Trainer's Guide

Module 5: Strategies for Overcoming Mentoring Barriers and Best Practices

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 5, learners will be educated on:

- **Defining the barriers and pitfalls on the side of the mentor and the mentee**

- **How to avoid the substacles in this case**

- **Utilising the best practise and suitable manage the goals in mentoring process**

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.

Describe the learning objectives of the course as well as Module 5, learners will be educated on:

- **Defining the barriers and pitfalls on the side of the mentor and the mentee**

- **How to avoid the substacles in this case**

- **Utilising the best practise and suitable manage the goals in mentoring process**

Slides no. 4 and 5.

Trainer's Notes: Barriers and risks

Goal: Perceive that if a risk is caught, a barrier does not have to be created.

Make it clear to the participants that for the successful implementation of mentoring, it is necessary to identify risks carefully and in time, and it is necessary to take into account undesirable effects. By jointly developing creativity and finding a solution for change, it is possible to maintain motivation for one's own self-development.

Trainer's Notes: What makes a good foundation for mentoring?

Objective: To learn to identify factors in the organization that can support mentoring. This technique will help the participants to think about the conditions in the organization for the future, so that mentoring can be successful.

Prepare colored cards and markers. Give the participants the task to brainstorm together to define the relevant influences on mentoring, encourage them to also define the reasons why it is important, what positive impact it has on the mentoring process.

If support is needed, participants can be guided to: education, moral values, documentation, rules, tenacity, team, experience, advice, quality, relationships, intuition, …
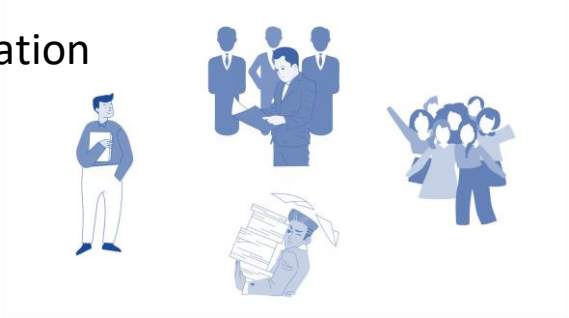
Slide no. 7: Barriers

Trainer's Notes: Barriers

Objective: To understand the symbiosis that mentoring in the organization can only work if the management itself, future mentors and workers involved as learners (mentee) have the same goal.

After the brainstorming, try to classify the influences with the participants according to who has what in their competence: the organization, the mentor, the mentee, the rest of the team. Ask them to rank them from most important to least important.

Slide no. 8: Pitfalls of mentoring in an organisational setting

Pitfalls of mentoring in an organizational setting

- Skepticism about efficiency and lack of funds
- Frequent turnover of workers
- Inconsistent/unclear vision of aid
- The stagnation of middle management
- Resentment or jealousy of others

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Trainer's Notes: Pitfalls of mentoring in an organizational setting

Objective: To teach mentors to defend to management the positive effect of mentoring for the organization.

Briefly introduce the individual problem areas to the participants.

Slide no. 9: Skepticism about effectivenes and lack of funding

Trainer's Notes: Skepticism about efficiency and lack of funds

Objective: To clarify the benefits of mentoring

It discusses possible ways of presenting the effectiveness of mentoring in the organization with regard to the priorities and needs of the organization's management. Explain to the participants that through mentoring it is possible to achieve stabilization of the team and fulfillment of the vision, which ultimately saves the organization's finances and increases the quality of the service provided.

Slide no. 10: Frequent turnover of workers

Trainer's Notes: Frequent turnover of workers

Objective: To clarify the reasons for employee turnover and the benefits that can be eliminated by mentoring.

Discuss with the participants the possible reasons for employee turnover, ask them the questions "What are the reasons for termination of employment?...Which of them can be eliminated with the help of mentoring?...How can employee turnover affect the mentor himself and his motivation?"

Read an example from practice to the participants:

Example

The co-ordinator of a day care center for people with dementia lost two members of staff from their team in a short period of time as they went on maternity leave. Despite the fact that this situation could be foreseen due to the personal circumstances of the workers, the management did not prepare potential replacements in time. In order to save economic costs, they hired part-time workers, contracts and student-volunteers. As a result, the team was unable to come together and maintain the same direction. Caring for clients naturally became more demanding, because the necessary rituals and programs, the continuity of uniform care, were not preserved, which the clients showed by their undesirable behavior. Due to time constraints, the coordinator no longer had the opportunity to mentor a potential colleague, as he himself was trying to save the staff shortage and was constantly processing the time schedule of the workers.

