Module 2:

Mentoring program and session design

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Module Title	Module 2: Mentoring program and session design
Learning Objectives	**Module 2 aims to:** 1. **Educate learners on phases of mentoring process.** 2. **Train learners on how to prepare and conduct mentoring session for LTC managers to prevent and manage burnout in the field of professional caregiving.** 3. **To provide practical models for mentoring process.**
Learning Outcomes	**Through Module 2, learners will be able to:** 1. **Define the phases of mentoring process.** 2. **Prepare mentoring session for LTC managers to prevent and manage burnout in the field of professional caregiving.** 3. **Utilise the practical models for mentoring process.**

1. Introduction

The burnout syndrome has been conceptualized as a state of physical and emotional exhaustion characterized by lack of enthusiasm, feelings of frustration, apathy, perception of excessive demands, and decreased performance. It seems to be consequence of continued exposure to stress in demanding performance circumstances (Maslach & Jackson, 1981). Burnout affects professions that are overloaded and stressful, with social and emotional demands, such as caregivers, health workers, social workers and also LTC managers (Yıldırım, Çiçek & Şanlı, 2021). Therefore it is important to elaborate strategies to prevent and manage burnout in the field of professional caregiving.

Taking into account the above comments, we assume a processual perspective to prevent burnout. Since LTCs are constantly exposed to long-term stress, it is crucial to provide them with support on a daily basis. In view of LTCs' needs and possible resource limitations (knowledge and competence), they need structured support based on knowledge and tools. Hence, mentoring seems to be the most appropriate form of supporting leaders in preventing the overwhelming occupational burnout of LTCs.

Mentoring is defined as: "Targeted at supporting the development of the mentee, including by accurately recognizing his or her potential and enhancing strengths (...) The mentor becomes a source of knowledge and support (...) It is based on the personal practice of the mentor, who transfers his or her experience to the mentee through defined and specified methods." As a result of the process, the mentee is expected to develop competence and attitudes toward tasks. (Bennewicz, Prelewicz, 2019, pp. 12-13).

The content of the module includes a scheme and description of the phases of a mentoring session for LTC employees at risk of burnout.

2. Phases of the mentoring process

Given the nature and dynamics of mentoring, one of the key requirements is to build a Mentor-Mentee relationship. Working on emotions and the need to share difficult experiences requires special conditions and a safe environment. Therefore, the mentoring process must consider the need for a safe environment and a trust-building atmosphere. Equally important is the closure of the process to allow for self-management of the challenges of long-term care.

Given these requirements, the overall course of the mentoring process should consist of 3 main phases: the initiating phase, the main phase, and the closing phase. Phase 1 can last for the first 1-2 sessions. Phase 2 can last about 8+/- 2 sessions, and the Final Phase 1 session.

