



# **PRO CARE**

Professional Caregivers  
Burnout Prevention Initiative

## **Trainer's Guide**

### **Module 2: Mentoring program and session design**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Using the PROCARE Trainer's Guide

The PROCARE Trainer's Guide has been designed specifically to support and streamline the delivery of the Vocational Education Curriculum developed in the context of the PROCARE project. The Curriculum constitutes a 3-day course, a total of 18 hours of training.

**Slide no. 1: Introduction**



**PROCARE**  
Professional Caregivers  
Burnout Prevention Initiative



Funded by  
the European Union

# PROCARE Project

## Preventing and Managing Burnout in the Field of Professional Caregiving

[procareproject.eu](http://procareproject.eu)

**Trainer's Notes:**

Introduce yourself and dedicate some time to introduce learners to the PROCARE training course. Describe the learning objectives of the course as well as Module 2: The Mentoring Programme Model. The Module is about learning to use a model/scheme to conduct a session in a structured way for LTC employees at risk of burnout.

Give learners the opportunity to introduce themselves and ask about their expectations.



**Slide no. 2: About the PROCARE Project**



Module #: <Module Title>

## About the PROCARE Project

The PROCARE Project aims to train Managers of Long-term Care Institutions in becoming Mentors for their teams of Caregivers, supporting them in their efforts to prevent/manage Occupational Burnout.

### Project Results:

- Comprehensive Training Course and
- A Policy Paper
- Tools for Supporting Caregivers in Mentoring



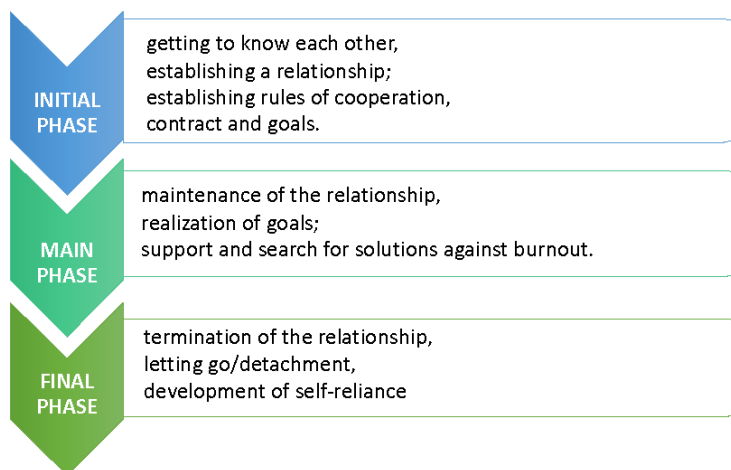
[procareproject.eu](http://procareproject.eu)

**Trainer's Notes:** Introduce the Project and the Project Results.

### Slide no. 3: Structure of LTC Managers mentoring process.

Module #: Structure of Ltc Managers Mentoring Session

#### STRUCTURE OF LTC MANAGERS MENTORING SESSION



#### Trainer's Notes:

**Introduction:** Say few words about mentoring as a process for developing mentee's competencies:

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. (Benewicz, Prelewicz, 2019, pp. 12-13).

**Next introduce Module Aim:** To instruct how to use mentoring as a tool to prevent Burnout Syndrome with LTC.

**Describe the general course of mentoring process:** It should consist of 3 main phases: the initiating phase, the main phase and the final phase. Phase 1 may last first 1-2 sessions. Phase 2 may last about 8+/- 2 sessions and Final Phase 1 session.

**Next step:** Describe on general level the aims of 3 phases. Underline the importance of the safety environment building.

## Slide no. 4: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### 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.

**Trainer's note:** Introduce the first phase of the process underlying the most important characteristic: openness, safety, space for sharing.

## Slide no. 5: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### INITIAL PHASE - course

1. Presenting yourself, professional situation of LTC manager and introduction to mentoring process
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,
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.**

**Trainer's note:** Introduce the course of the first phase of the process.

## Slide no. 6: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### MAIN PHASE

**The main aim** - discussion about the process of achieving goals and implementation of solutions worked out during following sessions.

- start the meeting by verifying the thoughts after the previous meeting
- asking the mentee how he/she feels in the mentoring process
- reviewing outcomes
- talk about new challenges and looking for solutions
- review the outcomes of the session
- setting up an action plan
- review the whole session and take-home message

**Trainer's note:** Introduce the course of the second phase of the process. Underline cyclicity of the course during each session.

