break out into groups
- Draft what you think would be the:
 1. Roles and responsibilities of a PCE Champion
 2. Characteristics and skills needed for the job
 3. How you would related to clinic staff

Job Description

You will be writing your own job description and we will send you posters of the job description.

So What do you do now as a PCE Champion?

- ▲ Internal assessment - start with what is easy
- ▲ Talk to clients-let people know what you are doing
- ▲ Keep an open mind
- ▲ Ask staff questions: What would you do differently?
What do you like best? What do you like least?
- ▲ Review policies and procedures
- ▲ List “have to” vs. “want to”

PCE Assessment Tools – www.altarum.org/wicpcetools

▲ Clinic Environment

- Clinic Entrance Observation Tool
- Clinic Flow Observation Tool
- Everyone should ‘walk in the clients shoes’
- Individually or as a group; sit in the waiting room
- Share thoughts, reactions, ideas
- Develop a plan with timelines & who will mastermind

▲ Participant Services Observation Tools

- Individual Nutrition Education and Counseling Tool
- Group Education Observation Tool

You are now an official ***PCE CHAMPION!***
With an official job description!





The Art of Mentoring to Create and Sustain Change



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Think of a someone who has been a mentor to you

▲ What made them a great mentor?



How is mentoring different than supervising?



Supervising

- ▲ Has a set agenda to reinforce or change skills and behavior
- ▲ Focuses on the job
- ▲ Supports performance
- ▲ Develops specific skills for the task, challenges, and work expectations
- ▲ Tells the learner the direction for the work or work unit
- ▲ Evaluates staff performance against an established set of standards

Mentoring

- ▲ Two-way, mutually beneficial learning situation
- ▲ Focuses on the person; supports individual growth
- ▲ Facilitates the individual to discover own direction; low pressure
- ▲ Provides advice, shares own knowledge and experiences
- ▲ Personal side – interest in development of an individual

Mentoring is Critical for PCE Success

- ▲ Observe, guide and support staff in mastering the skills
- ▲ Role model the behaviors they want their staff to adopt; 'walk the talk'
- ▲ Promote and support PCE with all staff
- ▲ Create and ensure a safe, non-judgmental learning environment
 - Communicate in a personal, individualized way, unique to the individual's experience & readiness to change
 - Show active & sincere interest in making sure feelings, fears, & uncertainties are understood
 - Help staff to change by taking 'baby steps'

Mentoring is Critical for PCE Success

- ▲ Provide on-going follow-up to build on successes and address concerns immediately
 - Take every opportunity to affirm, acknowledge and support staff
 - Be patient to allow individual learning
 - Observe frequently



Are There Opportunities for Continuing Education with Staff?

- ▲ A 10 minute exercise with staff at a staff meeting
- ▲ Role playing when clinic is slow
- ▲ Can staff observe you too?
- ▲ What else?
- ▲ Email Loren or Val for exercises and resources



Conducting Staff Observations or The Art of Observing

- ▲ What are the types of things we are looking for?
- ▲ What are the skills staff use with participants?



Break





What are the skills I need to use during the observations to be a good mentor?

The same skills you use with participants!

PCE Mentoring Skills

- ▲ Active listening
- ▲ Silence
- ▲ Open-ended questions
- ▲ Affirmations
- ▲ Probing
- ▲ Reflective listening
- ▲ Asking permission
- ▲ Listening for change talk
- ▲ Summarizing



PCE Mentoring Skills

Active Listening

Silence... is *Golden!*

- ▶ Listen to the entire conversation
- ▶ Take notes



PCE Mentoring Skills

Mentors Ask Open-Ended Questions

- ▲ How do you think that went?
- ▲ How did you feel about their responses?
- ▲ Would you have done anything different



PCE Mentoring Skills

Mentors Probe

- ▲ Tell me more about that....
- ▲ What do you think was going on....
- ▲ What made you think that.....



PCE Mentoring Skills

Mentors Provide Affirmation

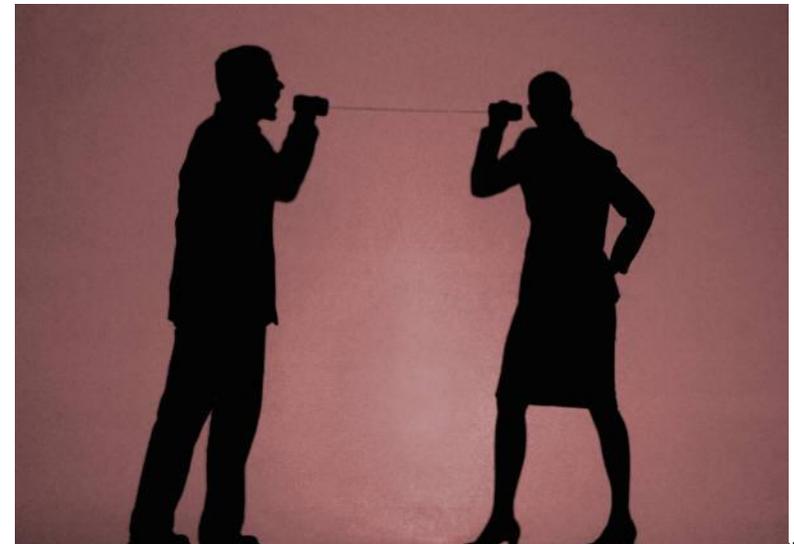
- ▲ That was great!
- ▲ You really engaged her in that conversation
- ▲ Really good job introducing that topic
- ▲ Good summary!