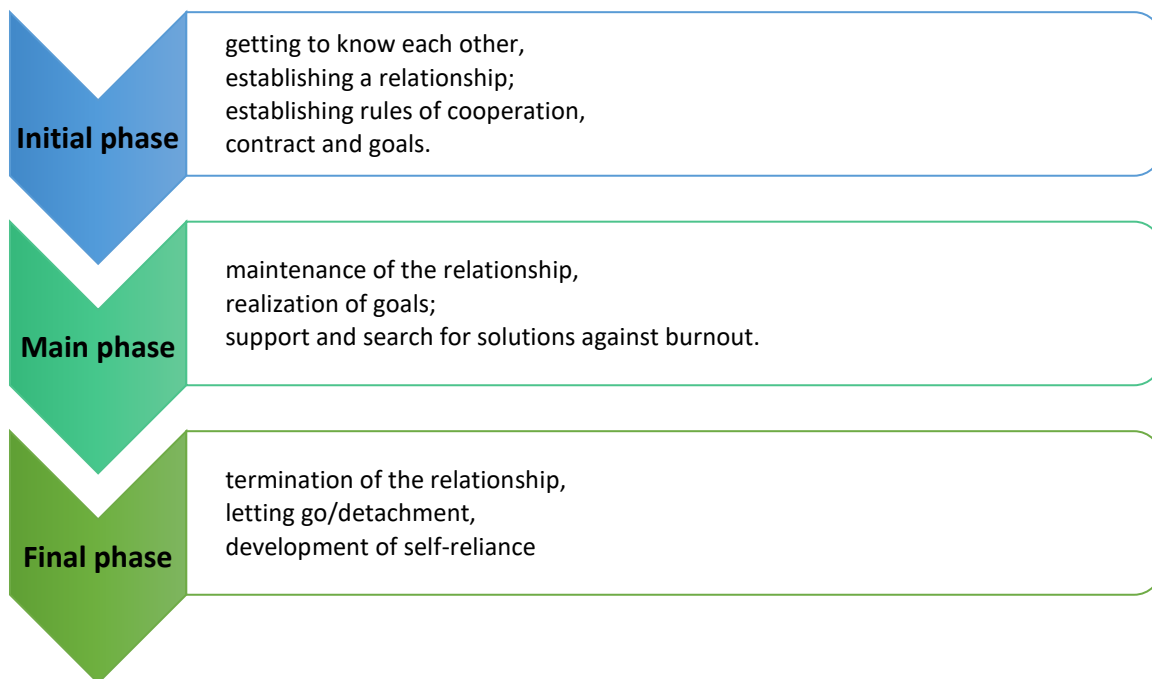The general outline of the process is shown in Figure 1.

Initial phase	getting to know each other, establishing a relationship; establishing rules of cooperation, contract and goals.
Main phase	maintenance of the relationship, realization of goals; support and search for solutions against burnout.
Final phase	termination of the relationship, letting go/detachment, development of self-reliance

Figure 1. *Scheme of the mentoring process*

3. The course of the phases

3.b. Initial phase

The aim of the **initial phase** is to establish relationship. The **OPENING MEETING** serves to:
- create a relationship of openness,
- establish a contract,
- see if there is a connection between participants allowing the relationship to be built.

There may not be a match between individuals (this can happen, especially in asymmetrical relationships of manager and subordinate in a long-term care facility). The meeting and mentoring process must be based on the willingness of both parties. Assurances of confidentiality are important, especially if the session is conducted by the manager of the facility in question.

An example of the first session's course:

1. Presenting yourself, professional situation of LTC manager and introduction to mentoring process (what it is, what are the roles of both parties, confidentiality, what are possible areas of work in mentoring process referring to burnout and caregiving)

2. Getting to know LTC mentee's **expectations** and needs regarding the process.

3. A short conversation about **motivation** to participate in the mentoring process.

4. A short conversation about the **risk of burnout** in the field of professional caregiving.

5. Clear definition of the **rules of cooperation** and organizational issues, such as the option of remote meetings, frequency and number of meetings, length of meetings, possibility of contacts between meetings (such as: email, phone, Gooogle Meets, etc) etc.

6. **Formulate the goals for whole process (it can be still developed and clarified during next sessions, if necessary).**

7. Acceptance and **signing of the contract**.

Initial phase possible questions:

✔ Are you satisfied with your work?

✔ What is important and satisfying to you in your work?

✔ What gives you a sense of meaning in your work?

✔ What areas and skills do you want to develop?

✔ How do you understand your burnout?

✔ How long have you been experiencing symptoms of burnout?

✔ What do you think may be the main cause of your exhaustion?

✔ Are the causes of your burnout belong to areas of team and organization functioning?

✔ Do you struggle to come to work and have trouble getting started?

✔ What changes can we make to help you?

The most important point of this phase is to **formulate the goal.**

This goal may evolve during the first two sessions as well as change with the mentoring process. The mentor's main role is to assist the mentee in setting the right goal, as he/she will be more likely to formulate it as an area to work on or a problem and may find it difficult to define a quantifiable goal.

3.b. Main phase

The main aim of this phase is to discuss the process of achieving goals and implementation of solutions worked out during following sessions. It is recommended for the mentor to start the meeting by verifying the thoughts after the first meeting and asking the mentee for a free statement about how he feels in the mentoring process.

