



PROCARE

Professional Caregivers
Burnout Prevention Initiative

Project Number: 2021-1-PL01-KA220-VET-000025014

Module 4

The PROCARE Toolkit, Mentoring Activities and Exercises

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Module Title	Module 4: The PROCARE Toolkit, Mentoring Activities and Exercises
Learning Objectives	<p>Module 4 aims to:</p> <ol style="list-style-type: none"> 1. Educate learners on the importance of using the PROCARE Tools in Mentoring 2. Train learners on how to use the PROCARE Tools 3. Train learners on how to implement a set of Mentoring Exercises and Activities 4. To provide practical examples of Tool uses
Learning Outcomes	<p>Through Module 4, learners will be able to:</p> <ol style="list-style-type: none"> 1. Utilise the PROCARE Self-Monitoring Tool 2. Utilise the PROCARE Mentoring Relationship Tool 3. Utilise the PROCARE Mentor's and Mentee's Diary Tools 4. Implement a set of Activities and Exercises for Mentoring such as SWOT Analysis and Skills Mapping

1. Introduction

The PROCARE Project delivers a set of 4 Mentoring Tools, aimed at the support of the Mentoring Relationship and Process. The tools are addressed to both Mentors and Mentees, and are specifically designed to support the entire Mentoring Cycle; from designing the Mentoring Agreement, to establishing the Mentoring Partnership Parameters, to note-taking, to processing and finally ensuring a thoroughly safe space for both sides during and post-mentoring sessions. The Tools delivered by the PROCARE Project are:

- The PROCARE Mentoring Agreement/Contract Tool
- The PROCARE Self-Monitoring Tool
- The PROCARE Mentor's Diary Tool
- The PROCARE Mentee's Diary Tool

Module 4 includes Guidelines for Mentors on how to use all 4 Tools, complimented by a set of Mentoring Exercise and Activities they can implement to support their mentees and enhance learning, as well as professional and personal support that will contribute in Burnout Prevention and Management.

Finally, Module 4 includes a set of simple but effective Mentoring Activities and Exercises that will help establish a strong basis for a successful mentoring partnership. The Exercises and Activities presented in Module 4 are:

- Establishing SMART Career Goals Exercises
- SWOT Analysis Exercise
- Skills Mapping Exercise

The exercises presented in Module 4 are aimed at the identification of skills, knowledge and competences of mentees, so both mentors and mentees will be able to strategically plan the mentoring process and achieve the desired results by the end of their partnership.

2. Mentoring Tools

2. a. Mentoring Agreement/Contract Tool

The Mentoring Agreement (or Mentoring Contract) is the first step toward a successful mentoring relationship between mentors and their mentees. A Mentoring Agreement Document serves as an assistive tool that documents a mutual agreement between a mentor and a mentee. Its purpose is to establish the long-term/initial goals and parameters within which the Mentoring relationship will be developed over time. Of course, there is not a universally applicable Mentoring Agreement approach, however there are a few general key points that should be included in each one. Prior to initiating the Mentoring Programme, Mentors and Mentees can discuss and agree on the contents/details/specifics of the Agreement; this process may take some time, even a few sessions.


The Key Points of a Mentoring Agreement that should be included in the Document are:

- i. **Elaboration on the general context and purpose of the Mentoring Agreement;** Giving some context to the Mentoring Agreement is extremely useful, as it provides an ‘ice-breaker’ between mentors and mentees and triggers discussion on the mentoring parameters and objectives. The Agreement context/introduction can include brief description of its contents. Furthermore, in this section Roles and Responsibilities of each side can be described.
- ii. **Identification and Description of Mentoring/Personal/Professional Goals;** In this section of the Mentoring Agreement, Mentors and Mentees list all the personal, professional, and mentoring goals they aim to achieve. This section can be useful in reviews of the mentoring relationship at a later stage – and of course – as mentioned earlier, it can take some time to complete with numerous amendments. Mentees/Caregivers and their mentors may agree to set goals such as managing the emotional impact of the work to their personal life, improvement of services provided to people they care for, improvement of specific skills and competences, processing of incidences and more. Finally, the mentee and their mentor may wish to specify ‘how’ they plan to reach the mentoring goals; they may specify the use of particular tools, review session frequency, daily self-monitoring procedures and so on.
- iii. **Session Information and Long-term Mentoring Relationship Duration;** officially agreeing on the frequency, duration and location of mentoring sessions may be an obvious task, however it underlines great significance. By making the session frequency, duration and location ‘official’, the mentoring relationship will be built on a foundation of re-assurance and consistency. When mentees know that a person will dedicate time and space for them, they feel safety, commitment to the process and are much more likely to ‘look forward to the next

