



# **ELEMENT PROGRAM**

## **Mentee Handbook**

*“Mentoring is a means to an end, not an end.”*

Robert Zed

Triangle Strategies Ltd.

# ELEMENT Mentee Handbook

## 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 focus on making better leaders, improving performance, and ensuring each participant establishes and achieves specific learning goals.

The program rolls out over a period of 12-months. There will be six meetings over the 12-month period. In addition to the summits, meetings between the mentor and mentee will be established between both parties.

Based on other similar programs, the following program guidelines are recommended:

- Expected communication at least once a month
- 1-3 hours of contact per 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 mentor, summits, etc.
- Contribution to professionalism, communication and leadership skills
- Personal self-reflection
- Ability to gauge the needs of others and oneself

### Summits:

- *Introductory Summit:* This summit will be held after the mentor-mentee matches are completed to kick off the ELEMENT program. This is a 2-hour session where all mentors and mentees will gather to review the program, meet each other and launch the formal relationships.
- *virtual Mid Term Summit:* Best practice sharing event and student presentations.
- *Final Summit:* A capstone summit with the potential for a speaker. This summit will cap off the year-long program, and review achievements and success stories throughout the program.

## GUIDING FRAMEWORKS

The methodology and interactions with the mentor and mentee are not prescribed; rather this handbook provides a general guideline for participants detailing areas to cover.

In addition to the frameworks and competencies below, elements such as responsibilities, expectations, career trajectory, interpersonal skills, specialized skill development, and deficiency reviews are areas that should be covered for each student.

### LEADS Framework<sup>1</sup>

LEADS Domain	Description of Domain
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<sup>2</sup>

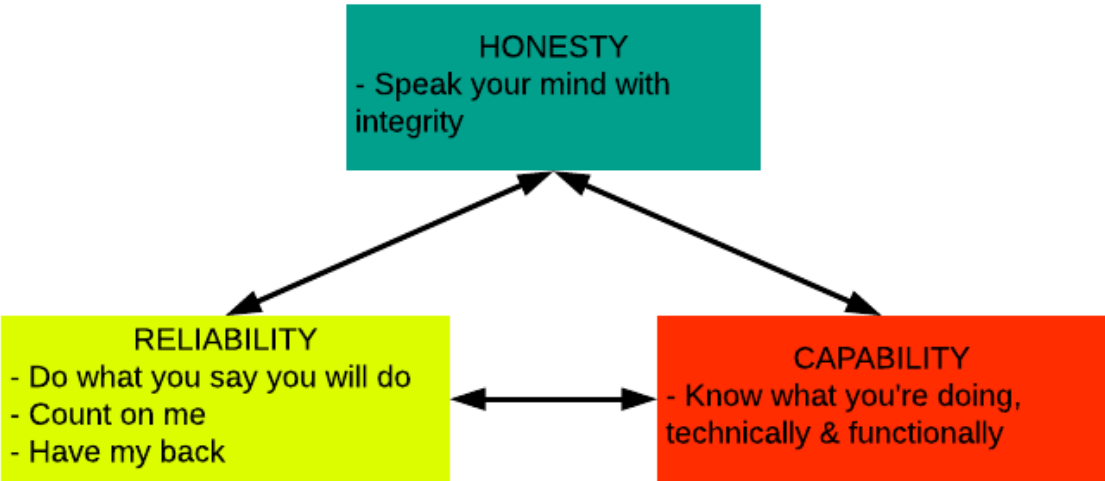
Competency Categories	Competencies
Communication and Relationship Management	<ul style="list-style-type: none"> <li>- Relationship management</li> <li>- Communication skills</li> <li>- Demonstrate effective interpersonal relations</li> <li>- Build networking and collaborative relationships</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>- Leadership skills and behavior</li> <li>- Organization climate and culture</li> <li>- Communicating vision</li> <li>- Managing change</li> <li>- Cultural competency</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>- Personal and professional accountability</li> <li>- Professional development and lifelong learning</li> <li>- Contributions to the community and profession</li> </ul>
Business Skills and Knowledge	<ul style="list-style-type: none"> <li>- General management of time, resources, materials</li> </ul>

<sup>1</sup> "LEADs Leadership Capabilities Framework."