An example of the structure of a session in the main phase (cf. Atkinson, Chois, 2010; Rock, Page, 2014):

1. "Small talk" about the current situation in the life and work of the mentee.
2. A reminder of what goals were set at the end of the previous session and review them with a mentee. It is worth talking here about successes and failures - drawing conclusions for the future
3. Current problems are discussed - the mentor selects the appropriate technique or asks questions that allow the mentee to deepen their understanding of a given situation, broaden their perspective or find their own solution to a difficult situation.
4. They together define tasks he/she will perform until the next session in order to improve his/her situation or solve the problem.
5. Summary from the mentee - what I "take away from the session" and what I will work on in the near future.
6. Setting the date of the next meeting, saying goodbye.

DOCUMENTATION OF FINDINGS (partial, session by session) - It is a good idea to end sessions by documenting the findings that have been worked out and taking notes after each session so that it can be continued at subsequent meetings and progress can be observed.

The aim of the main phase in the whole process is to achieve small results each time, which make up the final outcome of the process. Each time, the content discussed during the meeting is brought in by the mentee and corresponds to his/her current challenges in coping or preventing burnout.

During the whole process, we can use 3 schemas to conduct each session:

I.   **GROW schema (**Masciarelli, 2000)
II. **You-We-Me schema:**

a. Proportion of speaking during the session: 1. Mentee; 2. Mentee/Mentor; 3. Mentor

b. Use of Dilts' Pyramid (Dilts, 1996) to guide especially the first part of 1. Me and 2. We.

III. **Reviews schema** during and at the end of the session - SUMMARY and COMMITMENT.

3.c. GROW model

GROW is an acronym derived from the four words **Goal; Reality; Options; Will** (Figure 2).

Figure 2. *The GROW model*

Referring to each element of the GROW model:

GOAL:

Setting goals for LTC mentoring.

a. Setting the **long-term goals**

b. Setting the **short-term goals**

c. Setting the **goals for the current session**

The main rule for setting the goal is: "If you can't measure something, you can't control it."

Goal setting is among the key conditions for a successful mentoring process. Professional goal definition usually goes through 3 phases: 1. Topic; 2. Goal; 3. Measures:

1. Defining the overall **topic**: the issue the LTC is coming with. This is usually a fairly broad and unspecified area indicated initially by the Mentee.

2. From the broad area, identify a specific **goal** (or goals) to express what the Mentee wants to achieve during the mentoring session cycle.

3. The final indicator and condition for achieving the goals is to develop **metrics**. They are meant to be a description of how progress will be measured. At the same time, the metrics report whether the goal has been achieved.

The requirement on the part of the Mentor to develop and rely on indicators/measures in the process is intended to generate behavioral change (dysfunctional). From the Mentee's perspective, it can be expressed in the expectation of" *Tell me what to measure and I will know how to behave?"*

Principles of defining a motivating goal:

1. positively formulated (define the goal framework)

2. be within the Mentee's sphere of influence (be within the sphere of action, influence and control)

3. formulated according to SMART principles

4. be organic/environmentally sound (be in harmony with Mentee's other goals, roles and environment)

REALITY:

Reality - Reality LTC

     a. Defining the **current situation**

     b. **Analyzing the aspects of this situation** (personal, relational, health, etc...)

     c. **Identifying all specific aspects** of the current reality

OPTIONS:

Developing options

     a. Trying to determine together **what we can do**

     b. Discussing the **options**

     c. Looking for **alternative ways**

WILL:

Determining future steps

       a. Determining what specifically **needs** to be done

       b. Making the **decisions** on actions

       c. Determining particular steps of LTC

       This step guarantees the effectiveness of mentoring, but also the sense of satisfaction after "arriving at the goal" set at the beginning e.g. eliminating specific behaviors associated with symptoms of burnout, or making specific measurable commitments after the session: *every two weeks I will benefit from supervisions, conversations with co-workers at a support group, go for a walk every 2 days, start regular jogging, change my reactions in terms of..., change my diet, increase, regulate my sleep time*..etc.

