PROCARE
Professional Caregivers
Burnout Prevention Initiative

Trainer's Guide

Module 4: The PROCARE Toolkit, Mentoring Activities and Exercises

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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

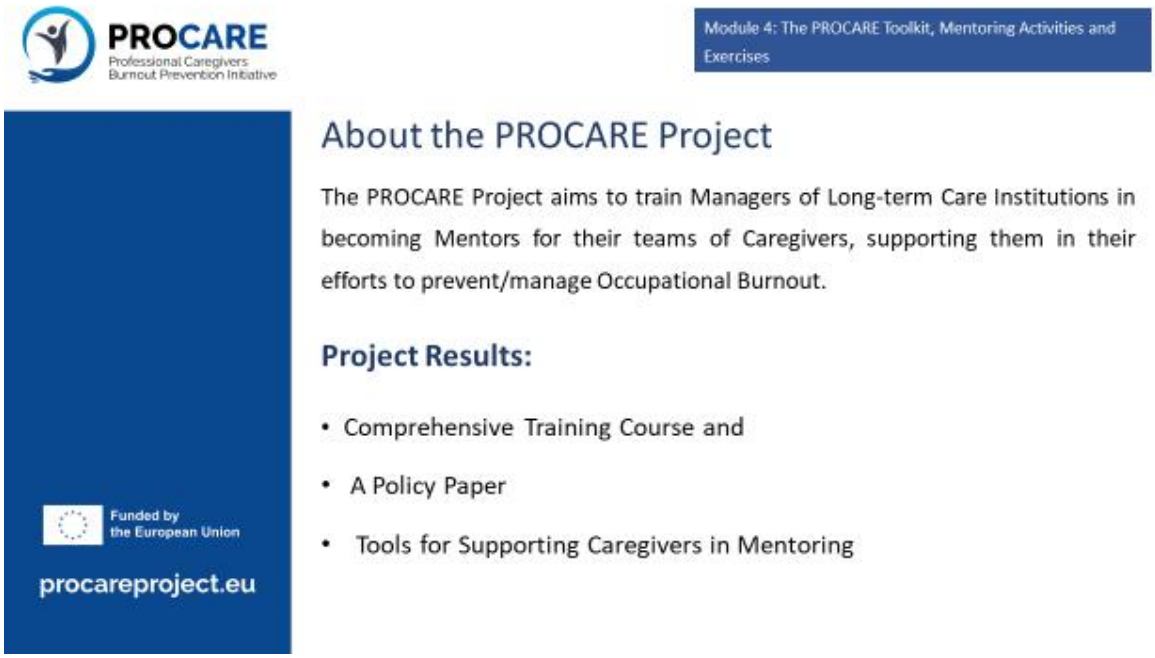
Trainer's Notes:

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 4; learners will be educated on:

1. The importance of using the PROCARE Tools in Mentoring
2. Train learners on how to use the PROCARE Tool
3. Train learners on how to implement a set of Mentoring Exercises and Activities
4. To provide practical examples of Tool uses

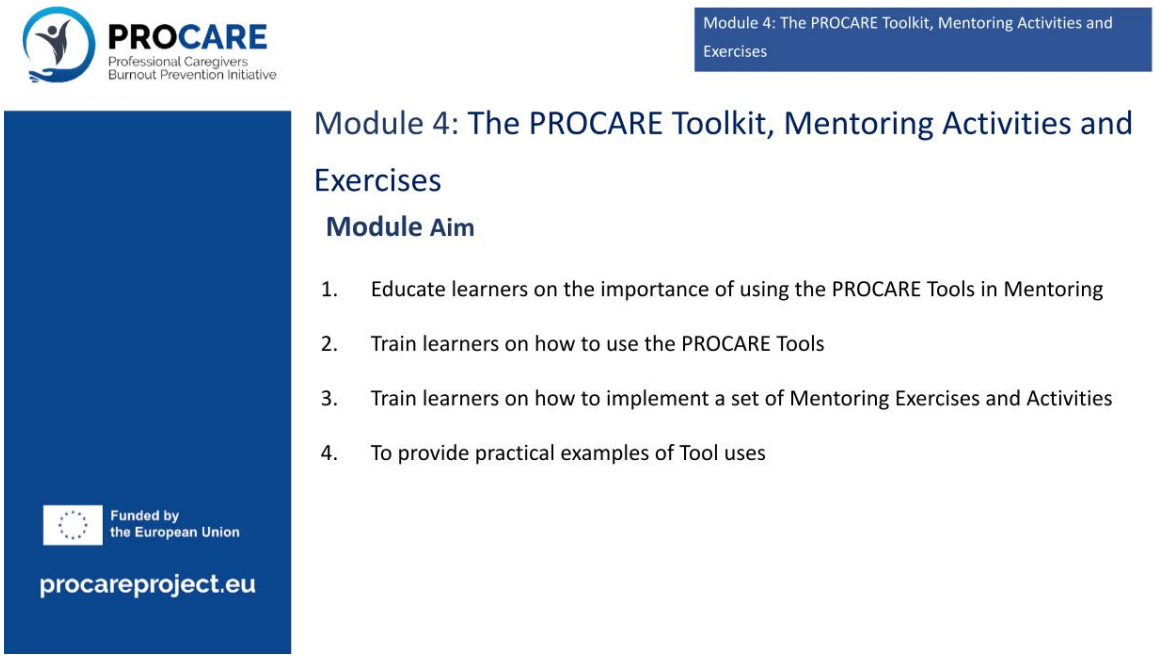
Give learners the opportunity to introduce themselves and ask about their expectations.

Slide no. 2: About the PROCARE Project



Trainer's Notes: Briefly introduce the Project and the Project Results and move on to the next slide.

Slide no. 3: Module Aim

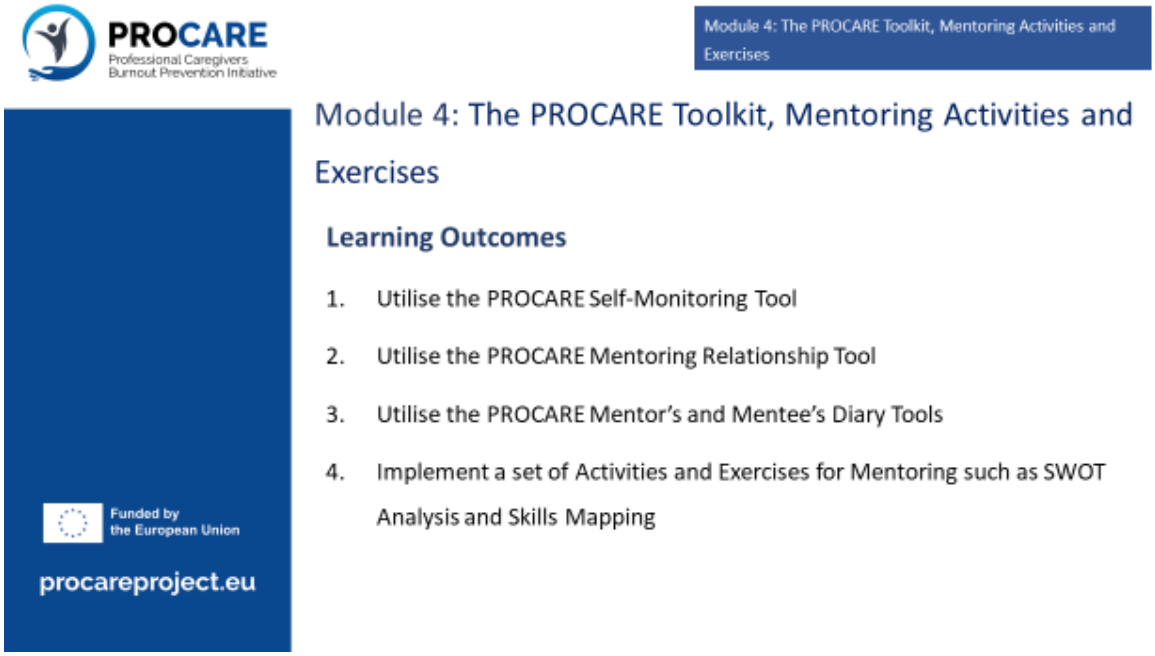


Trainer's Notes: Discuss the aim of the Module.

