



# 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**



Module 4: The PROCARE Toolkit, Mentoring Activities and Exercises

## 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



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

**Slide no. 3: Module Aim**



Module 4: The PROCARE Toolkit, Mentoring Activities and Exercises

## Module 4: The PROCARE Toolkit, Mentoring Activities and Exercises

### Module Aim

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




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**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**




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### Module 4: The PROCARE Toolkit, Mentoring Activities and Exercises

#### Learning Outcomes

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



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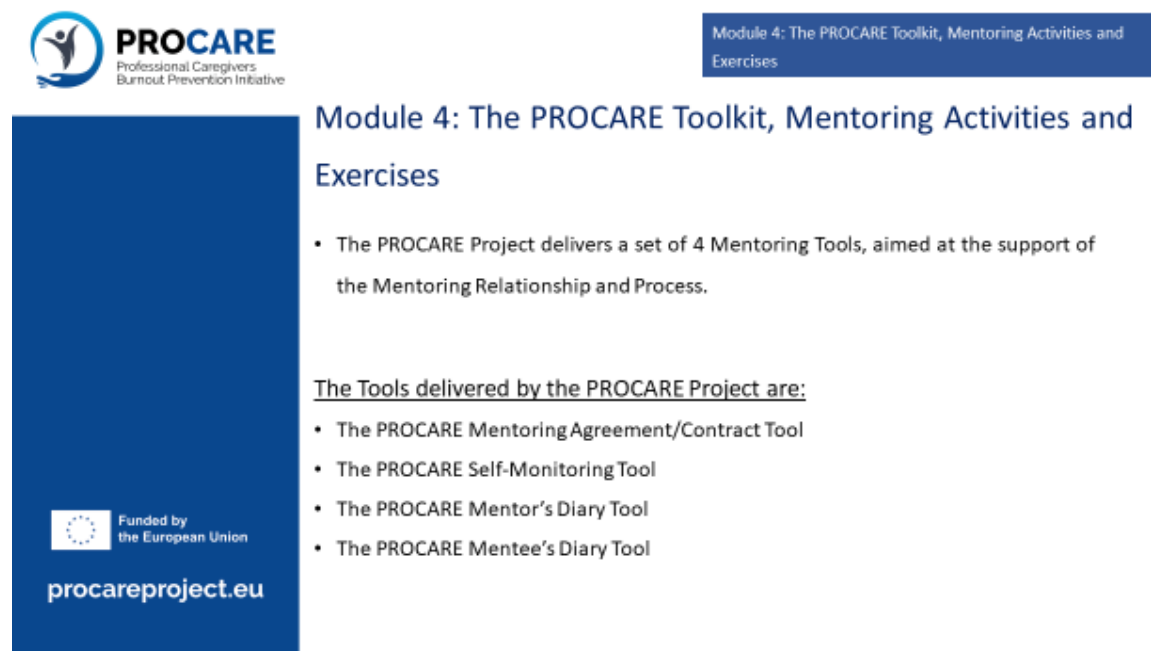
**Trainer's Notes:** Discuss the Learning Outcomes of Module 4

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**



The slide features a blue background with white text. At the top left is the PROCARE logo. At the top right, a blue box contains the text 'Module 4: The PROCARE Toolkit, Mentoring Activities and Exercises'. The main title 'Module 4: The PROCARE Toolkit, Mentoring Activities and Exercises' is centered. Below it is a bullet point about the mentoring tools. Further down, a section titled 'The Tools delivered by the PROCARE Project are:' lists four tools. At the bottom left, there is a European Union flag logo, the text 'Funded by the European Union', and the website 'procareproject.eu'.


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- The PROCARE Project delivers a set of 4 Mentoring Tools, aimed at the support of the Mentoring Relationship and Process.

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


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**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



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**Module 4 includes:**

- Guidelines for Mentors on how to use all 4 Tools for Burnout Prevention and Management
- A set of simple but effective Mentoring Activities and Exercises

Exercises and Activities such as:

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

**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



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### 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.




**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


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

- **Elaboration on the general context and purpose of the Mentoring Agreement;**
- **Identification and Description of Mentoring/Personal/Professional Goals;**
- **Session Information and Long -term Mentoring Relationship Duration;**
- **Conflict Resolution/ Mentoring Relationship Termination Agreement;**
- **Confidentiality**

**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




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Mentors need to explain all details about Confidentiality such as:

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

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**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



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### 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.

#### 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.


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**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

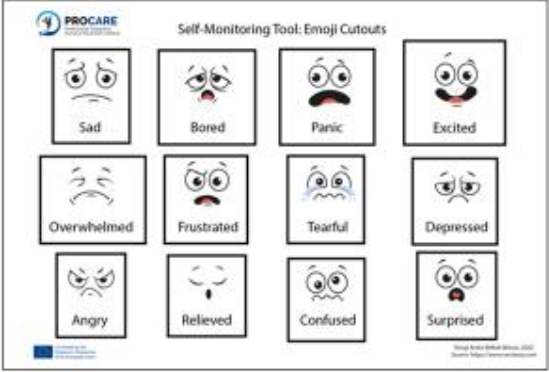


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





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

**Emoji Cards or Event Cards**



Self-Monitoring Tool: Emoji Cutouts

 Sad	 Bored	 Panic	 Excited
 Overwhelmed	 Frustrated	 Tearful	 Depressed
 Angry	 Relieved	 Confused	 Surprised