Mentoring helps to manage human resources more effectively. For the worker, it has an effect primarily on the change in his psychosocial perception. Mentoring can be set

• optimization of the work environment so that there is a balance in the load, which he learns to effectively regulate in the mentoring process.
• guiding the employee in his personal and professional life

- catching the first signals of frustration and starting elimination

- strengthening the spirit of teamwork and inter-professional cooperation

Slide no. 11: Frequent turnover of workers

Trainer's Notes: Inconsistent and unclear vision of aid

Goal: To understand the importance of a unified vision in the mentoring process, for the sake of understanding sub-tasks, the importance of documentation and, above all, to preserve the objectification of work procedures with the client.

It is presented to the participants that a unified vision helps to prevent later misunderstandings and conflicts in the mentoring process and, on the other hand, supports autonomy in decision-making. If there is a clear vision of the organization, reflecting the priority needs of the client, mentoring can strengthen the sensitive perception of the worker to assess the situation and decide to change the procedure for which he takes responsibility.

A clear vision of the organization holds the structure and direction of mentoring. The risk that the vision is not well formulated leads to the promotion of one's interests and ideas, either by the mentor, the mentee, or the organization, which prevents the fulfillment of the mentoring goals and the development of the organization as well.

Exercise:

Exercise for evaluating appropriate and inappropriate visions.

Before you assign the task to the participants, explain to them what the vision of the organization is. Emphasize that the vision is an overarching meaning that transcends the specific service. Each worker's activity is a small step towards fulfilling the vision.

The vision is a direction to help make everyday life easier for people with dementia and their families. Emphasize that the purpose of the vision is not to provide care during the day, to create activation

programs for clients, to do educational courses for family caregivers. The vision is the interests of the person with dementia and his family, who will be supported in accompanying their loved one in such a way as to preserve the continuity of the uniqueness of their own being as much as possible.

Print the examples of visions on a separate worksheet, A4 size, and provide it to the participants.

Worksheet VISION	
Task: In pairs, try to decide which of the visions reflects the interests of clients with dementia and which defines only the provision and nature of social service or assistance. Examples of visions are from real organizations and facilities.	
Examples	Notes
Example No. 1 *Our vision is to become a model facility that provides quality comprehensive services in the area of care for people with Alzheimer's disease and their families in the region. It is equally crucial for us to create a constantly motivating and valuable environment for our employees and co-workers.* *Example No. 2* *The mission is to provide a dignified life to people who cannot live in their own household due to gradual loss of self-sufficiency or serious changes in their health status. Support and assistance is aimed at maintaining or developing the abilities of seniors and people with disabilities and helps mediate contacts with family and surroundings.* *Example No. 3* *The vision of our facility is to provide such an environment that supports the highest possible degree of self-sufficiency and autonomy of the client and at the same time provides professionally correct and safe services.* *Example No. 4* *The main mission of the facility is to provide high-quality social services, to ensure a dignified life for the recipients, to create optimal conditions for the highest possible quality and full-value life, to develop the personality of the recipient to the maximum extent possible, to create conditions so that the recipients can actively participate in solving their own social situation, as well as in social happenings.* *Example No. 5* *Our vision is to create and ensure a high-quality and safe environment for clients, in the form of implementing quality conditions, aimed at protecting people with disabilities from all forms of mistreatment, with zero tolerance of violence, creating conditions for the integration of clients into society, based on their interest, individual abilities and possibilities, ensuring and supporting forms of active aging with the aim of improving their quality of life.*	

Exercise Solution:

Inadequately formulated examples of visions focused on performance, statutory administration and employee: model facility, valuable and motivating environment for employees, safe environment, quality conditions, support of active aging with the aim of improving the quality of life are the means to achieve the vision.

