Using Situational Leadership to support Mentoring Styles and Behaviours

Jacqueline Phipps
Mentoring and Leadership

- Standards to support learning and assessment in practice. NMC standards for mentors, practice teachers and teachers (NMC 2008)

- **Leadership**
  - Plan a series of learning experiences that will meet students defined learning needs.
  - Be an advocate for students to support them accessing learning opportunities that meet their individual needs
Leadership and meeting the individual needs of the student

- Students will present with different levels of competence, skills and confidence at different stages of their development and when faced with different experiences and situations within their practice.

- Leadership means knowing that no one style of mentoring and supporting students in practice is best.

- Effective mentors adapt their style according to the individual needs of the student and the practice situation.
Using Hersey and Blanchard’s model of leadership, mentoring is based on the assessment of the developmental level and confidence of the student by the mentor in particular situations.

This assessment guides the mentor to the selection of the most appropriate style of mentoring.

The style will take account of the amount of guidance and direction (task behaviour) and social emotional support (relationship behaviour) required to mentor the student effectively.
Behaviours of the mentor using situational leadership

- **The task behaviour:**
  - The extent to which the mentor engages in spelling out the duties and responsibilities of the student

- **The relationship behaviour:**
  - The extent to which the mentor engages in communication with the student
Student Developmental Level One matched with Mentoring Style One

Student

- The student lacks the specific knowledge, skills or confidence to carry out safe and effective care in practice

Mentor

- The mentor adapts to a telling / directing style of mentoring
- Decisions are made by the mentor and communicated to the student
- Mentors monitor students very closely
Student Developmental Level Two matched with Mentoring Style Two

- **Student**
  - The student has some specific knowledge, skills or confidence to carry out safe and effective care in practice

- **Mentor**
  - The mentor adapts to a selling coaching style of mentoring
  - Decisions remain the mentors’ prerogative, but communication is much more two way
Student Developmental Level Three
matched with
Mentoring Style Three

- **Student**
  - The student has some specific knowledge, skills but is not confidence to carry out safe and effective care in practice

- **Mentor**
  - The mentor adapts to a participative / supporting style of mentoring
  - The mentor facilitates and takes parts in decision making but control is mainly with the student
Student Developmental Level Four matched with Mentoring Style Four

**Student**
- The student has high level specific knowledge, skills and is confident to carry out safe and effective care in practice

**Mentor**
- The mentor adapts to a delegating style of mentoring
- The student decides when the mentor should be involved
- The mentor provides supervision and support when requested by the student
• How effective are you at using situational leadership approach to support your mentoring styles and behaviours?