The PROCARE Project aims to educate learners on the importance of using the PROCARE Tools in Mentoring, train learners on how to use the PROCARE Tool, train learners on how to implement a set of Mentoring Exercises and Activities and to provide practical examples of Tool uses.

It 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.

Slide no. 4: Learning Outcomes



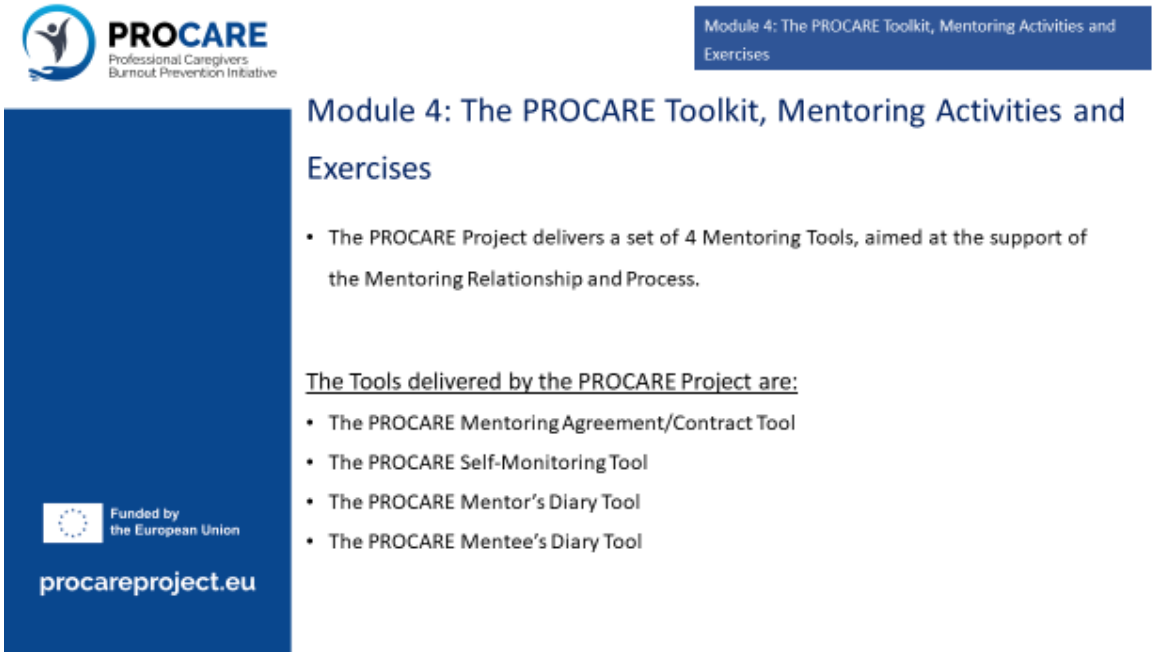
Trainer's Notes: Discuss the Learning Outcomes of Module 4

The 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.

This module will educate learners on how to:

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

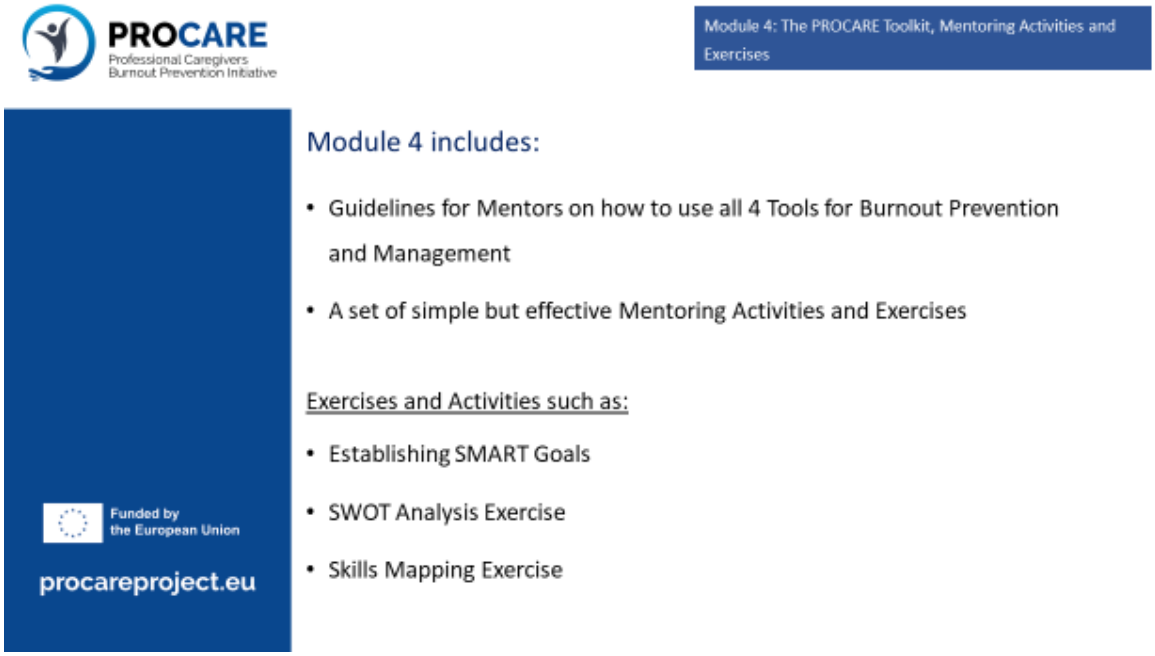
Slide no. 5: Delivered project tools



Trainer's Notes: Discuss the tools that will be delivered from the project according to the slide.

Proceed with introducing each tool with a short elaboration on each about what it is, its purpose and what will be discussed in more depth later on. You can mention the bullet points for each tool.

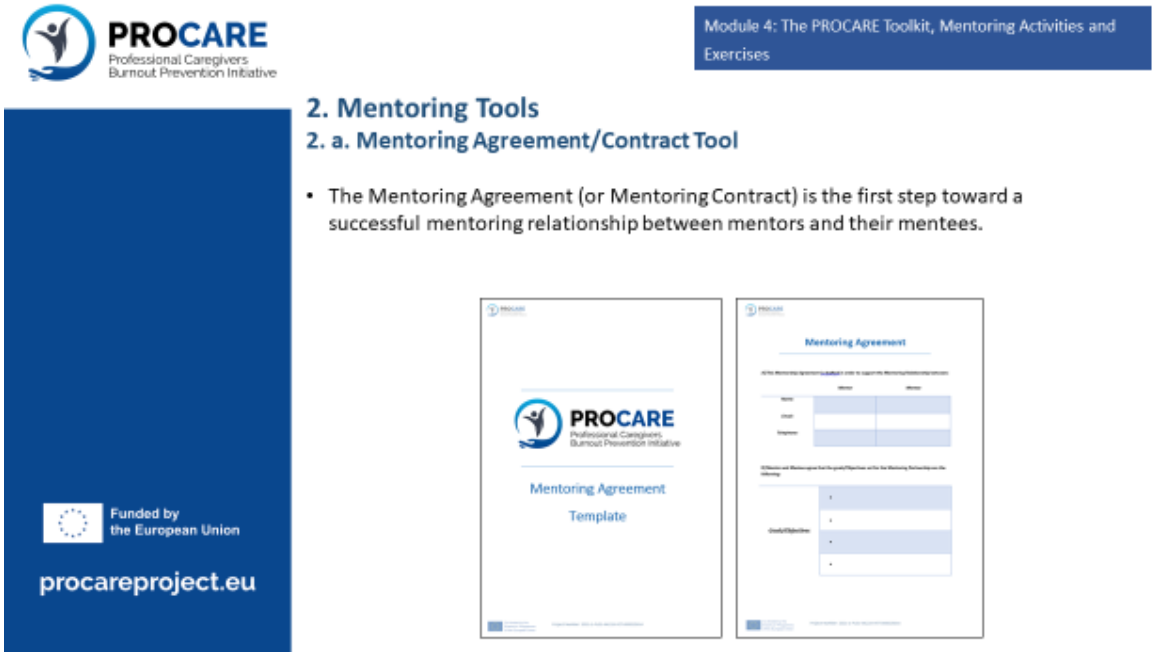
Slide no. 6: Mentoring Activities and Exercises



Trainer's Notes: Discuss the exercises and activities that will follow in this part.

You can mention what will be discussed for each so the trainees know what to expect. All details and more in depth material will follow later on.

Slide no. 7: Mentoring Tools



Trainer's Notes: Discuss the Mentoring Agreement by introducing it and explain its purpose and use.