PCE Mentoring Skills

Mentors Use Reflective Listening

- ▲ Let them talk!
- ▲ Use body language as a support
- ▲ Make sure you understand what is being said



PCE Mentoring Skills

Mentors Ask Permission

- ▲ Do you mind if I comment on that?
- ▲ May I offer you a suggestion?
- ▲ Would you be interested in how I might have done that?
- ▲ Always make clear that NO is an acceptable answer!

PCE Mentoring Skills

Mentors Summarize

- ▲ Let me summarize this conversation
- ▲ What I think you are saying is.....
- ▲ Did I get that right?



Before the Observation – Opening the Conversation

- ▲ Explain the purpose of the observation
- ▲ Ask if they have been working on something in particular that they would like you to listen/look for
- ▲ Choose a place to be out of the way, preferably where you can see both participant and staff
 - Avoid any non-verbal cues that would distract the participant or make them focus on you rather than the staff
 - Avoid correcting the counselor unless you feel it will cause harm to the participant

During the Observation

- ▶ Ask permission of the participant (particularly when watching anthropometrics or in a counseling session)
- ▶ Watch for PCE skills staff are using
 - Active listening, open-ended questions, affirming, reflective listening, summarizing, asking permission
- ▶ Use the observation guide
- ▶ Write certain things you hear the staff person or participant say that you want to remember
- ▶ Note their strengths and qualities that support PCE and those that might need some work

After the Observation

E.A.S.Y

- ▶ 1. **E**ncourage self assessment first
- ▶ 2. **A**sk permission to share
- ▶ 3. **S**hare your observations
- ▶ 4. **Y**ou – give it back to them (Autonomy)



After the Observation

▶ Encourage self assessment first

- How do you feel the (appointment) went?
- On a scale of 1-10, how do you think it went?
- What do you think went well?
- What might you do differently next time?
- How did you feel when she responded/said...?

▶ Ask permission

▶ Share: provide positive feedback; affirm skills

- Here are some examples of things I heard you say
- Limit the amount of feedback
- Be specific
 - *When you said... she seemed to respond very positively*
 - *You were great atspecifically I noticed you...*
- Link areas they succeeded and those where they struggled
 - *I noticed you did such great reflecting when she was talking about breastfeeding. I wonder if that would have worked when she was talking about her fear of gaining too much weight?*

After the Observation

Providing Positive Feedback, cont.

- Positive sandwich
- How to phrase “not so positives”
- Encourage autonomy (it is up to them)
 - *Something that works well for me is....Would that work for you?*
 - *The next time you could try...What do you think about that?*
- Avoid “you should” “you need to”
- Avoid “but”
- Look for body language during your feedback – do they seem encouraged, frustrated
- ▲ Establish next steps
- ▲ End on a positive note

Practice Role as PCE Mentor

- ▶ Divide into groups of 3
 - WIC participant
 - WIC counselor
 - PCE Champion-Mentor
- ▶ WIC participant will read the scenario
 - In each scenario the participant has an issue that you are trying to uncover and help them with
 - Introduce yourself (and child) to the counselor
- ▶ Begin a counseling session – about 5 minutes
- ▶ Mentor observes the session and jots down a few notes

Mentor Mental Check List

- ▲ Who does most of the talking?
- ▲ Does the educator identify the client's "Motivator"
- ▲ What parts of the PCE skill set does the educator do best?
- ▲ What parts of the PCE skill set was missing?

Share your experience as a mentor



Final Reminders for Successful PCE Mentoring

- ▶ Plan the time to observe
- ▶ Observe frequently and regularly
- ▶ Allow staff time to acquire comfort and competence gradually (time)
- ▶ Only move to the next step when staff are ready (emotions)
- ▶ Provide affirmations & praise often
 - Individually
 - As a team
- ▶ Provide on-going follow up and support
- ▶ **Practice, practice, practice**
 - Don't give up

Leadership & Mentoring

▲ PCE Champions:

- Lead and promote PCE adoption
- Ensure PCE is in all aspects of service delivery
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- Specialized training for role



Putting It All Together...What Happens When You Go Back To Your Clinic?

- ▲ The feedback loop
- ▲ Taking baby steps
- ▲ Support among peers







Thank You!