

SeniorVlog

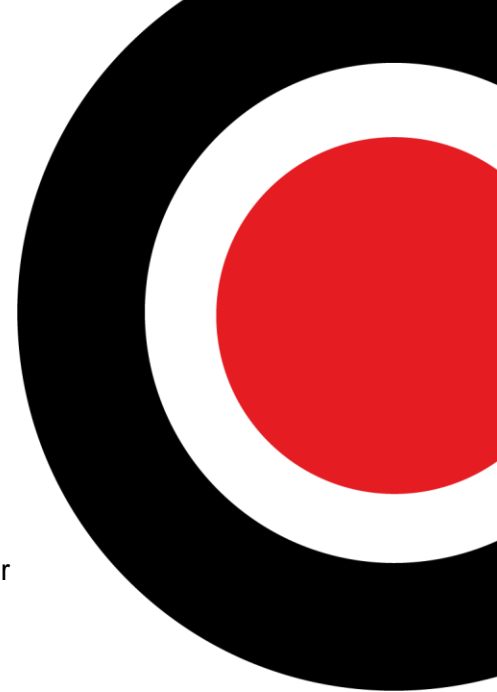
INSPIRING AND EMPOWERING SENIORS
TO BECOME VLOGGERS AND CONQUER THE INTERNET

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Mentoring Guidebook and recommendations for Senior Vloggers support

Final version

SENIOR
VLOG





Project

SENIORVLOG: INSPIRING AND EMPOWERING SENIORS TO BECOME VLOGGERS AND CONQUER THE INTERNET

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ABOUT SENIORVLOG TRAINING AND MENTORING PROGRAMME

SeniorVlog is a 31 months-old project based on a cooperation partnership for adult education between five partners and countries: PCG Polska (Poland), Anziani e Non Solo (Italy), Aproximar (Portugal), Cyprus University of Technology (Cyprus), and Exelia (Greece). The project aims to improve the lives of older adults, by preparing them to fully use the possibilities of Internet and become more visible in social media. The SeniorVlog will foster the development of social and key competences, offer opportunities for participation in social life and social media, as well as it will provide guidance and motivation strategies for Mentors and Educators, and the final participants.

SeniorVlog encompasses four Project Results (PR):

PR1) A Comparative Report;

PR2) A Training Programme;

PR3) A Mentoring Guidebook;

PR4) An Online Guide.

This document provides a final version of the mentoring guidebook.

The SeniorVlog programme includes a training part (PR2) and a mentoring support (PR3) from adult educators. This approach offers a structured pathway to equip senior adult learners, and at the same time Internet users, with key digital competences and skills allowing them to become Vloggers visible in the Internet community. The program will give the chance to connect different vlogging styles, themes and intergenerational and international vlogging conversations. The innovative SeniorVlog training and mentoring programme intends to help seniors grow and share their passion, knowledge, become more self-confident as providers of content and know-how. **The aim of the mentoring support is to create a safe workplace and interpersonal connections**, where the generation gap will have a chance to narrow down thanks to gamification elements, encouragement of intergenerational dialogue. As such, **the goal of this Mentoring Guidebook¹ is to provide detailed information and guidelines for mentoring-specific outcomes**, like the promotion of vlog competences among senior citizens. This is a resource targeting adult educators, who will perform the role of mentors, to prepare them for their role. It is therefore expected that this Guide will motivate and assist mentors throughout the process of learning from older adults, through the acquisition of new methods and tools.

¹ We will use the dictionary definition of guidebook, as “a book that gives useful information about a particular subject” (Merriam-Webster, n.d.)

INTRODUCTION

This deliverable is organized in three chapters, covering the main parts of knowledge and information for mentors: (1) MENTORING MODEL, a theoretical background on the concept of mentoring, the mentoring process, and its features, including a section with the most relevant skills for mentors; (2) STAGES OF MENTORING, a detailed description of each stage of a mentoring process, with specific guidelines to be used by mentors and related knowledge; and (3) THE TOOLS, which present some instruments that mentors can use during the process, either for a processual/ administrative basis, as well as for triggering the reflection.

The goal of this document is to give mentors a readable resource and a source of knowledge, guidance, and tips so they can become mentors for vlogging. These guidelines are in line with the principles of mentoring as a developmental process and are articulated with the SeniorVlog training course.