Useful questions for GROW

Below there are set of helpful questions about burnout which can be used during main phase of mentoring session:

GROW:

Goal:
- ✓ What would you like to discuss today?
- ✓ What is the most important to you today?
- ✓ What would you like to receive in the end of today session?
- ✓ How may you recognise that you received your goal?

Reality:
- ✓ What did you do toward your goal till today?
- ✓ What have you tried till today to introduce any change?
- ✓ How do you organize your workday?
- ✓ How do you start your workday?
- ✓ How do you rest?
- ✓ Can you separate your professional and private life?

✔ How do you cope with your daily stress?

✔ How do you cope with difficult emotions?

✔ What is difficult for you to give help to your patients?

✔ What is the most stressful in your work?

✔ What still needs changes in you work-life?

Options:

✔ What can you do for yourself to feel better?

✔ What can you do to organise better your workday?

✔ What can you do more for yourself after the workday?

✔ What else can you do to cope with your emotions better?

✔ What can you do to care about yourself after difficult situation with your patient?

Will:

✔ What are you going to do with that?

✔ What may you plan to be sure that you realise what you promise to do?

✔ When are you going to do it?

✔ Who may help you with introducing that action?

3.d. Schema: You - We - Me

During any mentoring process, it is important to **maintain a balance between speaking and listening** providing optimal space for the Mentee in each session**.** Unlike coaching, mentoring has a component of sharing the Mentor's burnout expertise, so in addition to listening, there is provision for sharing knowledge, experience, or ways out of the Mentor's own failures - the Mentor's example is important here.

Its main tool is **conversation,** which should be structured. The recommended ratio is 80% listening and 20% speaking. In order to structure the process in terms of the scope of the listening-speaking activity, a scheme can be used to determine on whom to focus at each stage of the session.

YOU – WE – ME

1. "**You**" - mentor is solely focused on listening

    a. Using in-depth questions that **encourage** the Mentee to share their experience;

    b. **Stimulating** the Mentee to broaden their perspective, to notice the context of the Mentee's situation;

    c. Reflection technique deepening self-awareness of the Mentee what is happening to him/her.

2. "**We**" – trying to use active listening techniques, paraphrasing, questions to support to speak through skillful listening to the Mentee

    a. Questions to direct the insight of the Mentee's situation b. With discreet accompaniment from the Mentor, the Mentee makes a deeper self-assessment, deepens self-understanding directed by questions, paraphrasing, etc. Reference to existing norms can also be made, e.g., the actions of an employee with prolonged exposure to emotional strain in palliative, long-term care (that burnout reaction is the "norm" in these conditions)

3. Part of the conversation concerning the "**Me**"

    a. **Expand Mentee's knowledge** of burnout and the specifics of LTC work.

    b. Mentors' **sharing his/her own experience**,

    c. There may be **suggestions for solutions or resources** (e.g., reading, audio materials, suggesting a phone call in a while, follow up, etc.).

    d. In the last part Mentor offers some suggestions, share experience, **give advice**, encourage you to check out some solutions, e.g., proven by the Mentor.

DILTS' PYRAMID

In a conversation about burnout in LTCs, the areas outlined in **Dilts' pyramid** can be use (Figure 3),

To identify the issues addressed in the mentoring session. Begin with the context of burnout, basic questions about characteristic behaviors, the Mentee's physical state, then the skills he or she possesses, how he or she copes, and key challenges (including SWOT). Then the questions touching on

the most key beliefs he/she has acquired about himself, his environment and his work as an LTC. Identifying these areas is the subject of further work/rebuilding in subsequent sessions. The mentoring conversation can move on to questions touching on the sphere of values, sources of motivation for working as an LTC, including those relating to the LTC's professional and personal identity; The conversation can include questions from the spheres of spirituality, purpose, mission, vocation, as far as they relate to issues of burnout.