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.

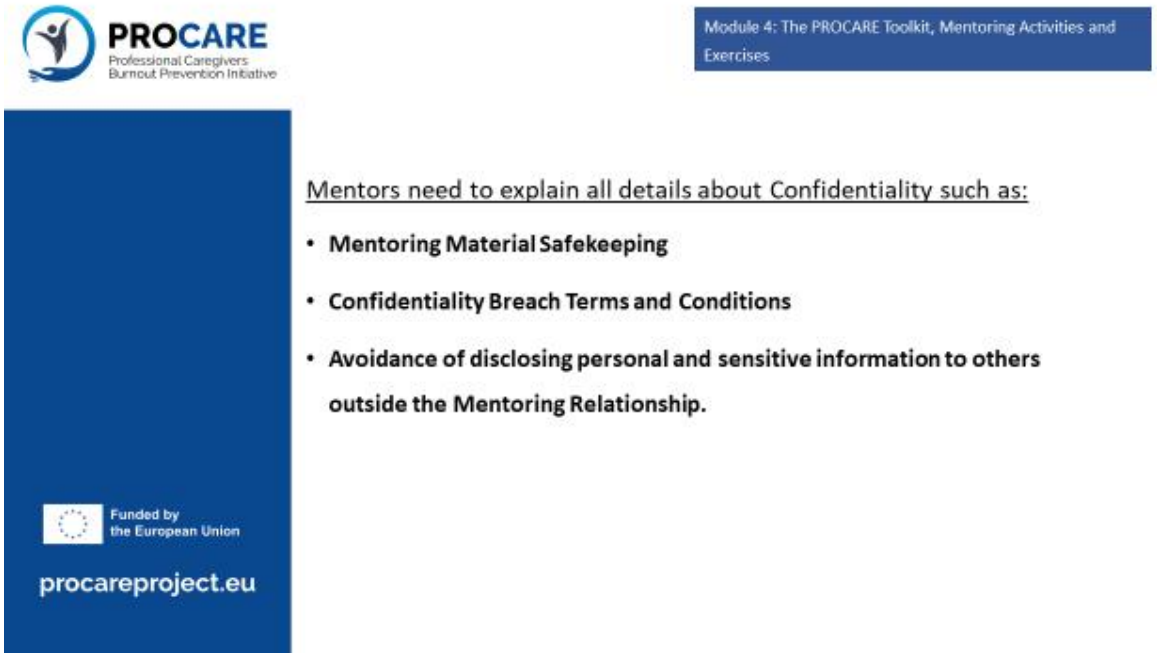
Highlight the fact that prior to initiating the Mentoring Programme, Mentors and Mentees can discuss and agree on the contents/details/specifics of the Agreement; this process may take some time, even a few sessions.

Slide no. 8: Key points of Mentoring Agreement

Trainer's Notes: Discuss the Key points of Mentoring Agreement.

After introducing the Mentoring Agreement, go through the bullet points and talk about each bullet point in-depth as shown in the written material for the Module.

Slide no. 9: Key points of Mentoring Agreement



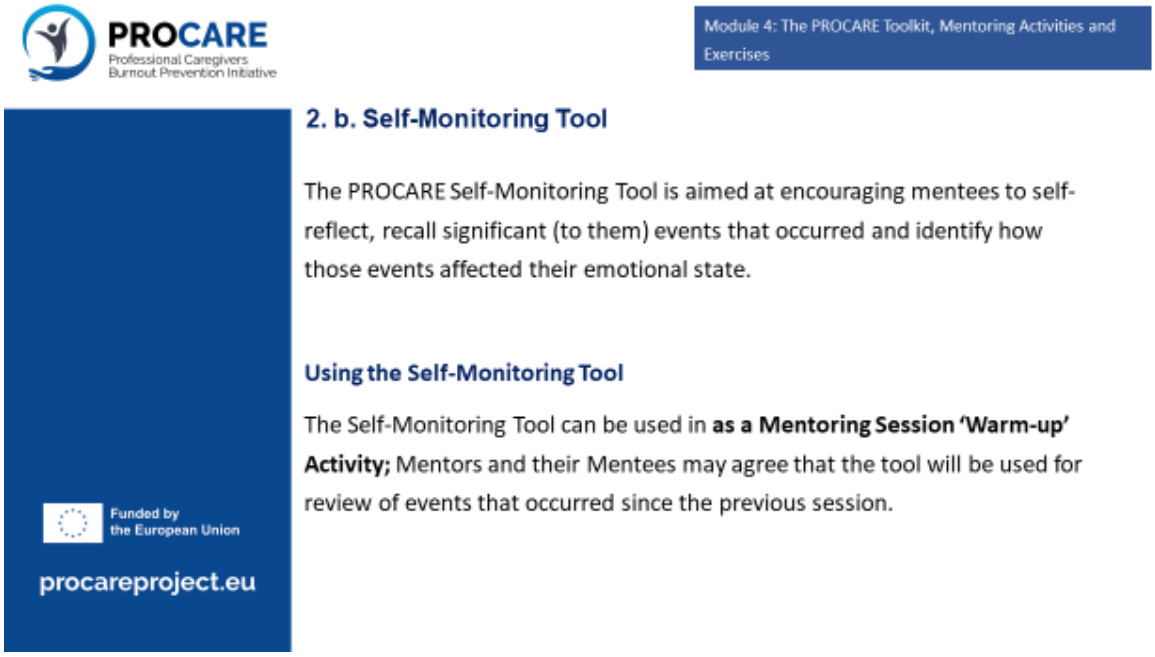
Trainer's Notes: This part is the continuation of the previous slide, so you can proceed by emphasizing the importance and details about the part of Confidentiality.

This part includes:

- **Mentoring Material Safekeeping**
- **Confidentiality Breach Terms and Conditions**
- **Avoidance of disclosing personal and sensitive information to others outside the Mentoring Relationship.**

This is one of the most important parts of initiating a mentoring relationship so make sure all details are covered and well understood by the mentees.

Slide no. 10: Self-Monitoring Tool



Trainer's Notes: Introduce the Self-Monitoring Tool, its purpose and its use.

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. Its 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 on whether to use this tool or not, how often and in what context.

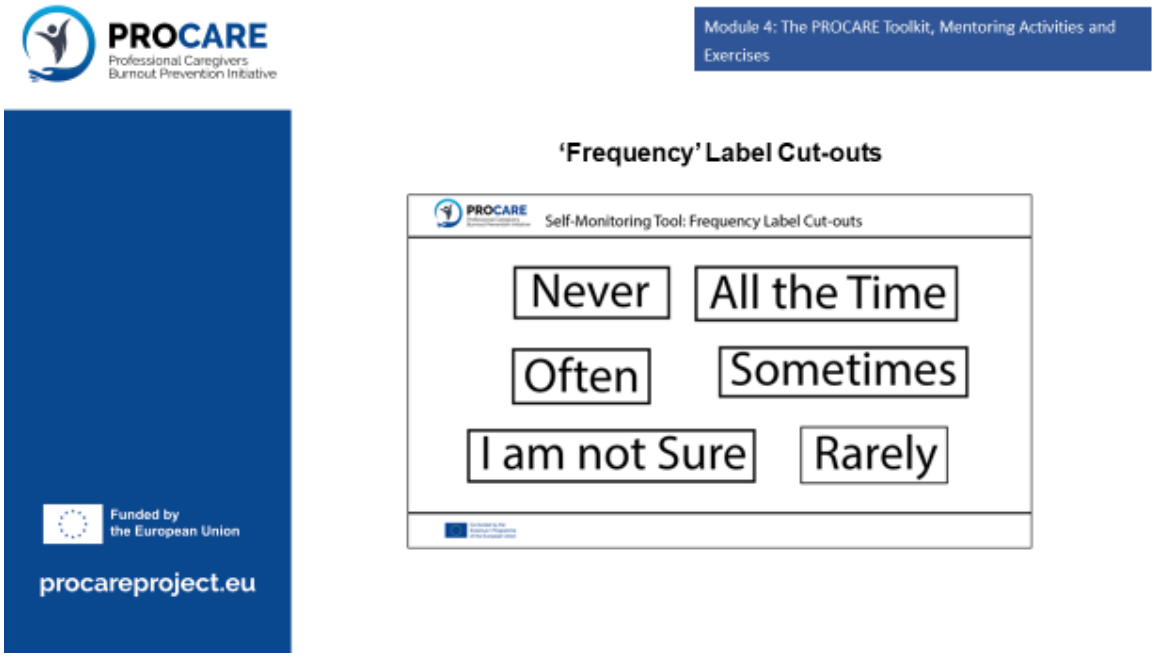
Slide no. 11: Self-Monitoring Tool - Emoji Cards or Event Cards

Trainer's Notes: Discuss what Emoji Cards or Event Cards are, their purpose and how they're used.