The Chapter 1 on MENTORING MODEL also targets Mentors' supervisors. These ones are project managers (or related roles) who will guide adult educators in their experience of being mentor. A mentor supervisor is someone who is available for discussion regarding the mentoring process, though he/she might not be an expert in the specific topic, but rather someone who overlooks the entire process of mentoring and complies with its principles.

LEARNING OUTCOMES FOR MENTORS

By using this guidebook, adult educators will become more confident in the mentoring process and their role as mentor. They will be able to follow a mentoring conversation, making use of their experience for the growth of the senior adult learner, to get the most out of the mentoring relationship, and to guide learners in their journey.

As stated in previous projects and programmes to support adult educators in becoming mentors (MEGAN, MPATH, Parent'R'Us), there are some skills that are needed to foster an effective mentoring process. Many times, adult educators already possess those skills, but they do need to mobilise them and /or to recycle them from previous learning experiences.

Dimensions such as Communication (empathy, assertiveness), Resilience (coping strategies, finding alternative thoughts), Systemic Awareness (individual development and the influence of different contexts), Conflict Management (stress management, deal with conflicts), or Mentoring Awareness are the most relevant. To this Guidebook, there is a focus on the latter, even though there are generic recommendations that come across the other dimensions.

Learning outcomes for SeniorVlog Mentors can be listed as below:

- Recognise the life trajectories of each learner and the importance of the educational context, using it as resource for the learning process;
- Support different learners and pay attention to their attitudes and options at the same time, keeping a group motivated and comfortable to express themselves;



- Enhance collaboration between different learners, providing spaces for them to get empowered;
- Respect the scope of the mentor's role, setting limits in the mentor-mentee relationship.

HOW TO USE THIS GUIDEBOOK

This Guidebook is a readable resource for adult educators. They should use it as a first contact with mentoring to get an understanding of the knowledge behind the process. It is very important that adult educators are able to distinguish the role of a mentor than the one of an educator itself, or other types of roles such as counsellor or coach. Reading this Guidebook before taking part in a mentoring process will increase its effectiveness, but also will give educators a security of what is expected from them.

During the mentoring process, this Guidebook also offers a variety of recommendations and tools, which can serve different stages of mentoring, as well as different kind of mentoring processes and profiles. Adult educators can use this Guidebook for consultation when challenges arise or when there is a misconception on a specific attitude, but also to copy handouts (the printable tools) to mentees that serve a specific step they want to achieve or work on.

This Guidebook is a first attempt to provide support to adult educators becoming mentors in SeniorVlogging, and it is open for improvements and add-ons. All people working with this Guidebook shall use it with flexibility and the need to adapt it to specific contexts and in-loco conditions. **The basic principle of “one-size-does-not-fit-all” prevails.**



MENTORING MODEL

WHAT IS MENTORING

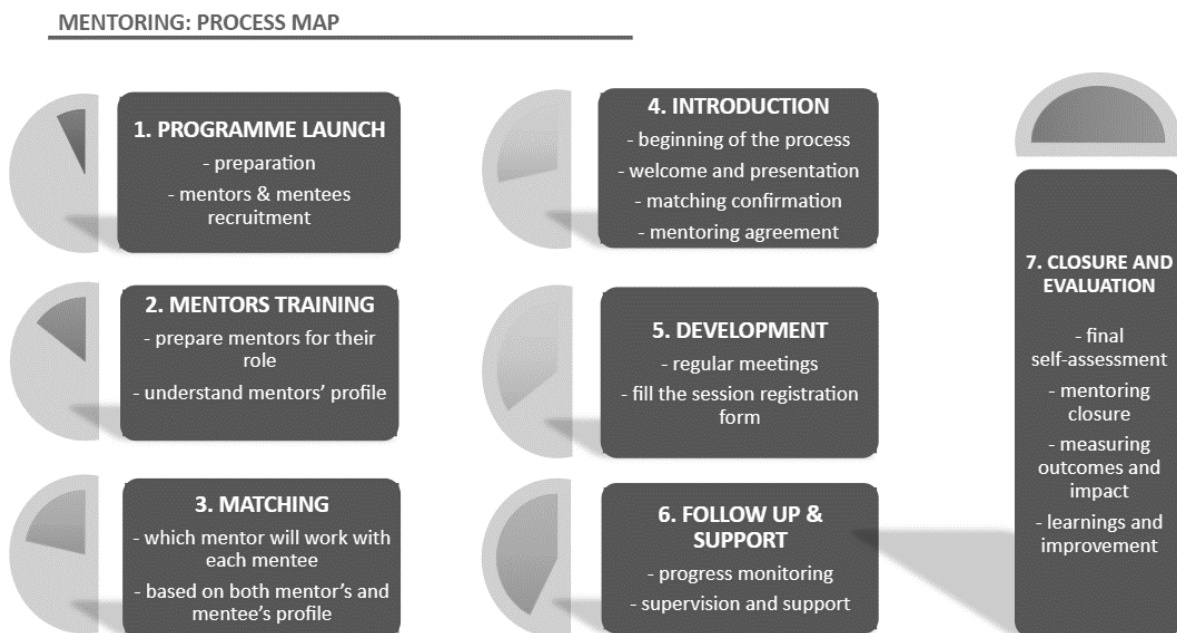
Mentoring is a well-known method and approach, but it is also common that people confuse its definition and concept with other interventions; besides, there is far less research and structure on adult mentoring. This Guidebook uses the definition of mentoring as guidance and advice towards the **development of personal and professional skills, relying on an interpersonal relationship between at least two individuals.**

