

Shadowing Shadowing

HINTS AND TIPS ON GETTING
THE BEST OUT OF BEING
SHADOWED

Name

Position

Service
Name

Date



emerald
TRAINING AND PEOPLE
DEVELOPMENT



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HELLO!

Thank you so much for taking the time to read this handbook!

As an experienced Care Worker, you play a vital role in the shadowing process for new-starts. Your manager may have chosen you for this task due to your experience, expertise or as part of your job role. Whatever the reason, recognise that your skills are valued and you are a key part of welcoming and helping new colleagues settle in and progress.

While formal training on shadowing may not always be available, this handbook offers helpful tips that can enhance the experience for both you and the new-start.

During shadowing, you are essentially coaching or mentoring by demonstrating and explaining tasks on-the-job, which as we all know, can feel very different from the theory they may have learned during induction. Your role will include correcting mistakes, asking questions to check understanding, and may require you to muster a bit of patience.

Remember, the person shadowing you is at the beginning of their career with your organisation, so a positive shadowing experience is very important for their welcome and retention. Lead by example and avoid shortcuts that could compromise health and safety.

Finally, shadowing should never be a tick-box exercise. Each session must be a robust, professional experience for the new-start.



Recall a time when you shadowed someone and reflect on your feelings and why you felt them.

Consider the individual you shadowed and identify the positive aspects you can adopt as well as the negatives you aim to steer clear of.

Self-reflection on your past experiences—both the favourable and unfavourable ones—can be a very useful tool that can have a huge impact as to how you support your shadow

We hope this guide provides you with useful techniques to enhance the shadowing experience for yourself and the person shadowing you.

How we learn

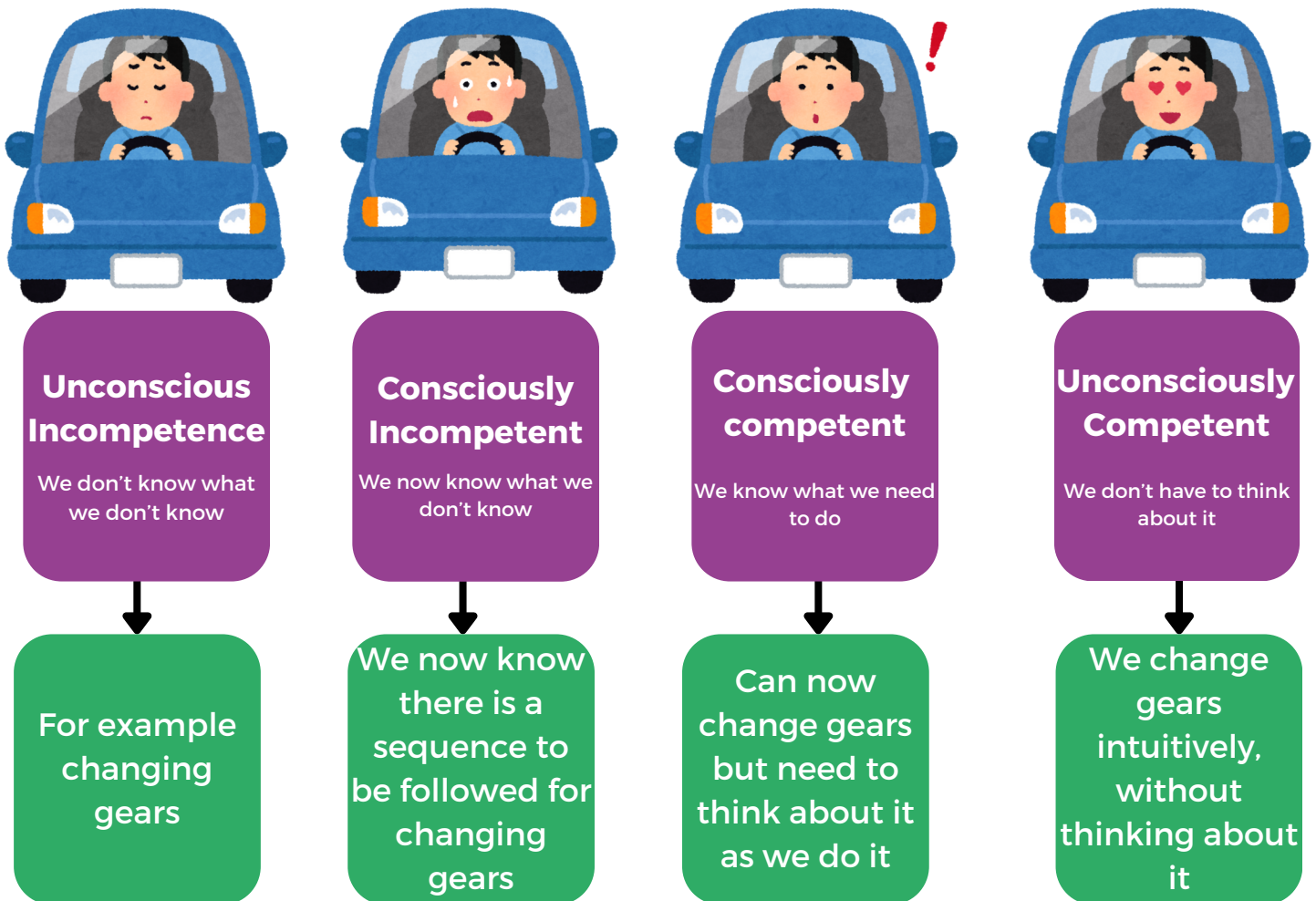
Before we start with the shadowing itself, it is really helpful to have a general understanding of the processes we all go through before we become competent at a task. Understanding these four stages will help you adjust your approach to meet the person's learning needs. Each stage requires different strategies to support and guide your shadow effectively, ensuring a successful learning journey.

