PROGRAM INFORMATION

The ELEMENT mentorship program offers caring support, best practice sharing, experiential learning, advice, and direction from key leaders to help mentees become better colleagues and emerging health leaders. The program will make better leaders, improve performance, and ensure each participant achieves specific learning goals. The program rolls out for 12-months. Based on other similar programs, it is recommended to have at least 1-3 hours meetings every month. There will be regular check-ins and program evaluation (and correction if required) throughout the 12-months – constantly reviewing goal achievement, success stories, and satisfaction of both parties. Elements of program evaluation may include:

- Overall quality of experience and interactions with the mentee, summits, etc.

- Contribution to professionalism, communication, and leadership skills

- Personal self-reflection

- Ability to gauge the needs of others and oneself

Summits:

Depending on the time, availability, and convenience of mentors and mentees, one to two summits will be held during the program.

GUIDING FRAMEWORKS

The methodology and interactions between the mentor and mentee are not prescribed; instead, this handbook provides a general guideline for participants detailing areas to cover. In addition to the frameworks and competencies outlined in Appendix A and B, elements such as responsibilities, expectations, career trajectory, interpersonal skills, specialized skill development, and deficiency reviews are areas that could be covered.

STAGES OF A MENTORING RELATIONSHIP

1. Building the Relationship

In this phase, the mentor and mentee get to know each other, establish trust, and develop confidentiality agreements and a communication schedule. Backgrounds, experiences, interests, and expectations are typically discussed during the first meeting.

Potential topics to discuss in the first meeting:

- Mentee skills, past experiences, key challenges they are facing, etc.

- Mentoring relationship in the past, and how it has benefited the mentee

- Preliminary goals for the mentoring relationship.

2.   Exchanging Information and Setting Goals

During this phase, the relationship and trust will deepen between mentors and mentees. As mentors and mentees typically discuss a great variety of issues and challenges, setting specific goals for the mentorship is essential to gain clarity on how to get the most out of this relationship. Mentors should encourage their mentees to understand their goals through discussion and sharing more information. The goals are then written down specific steps are set toward achieving these goals Appendix C. Goal achievement is checked periodically as a way of re-focusing and measuring progress.

3.   Working Towards Goals/Deepening the Engagement

This is typically the longest phase, where the mentor and mentee work towards achieving their goals through conversation, sharing written materials, etc. This phase is marked by openness and trust, meaningful discussion, and the application of new insights and approaches. The mentee might need ongoing encouragement at this stage and, at the same time, maybe challenged to think in new ways or approach a problem differently.

Potential discussion topics

- Progress toward goals achievement.

- Benefits of the relationship up to this point.

- How the mentorship is helping in achieving the goals.

- Adjustments or changes, if any, are needed in the goals or the relationship.

4.   Ending the Formal Mentoring Relationship and Planning for the Future

During this stage, planning for the mentees' continued success is balanced with bringing the formal mentoring relationship to a close. Mentors and mentees should work to identify the type of support that the mentee may need in the future. Mentors may connect mentees with other mentors who can provide additional benefits to them.

Final discussion points:

- Reflecting on accomplishments, challenges, and progress towards goals.

- Discussing whether the relationship will continue informally.

- Expressing thanks and best wishes

Appendix A

LEADS Framework

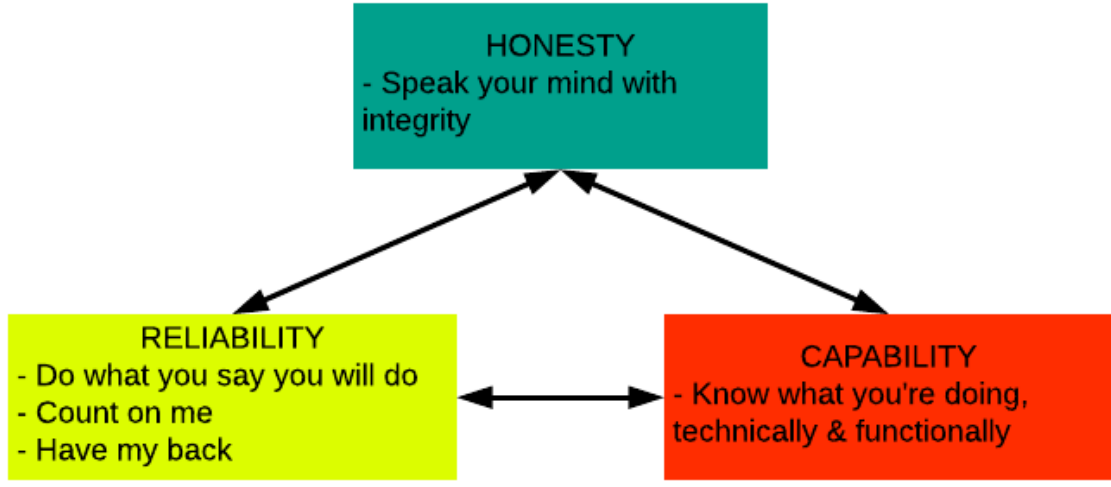| Domain	Description
Lead self	Leaders are self-aware, manage, and develop self, demonstrate character, and know their own strengths, abilities, and values. These are personal capabilities that leaders employ to address change dynamics.
Engage others	Leaders foster development of others, contribute to the creation of a healthy/high-quality organization, and promote effective communication and teamwork. The link with Develop coalitions shows the value in working relationships that have common direction, goals, and values.
Achieve results	Leaders set direction, strategically align direction with vision, mission, and values, take actions to implement decisions and assess and evaluate outcomes. This is the product of both personal and strategic processes in leading change.
Develop coalitions	Collaborative leaders build internal and external relationships and networks to create results, mobilize knowledge, demonstrate commitment to service, and navigate the sociopolitical environments.
System transformation	Successful leaders demonstrate a strategic set of capabilities to address change dynamics, including critical thinking, innovation, and orienting strategically to the future.