It is considered a supportive process, with a set frequency and limited in time. The two individuals connect with each other as it considers there is one that can provide some sort of knowledge, support, help (the mentor) to another one who will benefit and grow from that experience (the mentee) (Mpath; Tolan et al, 2008). Mentoring is a 'special' relationship between two persons: it is the sharing of experience and the space for learning that puts mentoring at the heart of combined interventions (Gardiner, 1998).

MENTORING PROCESS

A mentoring model is a structured programme in which several mentoring processes (mentor-mentee(s)) occur. The mentoring model provides the logical sequence of activities undertaken by a mentoring provider or service, ensuring its formality, but also credibility. It is composed of 7 phases, as set in the Figure 1:

Figure 1. Mentoring: process map. Source: based on Aproximar's mentoring programme M4All



The mentoring model is implemented through the development of these phases, from preparatory activities (phases 1, 2,3), continuous delivery (4,5,6) and subsequent evaluation (phase 7).






MENTORING ROLES AND RESPONSIBILITIES

SeniorVlog Mentoring Programme comprises 3 main roles, as the rest most mentoring programmes do. Each role has a set of characteristics and responsibilities within the mentoring process. There are:

- **Mentoring coordinator:** staff members/ project managers, in contact with SeniorVlog development and implementation. They perform a critical role in the delivery of the phases of the mentoring model, especially those related to recruitment of mentors, training them, matching and follow-up. Coordinators are the ones who constantly offer advice to mentors and ensure the principles of the model, its features, procedures and goals are accomplished;
- **Mentors:** adult educators/ trainers, volunteers or members of partners who have knowledge, experience or skills related to personal development of older people, ICT, vlogging or social media² and are interested in supporting senior adult learners in SeniorVlog;
- **Mentees:** senior adult learners, enrolled in the SeniorVlog Training Course .

MENTORING FEATURES AND PROCEDURES

The model proposed is a formal mentoring model and its scope is limited to **supporting senior adult learners developing digital skills, especially in content production for social media**. The SeniorVlog Mentoring Programme's features are:

	Typology	Non-peer	Mentors are adult educators and mentees are senior learners; they do not share common characteristics
	Relationship	1-n	Each mentor can work with one or more mentees at a time. However, it is recommended that this group does not exceed 3 mentees.
	Focus	Goal-oriented and open-ended	Mentoring process has a specific goal to achieve (equip seniors to vlog), though others mentee-specific can appear.
	Duration	4 to 6 months	Mentor and mentee meet for this period, though the frequency is flexible (minimum 1x a month).
	Format	Face-to-face & Online	Preferred option is face-to-face, though the virtual environment can be an asset as supporting the development of the related skills.

² For SeniorVlog, mentors are meant to be adult educators delivering the SeniorVlog training course. Partners have flexibility to invite the same person or invite other volunteers who they believe can make a difference.

During the mentoring processes, SeniorVlog mentoring coordinators have a set of procedures that comply with the evidence of the phases of the model. Each phase shall have a proof of evidence that it took place and how. Coordinators are responsible to ensure that all senior adult learners are matched with a mentor and that the processes start. Table 1 summarizes the main procedures.