The four stages of learning are as follows

- Unconscious Incompetence
- Conscious Incompetence
- Conscious Competence
- Unconscious Competence

Lets take a closer look at each of the stages below using learning to drive as an example

4 Stages of Learning



How long it takes from being in a state of Unconscious Incompetence, through to being Unconsciously Competent depends on lots of things such as how complex the task is, time it takes to complete, opportunities to practice and also, how quickly the learner, in your case, the person shadowing you, picks things up.

Remember, we all learn in different ways and at different rates so some may master the task quicker than others.

Now lets take each of the stages and discover how to support that person through to the next step.

Supporting Each Stage of Competencies



Unconscious Incompetence

We don't know what we don't know

- **Assess Baseline Knowledge:** Find out what they already know before you start, this will help you to decide whether you need to tweak anything.
- **Raise Awareness:** Outline what the overall aim is and what the objective of today is.
- **Provide Motivation:** Explain the benefits of learning and the value of the skills or knowledge.
- **Create a Safe Learning:** This is not just about health and safety. It is about feeling safe to ask questions, make mistakes and so on without fear of feeling stupid or being 'told off'



Conscious Incompetence

We now know what we don't know

- **Offer Structured Learning:** Provide clear instructions and organised content.
- **Set Realistic Goals:** Help learners set achievable milestones to build confidence.
- **Encourage Persistence:** Support learners through their frustrations and struggles.
- **Give Constructive Feedback:** Offer specific, actionable feedback to guide improvement.
- **Praise:** This will give the learner a benchmark of what good looks like which is as important as understanding what not-so-good looks like



Consciously competent

We know what we need to do

- **Provide opportunities for practice and repetition:** This is to embed learning further
- **Develop skills further:** Introduce 'add-on's' to make tasks a little more challenging or interesting
- **Find out the learners thoughts:** Help learners think about what they had just done and identify for themselves areas they can improve or practice more on
- **Ask Open Questions:** For example, 'What comes next?' , 'Why do we do it this way?'. You'll be able to gauge what they have understood.
- **Provide Supportive Feedback:** Continue giving feedback that helps fine-tune their abilities.

Supporting Each Stage of Competencies



Unconscious Competence

We don't have to think about it

- **Encourage their Skills:** Challenge learners with advanced problems to refine their skills further
- **Encourage Teaching:** Have learners mentor others to reinforce their own knowledge.
- **Provide Opportunities for Innovation:** Encourage learners to find new ways to apply their skills creatively.
- **Celebrate Achievement:** Acknowledge the learner's journey and accomplishments to maintain motivation.

The above is a very brief overview of what the processes are for us to become competent in tasks but nonetheless, there is still quite a lot to take in so take your time to understand it.

