



ELEMENT PROGRAM

Mentor Handbook

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

Robert Zed

Triangle Strategies Ltd.

ELEMENT Mentor 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 half day summit with 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 Framework¹

| 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 Competencies²

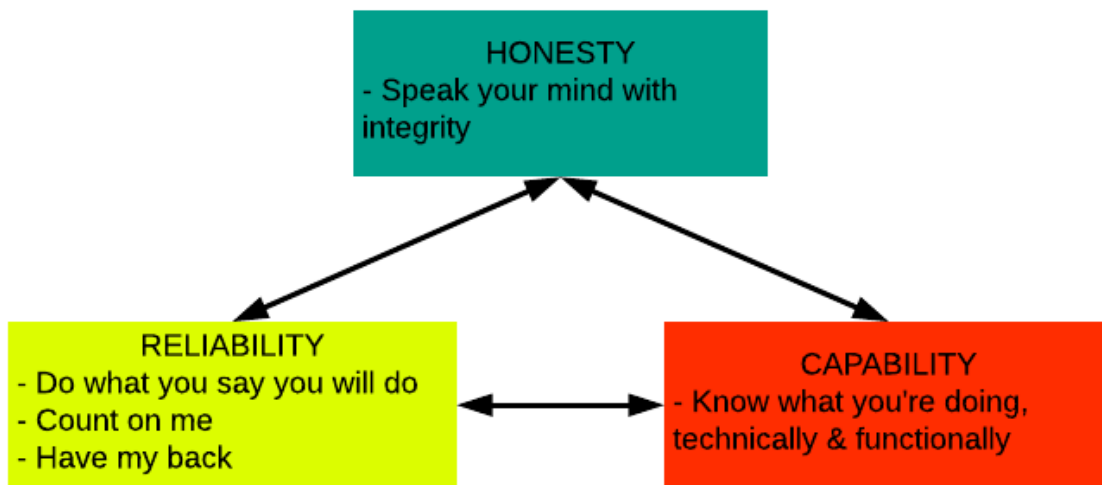
| Competency Categories | Competencies |
|---|--|
| Communication and Relationship Management | <ul style="list-style-type: none"> - Relationship management - Communication skills - Demonstrate effective interpersonal relations - Build networking and collaborative relationships |
| Leadership | <ul style="list-style-type: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

¹ "LEADs Leadership Capabilities Framework."

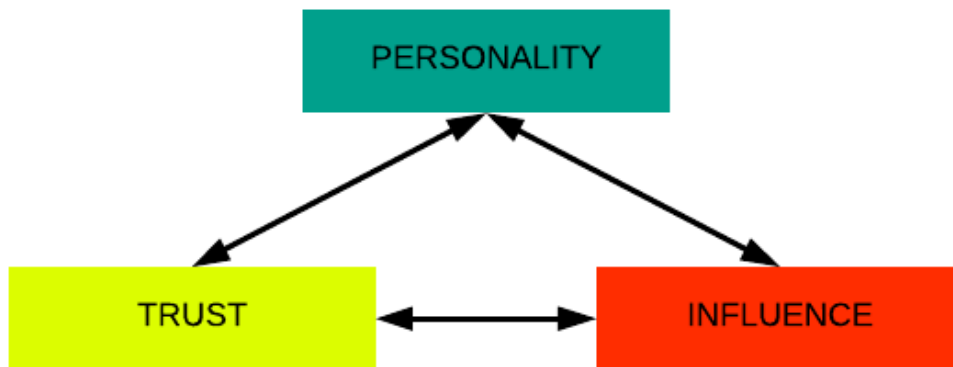
² Shaikh, AlTurabi, and West, "Developing a Successful Master of Health Administration Student Mentor-Mentee Program."

RELATIONSHIP TRUST TRIANGLE

Seeking trusting relationships require:



LEADERSHIP TRIANGLE



STAGES OF A MENTORING RELATIONSHIP

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.

Potential guiding questions:

- Tell me more about yourself, your skills, past experiences, key challenges you are facing, etc. (begin by reflecting back a few of the key experiences and interests they expressed during the first meeting.)
- Have you had a mentoring relationship in the past, and how have you benefited from this relationship?
- What are some of your preliminary goals for our 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.

Goal Setting:

- By exchanging information, you will gain insight into the mentees hopes to achieve through the mentoring relationship
- Goals can be helpful as they help the mentee gain clarity on how to get the most out of the mentoring relationship. Encourage the mentee to share their goals with you.
- Goals are achieved through action – help your mentor to problem solve steps toward achieving their goals.
- Remind your mentee to refer back to their goals periodically as a way of refocusing and measuring progress. Referring to the goals regularly is also a good way for you to know if you are helping them achieve the goals.

3. Working Towards Goals/Deepening the Engagement

This is typically the longest phase, where you will help your mentee work towards achieving their 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 also feel comfortable enough to challenge them to think in new ways or approach a problem differently.

Potential discussion points:

- Tell me about your progress toward your goals.
- What are the benefits of the relationship up to this point? How am I helping you achieve your goals?
- What changes do you see in yourself and how 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 our relationship?

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

During this stage, planning for the mentees continued success is balancing with bringing the formal mentoring relationship to a close. Work with your mentee to define the types of support they may need in the future. You may want to connect them with additional colleagues who can provide benefits other than those provided by you.

Final discussion points:

- Reflecting on accomplishments, challenges and progress towards goals;
 - o What will your mentee remember most about the relationship?
 - o What challenges lie ahead for them?
- Exploring other types of support they 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

1. Think of yourself as a “learning facilitator” rather than the person with all the answers. Help your mentee find people and other resources that go beyond your experience and wisdom on a topic.
2. Emphasize questions over advice giving. Use probes that help your mentee think more broadly and deeply. If they talk only about facts, ask about feelings. If they focus on feelings, ask them to review the facts. If they seem stuck in an immediate crisis, help them see the big picture.
3. When requested, share your own experiences, lessons learned, and advice. Emphasize how your experiences could be different from their experiences and are merely examples. Limit your urge to solve the problem for them.
4. Resist the temptation to control the relationship and steer its outcomes; your mentee is responsible for their own growth.
5. Help your mentee see alternative interpretations and approaches.
6. Build your mentee’s confidence through supportive feedback.
7. Encourage, inspire, and challenge your mentee to achieve their goals.
8. Help your mentee reflect on successful strategies they have used in the past that could apply to new challenges.
9. Be spontaneous now and then. Beyond your planned conversations, call or e-mail “out of the blue” just to leave an encouraging word or piece of new information.
10. Reflect on your mentoring practice. Request feedback.
11. Enjoy the privilege of mentoring. Know that your efforts will likely have a significant impact on your mentee’s development as well as your own.

References

- “LEADs Leadership Capabilities Framework.” Accessed December 12, 2018.
https://leadscanada.net/uploaded/web/Resources/LEADS_Corporate_Brochure_2016_final.pdf.
- “MENTORING GUIDE: A Guide for Mentors.” Accessed December 5, 2018. 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>.