School of Health Administration
Executive in Residence Program

ELEMENT PROGRAM HANDBOOK

Updated Oct 2025

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 develop leaders, improve performance, and ensure each participant achieves specific learning goals. The length of the program is 12 months running January 1 to Dec 31 each year and it is recommended that mentees and mentors have at least 1 hour of meetings each month. The program includes regular check-ins and program evaluation (and correction if required) throughout the duration to promote 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

THE LAUNCH SUMMIT

The Launch Summit will occur at the beginning of the program year in **January 2026** and is mandatory for all participants. Details will be communicated prior to the Winter Break.

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 within the mentoring relationship.

STAGES OF A MENTORING RELATIONSHIP

There are 4 stages to this 12 month mentoring program:

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, and other areas they wish to develop
- Mentoring relationships in the past and how they have 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 wide range of issues and challenges, setting specific goals for the mentorship is essential to gain clarity on how to fulfil expectations and fully utilize the opportunity. Mentors should encourage their mentees to understand and further their goals through discussion and information sharing. Goals should be documented and steps to achieve such goals should be developed. Goal achievement is to be evaluated periodically as a way of re-focusing and measuring progress.

3. Working Towards Goals/Deepening the Engagement

This is typically the longest phase. At this point, the mentor and mentee work towards achieving their goals through conversation, sharing written materials, or other coaching and mentoring. This phase is marked by openness and trust, meaningful discussion, and the application of new insights and approaches. The mentee may require ongoing encouragement at this stage and, at the same time, may be challenged to think in new ways or approach a problem differently.

Potential discussion topics:

- Progress towards the achievement of goals
- The role of the mentorship relationship in the achievement of goals
- Benefits of the relationship thus far
- Adjustments or changes (if any) that are needed in terms of goals or the relationship

4. Capping 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:

- Reflect on accomplishments, challenges, and goal achievement
- If the relationship will continue on an informal basis
- Express 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 to foster the 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 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.

CCHL 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, and materials.

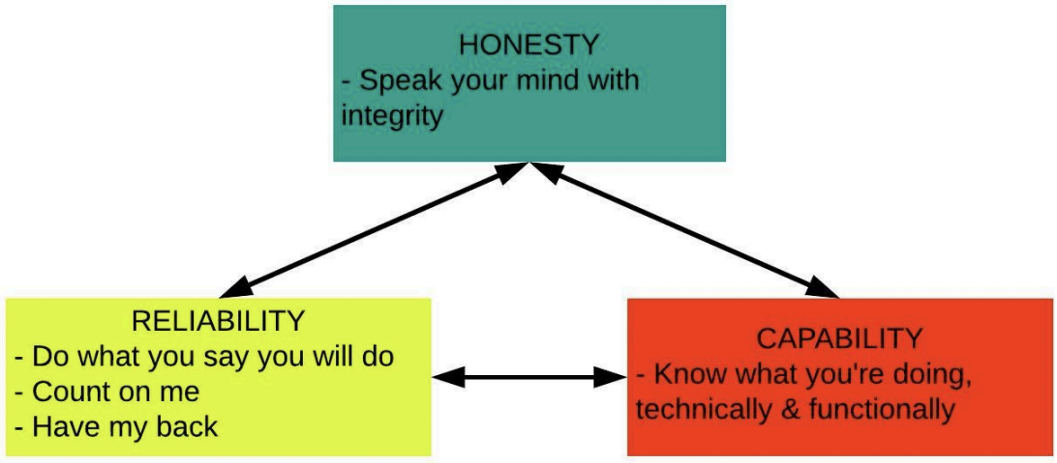
CCHL Strategic Plan

Values	Description
Compassion	Committed to responsive and compassionate support
Inclusion	Promote inclusive, respectful, and ethical practices
Collaboration	Innovation through collaboration and partnership
Accountability	Accountable to our peers and the public we serve
Trust	Be a trusted ally, convenor, and voice
Courage	Think differently and act with courage

Appendix B

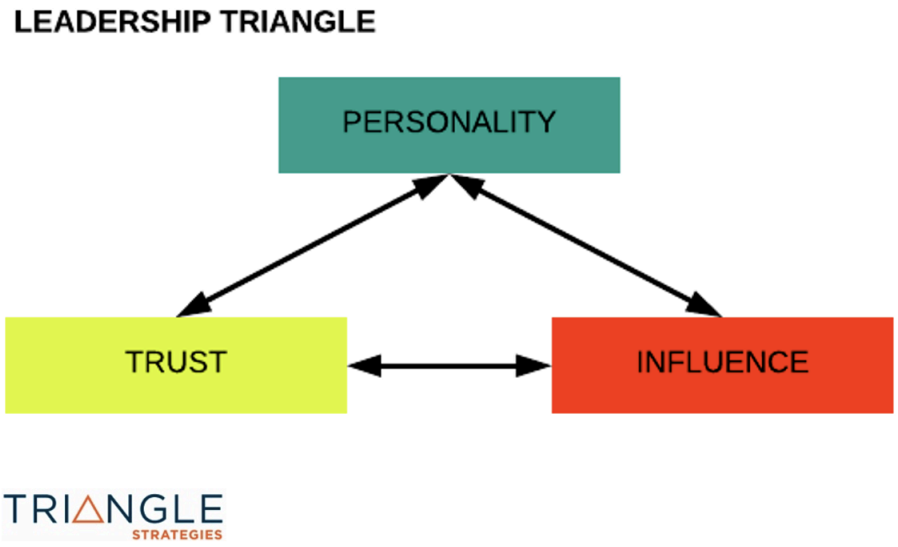
RELATIONSHIP TRUST TRIANGLE

Seeking trusting relationships require:



TRIANGLE STRATEGIES

Appendix C



TRIANGLE STRATEGIES

Appendix D

Mentoring Goal Form

Develop three primary goals that outline what you aim to achieve in a mentoring relationship. For each goal, fill out the following form:

- Benefits to you:

- Benefits to your program/organization/community:

- Potential barriers to success:

- Resources/Support needed to achieve goal:

- How progress will be measured:

Appendix E

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.