Example No. 1

*Our vision is to become a **model facility that provides quality comprehensive services** in the area of care for people with Alzheimer's disease and their families in the region. It is equally crucial for us to create a constantly motivating and valuable environment for our employees and co-workers.*

Example No. 5

*Our vision is to create and **ensure a high-quality and safe environment for clients**, in the form of **implementing quality conditions**, aimed at protecting people with disabilities from all forms of mistreatment, with zero tolerance of violence, creating conditions for the integration of clients into society, based on their interest, individual abilities and possibilities, ensuring and supporting forms of active aging with the aim of improving their quality of life.*

Example No. 3

*The vision of our facility is to provide such an environment that supports the highest possible degree of self-sufficiency and autonomy of the client and at the same time **provides professionally correct and safe services.***

Appropriately formulated examples of visions focused on the needs of the client with dementia and his family: a dignified life for people, while mediating contacts with family and surroundings, creating optimal conditions for the highest possible quality and full-value life, developing the recipient's personality to the maximum extent possible, creating conditions so that the recipients can to actively participate in solving their own social situation, as well as in social events.

Example No. 2

The mission is to provide a dignified life to people who cannot live in their own household due to gradual loss of self-sufficiency or serious changes in their health status. Support and assistance is aimed at maintaining or developing the abilities of seniors and people with disabilities and helps mediate contacts with family and surroundings.

Example No. 4

The main mission of the facility is to provide high-quality social services, to ensure a dignified life for the recipients, to create optimal conditions for the highest possible quality and full-value life, to develop the personality of the recipient to the maximum extent possible, to create conditions so that the recipients can actively participate in solving their own social situation, as well as in social happenings.

Slides no. 12 and 13: Management Stagnation

Trainer's Notes: Management stagnation

Objective: To be able to navigate in problematic situations, if it is not possible to progress due to management's concerns. Present possible concerns to the participants and emphasize the possibility of supervision, coaching, consultation with a superior.

Slide no. 14: Resentment or jealousy of others

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Module 5: Strategies for Overcoming Barriers and Best Practices in Mentoring

Pitfalls of mentoring in organizational settings
Resentment or jealousy of others

• capacity limitation
• feel resistance from those who are not in the program

Criticizing, taking advantage of "being away from work", unclear meaning of mentoring

• share information about the program (eg flyers, articles) with colleagues and key people in the organization.
• information about commitments, results, the possibility of signing up

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Trainer's Notes: Resentment or jealousy of others

Goal: Perceive that mentor and mentee are still team members.

Discuss with the participants the ways in which mentoring information could be shared with colleagues, what the information should contain, where it should be placed. Emphasize posting mentor and mentee responsibilities, time frame, commitments, etc.

Slide no. 15: Challenges for the mentor and the mentee

Trainer's Notes: Challenges for mentor and mentee

Goal: Perceive common challenges that overlap between mentor and mentee.

Present common challenges to participants and discuss other possible ones.

Slide no. 16: Challenges for the mentor and the mentee

Trainer's Notes: Time and planning

Objective: To realize the importance and moderation in planning mentoring meetings.

Make it clear to the participants that the mentoring sessions are work sessions and therefore need to be given enough attention. Discuss options that could be helpful in meeting the time frame of the mentoring process. Point out the importance of real options, including other job duties.

Slide no. 17: Challenges for the mentor and the mentee

Trainer's Notes: Unrealistic expectations

Objective: To understand the consequences of insufficiently defining expectations.

Present participants with possible consequences of neglecting expectations at the beginning of the mentoring process.

Slide no. 18: Challenges for the mentor and the mentee

Trainer's Notes: Overdepence

Objective: To identify and recognize the needs of the mentor and mentee.

To present to the participants possible forms of dependence in a mentoring relationship. Point out the importance of roles, that mentors need to keep their egos in check and remind themselves that the relationship is about the mentee, not the mentor.

Mentees need to remind themselves that they are the ones who have to make the "hard decisions" and that mentors are only a source of support and feedback.

Slide no. 19: Challenges for the mentor and the mentee

Trainer's Notes: Providing constructive feedback

Objective: To be able to give constructive feedback to the mentee

Participants will understand giving feedback, its structure with regard to a specific person and the specificity of the subject of feedback.

Participants will receive both worksheets on how to give and receive feedback, it is appropriate if the mentor informs the mentee about the importance of feedback as well as its course.

Exercise: If there is enough time for the course, participants can try to write feedback for a specific person according to the instructions:

Write feedback for your colleague in whom you observed inappropriate behavior. Follow the rules from the How to give feedback worksheet.

Worksheet How to give feedback?