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.

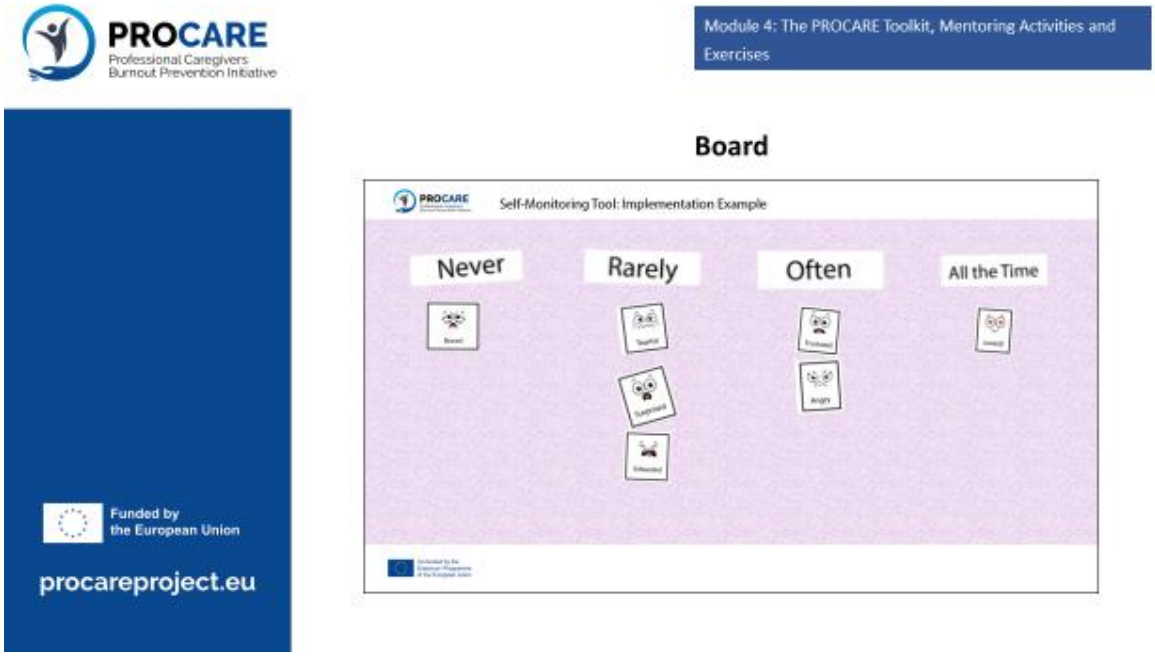
Slide no. 12: Self-Monitoring Tool - Frequency' Label Cut-outs



Trainer's Notes: Discuss what Frequency' Label Cut-outs are, their purpose and how they're used.

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.

Slide no. 13: Self-Monitoring Tool - Board

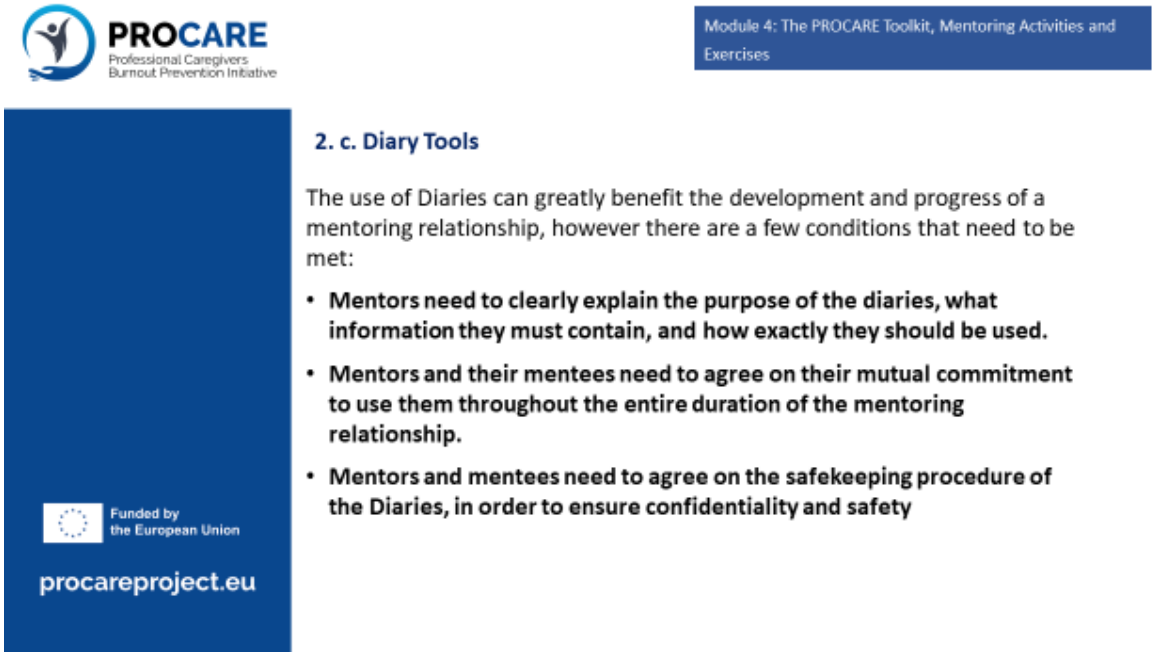


Trainer's Notes: Discuss what the Board is, its purpose and how it's used.

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.