TABLE 1. MAIN PROCEDURES WITHIN THE PROCESS MAP/ STEPS OF MENTORING

Programme launch	<p>Inform the mentees. These are the senior adult learners, who are participants of the Training and Mentoring Programme.</p> <p>Recruit the mentors. Disseminate the mentoring program and connect with the local network to identify the volunteers that will potentially be mentors.</p>
Mentors' training	<p>Organise the training of mentors, following Mentoring Guidebook. The training should contain diverse practical tools for mentors to develop with mentees, but also covering the modules of the training of SeniorVlog.</p>
Matching	<p>Identify who will work with whom. This is done based on personalities, competencies, experiences, interests or age, gender. There is no single receipt for success.</p>
Introduction	<p>This is the official start of the mentoring processes. Organise a first introductory session for welcoming and presenting mentors and mentees. This session can happen with each pair individually, or within a group of mentors and mentees. You may discuss expectations and boundaries.</p>
Mentoring process	<p>During the regular meetings between mentor and mentee, supervisors need to get a periodical check-in with both to assess if the process and relationship is flowing.</p>
Follow-up support and	<p>Put yourself as supervisor available for contact and assistance during the entire duration of the programme.</p> <p>Call mentors and mentees individually to ensure privacy. Assess and discuss their processes, their cases, challenges and difficulties, and the strategies to use. You may also organise group meetings to recap tools or develop motivational activities.</p>
Closure and evaluation	<p>This is a moment of closure for self-reflection and evaluation. Identify areas of improvement for the future.</p>

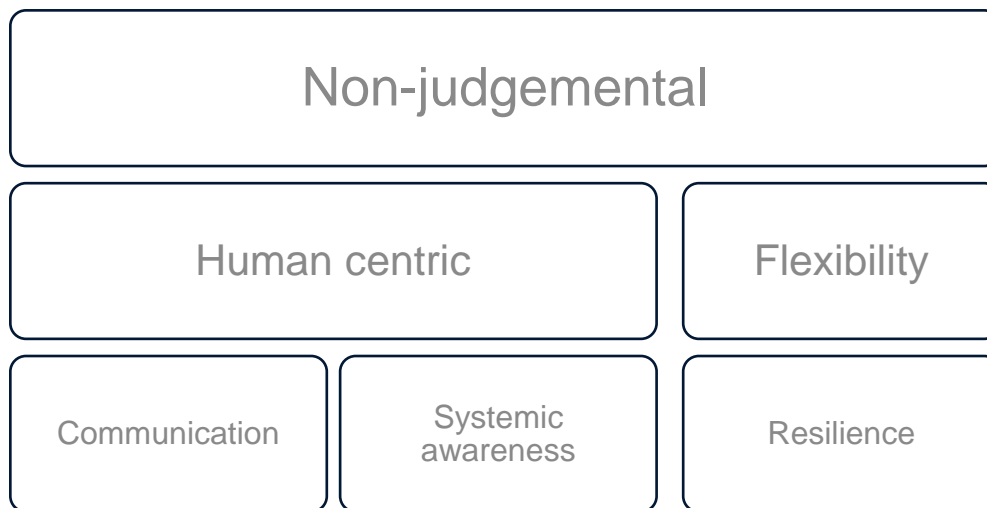
Source: Aproximar's M4All Guidelines

MENTORING SKILLS FOR SENIORVLOG

The SeniorVlog Mentoring Programme is combined with a structured training, delivered previously or during the mentoring sessions. This mentoring programme intends to be a complimentary and highly valued part of the SeniorVlog programme, aiming to accelerate the knowledge, but also to bring a closer support to senior adult learners, by an experienced mentor. It is not a classic IT training, but more practical process, in which proximity, closeness and relationship are key.

Mentors can be any person related to the topic of adult learning: they are not mandatory to be IT trainers or social educators, graduated or by experience. Mentors are required to possess a set of skills, most of all, they must have personal and social competences that they can use to make themselves available to the senior adult learner and to connect and engage with them. This is the most critical competence as mentoring relies on a personal connection. As such, coordinators of the mentoring programme need to address this set of skills to search for the most suitable people to become SeniorVlog Mentors (MPATH, 2016). The set of skills includes generic skills, such as communication, systemic awareness or resilience, and specific skills, as human centric, flexibility and non-judgemental (Figure 2).