session'. Finally, by establishing an 'initial' Mentoring relationship duration, mentors and mentees will be in a better position to set milestones and plan review sessions.


- iv. **Conflict Resolution/ Mentoring Relationship Termination Agreement;** Mentors and mentees need to agree on the terms of terminating their cooperation. Sometimes mentors or mentees may find the mentoring relationship unproductive or hindered by conflicts, more than often the mentoring relationship will arrive to a natural closure. In any case, both mentors and mentees need to agree on the termination terms so when the relationship is terminated, both sides can be emotionally safe, feel respected and that further cooperation in the context of day-to-day work will not be compromised. For example, the termination terms to be agreed may be a) the number of 'closing' sessions prior to termination/closure, official 'termination request' period and clarifications on mentoring relationship termination barriers.
- v. **Confidentiality;** Mentors and Mentees need to discuss the subject of Confidentiality, and mentees must completely understand what it entails prior to initiating a mentoring relationship. In the case of Long-term Care Units, most already have Confidentiality and GDPR Policies already established. Mentors need to explain all details about Confidentiality such as:
 - **Mentoring Material Safekeeping**
 - **Confidentiality Breach Terms and Conditions;** Mentors need to inform their mentees that in cases of disclosure of sensitive information, confession of unlawful acts, intention to self-harm or harm others, or if ordered by the Law they will have to breach the confidentiality agreement. Additionally, Mentors may need to disclose information about the Mentoring Relationship to Human Resources if required.
 - **Avoidance of disclosing personal and sensitive information to others outside the Mentoring Relationship.**

Mentors can utilise the tailor-made PROCARE Mentoring Agreement Tool, which will help them create their own customised agreement, or they can simply implement it as is.


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Mentoring Agreement

Template


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Mentoring Agreement

A) This Mentorship Agreement is ~~drafted~~ in order to support the Mentoring Relationship between:

	Mentor	Mentee
Name:		
Email:		
Telephone:		

B) Mentor and Mentee agree that the goals/Objectives set for the Mentoring Partnership are the following:

Goals/Objectives	


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PROCARE Mentoring Agreement Tool

2. b. Self-Monitoring Tool

The PROCARE Self-Monitoring Tool is aimed at encouraging mentees to self-reflect, recall significant (to them) events that occurred and identify how those events affected their emotional state. It's use is optional, as some mentees may find the experience of 'having to' express themselves in this manner overwhelming. Mentors and Mentees can discuss and agree whether to use this tool or not, how often, and in what context.