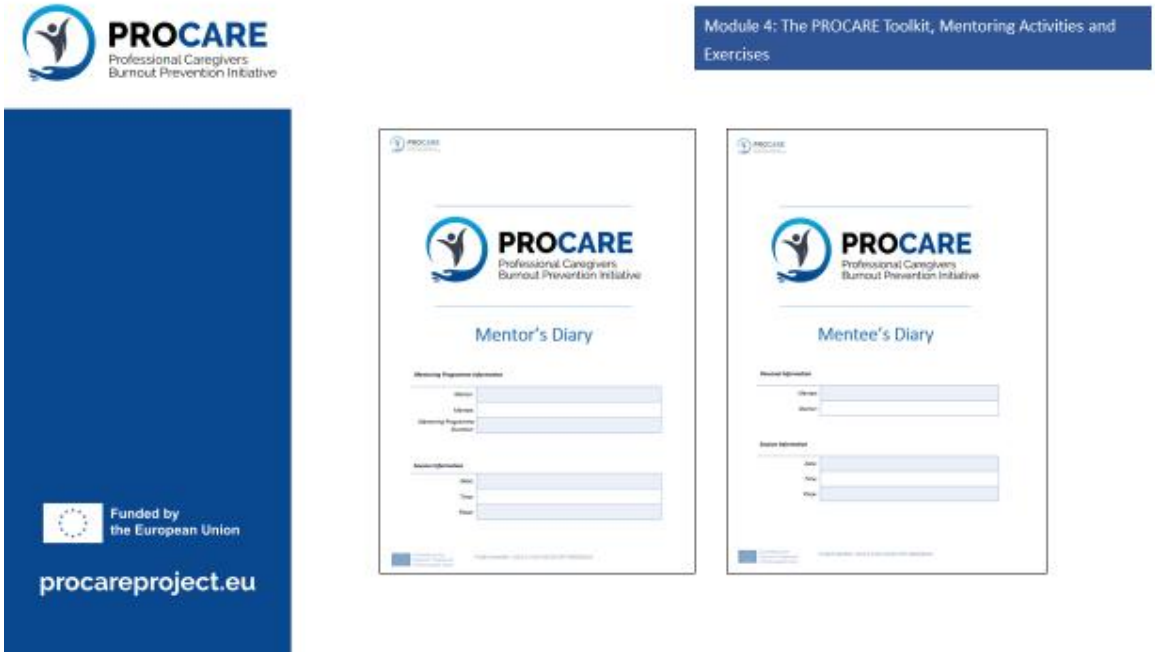
Slide no. 14: Diary Tools



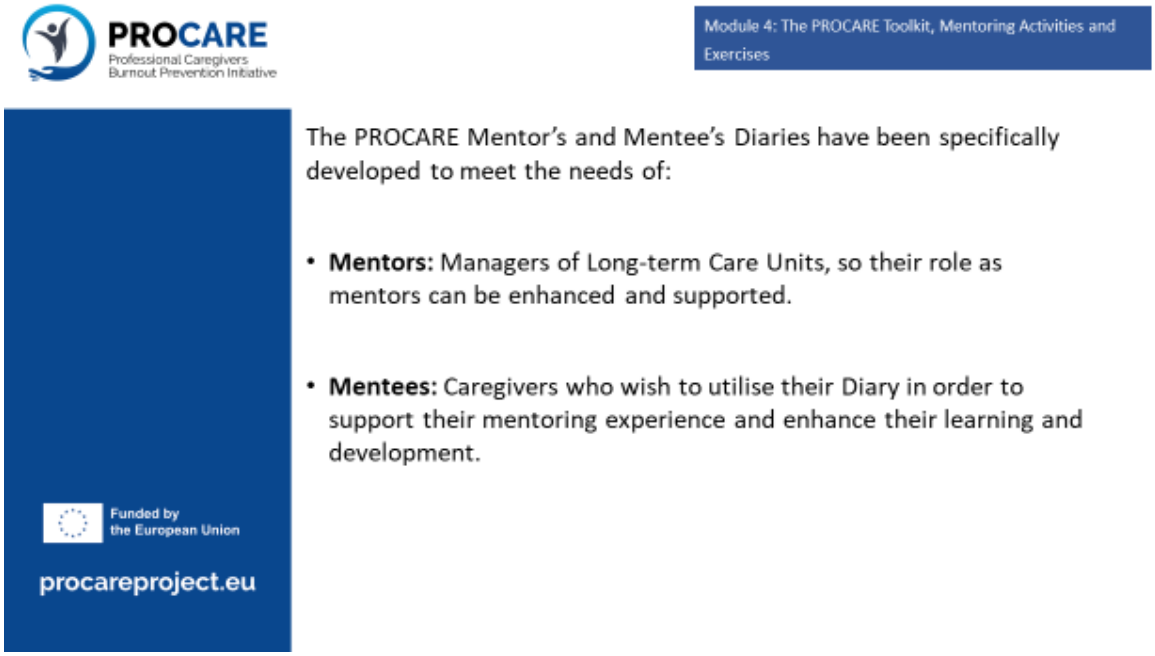
Trainer's Notes: Discuss the purpose of the diaries and the bullet points as stated.

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.

Slide no. 15: Guidelines of Diary Tools



Slide no. 16: Guidelines of Diary Tools



Trainer's Notes: Discuss the Guidelines of the Diary Tools

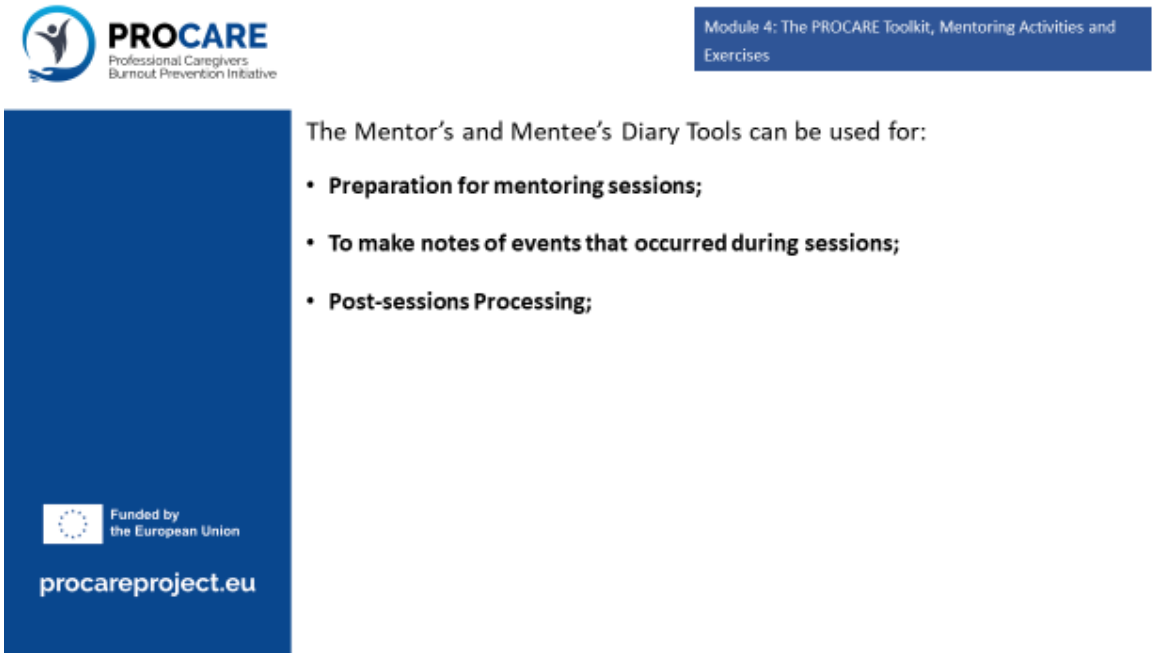
The PROCARE Project provides a set of Diary Tools, addressed to Mentors and Mentees/Caregivers by specifically allowing for recording and documenting information related to caregiving. Guidelines on the use of both Diary tools are presented.

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.

Proceed with explaining what they can be used for.

Slide no. 17: Diary Tools



Trainer's Notes: Briefly discuss the what the Diary tools can be used for.

Slide no. 18: Using the Mentor's and Mentee's Diary Tools – Guidelines

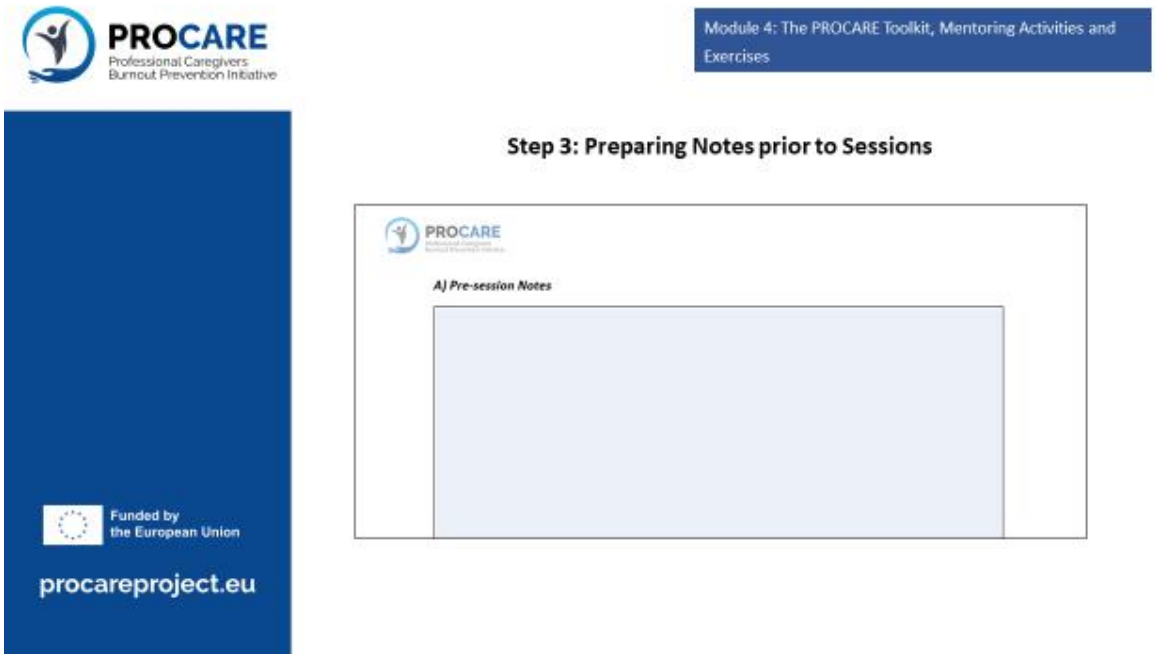
Trainer's Notes: Go through the Step 1 and discuss the Input Basic Mentoring Programme information and describe how to use the template.