FIGURE 2. SET OF SKILLS FOR MENTORS IN SENIORVLOG



The **generic skills** are present in many roles, including the one of trainer. For the mentoring programme, and based on previous mentoring programmes (MPATH, 2016) the skills are framed in:

- Communication – asking questions, speaking clearly, being assertive and empathetic, active listener;
- Resilience – looking into things with an objective sight, anticipating problems, looking for solutions, self-regulating emotions;
- Systemic awareness – seeing the broader context of the mentee, seeing beyond what mentee says, promoting a good environment for learning and development, respecting



others' perspectives and ideas, looks at vlogging and its process as the influence it may have on senior's life.

The specific skills are connected to a particular attitude that mentors need to have – with a focus on andragogy and a respect for collaborating with adult learners (not children). This is relevant for senior adult learners to thrive and move towards becoming digital content creators. These skills are described as:

- Human centric – caring for the process not the technology, looking for the person and the added value of the experience, encouraging for trying not for perfection, putting attention to the senior adult learner as a person (Illes, Platts & Wall, 2007);
- Flexibility – adjusting to changes, adapting to different requirements and contexts, moving from one task to another (Rosenblatt, 2011);
- Non-judgemental – avoiding stereotyping senior adult learners, moving away from ageism, acknowledging the ideas and feelings of mentees, non-critical nor limiting the progress and development (APA, 2023).

STAGES OF MENTORING

THE MENTORING CYCLE

Mentoring encompasses a 7-stage process for the relationship between mentor and mentee. Though there is a fixed presentation and description of the stages, there is no rigid box of stages: they can be happening at the same time, or mentor and mentee may go over one stage, not having completed the previous one.

TABLE 2. STAGES OF MENTORING

Stage	Snapshot
1. Get to know each other	Presentation of mentor and mentee
2. Step into the relationship	Creating trust
3. Current situation	Diagnosis
4. Goals and outcomes	Actions
5. Delivery, guidance, and support	The process itself, the motivational strategies and proximity support
6. Evaluation	What have we gained
7. Closure	Termination

The next sections are dedicated to preparing mentors for their role, including setting some strategies for each stage of the mentoring process. Bear in mind that these are generic strategies, and each mentor shall adapt and introduce the necessary flexibility to accommodate for the goals and profile of the mentee.

1. GET TO KNOW EACH OTHER

The goal of this stage is to both mentor and mentee to make a presentation about themselves, but that goes beyond simple name, age, profession. The purpose is NOT to conduct an interview, but rather to get into the lives of both and what they can share and bring into the relationship.

The most common strategies are conversational prompts or analysing image cards to dig into what each one thinks or feels. Going out on a walk in a park (nature) or have a less formal environment may help to break the ice.

Reference Tools: Agreement; Initial expectations and profile

2. STEP INTO THE RELATIONSHIP

Building the blocks for the relationship is a crucial stage. Trust in each other (mentor and mentee) is at the basis of the process. This trust does not happen at one time, and it may take some sessions (weeks...) for both mentor and mentee feel at ease with each other. The role of the mentor is to ensure that there is a safe and open space for the mentee and encourage this trust elements. Mentors may suggest some trust-building exercises such as inviting mentees to walk blindfold and being guided by mentors. Regardless these short-term actions, reliability throughout the time will prove to be a long-term strategy.

3. CURRENT SITUATION

The mentor needs to understand the details of the situation of the mentee: what he/she already knows about vlogging? What challenges or difficulties faced? What does he/she wants to do with the knowledge gained? Are there more technical needs or personal ones?

In assessing the current situation of the mentee is also important to recognise what types of equipment he/she has at home: PC, tablet, smartphone, etc; but also, the type of support he/she is receiving from their social support network (family, friends). If one is not acknowledged into a different activity, most likely one will not use the skills or practice the activity.

Reference Tools: Self-analysis/ Personal

3.1. RECOMMENDATIONS FOR SENIORVLOG MENTORS

The SeniorVlog Mentoring Programme stands out for its target group and its goal: to help create influencers of older people. There is a large market when we talk about influencers, however there is less knowledge and percentage of influencers when we talk about older people. In this way, and with the aim of boosting this whole learning and mentoring process, there are some recommendations that the mentor should consider.