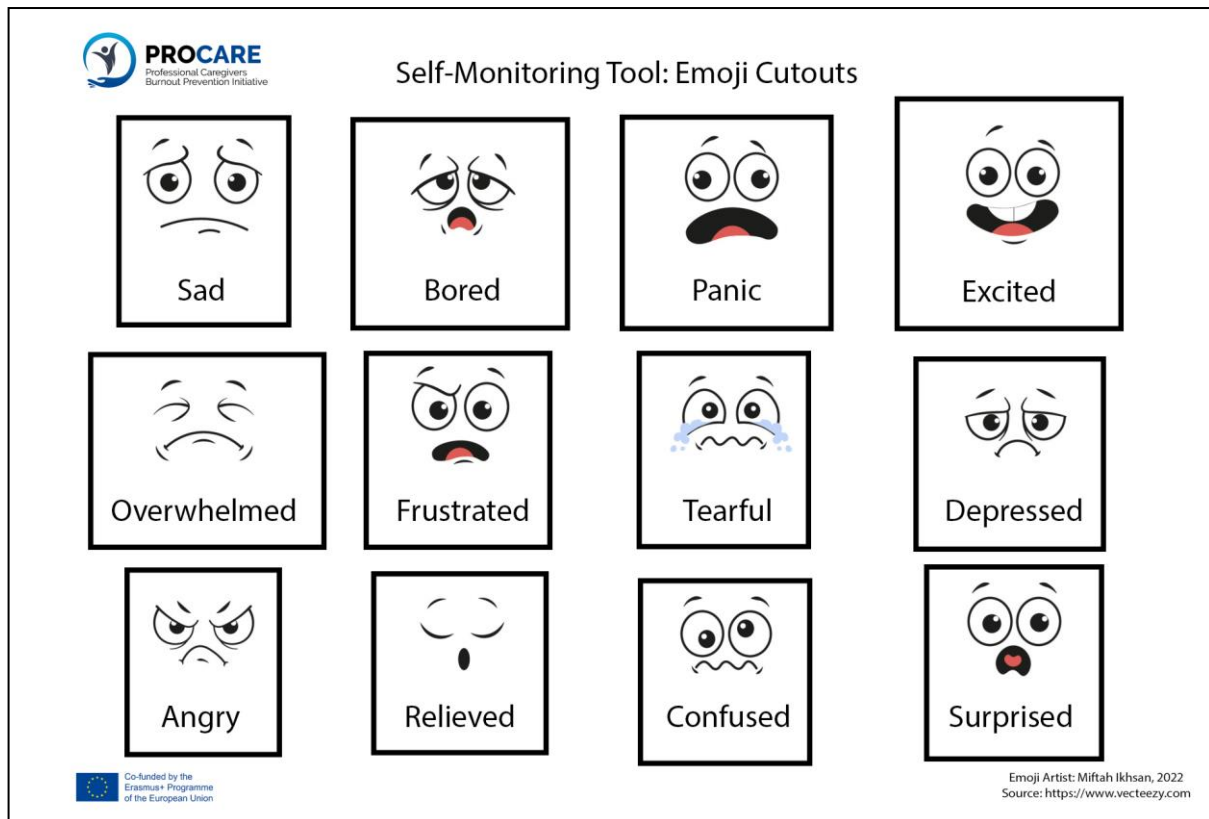
Using the Self-Monitoring Tool

The Self-Monitoring Tool can be used in **as a Mentoring Session 'Warm-up' Activity**; Mentors and their Mentees may agree that the tool will be used for review of events that occurred since the previous session. These events may relate to the professional or personal life of the mentees and the extent of discussion, is entirely up to them. For example, the two sides may agree to dedicate the first 5 to 10 minutes of every session to retrospection using this tool. After the mentoring session is over,

mentors and mentees can use the Mentor's Diary Tool and Mentee's Diary Tool respectively in order to take notes of what was discussed, in order to process their thoughts.

The Self-Monitoring Tools is simple to use and requires only the following materials to set it up:

- **Emoji Cards¹ or Event Cards;**

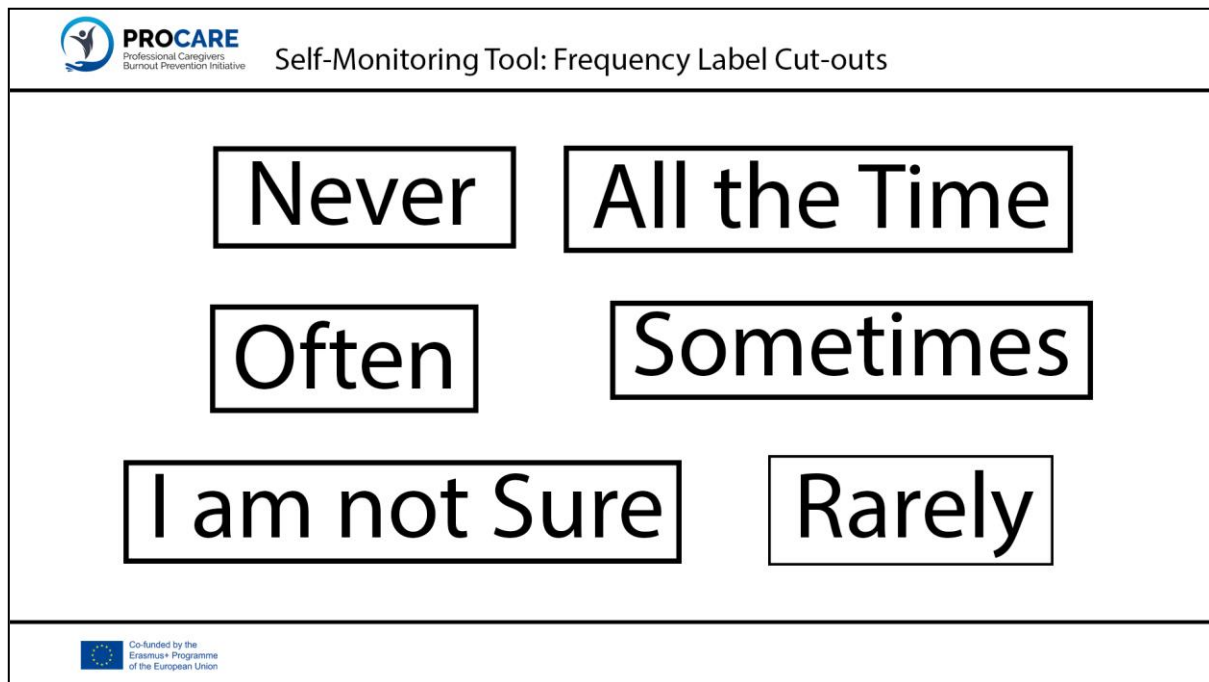


Depending on their individual preferences, mentors and mentees may choose to replace the 'Emoji Cards' with 'Event Cards' which will represent specific, or potential events that may occur during daily work such as 'Argument with Colleagues', 'Uncertainty on how to Intervene in a Situation' and so on. During preparation of Mentoring Programmes, mentors can access numerous online sources of emojis, 'stickmen figures' and other pictures that may suit their needs/preferences and create their own customised cards.

Finally, the Emoji/Event Cards should be printed to the preferred size, then cut and laminated for protection from the elements or long-term handling.