The spheres can be a general pattern in the session, but they can be adapted, returning to earlier, higher in the pattern, easier to realize areas of LTC support mentoring.
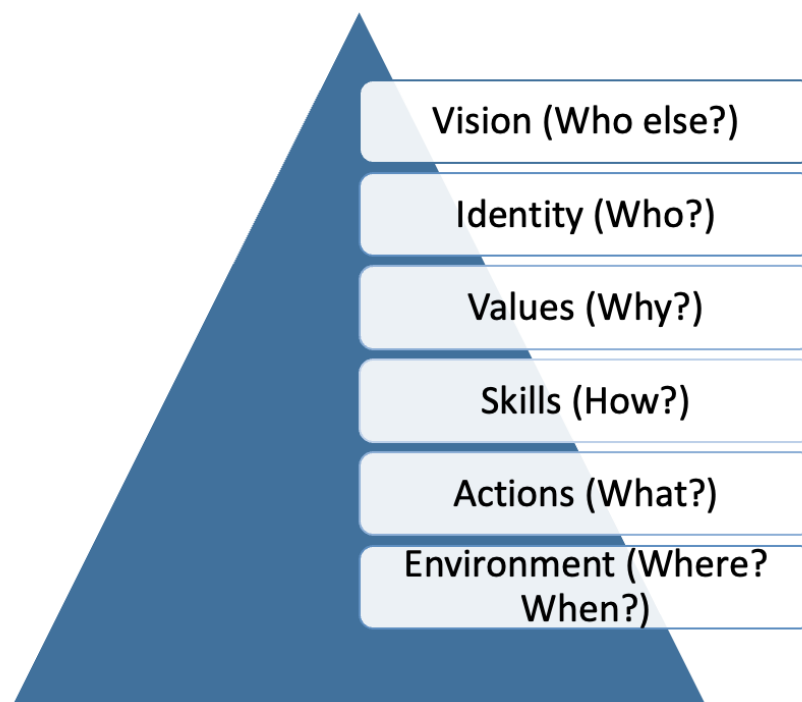

Figure 3. Dilts' piramide (based on: Atkinson, Chois, 2012, p. 163)

The suggested stages for the mentoring process according to the GROW principle, You-We-Me or Dilts' pyramid should not be rigid. They are only meant to be helpful in structuring the process. It is worth using them, especially in the initial period of mentoring.

Based on the GROW process, you can try to replicate, for example, the You-We-Me scheme in the subsequent Goal, Reality, Options, Will. The You-We-Me scheme can be superimposed on the GROW model (as needed), e.g.:

G: You-We-Me (according to the areas of the Dilts' pyramid)

R: You-We-Me (according to Dilts' pyramid areas)

O: You-We-Me (according to Dilts' pyramid areas)

W: You-We-Me (according to Dilts' pyramid areas)

3.e. Reviews

It is extremely important to use the technique of making **reviews, summaries, reflections** at the end of each session. An important stage of the meeting is the summary part related to the question of *what the Mentee takes for himself, what commitment he makes, what he plans to do differently*, etc. At the next session it is recommended to refer to the findings and verify whether they were made, whether they worked, whether the sub-goal was achieved.

3.f. Final overview and process closure

In the final review session, refer back to the beginning of the process. In the closing session, the Mentee recalls his thoughts, feelings and goals to help him confront the path he has traveled, pointing out the main milestones, his achievements and the strategies he has developed. It is important to identify where the Mentee is now, what he has accomplished, what plans he has for the future. Another short review, interim meeting, e.g. every 3 months, can be suggested.

The following guiding questions can be used for a final review:

Past:
What were your problems and needs when we started?
How did you feel at the time?
What thoughts did you have?
What did you want to do, change, experience?

Present
What is now?
Where are you now?
What have you changed?
What was easy/difficult in the process?
To what extent have you met your goals?

Future

What is most important to you in the future?

What are you going to do, where are you planning to go?

What do your needs look like now?

What are your goals now?

4. Summary

Since LTCs are constantly exposed to long-term stress, it is crucial to provide them with support on a daily basis. In view of LTCs' needs and possible resource limitations (knowledge and competence), they need structured support based on knowledge and tools. Hence, mentoring seems to be the most appropriate form of supporting leaders in preventing the overwhelming occupational burnout of LTCs. Module 2 covers all key aspects of a Mentoring Programme and its sessions, providing learners insight into the best practices of their design and the key concepts that inform the mentoring relationship experience.

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