Rate with good intention

Always evaluate only with the intention of helping and moving the mentee forward. He can sense it and is more likely to listen to your view on his work performance or behavior.

Give specific situations

If you are too general, the mentee may not be clear about what you are trying to convey. Therefore, always mention a specific case when you noticed the matter, ideally one that happened recently.

If you have multiple problems with the mentee, talk about them one by one

If you have more negative things on your mind that you want to talk about with the person in question, divide it into several individual conversations. A sudden rush of criticism on a wider scale could demotivate the mentee or psychologically wear him down unnecessarily. However, prepare some praise with each evaluation. This way, the mentee will see that it is a constructive and objective criticism and not just your desire to throw him down.

However, think about whether all the problems you want to talk about actually stem from one specific problem. This will save you and your mentee from further unpleasant conversations and you will be able to focus on the real cause.

Remember that you are evaluating the behavior or performance, not the person

Feedback should not be too personal. With the mentee, you deal with his actions, performance and behavior, not his personality as such. Therefore, structure your feedback to talk about specific situations, not about the person's personality.

Right timing

Always leave the implementation of feedback for a day when neither you nor the mentee are too busy and stressed. You could sound different than you want and the mentee could take it harder than on a normal day. But even more important is privacy. Always give feedback between 4 eyes.

Space for expression

Feedback should result in dialogue. The mentee must be given space to comment on the feedback, to give you his opinion on the matter, or the cause of a certain behavior or action. The conversation should end with a proposed solution to the situation, which you both agree on.

Talk about an improvement

Monitor over time whether things have changed for the better based on the feedback. If so, take the time to let the mentee know and appreciate them for it.

Worksheet: How to receive feedback?

Listen carefully

Many of us simply "switch off" when listening to criticism. It is a defense mechanism of our psyche. However, it should be remembered that even negative feedback is mostly not meant badly, but aims to move us. Therefore, try to open up to her and really listen to what is on your mentor's heart. Maybe you'll get something really valuable out of it.

It's nothing personal

Be aware that the reaction to your work performance or behavior is not a reaction to your person as such. It is therefore not a private conversation, but a purely professional one. He should not touch you more deeply. The goal is to think about whether you can improve your performance, and if so, how. Alternatively, together with a mentor, you can figure out what triggers certain inappropriate behavior. Consider the given conversation as a solution to a certain task.

Correct reaction

It's normal if you can't react to negative feedback right away. If necessary, tell the mentor that you thank him for the feedback, but that you still need to think about it yourself, or think about solving the problem. Find the mentor later and complete the conversation. If you believe that the criticism was unjustified and that it does not match your behavior or performance, do not be afraid to say so. In that case, you can also ask another co-worker for an opinion, or supervisor.

Incorporate feedback into your career life as a matter of course

Your relationship with feedback can change for the better if you make it a regular thing. How to do it? Simply ask your mentor for feedback after each major assignment. You can thus continuously grow and no feedback will surprise you in the future.

Slide no. 20: Challenges for the mentor and the mentee

Trainer's Notes: Dishonest manipulation by the mentor

Ineffective mentoring pairs

Objective: To understand the observance of the roles and competencies of the mentor and the mentee.

Participants will be informed about possible situations when a mentor or mentee delegates competence to another, although he himself is responsible for it.