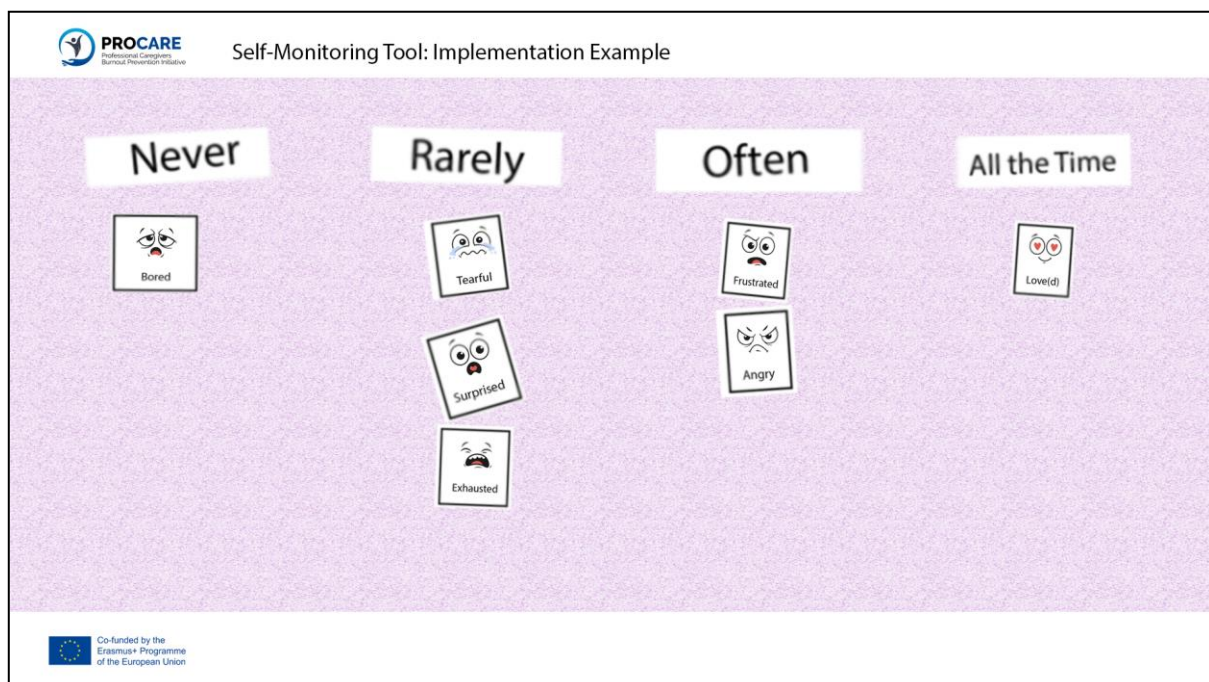
¹ Miftah Ikhsan, 2022. www.vecteezy.com

- 'Frequency' Label Cut-outs



According to their individual preferences/ mentoring style/ mentoring relationship parameters, mentors may select a range of 'frequency labels' to use for the Tool, or even create their own to better match their needs.

- **Board** (coloured card board, felt or other durable fabric);



According to their individual preferences/ mentoring style, mentors may select an appropriate 'board' to match. Generally, it is good practice to acquire a large board of at least 100 cm x 50 cm. This way, mentors can be sure that the board they will be using will be large enough to accommodate a large range of cards which can be printed on a larger size for ease of use.

In the case where the medium selected to be used as a 'board' is fabric, mentors should add 'hook-and-loop' fastener stickers to the back of the laminated cards, so they can be securely attached to the board.


2. c. Diary Tools

A good practice that ensures consistent communication, monitoring and reviews of mentoring relationships is the use of 'Diaries' by mentors and their mentees. Mentors and mentees can use their respective diaries in order to keep track of discussions, activities, thoughts, observations, events and other documentation that is useful or worth bringing into the mentoring relationship.

The use of Diaries can greatly benefit the development and progress of a mentoring relationship, however there are a few conditions that need to be met:

- **Mentors need to clearly explain the purpose of the diaries, what information they must contain, and how exactly they should be used.**
- **Mentors and their mentees need to agree on their mutual commitment to use them throughout the entire duration of the mentoring relationship.**
- **Mentors and mentees need to agree on the safekeeping procedure of the Diaries, in order to ensure confidentiality and safety.** Mentors and Mentees need to keep their physical Diary under 'lock and key', or their digital Diary on an encrypted hard drive or memory stick. Frequently creating encrypted back-ups is recommended, to avoid loss of valuable progress in case of damage or theft of computer hardware/software.

The PROCARE Project provides a set of Diary Tools, addressed to Mentors and Mentees/Caregivers by specifically allowing for recording and documenting information related to caregiving. Guidelines on the use of both Diary tools are presented below.



Mentor's Diary

Mentoring Programme Information

Mentor:

Mentee:

Mentoring Programme Duration:

Session Information


Date:

Time:

Place:

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Mentee's Diary

Personal Information

Mentee:

Mentor:

Session Information

Date:

Time:

Place:

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The PROCARE Mentor's and Mentee's Diaries – as the name suggests – have been specifically developed to meet the needs of:

- **Mentors:** Managers of Long-term Care Units, so their role as mentors can be enhanced and supported. Mentors can use it in order to take notes on the important points discussions, activities, thoughts, observations, events as well as to attach any documentation the deem necessary in order to support the processing of sessions.
- **Mentees:** Caregivers who wish to utilise their Diary in order to support their mentoring experience and enhance their learning and development.