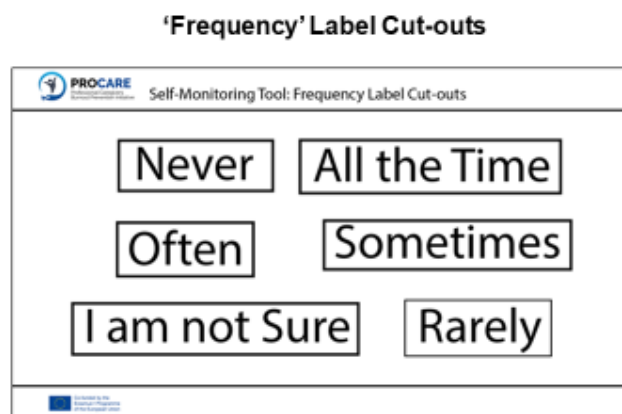
  
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**Trainer's Notes:** Discuss what Emoji Cards or Event Cards are, their purpose and how they're used.

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



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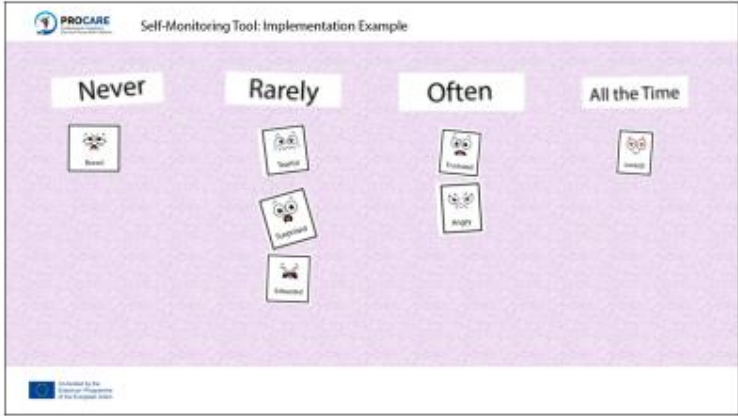
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### Board




**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




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### 2. c. Diary Tools

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**



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**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




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Mentor's Diary

Mentoring Programme Information

Mentor:

Mentee:


Mentoring Programme:

Assessment Information

Assessment:

Time:

Date:



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Mentee's Diary

Mentee Information

Mentor:

Mentee:


Assessment Information

Assessment:

Time:


Date:

## Slide no. 16: Guidelines of Diary Tools



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The PROCARE Mentor's and Mentee's Diaries 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.
- Mentees:** Caregivers who wish to utilise their Diary in order to support their mentoring experience and enhance their learning and development.

**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



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

- **Preparation for mentoring sessions;**
- **To make notes of events that occurred during sessions;**
- **Post-sessions Processing;**



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**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

### Using the Mentor's and Mentee's Diary Tools – Guidelines

#### Step 1: Input Basic Mentoring Programme information;

Mentoring Programme Information	
Mentor:	<input type="text"/>
Mentee:	<input type="text"/>
Mentoring Programme Duration:	<input type="text"/>
Session Information	
Date:	<input type="text"/>
Time:	<input type="text"/>
Place:	<input type="text"/>

**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;**



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**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



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

## Slide no. 20: Preparing Notes prior to Sessions;


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### Step 3: Preparing Notes prior to Sessions


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*A) Pre-session Notes*

**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



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### Step 4: Session Note-taking



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*B) Session Notes*


**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



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**Step 5: Post-Session Notes/Processing**



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c) 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



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### 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**
- **A Copy of the Mentoring Agreement**
- **Assignments and Exercises**




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**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



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### 3. Mentoring Activities and Exercises

#### 3. a. Activity 1: Establishing SMART Career Goals

The term SMART Goals refers to Career Goals that are:

- **Specific**
- **Achievable**
- **Realistic**
- **Timely**



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**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

### 3. b. Activity 2: SWOT Analysis

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

- **Strengths**
- **Weaknesses**
- **Opportunities**
- **Threats**

## Slide no. 26: SWOT Analysis

### 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



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### How to implement a SWOT Analysis

- **Step 1:** Acquire a SWOT Analysis Template
- **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.

**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

### 3. c. Activity 3: Skills Map

- Skills Mapping activity is used 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.

**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.

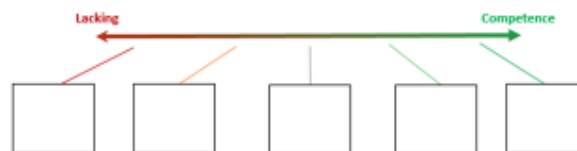
## Slide no. 29: Skills Map Implementation

### Implementing the Skills Mapping Exercise

**Step 1:** Acquire a Skills Mapping Template;

**Step 2:** Mentors should encourage mentees to write down all the skills and competences they have in hierarchical order.

**Step 3:** Mentors should guide mentees through a process of designing an action plan to improve their skills, or acquire new ones.



**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

#### 4. Summary

Mentoring can play a major role in the professional and personal development of Caregivers. 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 Toolkit can be accessed from the official PROCARE Project website @[www.procareproject.eu](http://www.procareproject.eu).



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