Have a look at below and imagine you want to be able to make a very nice meal for your family which includes a dessert you have never made before. See if you can identify the stages of competencies by linking the correct squares together

A

Unconscious Incompetence

B

Consciously Incompetent

C

Consciously competent

D

Unconsciously Competent

1

You successfully complete the dessert by carefully following the recipe and method

2

You have made the dessert several times and no longer need the recipe. You just gather the ingredients and do it

3

You know you want to make a specific dessert but don't know how or what is in it

4

The recipe shows you what you need and how to do it

Next: Before, During and After Shadowing Shift

ANS: Bottom of next page

Prepare and Greet your shadow

First Read this handbook



You may not have had formal training for coaching or being shadowed, but this booklet is packed with ideas and tools to enhance your experience with the new start...and theirs too!

Before you meet face to face with your shadow



- Make sure you have the name and contact details of your shadow
- Call or make yourself known to the new-start, introduce yourself and find out if they know where they are meeting you.
- Make sure you have the shadow form or checklist (if applicable) printed out or on your screen.
- Check the service users have been asked/notified that someone will be shadowing you when you visit

When you meet face to face



- Smile and welcome them to your organisation.
- Explain what you will both be doing during the shift.
- Encourage the new-start to ask lots of questions.
- Explain you will be asking questions too.
- Ask if they have any concerns and reassure if they do.
- Discuss who you are going to see and encourage the new-start to introduce themselves to the service user

Set a Good Example and Ask ???

Ask your shadow lots of questions,

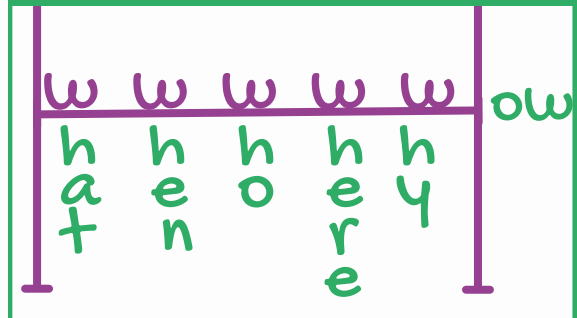
It is a good idea to first demonstrate to them the task and explain why you do it the way you do and then when they have a go themselves, you question them as they go.

This will help you to assess whether they have understood and know how to do the task or if you need to support them further.

When guiding your shadow, use open-ended questions that encourage critical thinking and self-reflection:

- "Why do you think I did that?"
- "What comes next, do you think?"
- "How would you handle this situation?"
- "Where do you see opportunities for improvement?"
- "Who else can we involve in this care plan?"
- "So when do you record this?"

Think '5 bums on a bed'.
5 'W's (the bums) and 1 'H' (the bed)
Good questioning will have one of these words in



Here are a few more examples, but of course, what you ask would be dependant on what you want to find out from your shadow.

These are also known as 'probing questions' and are great for you to check your shadow's understanding.

- **Who:** Who is the primary person we are caring for?
- **What:** What is the in care plan for Mr Jones this morning?
- **When:** When is the best time for specific tasks?
- **Where:** Where should we provide the care (e.g. in the bedroom or living room)?
- **Why:** Why are we doing this particular task?
- **How:** would we record this?
- "Can you tell me **what** we do next?"

Closed Questions:

Use closed questions when necessary to check the new Care Assistant's understanding. Closed questions generally require 'Yes' or 'No' answer or very basic answers with minimal words

A few examples of closed questions below, but as said before, what you ask will depend on the situation at the time.

- "Did you understand the steps I just explained?"
- "Do we knock on the door first?"
- "Is there anything you're unsure about?"

The Power of Praise & Feedback

Nearly all new starts are nervous when they begin their shadow shifts. They will be eager to please and not get anything wrong.

Here are some tips that you might like to try as encouragement and to correct any errors

Frequent Encouragement:

Encouragement provides the new start with a bench mark on what they are doing well

It prevents the new start worrying whether they are doing okay, allowing them to focus on the task in hand

Taking the time to praise and highlight areas they have done well in can help them feel valued

By offering encouragement, you can create a positive and supportive work situation that encourages growth and development

Examples of encouragement

- "You're doing great!"
- "You've handled that situation really well. Well done"
- "I can see you're really committed to providing excellent care."
- "Well done in spotting that."
- "I know you found this visit/call/service user difficult, but I think you handled it very well indeed."
- "It's good to see you are becoming more confident when talking to the clients. Keep it up."

Examples of constructive Feedback

- "You're so nearly there (give examples), what do you think may need a bit more work?"
- "I like your approach, you were very kind. How do you think we can include the service user more?"

More detailed examples on the next page

Constructive Feedback:

If something is not quite right, then you need to find a way to feed this back with positive words, so, balance praise with constructive feedback to provide opportunities for growth.