The Mentor's and Mentee's Diary Tools can be used electronically or printed and completed in handwriting, depending on individual preferences.

The Mentor's and Mentee's Diary Tools can be used for:

- **Preparation for mentoring sessions;** as preparation of an agenda or other topics the mentors wishes to bring up for discussion.

- **To make notes of events that occurred during sessions;** the tools can be used as ‘notepads’ in which mentors and mentees can make notes of their observations and other important events or thoughts they may have had during sessions.
- **Post-sessions Processing;** to support the processing of observations and other notes, as well as to attach documentation.

Using the Mentor’s and Mentee’s Diary Tools – Guidelines

Step 1: Input Basic Mentoring Programme information;

To maintain formality, Mentors and Mentees should add their names on their respective Diaries. Upon finalising the initial version of the Mentoring Agreement, Mentors may proceed to also add the agreed duration of the Mentoring Programme.

Mentoring Programme Information	
Mentor:	
Mentee:	
Mentoring Programme Duration:	


Session Information	
Date:	
Time:	
Place:	

Mentor’s Diary Tool Cover Page - Information

Step 2: Input Session Information;

Before or after each session, mentors and mentees should input the date, time and place the session will take/took place. This will help keeping track of mentoring sessions and organising/filing them according to chronological order.

Step 3: Preparing Notes prior to Sessions;



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A) Pre-session Notes

Mentor's Diary Tool Page 2 – Pre-Session Notes

Mentors and their mentees may wish to prepare notes prior to mentoring sessions, as a result of conclusions on previous processing, new ideas and topics they wish to discuss with each other and more. Mentors and mentees can also note individual session targets or goals.

The preparation of pre-session notes is optional, however mentors and mentees are advised to 'make a habit' out of this process; pre-session notes help streamline the mentoring process, as well as indicate that both sides have dedicated time to prepare, therefore encouraging further mutual 'investment' in the mentoring relationship.

Step 4: Session Note-taking



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B) Session Notes


Mentor's Diary Tool Page 3 – Session Notes

In order to record progress, mentors and mentees are encouraged to take notes throughout the duration of their mentoring relationship**. More specifically, notes should include:

- Key points of discussions
- Assignments, work in progress and work completed
- Different observations both sides have made regarding interactions, actions and reactions during sessions
- Ideas and thoughts generated in or out of sessions
- Reminders and milestones

****Important: Mentors should be aware that taking notes during sessions can hinder the ‘here and now’ interaction between mentees and themselves. Especially in the early stages of the mentoring relationship, note taking can take away from the personal connection between the two sides. Mentors should discuss the subject of note taking with their mentees and make a common decision of how to manage it. Of course this is not a rule set in stone and it is entirely up to the mentors and their mentees to do what is appropriate for them. A good suggestion/compromise is for both sides to make their notes briefly after sessions in their own time. Later on, note-taking during sessions can be introduced at varying degrees.**

Step 5: Post-Session Notes/Processing



c) Post-Session Notes/Processing

Mentor's Diary Tool Page 4 – Post-Session Notes

Post-session notes enable mentors and mentees to process their thoughts about previous sessions and write down their conclusions or plan the next steps. Mentors and mentees can return to the Post-session Notes section of their respective Diaries at any point after a session and make additions/corrections/changes they deem necessary.

Step 6: Add Attachments/Documentation

The Mentor's and Mentee's Diary Tools include a section dedicated to the attachment of documentation and other material related to the mentoring process and relationship. Specifically:

- **Pictures/Photographs of Activity Results;** such an example may be the attachment of photographs of the results of each Self-Monitoring Tool implementation. If given mentees' consent, mentors should document the results of each Self-Monitoring Activity, in order to keep track of the emotional state and events that occurred during the daily work of their mentees in the long-term.
- **A Copy of the Mentoring Agreement**
- **Assignments and Exercises;** mentors and mentees should keep copies of any assignments given in order to be able to keep track of the work that is pending or completed. Furthermore, documenting assignments allows mentors and mentees to refer to them at any moment should they need to do so. Examples of Assignments and Mentoring Activities/Exercises will be presented later on in the Module.