Slide no. 21: Barrier's on the side of the mentor
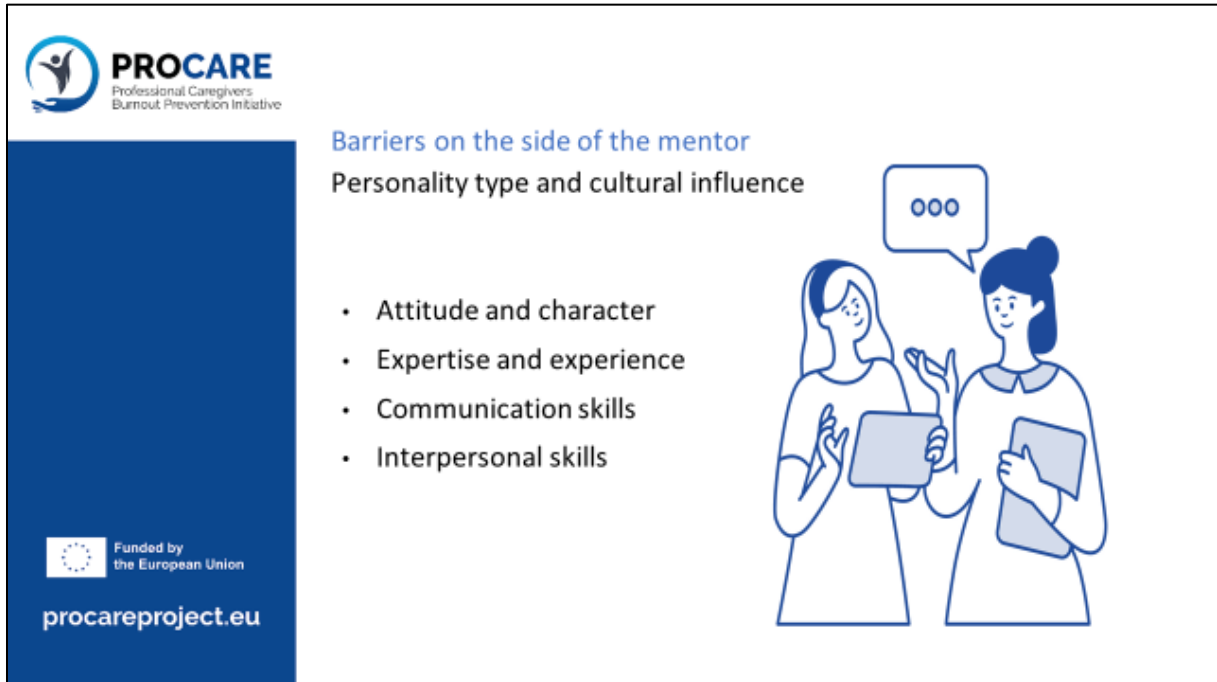
Objective: To become familiar with the barriers on the side of the mentor

Participants are also encouraged to discuss other possible barriers.

Slide no. 22: Barriers on the side of the mentor

Trainer's Notes: Goal: To be able to define the strengths and weaknesses of the mentor's personality.

Divide the participants into 4 groups and ask each group to brainstorm on a flipchart sheet "What should a mentor be like so that mentoring can be successful?" Encourage them to think not only about personality characteristics, but also professional, communication or interpersonal. Reserve a maximum of 10 min. time. After completing the task, the groups present their results and in a discussion with others, if necessary, discuss how it can benefit mentoring.

After the exercise, work with the group to list the personality characteristics from the scripts. Summarize those that the groups did not present but are equally important.

Finally, emphasize that supervision, coaching and further education is a natural part of supporting the mentor in mentoring.

- **Attitudes and character**
- **Expertise and experience**
- **Communication skills**
- **Interpersonal skills**

Slide no. 23: The cultural influence of the environment is an asset

Trainer's Notes: Goal: To develop creativity in thinking with a focus on supporting multiculturalism in mentoring.

Discuss with the participants how cultural difference can be an advantage.

Slide no. 24: Cultural influence of the environment

Participants will be presented with a slide summary of the discussion.

Then go through the individual tips for activities for the mentor given in the scripts, discuss them:

1. Mentors will consider their role in helping students from other cultures with a different mother tongue to overcome the problems they face in clinical practice and the mentor's role in supporting the integration and adaptation of the student.

2. Mentors identify and define the signs of cultural competence in mentorship and use them when planning personal development in the field of cultural competence.

3. Mentors will consider their own cultural background, their values and beliefs in multicultural situations.

4. Culture often influences patterns of verbal and non-verbal communication. Communication problems were assessed as stressful for both students and mentors. Inform yourself and students about how to support students' expertise in linguistic competence and their knowledge of the local language. Consider using the expertise of linguists when creating content on a given topic.

5. Mentors play an important role in ensuring a safe, culturally tolerant practice that supports the education of students from different cultures with a different mother tongue. Mentors must take immediate action to address potential bias, stereotyping, and racism in the clinical practice setting. Create simulations where mentors practice cultural skills in a variety of real-life scenarios from mentor practice.

6. Mentoring students from different cultures with a different native language can be stressful and time-consuming. Mentors can think about how to get the support they need to succeed in their mentoring role.

7. Listen to the opinions and listen to the experiences of students from different cultures with a different mother tongue. Incorporate videos, digital media, interviews or panel discussions with students into your mentoring education.