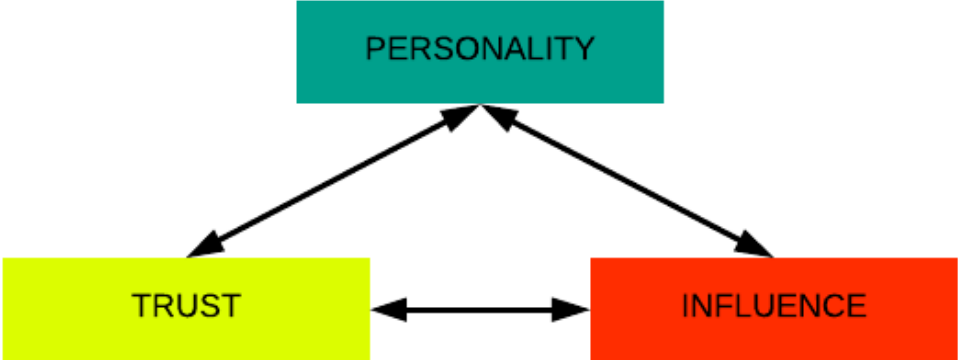
<sup>2</sup> Shaikh, AlTurabi, and West, "Developing a Successful Master of Health Administration Student Mentor-Mentee Program."

**RELATIONSHIP TRUST TRIANGLE**

Seeking trusting relationships require:



**LEADERSHIP TRIANGLE**



## KEY MENTOR SKILLS<sup>3</sup>

### 1. Listening Actively

Establishes rapport and creates a positive environment that permits open communication. You'll grasp what your mentor teaches you, and you'll make them feel especially valued.

- Show interest in what your mentor is saying and reflect back important aspects of what they said to show understanding

### 2. Building Trust

You will increase trust by keeping your conversations and other communications with your mentor confidential, honoring scheduled meetings and calls, consistently showing interest in the mentoring relationship, and being open and honest.

### 3. Determining Goals

Reflect on your career, personal vision, and goals and share these with your mentor. It is likely they'll ask you about them. In addition to your career and personal goals, you'll also want to set goals for the mentoring relationship.

You'll develop your capacity for achieving goals by doing the following:

- Knowing what your goals and priorities are;
- Understanding your strengths, weaknesses, successes and challenges;
- Helping your mentor understand your responsibilities and the context in which you work; and
- Discussing actions that you've taken in your career, explaining your rationale, and inviting feedback

### 4. Encouraging

You'll find your mentor will offer encouragement and support for the challenges you face. You can contribute to a mutually encouraging, supportive relationship by:

- Expressing appreciation;
- Letting your mentor know how you've benefited from the mentoring relationship;
- Pointing out concrete examples of how you've utilized their guidance and input

### 5. Learning Quickly

Mentors are highly motivated by mentees who learn quickly and well. You can demonstrate this by:

- Asking appropriate questions to clarify what your mentor is teaching or suggesting;
- Applying the information and strategies they have to offer and reporting back on how you made the applications;
- Pursuing useful learning opportunities and resources on your own; and
- Going beyond what your mentee suggests – taking their ideas and showing creative and ambitious ways of using them

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<sup>3</sup> "MENTORING GUIDE: A Guide for Protégés."

## 6. Managing the Relationship

As a mentee, you should take the lead in managing the mentoring relationship. This includes scheduling meetings, determining their focus, and paying attention to the relationship itself.

You can manage the relationship by:

- Scheduling your mentoring meetings well in advance and proposing an agenda before each one; and
- Checking with your mentor on their satisfaction with the pacing, focus, and content of your relationship as well as any relationship issues the two of you should address

## STAGES OF A MENTORING RELATIONSHIP<sup>4</sup>

### 1. Building the Relationship

In this phase, mentor and mentee get to know each other and begin to establish trust.

During the first meeting, discuss backgrounds, experiences, interests and expectations. You will also make agreements about confidentiality and the frequency of contact; it is important to establish a schedule for communicating regularly.