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.

Slide no. 19: Input Session Information;

Trainer's Notes: Discuss Step 2 as shown and proceed to the next slide.

Slide no. 20: Preparing Notes prior to Sessions;



Trainer's Notes: Discuss and describe the template as following:

Trainer should remind trainees, that as a preparation, 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.

Note that 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.

Slide no. 21: Note-Taking

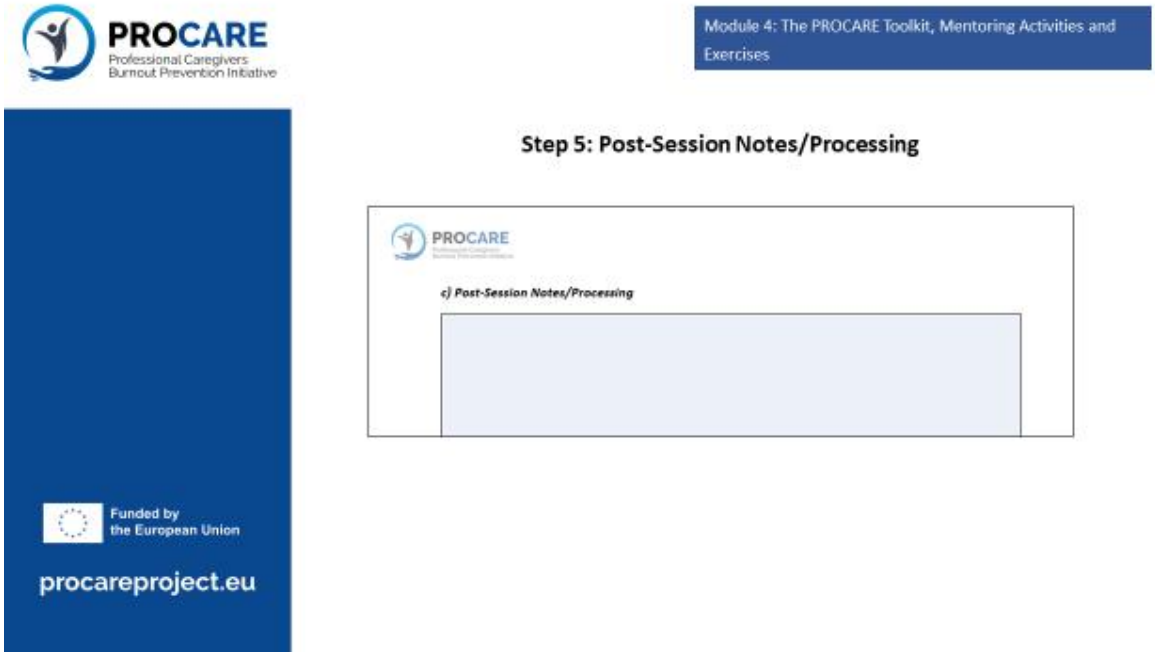
Trainer's Notes: Discuss how the template of Note-taking works and its purpose.

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

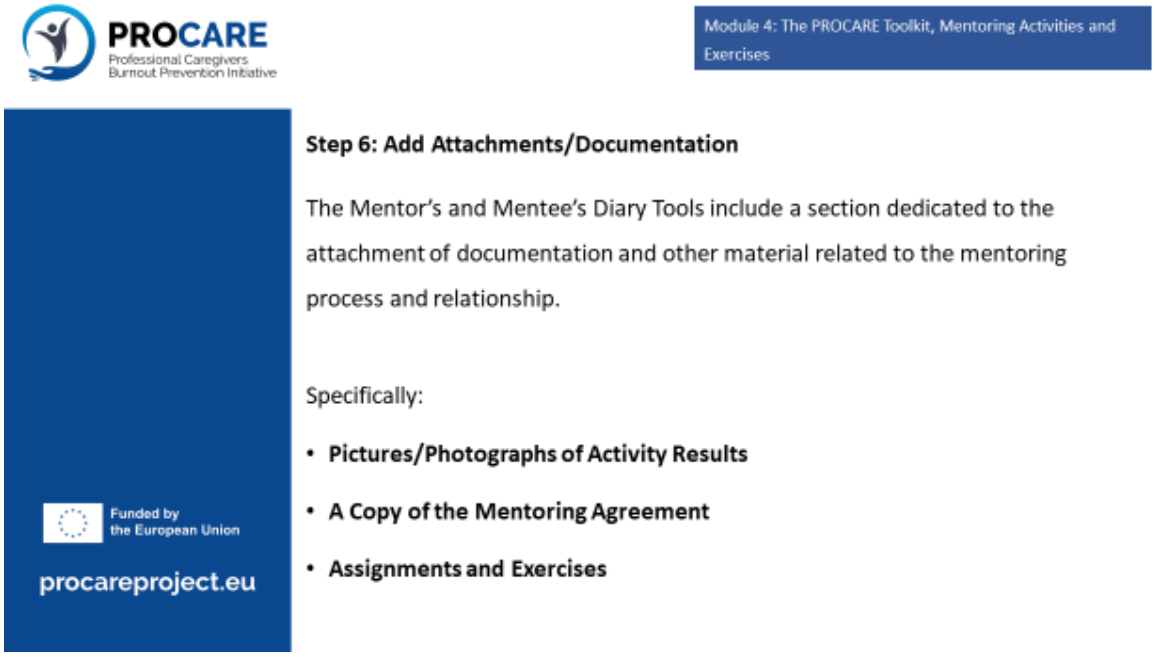
You can proceed to mention that note-taking can also hinder the interaction between mentors and mentees in further detail with some suggestions included.

Slide no. 22: Post-Session Notes/Processing



Trainer's Notes: Discuss the use of the template, its purpose and why it's useful/important to use after sessions.

Slide no. 23: Add Attachments/Documentation

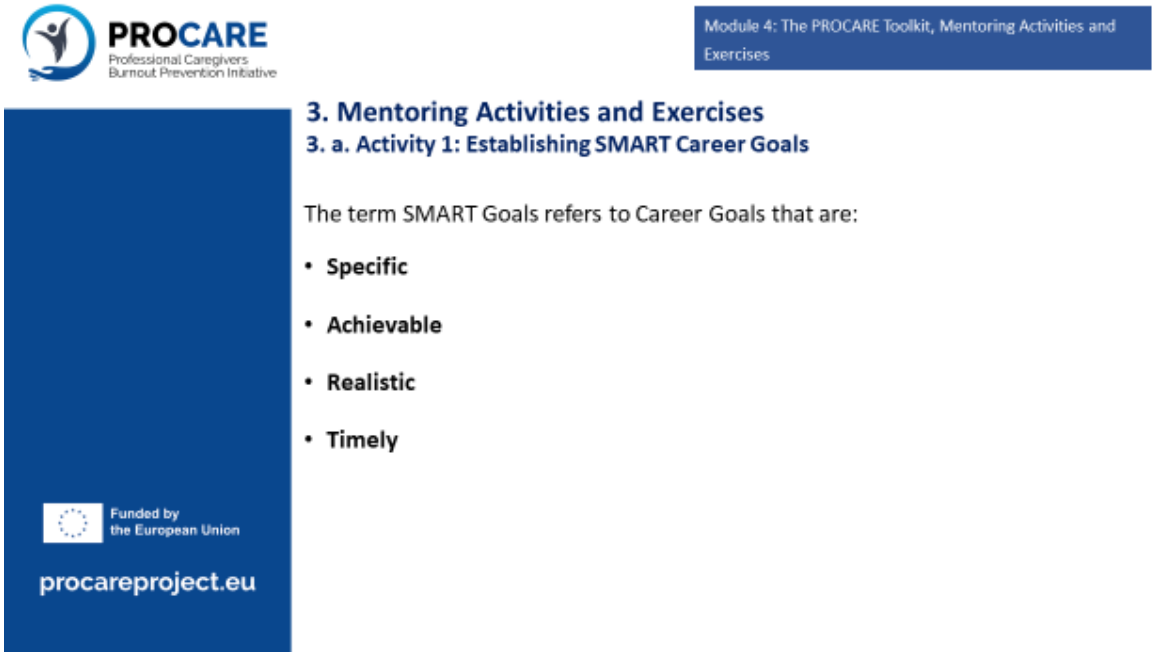


Trainer's Notes: Discuss the Attachments and Documentation used in sessions.

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.