3. Mentoring Activities and Exercises

3. a. Activity 1: Establishing SMART Career Goals

Mentoring begins and ends with the establishment and achievement of professional and personal goals. Mentors should assist their mentees in establishing SMART Career Goals. The term SMART Goals refers to Career Goals that are:

- **Specific;** Mentors should guide their mentees through a process of setting narrowly targeted career goals. Specific goals are easier to achieve, due to the fact that progress is easier to track and milestones are easier to identify and set.
- **Measurable;** the achievement of goals is expedited if said goals are set with progress and achievement measurement criteria.
- **Achievable;** Mentors should guide their mentees through a process of assessing whether their goals are achievable. Mentees can look into the experiences of others in order to determine whether they can improve their approach/strategy towards achieving their goals. Only when goals are achievable can mentees fully commit to their achievement.

- **Realistic;** In this case, the term ‘realistic’ refers to the capability of mentees to achieve goals with the resources that are available to them at any given time; resources such as time, finances and experience.
- **Timely;** To help mentees be in a position to persist in their efforts to achieve their goals and remain motivated, mentors must help them set clear and appropriate deadlines in relation to set goals and all actions/tasks that need be carried out in order to achieve them.

The establishment of SMART Goals is the first step towards the development of a fruitful mentoring relationship and of course, goals can be reviewed at agreed intervals in order to evaluate progress and achievement. Reviews may take place every 3, 4 or 6 months.

3. b. Activity 2: SWOT Analysis

SWOT Analysis aim at helping mentees self-reflect in order to identify the following:

- **Strengths;** Strengths are the characteristics of mentees which they can utilise in order to achieve their goals, overcome problems, build relationships with colleagues, and give them an advantage in their careers. One of the major responsibilities of mentors is to help mentees build on their strengths in order to flourish.
- **Weaknesses;** Weaknesses are the attributes, knowledge gaps, skills gaps and experience gaps that hinder the professional and personal development of mentees. Mentors should strive to help their mentees identify areas of improvement, plan actions that lead to improvement and if possible, turn their weaknesses into strengths.
- **Opportunities;** Opportunities are factors and events that mentees can exploit for their benefit and personal/professional development. These may be available trainings seminars, tools, support systems, opportunities to gain more experience and expertise, peer and colleague relationships and more.
- **Threats;** In contrast to Opportunities, Threats are factors and events that can potentially affect or are already affecting the career or personal life of mentees in a negative way. For example, lack of experience, lack of relationships with peers and colleagues and lack of support systems may pose significant threats to the professional and personal life of a caregiver.

A SWOT Analysis exercise can be implemented at different stages of the mentoring partnership, from the very early stages followed by revisions as the mentoring process continues over time. Mentors may choose to assign the implementation of a SWOT Analysis to their mentees as a post-session exercise

How to implement a SWOT Analysis

Step 1: Acquire a SWOT Analysis Template; templates can be easily found online, however mentors and their mentees can draw or create their own digital versions.

Step 2: A SWOT Analysis requires mentees to label four squares (blocks) as ‘Strengths’, ‘Weaknesses’, ‘Opportunities’ and ‘Threats’.

Step 3: Mentees should dedicate some time to self-reflection and write down their thoughts in each corresponding block.

Step 4: Engage in discussion and review of the result; Mentors can direct mentees through a process of analysing their strengths and how those strengths benefit their career in Caregiving, how their weaknesses hinder their development or success and what needs to be done to turn those weaknesses into strengths. Furthermore, mentors can help their mentees identify existing opportunities and how they can be exploited as well as existing or potential threats; this way, mentees can prepare themselves and take pre-emptive actions to minimise those threats.