*Topics to focus on:*

- Tell your mentor about yourself, your skills, past experiences, key challenges you are facing, etc.
- If you've had any mentoring relationship in the past, how have you benefited from these relationships?
- Your preliminary goals for the mentoring relationship

### 2. Exchanging Information and Setting Goals

During this phase, you will exchange more information and set goals. Your relationship and trust will deepen.

By exchanging information, you will gain insight into the goals you hope to achieve through the mentoring experience. For example, you may wish to improve your skills in a particular area. Alternatively, you may seek your mentor's guidance on a major decision or change. Mentors and mentees typically discuss a great variety of issues and challenges.

Goals are helpful because they help you see beyond your day-to-day demands and help you gain clarity on how to get the most out of the mentoring relationship. Write down and discuss your goals for the mentoring relationship (see Appendix 1). Refer back to your goals periodically as a way of re-focusing on goals and measuring progress.

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<sup>4</sup> "MENTORING GUIDE: A Guide for Protégés."

### 3. Working Towards Goals/Deepening the Engagement

This is typically the longest phase, where you work towards achieving your goals through conversation, sharing written materials, etc. This phase is marked by openness and trust, meaningful discussion, and application of new insights and approaches. Your mentee needs ongoing encouragement at this stage. You may find your mentor challenges you to think in new ways or approach a problem differently.

#### *Potential discussion points:*

- Progress toward your goals, what has worked, what hasn't and why. What are the next steps or alternatives?
- What are the benefits of the relationship up to this point? How is your mentor helping you achieve your goals?
- What changes do you see in yourself and in the way you approach your work as a result of the mentoring relationship?
- What kinds of adjustments or changes, if any, are needed in your goals or in the relationship?

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

During this stage, planning for your continued success is balanced with bringing the formal mentoring relationship to a close. Work with your mentor to define the types of support you may need in the future.

#### *Final discussion points:*

- Reflecting on accomplishments, challenges and progress towards goals;
  - o What will you remember most about the relationship?
  - o What challenges lie ahead?
- Exploring other types of support you may still need;
- Discussing whether the relationship will continue informally and how you will implement that; and
- Expressing thanks and best wishes

## MENTORING BEST PRACTICES<sup>5</sup>

1. Think of your mentor as a “learning facilitator” rather than the person with all the answers. Be open to using a variety of resources and discussing your findings with your mentor.
2. Seek discussion and input rather than advice. Look to your mentor to help you think more broadly and deeply.
3. Apply the knowledge shared with you and discuss its application.
4. Be open to your mentor’s efforts to help you see alternative interpretations as well as approaches to decisions and actions.
5. Remember that you are responsible for your own growth. If your mentor’s style leans toward managing the relationship and directing your development, speak up diplomatically and maintain control.
6. Be receptive to receiving constructive feedback.
7. Ask your mentor to share with you successful strategies and resources he or she has used in the past that could apply to the challenges you face.
8. Enjoy the mentoring experience. Know that the energy you invest will likely have a significant impact on your development. Your mentor will also grow from the experience.

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<sup>5</sup> “MENTORING GUIDE: A Guide for Protégés.”



## Appendix

### Appendix 1 – Mentoring Goal Form

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

#### **GOAL 1:**

Benefits to you:

Benefits to your program/organization/community:

Potential barriers to success:

Resources/Support needed to achieve goal:

How progress will be measured:

**GOAL 2:**

Benefits to you:

Benefits to your program/organization/community:

Potential barriers to success:

Resources/Support needed to achieve goal:

How progress will be measured:

**GOAL 3:**

Benefits to you:

Benefits to your program/organization/community:

Potential barriers to success:

Resources/Support needed to achieve goal:

How progress will be measured:

## References

- “LEADs Leadership Capabilities Framework.” Accessed December 12, 2018.  
[https://leadscanada.net/uploaded/web/Resources/LEADS\\_Corporate\\_Brochure\\_2016\\_final.pdf](https://leadscanada.net/uploaded/web/Resources/LEADS_Corporate_Brochure_2016_final.pdf).
- “MENTORING GUIDE: A Guide for Protégés.” Accessed December 15, 2018. [www.cfhl.org](http://www.cfhl.org).  
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>.