Proceed to describe and discuss bullet points in depth.

Slide no. 24: Mentoring Activities and Exercises



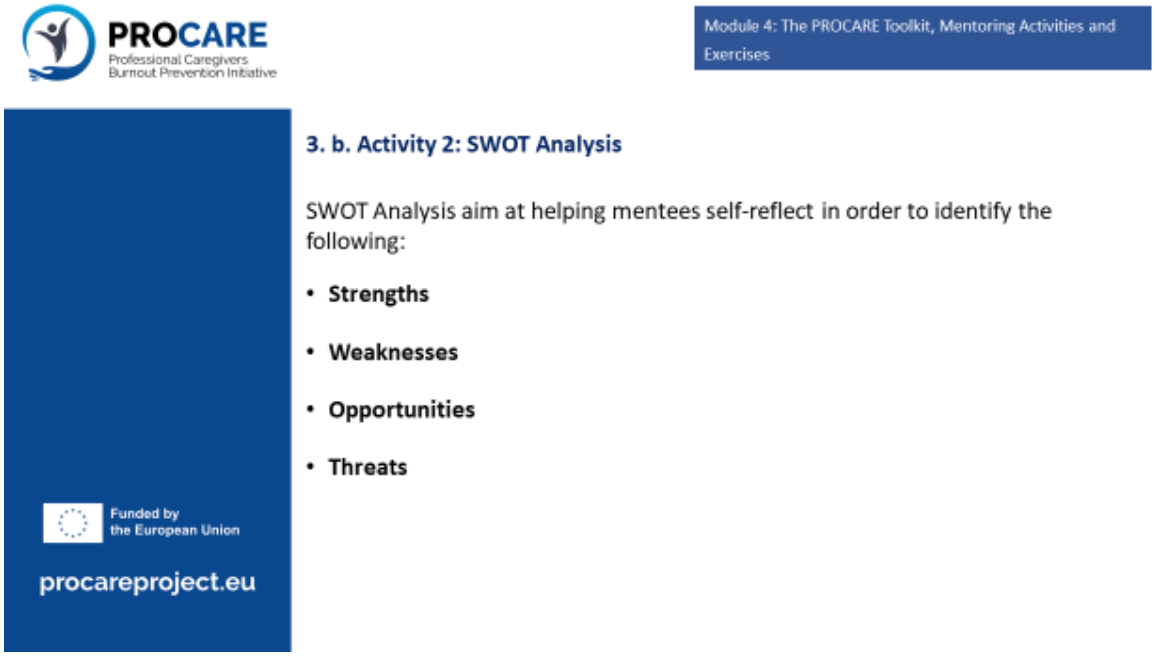
Trainer's Notes: You can start this chapter with a short introduction on career goals.

Mentoring begins and ends with the establishment and achievement of professional and personal goals. Mentors should assist their mentees in establishing SMART Career Goals.

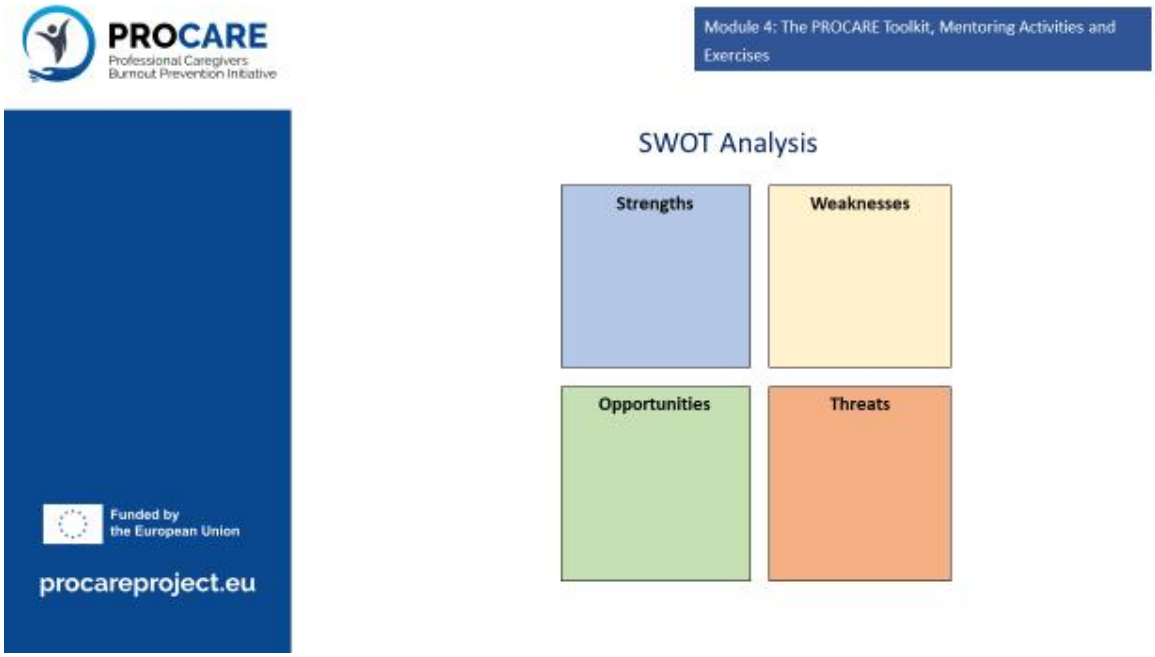
Then proceed to explain what SMART goals refer to in terms of career and what each word stands and is used for. It is important for the trainees to understand the concept and how it's implemented to define career goals.

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.

Slide no. 25: SWOT Analysis



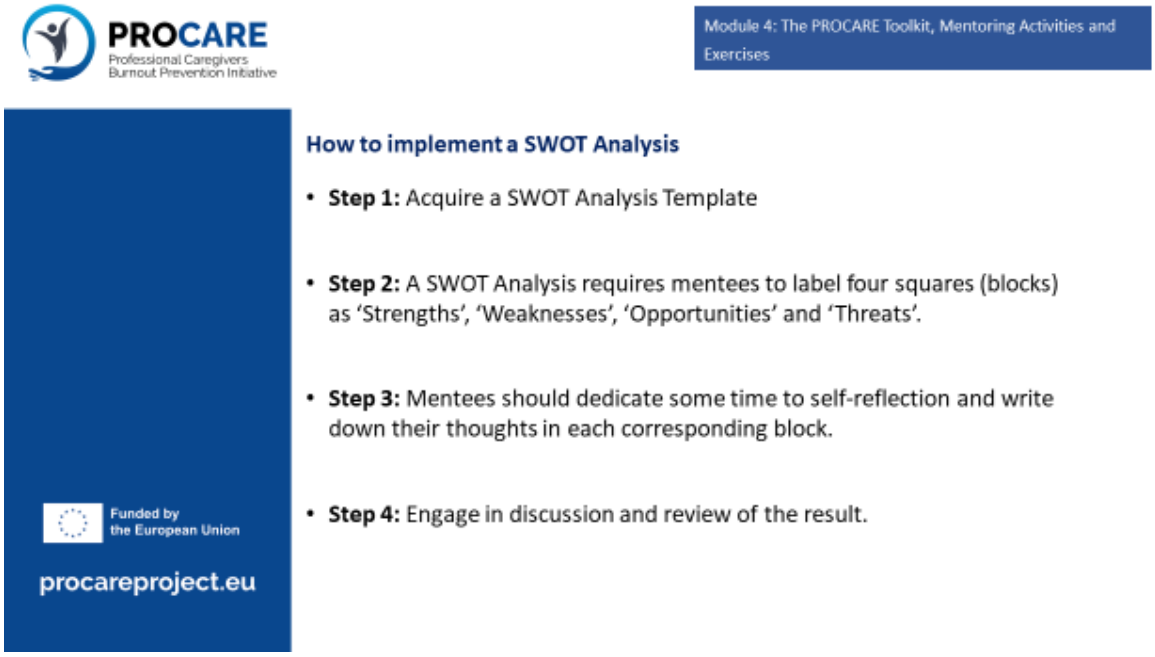
Slide no. 26: SWOT Analysis



Trainer's Notes: Introduce the SWOT Analysis. Start by its definition, its use, its importance and proceed with explaining what each letter stands for.