3. c. Activity 3: Skills Map

Skills Mapping activity is a useful activity that can be implemented during the first mentoring session and at 1-year intervals, in order to identify and evaluate the skills gaps, attributes and competences of mentees.

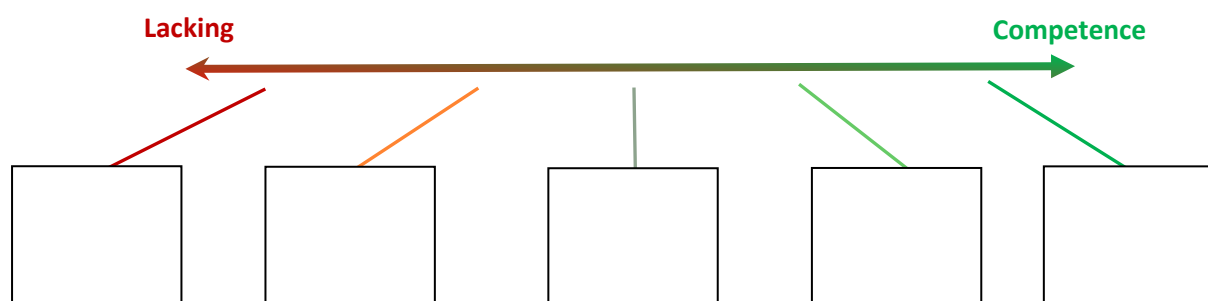
Mentors can utilise the Skills Map Exercise in order to help mentees ‘map’ their skills according to the level of mastery and plan out actions to improve them in a visual manner. By visualising and articulating their strengths and weaknesses in their skills, knowledge and competences, mentees will become more aware of how they should prioritise their actions for professional and personal development.

Implementing the Skills Mapping Exercise

Step 1: Acquire a Skills Mapping Template; templates can be found online, however mentors and their mentees can hand-draw or create their own digital versions.

Step 2: Mentors should encourage mentees to write down all the skills and competences they have in hierarchical order, starting from those they have and followed by those they believe they lack. Mentees should analyse their soft and hard skills in order to explain why they are needed and how they contribute to their caregiving work. Mentors should help mentees identify as many skills as possible in order to have a ‘rich’ map.

Step 3: Mentors should guide mentees through a process of designing an action plan to improve their skills, or acquire new ones. Mentees can think of available opportunities such as training, improving relationships with peers and colleagues, new tools and so on.



4. Summary

Mentoring can play a major role in the professional and personal development of Caregivers; through mentoring, they can gain new skills, knowledge, competences and receive emotional and professional support from their Mentors. The risk of Occupational Burnout can be significantly reduced, when mentors and mentees are empowered against it. By providing an inventory of Tools, Exercises and Activities to mentors, Module 4 aims to contribute to the establishment and sustainment of long-term support/mentoring Programmes in Long-term Care institutions.

The PROCARE Inventory of Mentoring Tools, Exercises and Activities includes the following:

- The PROCARE Mentoring Agreement/Contract Tool, for establishing solid foundations on which a mentoring relationship can flourish.
- The PROCARE Self-Monitoring Tool, for monitoring of the psychological state of mentees over time.
- The PROCARE Mentor's Diary Tool; aimed at mentors who will be taking notes, documenting activities, exercises, thoughts and progress of mentees.
- The PROCARE Mentee's Diary Tool; aimed at mentees who will be taking notes, documenting activities, exercises, thoughts, events that occurred during their daily work.
- Establishing SMART Career Goals Exercises, to support the establishment of attainable goals
- SWOT Analysis Exercise, for identifying the strengths that lead to success and weaknesses that hinder the development/progress of mentees.
- Skills Mapping Exercise, to assist the identification of skills, knowledge and competences gaps of mentees during the early, middle and later stages of the mentoring relationship.

The PROCARE Toolkit can be accessed from the official PROCARE Project website @www.procareproject.eu.

4. References

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