Reference Tools: Recommendations for the mentor in the SeniorVlog

4. GOALS AND OUTCOMES

Fine-tuning goals; Defining measures to be taken; identifying obstacles; searching for solutions; continuous monitoring. Considering Kolb's theory on experiential learning, SeniorVlog Mentoring programme addresses its principles by focusing on the process (rather the technological devices and IT equipment), the prior experiences of learners, seeing the broad range of functions affected by learning (including emotions), acknowledging the person and its environment. The outcomes of SeniorVlog mentoring, though adapted and fitted to each senior adult learner, may pass over the conceptualization and active experimentation stages of Kolb's cycle (Kolb & Kolb, 2013).

Reference Tools: Action Plan

5. DELIVERY, GUIDANCE AND SUPPORT

Practical information, moving from the training contents to tips, recommendations and direct how-to's. This is often the stage which occupies most of the sessions, provided that previous stages are effective. During the mentoring sessions, mentor and mentee may address very concrete topics that are relevant for the mentee, for his/her life and process to try and become a vlogger and digital content creator: what will the senior do with the knowledge acquired; what do the senior wishes to talk about in vlogging; how to plan/ specific and real steps; among others. The contents of the mentoring sessions are very flexible, and mentee driven.

Reference Tools: Session record; 5-4-3-2-1 Grounding technique (5 senses); My legacy; What do I want from Vlogging? Steps to take in order to; Walkabout: triggering creativity

6. EVALUATION

Understanding if the mentoring process (each pair) has worked well and if it produced the planned outcomes, or what was the contribution of the mentoring to the achieved situation of the mentee. The evaluation also allows to understand the effectiveness of the mentoring programme.

Reference Tools: Final evaluation questionnaire (satisfaction and outcomes)

7. CLOSURE

Being a very close relationship, mentoring needs to plan a closure, an ending term for the relationship. This stage supports the relevance of mentoring, while avoiding for dependence and burnout. The closure of a mentoring process may be celebrated by the achievements reached together by mentor and mentee. Supervisors of the mentoring programme may also acknowledge the process and the results, by setting up a conviviality moment between all participants.

Reference Tools: Letter to myself

The sections below are divided into two main areas: the first one for printable tools that mentors can use to trigger their mentee's reflection and information, more specific for personal development matters; and the second one, for specific technological recommendations for situations in which the IT skills are more required or desired by mentees.

TOOLS FOR MENTORS

Many often a mentoring process is solely based on conversational situations between mentor and mentee. For some purposes, mentoring benefits from the use of tools, usually co-created and defined by design thinking methods. These tools serve as a basis to trigger the reflection and the discussion, enabling for better insight on the real issues.

Apart from the above, SeniorVlog encompasses a technical part, which might deviate the attention for the developmental part of the programme. Besides upskilling seniors in creating digital content, **the mentoring programme shall focus on the aspirational needs of seniors and their motivation to vlog**, as well as to setup a route for their future, working aspects such as legacy. The tools presented follow this rationale, though some of them are not mandatory for mentors.

1. Agreement
2. Session record
3. Initial expectations and profile
4. Action Plan
5. Self-analysis/ Personal
6. 5-4-3-2-1 Grounding technique (5 senses)
7. My legacy
8. What do I want from Vlogging? Steps to take in order to
9. Walkabout: triggering creativity
10. Letter to myself

To access or download the SeniorVlog tools and the mentoring evaluation, please visit the [official website](#).

RECOMMENDATIONS FOR THE MENTOR IN THE SENIORVLOG

SeniorVlog aims to empower older people with skills to be influencers through training and mentoring.

This mentoring process, as stated in this Mentoring Guidebook and recommendations for SeniorVloggers support, comprises a sequence of steps and all of them are important in the success of the mentoring process. Allied to this, it is also important to equip mentors with personal and group skills. That is, the development of this training and mentoring is intended for a specific target group, older people, who despite having some digital skills, does not mean that all people are at the same level of knowledge or have the same technical skills (Colombo, & Gonzalez, 2022).

- The mentor should make an analysis of the needs, interests and expectations of their mentee, to be able to guide the sessions effectively towards achieving the goals initially set.
- If possible, try to ensure that the mentee has some kind of support at home, in case they have any problems that they cannot solve during the online sessions or carrying out tasks independently.
- Mentee may become demotivated if the tasks are too complex, the mentor should adjust the tasks to his/her mentee. If necessary, provide availability to maintain more contact with the mentor in order to increase their engagement with the process.
- Ensure that materials for use by the mentor and mentee are suitable for both.
- Keep the focus on the objectives and legacy that the mentee wants, avoiding your cultural barriers.
- Make it clear to the mentee that this is an evolutionary process, and that the activities will increase in complexity as he/she become ready for them. There is a path to follow to reach the final goal, this process should be outlined, and feedback given.
- If you experience any difficulties, you should inform the coordinator.