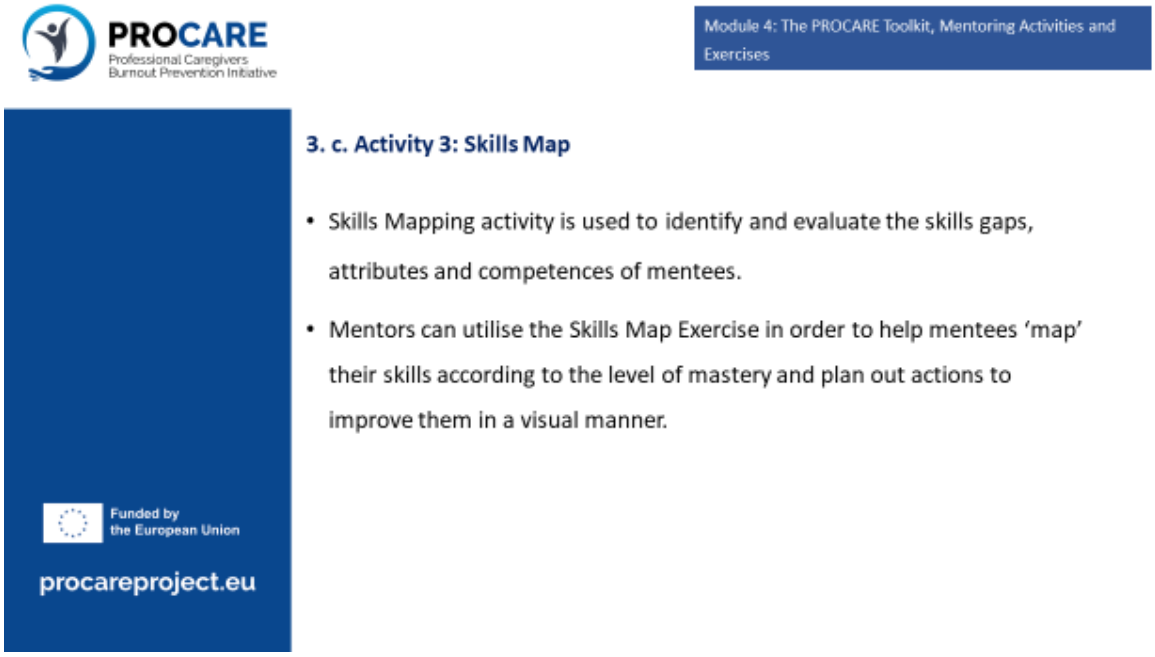
It's also important to mention that a SWOT Analysis exercise can be implemented at different stages of the mentoring partnership, from the very early stages followed by revisions as the mentoring process continues over time. Mentors may choose to assign the implementation of a SWOT Analysis to their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

Slide no. 27: SWOT Analysis Implementation



Trainer's Notes: According to what you have just discussed about SWOT, in this section you will explain step by step on how to implement it as a concept. Go through the steps as shown and describe each step in depth.

Slide no. 28: Skills Map

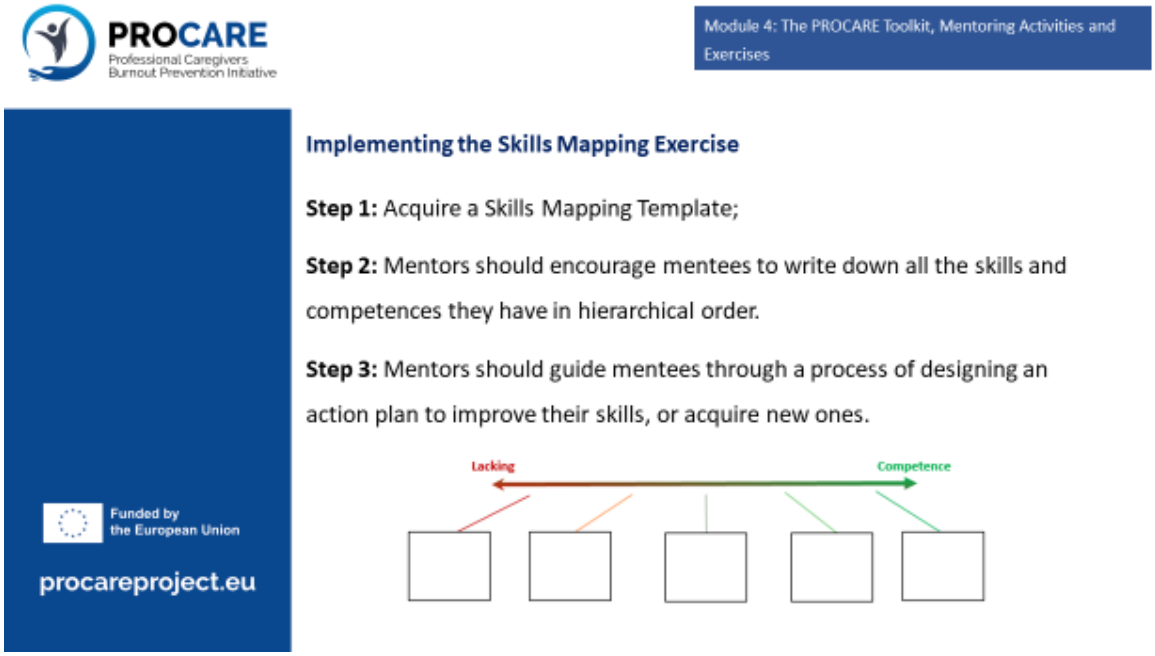


Trainer's Notes: Discuss Skills Map by introducing it and its purpose.

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.

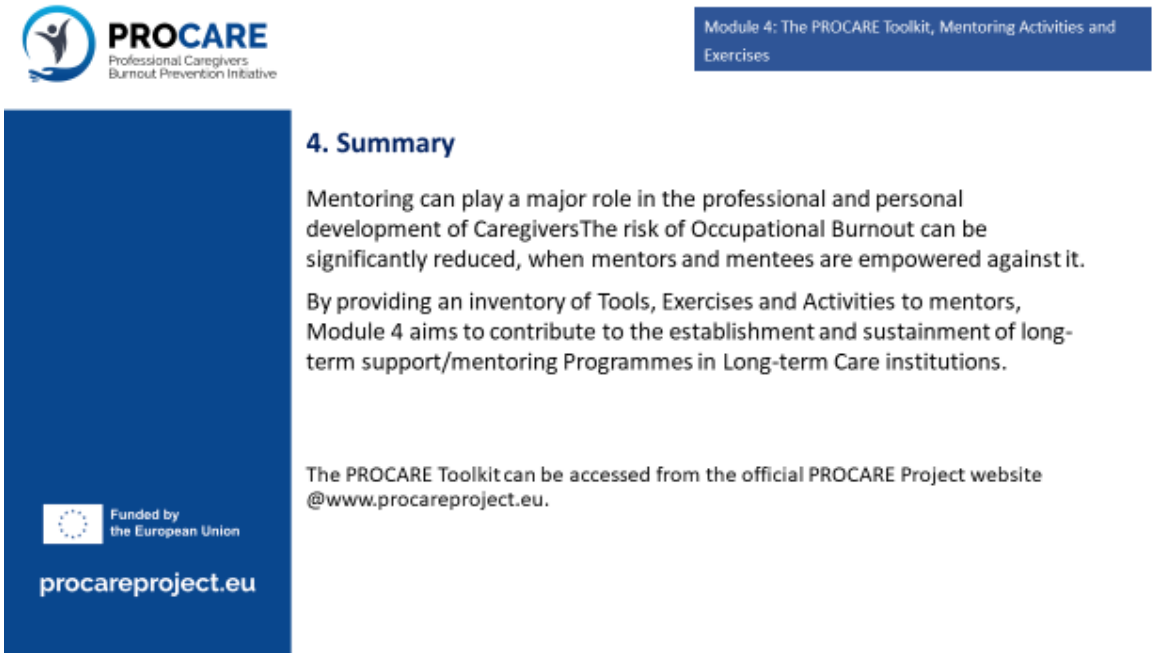
Mentors can utilise the Skills Map Exercise in order to help mentees 'map' their skills according to the level of mastery and plan out actions to improve them in a visual manner. By visualising and articulating their strengths and weaknesses in their skills, knowledge and competences, mentees will become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

Slide no. 29: Skills Map Implementation



Trainer's Notes: Discuss the steps one by one and explain in depth to get a good understanding of the implementation process.

Slide no. 30: Summary



Trainer's Notes: You can close the session by summing up on what has been discussed earlier.