## Slide no. 7: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### MAIN PHASE - course

1. "Small talk"
2. A reminder of goals and review them with a mentee.
3. Discussion about problems - broaden their perspective or find their own solution to a difficult situation.
4. Searching for solutions
5. Definition of tasks mentee will perform until the next session
6. Summary from the mentee

**Trainer's note:** Introduce the course of the second phase of the process. Describe what should happen in each phase.

## Slide no. 8: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### GROW MODEL



**Trainer's note:** Introduce the course of the GROW model. Say few words about each element of the cycle but not go into the details. The more detailed description will be on following slides.

## Slide no. 9: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### GOAL SETTING

From general to specific

- Topic
- Goal (s)
- Measures

**Trainer's note:** Describe the goal as an element of the GROW Model. Outline main phases of the goal definition and narrowing the final goal including its measures. Underly the specific role of a mentor in helping to specify too general applying the SMART technic. This goal may evolve during the first two sessions as well as change with the mentoring process. Remind, that from the Mentee's perspective, it can be difficult to precise and express the expectations. Mentee may formulate it as a general area to work on or a problem and may find it difficult to define a quantifiable goal.

**Slide no. 10: Structure of a single session**

Module #: Structure of Ltc Managers Mentoring Session

## PRINCIPLES OF DEFINING A MOTIVATING GOAL

- positively formulated
- be within the Mentee's sphere of influence
- formulated according to SMART principles
- organic/environmentally sound

**Trainer's note:** Describe the main good goal's traits.

- Positively formulated means that the goal should describe the future state, what the person needs, not what they want to avoid.
- Mentee's sphere of influence – it should be under control of a client, avoid goals out of their influence, e.g.: incurable disease, others, weather.
- SMART – S - specific, M – measurable, A – ambitious, R – real, T – time set.
- Organic – it should take into account the reality of the person, their social context: family, occupation, state of health, personal values, needs.

## Slide no. 11: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### REALITY

Reality LTC

- Defining the **current situation**
- **Analyzing the aspects of this situation** (personal, relational, health, etc...)
- **Identifying all specific aspects** of the current reality

**Trainer's note:** Describe the second phase of the GROW model. It is important here to ask about the ways mentee perform so far and how their syndrome looks like. What are their main burnout challenges? What are their strategies till now. What are the outcomes of them? What still is wrong? What else is needed to change the situation? What is the mentee's believes?

Give examples of questions in this phase:

- ✓ 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?

## Slide no. 12: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### OPTIONS

Developing options

- Trying to determine together **what we can do**
- Discussing the **options**
- Looking for **alternative ways**

**Trainer's note:** Describe the third phase of the GROW model. Underline the possibilities of a mentee. Focus on their resources. Let them search opportunities they have never applied yet. It is important to support a person to look for ideas created by themselves. More guiding than instructing and giving them ready solutions.

Give examples of questions in this phase:

- ✓ 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?

## Slide no. 13: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### WILL

Determining future steps

- Determining what specifically **needs** to be done
- Making the **decisions** on actions
- Determining particular **steps** of LTC

**Trainer's note:** Describe the fourth phase of the GROW model. In this part, it is important to underline the specific actions that should be taken. The mentee defines their specific activities. Mentor should encourage mentee to make decisions. Stress the importance of mentee's motivation to take the specific steps. The more questions about details of actions, the more probable that mentee do what they say.

Give examples of questions in this phase:

- ✓ 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?

## Slide no. 14: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### YOU-WE-ME

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.

- It is important to **maintain a balance between speaking and listening**
- Mentor's burnout expertise - sharing knowledge & experience
- Its main tool is **conversation**, which should be structured - 80% listening and 20% speaking.

**Trainer's note:** Introduce the method You-We-Me. Underly the importance of space/silence for mentee's expressions. Underly the need for balance mutual activity of between mentor and mentee. Show future mentors, that should avoid giving advice and they should mostly listen. The suggested proportion of listening and speaking should be 80% to 20%.