1) The process refers to the way in which the programmatic contents of the training are presented, the way in which we transmit the information we want to pass on.

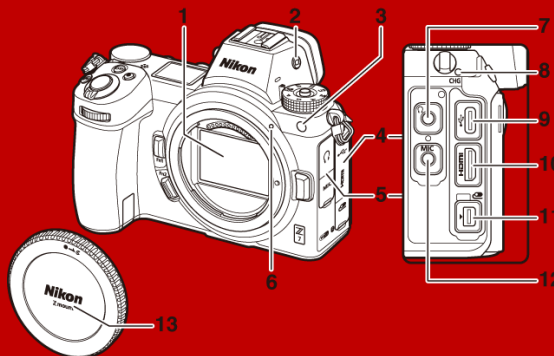
It should be easy to understand, in clear and simple language, with illustrative visual images.

i.e.: To accomplish a task, such as starting a shoot, several steps are required:



1. Make sure the camera has a battery;
2. Check Memory Card;
3. Free space on the memory card;
4. Filming conditions: space and noise;
5. Press the power button;
6. Press the shoot button;

As much as these steps are intuitive for the mentor it is necessary to take into consideration our mentee and assist in all the steps, tailor the mentoring to the person we have in front of us and their technical and personal skills.



2) Technology is the set of techniques, skills, methods and processes used in the production of goods or services. The Mentor should be prepared for the possibility that the mentee has no daily contact with technologies other than the smartphone. On the other hand, the mentee may be familiar with several technologies, computer, tablet, smartphone, cameras, camcorders, smartwatches, among others.

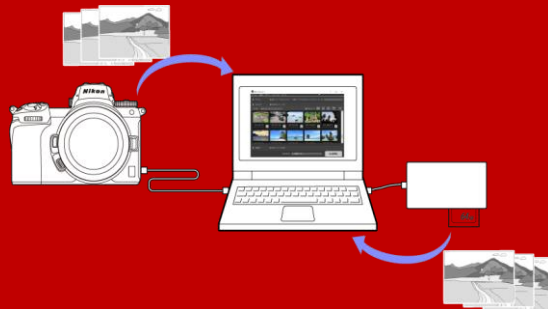


However technological the devices are, the knowledge required to use them is different.

Using a computer in everyday life as a social tool or time occupation is not the same as using a camera.

We may have older people who are familiar with using analogue cameras but not with digital cameras. The analogue camera uses photographic film to capture the image, the photograph remains stored on the film, in negative, and for the photograph to be seen it is necessary to develop the film, while digital cameras store photographs (and videos) on memory cards. For people this small process change can be initially difficult to understand, even with the adaptation to taking images and film through a memory card.

The same goes for digital devices such as smartphones and tablets - many older people find it easier to handle a smartphone.



Mentors should take into consideration the subjects that mentee have and tailor the mentoring to them and their knowledge.

Besides the objects that the senior may have (camera, computer, etc), the mentor may also notice a difficulty beyond technical skills, the personal skills and self-confidence:

Many older people believe that they cannot keep up with technological developments "I am too old to apprehend", "I used to know how to use this equipment, today I can't"

Many older people may be frustrated at not being able to retain all the information or understand what is being asked of them, the mentor plays an important role in motivating and increasing the older person's sense of belonging to social inclusion:

At the beginning of each session, it is important to ask what topics were discussed in the previous session and to remind the older person again of the key steps, as many times as necessary, making sure that the older person has understood.

Older people can have difficulty retaining information, so with each exercise or task performed, reinforce the steps you have taken until you are sure the person has understood the information.

Ask the older person at home, when they are doing content for the session or what they want to do, to write down any difficulties they have and what they already know. The mentor should try to find out where the difficulty is in the learning process and which steps are causing the most trouble so that the mentor can help the older person overcome the difficulty.

Many older people may be reluctant to watch a graphic film rather than a video. The mentor should be aware of this and use their own knowledge, motivate him/her by sharing knowledge and adapt this to the current reality, so that the older person can understand the evolution and be an active member in following this evolution.



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