ACHE Mentorship Competencies

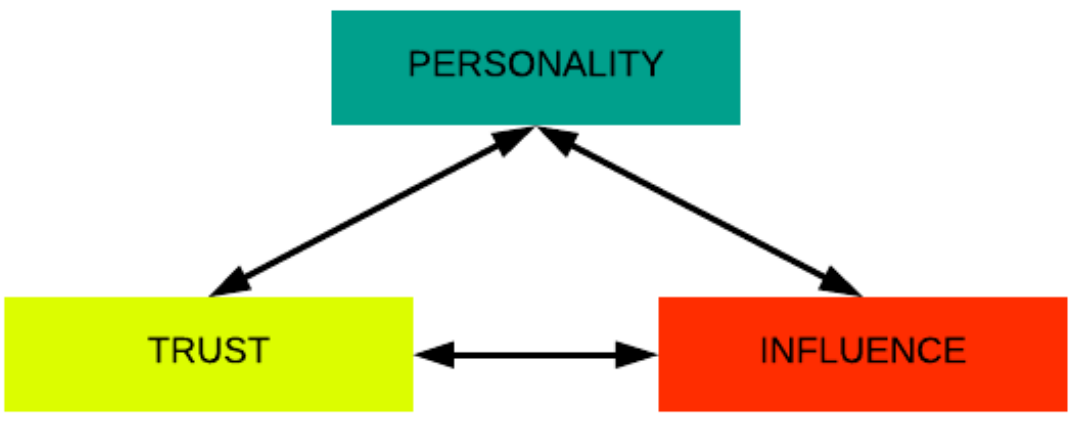| Competency Categories	Competencies
Communication and Relationship Management	Relationship management Communication skills Demonstrate effective interpersonal relations Build networking and collaborative relationships
Leadership	Leadership skills and behavior Organization climate and culture Communicating vision Managing change Cultural competency
Professionalism	Personal and professional accountability Professional development and lifelong learning Contributions to the community and profession
Business Skills and Knowledge	General management of time, resources, materials

Appendix B

RELATIONSHIP TRUST TRIANGLE
Seeking trusting relationships require:

HONESTY
- Speak your mind with integrity

RELIABILITY
- Do what you say you will do
- Count on me
- Have my back

CAPABILITY
- Know what you're doing, technically & functionally

Triangle
Strategies

LEADERSHIP TRIANGLE

PERSONALITY

TRUST

INFLUENCE

Triangle
Strategies

Appendix C

Mentoring Goal Form

What do you want to achieve through engaging in a mentoring relationship?

For each goal fill out the following form:

- <u>Benefits to you</u>:

- <u>Benefits to your program/organization/community</u>:

- <u>Potential barriers to success</u>:

- <u>Resources/Support needed to achieve goal</u>:

- <u>How progress will be measured</u>:

References

1. "LEADs Leadership Capabilities Framework." Accessed December 12, 2018. https://leadscanada.net/uploaded/web/Resources/LEADS_Corporate_Brochure_2016_final .pdf.
2. "MENTORING GUIDE: A Guide for Mentors." Accessed December 5, 2018. www.cfhl.org.
3. Shaikh, Aliya, Layla AlTurabi, and Daniel J. West. "Developing a Successful Master of Health Administration Student Mentor-Mentee Program." *The Health Care Manager* 35, no. 1 (2016): 47–57. https://doi.org/10.1097/HCM.0000000000000091.