Slide 25: Barriers on the side of the mentor

Trainer's Notes: Objective: To realize the importance of sequence in the learning process.

Participants will learn about the importance of setting clear sub-goals, based on the principle from simple to complex.

Slide no. 26: Barriers on the side of the mentor

Trainer's Notes: Goal: To learn to perceive learning as a path = process.

Participants will become familiar with the stages of learning. It emphasizes the development and support of cognitive, motor and emotional areas. Discuss the example in the scripts.

Example

The mentee refuses to communicate with the client with aggression. He feels his insecurity on himself and is afraid of him. He had already experienced aggression from his father in his life. The image of the situation with the client is triggered by somatic changes - sweating of the hands, accelerated heart rate, stiffness of the limbs. He should react as he was taught to do, but he cannot move from the spot.

Before starting to work with the mentee on the topic of client aggression, the mentor discusses the possibilities of what is happening with the employee. It teaches him how to deal with his fears, thoughts, how to center, calibrate and what approach to choose. The mentor will offer him a role-playing exercise so that the mentee can try it out in a safe environment. Only when the mentor makes sure that the cognitive, motor and emotional levels are ready to handle the situation and the mentee himself feels confident, only then is he ready for the field.

Slide no. 27: Barriers on the side of the mentor

Trainer's Notes: Objective: To understand concerns based on generational status.

To point out the importance of the role model by which the mentor influences his own position and natural authority. The older generation develops and recognizes the younger generation and is thus also recognized as a role model. The elders thus have an influence on the development of the potential of the younger generation. The responsibility for intergenerational respect is assumed by the older generation, which thus holds the key to how to strengthen respect. However, the first step is to recognize the younger generation as a partner.

Slide no. 28: Barriers on the side of the mentor

Trainer's Notes: Goal: To support the mentor's self-confidence for financial compensation for mentoring.

Presentation of the reasons why it is appropriate if mentoring is financially supported.

Slide no. 29: Barriers on the side of the mentee

Trainer's Notes: Objective: To recognize the barriers on the part of the mentee and to learn to anticipate risks.

Present a brief summary of the mentee's barriers, discuss other possible ones.

Slide no. 30: Barriers on the side of the mentee

Trainer's Notes: Goal: To realize that setting boundaries is legitimate.

Participants will become familiar with the importance of setting up cooperation as well as potential barriers.

Recommendations from the scripts will be discussed.

• It is necessary to clarify the following questions:

• What will be the frequency of contact - How much time will the mentor, but also the mentee, reserve for this work, how long the meetings will be, or how consultations will take place outside of formally agreed meetings.

• What method of contact do you choose - personal meetings, telephone or email messages

• How long the cooperation will be agreed upon - defining the cooperation is key, setting regular intervals for evaluating results, achieving goals, or will it take an informal form.

• How confidential information will be handled - how the mentor will ensure that the mentee feels safe and can rely on the confidentiality of the information shared with the mentor.

Slide no. 31: Barriers on the side of the mentee

Trainer's Notes: Goal: Perceive the risks of not being able to choose a mentor.

Acquaint the participants with the reasons and risks of not being able to choose a mentor.

Objective: To be able to identify signals that point to a qualitative change in the motivation to participate in mentoring.

Changes will be presented to the participants, which can be supplemented by others in the discussion.

Slides no. 32 and 33: Barriers on the side of the mentee

Trainer's Notes: Goal: To realize the risk of failure of mentoring also by the mentor.

The participants will be the factors by which the mentor can thwart the active approach of the mentee, can be supplemented in the discussion with others.

Slide no. 34: Summary

Summary

Mentoring also brings many risks and even barriers, which make it impossible to implement, or discourage so much that the implementation does not even begin. The barrier is a factor that is difficult to change or even insurmountable. The risks of mentoring in the helping professions are conditioned by several factors that can be eliminated with appropriate methodology, and can even be turned into a privilege.

Trainer's Notes: Summary

Mentoring also brings many risks and even barriers, which make it impossible to implement, or discourage so much that the implementation does not even begin. The barrier is a factor that is difficult to change or even insurmountable. The risks of mentoring in the helping professions are conditioned by several factors that can be eliminated with appropriate methodology, and can even be turned into a privilege.