It's important to acknowledge the effort and hard work someone has put into a task before offering suggestions for improvement.

- By starting with positive feedback, the recipient is more likely to be receptive to any critiques or changes that need to be made.
- Also, offering specific areas for improvement shows that you have taken the time to observe and you are invested in helping the person succeed.

Remember, criticism can be helpful when delivered in a kind and thoughtful way.

Examples of Positive Reinforcement and Guidance.

You could follow any of these up with questions (I have left a few examples):

- "You did a great job with [specific task], next time, remember to [corrective action]. For instance, when assisting with personal care, ensure the service user feels comfortable and maintains their dignity."
- "I noticed you handled [task] very well. One thing to improve on is [specific area]. **Why do you think that is important?**
- "You were very attentive to [specific aspect], which is excellent. Just be sure to [specific corrective action] to ensure everything is done safely and correctly."
- "You've got the basics down, which is fantastic. Pay close attention to [specific detail], as it can make a big difference in [aspect of care]." **You could then ask why that is and the consequences of not paying that attention.**
- "Great work on completing [task] quickly. However, try to balance speed with thoroughness. For example, when administering medication, take a moment to double-check the dosage and patient details." **You could ask what would you be preventing by taking that extra moment? (ANS: Medication errors)**
- "You were very patient with [person name], which is wonderful. Just remember to also communicate clearly what you're doing and why, to help them feel more at ease." **You could ask, How are you going to do that?**
- "Your interaction with [person] was very kind. Next time, try to ask open-ended questions to encourage more engagement and understanding of their needs."
- "You worked well independently, which is a valuable skill. In a team setting, it's also essential to communicate any changes or observations to your colleagues promptly."
- "It's great that you're proactive. Just a quick reminder to always follow the established protocols for [specific task] to ensure safety and compliance."
- "Your enthusiasm is great to see. Always make sure to use personal protective equipment and follow hygiene protocols strictly to keep everyone safe."
- "You're making excellent progress! Don't hesitate to ask questions if you're unsure about something. We're here to support each other."
- "Keep up the good work! Remember, it's okay to make mistakes as long as we learn from them. If you ever feel uncertain, I'm here to help."

These feedback examples aim to provide positive reinforcement while gently guiding the new carer towards best practices.

Remember, your shadow won't know what they don't know until they do know

Story Telling

Enriching the shadowing experience for your shadow

Share Real-Life Experiences:

Share stories and anecdotes from your own experiences to make the learning process relatable and engaging. Story telling is a powerful tool and can bring things to life.

Your stories and your real-life experiences can make a difference between knowing something and really understanding it.

For example, your shadow know they need to get everything ready before they shower a service user, but do they understand why or the consequences of failing to do so?

If you can give a real example from your own experiences or scenarios you have come across before that supports that activity with the whys and wherefores, your shadow is far far far more likely to remember, understand and do the task the way they have been shown or explained.

Your experiences will embed good practices.

Provide Constructive Feedback:

Offer feedback in a constructive manner, highlighting areas for improvement while also emphasising strengths.

Be Patient:

Remember that everyone learns at their own pace. Be patient, and provide support as needed.

Be mindful, what is common sense to you, may be a learning curve for someone else



The end of the Shadow Shift

This is as important as the beginning and your new start may well be exhausted so end the day on a high.



Praise the new start for their hard work.



Give them overall feedback about how they did...always ending on a positive.



Suggest what they can do to enhance their skills further on their next shift.



Ask them how they are feeling after they have completed the shift and then find out if they any questions or thoughts they'd like to discuss.



Check they know when and where their next shift starts



Thank them again and depart.



Pat yourself on the back for a job well done.

After the shadow



Check the Shadowing Shift Record (if applicable) and make sure you have everything signed that needs to be signed and marked

Feedback to your line manager

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HINTS AND TIPS ON GETTING THE BEST OUT OF BEING SHADOWED

Remember that you are not just showing the new Care Worker what to do but helping them understand the "why" behind it.

Your guidance, encouragement and feedback will go a long way in ensuring the service your service users receive will be of a consistently high standard.

You being shadowed, is an important role, do not underestimate your input in the development of new starts which in turn benefits the entire care team and the service users they serve.

Your dedication and commitment to this important role, is absolutely vital in ensuring that safe, respectful, dignified and person-centred care is consistently being delivered.

Thank you- you're doing great!



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