PROCARE

Professional Caregivers Burnout Prevention Initiative

Project Result 1:

PROCARE Methodology and Digital Toolkit

PR1/A2 Mentoring Methodology

Leading Organization: Greece, IASIS

Contents

1. Introduction

The framework for the "Mentoring Methodology" provides a comprehensive outline of this output, including the guidelines, templates and action plan, to guide all partners and mentors to successfully implement the programme.

This bespoke mentoring programme is designed to equip future PROCARE mentors in providing continuous mentoring support to caregivers in navigating the complex challenges they face every day in the workplace. The programme includes a set of Modules to support the mentoring cycle:

- The context of mentoring for caregivers
- Mentoring programme and session design
- Ethics, confidentiality, trust building
- Mentoring Activities and Tool Uses
- Strategies for overcoming mentoring barriers
- Mentoring review and assessment

2. Modules

2.1. The context of mentoring for caregivers

Introduction

Mentoring is a relationship between two people with the goal of professional and/or personal development. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee." Mentors support and encourage their mentees (informal caregivers) by offering suggestions and knowledge, both general and specific. The goal is help mentees improve their skills and, hopefully, advance their careers.

When it comes to caregivers, it is known that they face challenges and multiple stresses physically, emotionally and financially. Those who have been through the caregiving journey can share relevant experiences and inspiring stories to give new caregivers encouragement and hope. By contributing to a supportive learning environment for caregivers, they will not only find companions to share their journey with, but also will find that their caregiving skills can be enhanced, interpersonal communication skills developed and thus increase their confidence and motivation in their own caregiving journey.

Module's context

This Module will be focused on the following areas/chapters:
1. What is Mentoring for caregivers?
2. Mentors – profile, role, responsibilities, values and behaviours
3. Benefits of mentoring for caregivers
4. Areas of focus in caregivers' Mentoring:
    a) Work-life balance
    b) Time management and Prioritizing
    c) Well-being and self-care

Learning outcomes

At end of this Module, learners will be able to:
   a) understand the concept of mentoring for caregivers
   b) identify the profile, skills and abilities of a mentor
   c) role and responsibilities of the mentor
   d) areas and resources to focus on mentoring for caregivers

2.2. Mentoring programme and session design

Introduction

This module will introduce learners into the specific programme by providing step-by-step guidance and recommendations related to the following topics:
- establishing the aims for the mentoring sessions
- making use of appropriate resources
- guidelines for matching mentors with mentees
- dealing with the practicalities of the mentoring session

Module's context

During this Module, learners will determine how the internal processes of mentoring sessions work, in the context of:
   a) When the mentoring process starts/finishes.

b) What specifically happens during the mentoring process.
c) How often mentors and mentees meet.

This Module will be focused on the following areas/chapters:
1. Clarification of mentoring skills
   a) Decision making
   b) Management skills
   c) Empathy
2. How to match mentors and mentees.
3. Mentoring cycle: Sessions' design and action plan
4. Practical tips: dos and don'ts

Learning outcomes
At the end of these unit the learners will be able to:
a) Understand the specific context of the mentoring sessions.
b) Create a positive environment for the mentor-mentee relationship
c) Be better prepared to manage a group of mentees and support them as a Mentor.

2.3. Ethics, confidentiality, trust building

Introduction
Good mentoring has a strong ethical component, which can be built through the following considerations:

- Confidentiality: The issue of confidentiality can be challenging for mentors especially if, for example, the mentee is observed or discloses that they are engaging in dangerous risk-taking behaviours, illegal activities or are a victim of abuse.
- Developing listening skills: It is good practice to pay attention to mentors' own learning and development. Developing active listening skills is crucial, and the aim is to enable the mentee to feel they have a trusted adult with whom they can discuss any difficult issues.
- Ensuring an equal and trustful relationship: During the mentoring sessions, there might be a power imbalance. Mentors need to be aware of these inequalities and find ways to bridge them, assuring their mentees that they are equal.

Module's context
This Module will be focused on the following areas/chapters:
1. Ethics of mentoring: confidentiality and ethical issues to be considered
2. Establishing rapport, building trust
3. Active listening techniques

Learning outcomes
At the end of these unit the learners will be able to:
a) Develop their active listening skills
b) Get an insight on the ethics of mentoring and things they should take into consideration within the mentoring sessions

2.4. Mentoring Activities and Tool Uses

Introduction
It might be difficult for the potential LTC managers/mentors to come up with appropriate activities for

the whole of the mentoring period. Therefore, in this Module we will develop a database of activities and related aims that the mentors can choose from.

The main learning methodology to be used here will be non-formal & experiential learning. Non formal learning refers to planned, structured programmes and processes of personal and social education for people designed to improve a range of skills and competences, outside the formal educational curriculum. Experiential Learning is the process of learning by doing. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations.

Module's context
Some suggested activities/tools are listed below:
1. Personal Goals, Aspirations and Needs Identification Tool (self-assessment/reflection).
2. The 'Mentoring Relationship Contract' tool, for establishing the parameters of the mentoring relationship - terms, boundaries, liberties.
3. 'Mentee's Diary' Tool – for use by mentees to record their thoughts, issues, feelings before and after mentoring sessions.
4. 'Mentor's Diary' Tool – to be used by mentors to record key points and details regarding their mentees before and after mentoring sessions.

Learning outcomes
At the end of these unit the learners will be able to:
    a) Have a set of tools which they can use with mentees.
    b) Upgrade their training portfolios.
    c) Promote self-reflection and awareness of themselves and mentees.

2.5. Strategies for overcoming mentoring barriers

Introduction
Despite mentoring being a highly successful learning and development strategy, it doesn't come without its challenges. Whether it's planning, communication, matching, time commitment or the sessions themselves, it's good to be prepared for any potential mentoring challenges learners might encounter.

Module's context
Some suggested units are listed below:
    1. Common challenges in Mentoring relationships
    2. Overcoming barriers and challenges
    3. Cross-cutting considerations: this covers overarching issues such as ensuring effective participation, overcoming cultural and language barriers and ensuring equality.

Learning outcomes
At the end of these unit the learners will be able to:
    a) Comprehend the challenges they may face within the mentoring process and be better prepared to overcome them.

2.6. Mentoring review and assessment

Introduction
In this module, the main focus is to assess mentoring effectiveness. Using the evaluation criteria

determined within this module, the mentoring process is evaluated through a variety of methods. This evaluation is usually done at several milestones during the mentoring process – as determined during the design phase. Interventions can include changes to the process, changes of mentors/mentees, communication updates or even cessation of the process.

Monitoring and evaluation is measuring what works, what doesn't work, and why. The purpose of doing an evaluation is to help the mentors work more effectively, to see what has been accomplished, and learn from experiences.

Evaluation will focus on 3 areas:
1. Relationship Processes – what happens in the relationship.
2. Programme Processes – for example, how many people attended mentoring sessions? How effective was the mentoring activity?
3. Relationship Outcomes – have mentor and mentee met the goals they set?

Module's context
1. Why is it important to evaluate the mentoring process?
2. Self-reflection and critical reflection
3. Evaluation Form: This Evaluation will focus on 3 areas:
    a) Relationship Processes – what happens in the relationship.
    b) Programme Processes – for example, how many people attended mentoring sessions? How effective was the mentoring activity?
    c) Relationship Outcomes – have mentor and mentee met the goals they set?

Learning outcomes
At the end of these unit the learners will be able to:
    a) Comprehend the importance of a multidimensional evaluation process.
    b) Get insight of the things that went well and what went not so well.
    c) Get a tool to be used as an evaluation form by the end of the sessions.