## Slide no. 15: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### YOU-WE-ME

1. **YOU** - mentor is solely focused on listening
2. **WE** - use active listening techniques, paraphrasing, questions to support to speak
3. **ME** - the part of conversation, where Mentor share

**Trainer's note:** Describe in detail the method 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.
- c. 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)

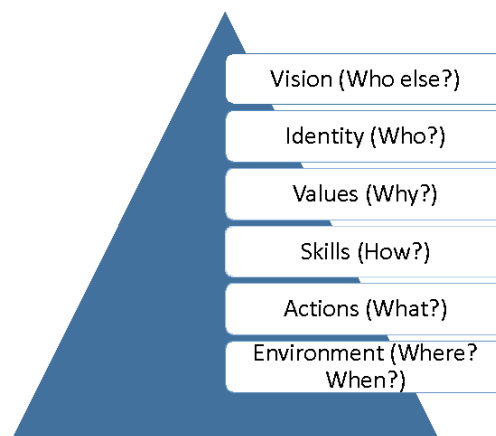
#### 3. Part of the conversation concerning the "Me"

- 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.

## Slide no. 16: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### DILTS' PYRAMID



**Trainer's note:** Describe in detail the method Dilts' Pyramid.

Mentor should ask questions about the spoken area referring to different levels of depth.

1. It should start with the Environment. Questions from that level are: where are you in this situation? What is your surrounding? When it appears? etc.
2. The second level – questions about behaviour of a person. Increase self-consciousness of acting in specific way. Ask questions like: What do you do exactly? How do you behave? What are your movements? What are your typical habits of behaviour?
3. The third group of questions is about skills. Mentor may ask questions like: How do you do it? What are you able to do? What abilities do you have? What do you do well?
4. In this moment mentor aske deeper questions about values. It is important to contact a person with their deepest believes. Examples of questions are: What do you value the most? What do you appreciate most? What is the most important for you? What does it mean for you?
5. Identity is the crucial point of that process. Person may remind themselves who she or he really is. What defines them. The main question is: Who are you? You may ask the same questions in different ways e.g.: Who are you in this situation? Who have you become?
6. Vision is about checking the mentee's impact on their environment and people in general. Mentor explores with the mentee how he or she may influence their social context. They are reviewing the deeper meaning of mentee's life. Examples of questions are: How others may

benefit from who you are? What is your impact on your environment? What is the deeper sense of your life and actions?

#### Slide no. 17: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

## REVIEWS

- Reviews,
- Summaries,
- Documentation of results

**Trainer's note:** Describe in detail the Reviews method. Underly the importance of reviewing and summarising what was said and achieved. In the end of each session, it is important to collect all insights from the session. The mentor should understand that reviews serve to better remember key findings. They are transition points to start implementing solutions developed in the process. Mentor may ask questions like: What was the most important for you from today session? What is your take-home message? What was your biggest discovery? What impressed you most?

## Slide no. 18: Structure of the process – final session.

Module #: Structure of Ltc Managers Mentoring Session

### FINAL OVERVIEW AND PROCES CLOSURE

In the closing session - referring to the whole process.

- pointing out the main milestones,
- their achievements and the strategies

It is important to identify where the Mentee is now,

The last step is to ask about plans he/she has for the future.

1. **PAST**
2. **PRESENT**
3. **FUTURE**

Another short review, interim meeting, e.g. every 3 months, can be suggested.

**Trainer's note:** Describe in detail the Final session. The main structure of that session is to focus on the past, the presence, the future. Mentor should ask questions about the mental state in which mentee started. Who was he or she in the past? What needs that he/she had in the beginning? What was important before the work started? Then Mentor should explore with the mentee how is the reality today, namely where she/he is now. What are their present feelings and thoughts. In the end mentor should go to the future. What are the mentee's plans, aims and dreams? What should be next? What does he or she plan to change? How may they work by themselves without mentoring support? Underly that mentee should finish the process with hope for the future. Appreciate mentee's achievements. Motivate him or her to resist in their decisions and not give up. Plan follow-up meeting to sustain the effects of the process.

## Slide no. 19: Structure of a single session

Module #: Structure of Ltc Managers Mentoring Session

### SUMMING UP

- Mentee is more important than structure
- Flexibility is welcome
- Sharing own experience as inspiration only
- Giving space for sharing experience and doubts
- Accompaniment more than formal instructing
- Trust the process

**Trainer's note:** Summarise key points of mentoring for LTC against burnout syndrome.

**Slide no. 20: Structure of a single session**

**Trainer's note:** Say thank you to the group for their engagement in the training.

## Slide no. 21: Structure of a single session

1