

ACHE-MT

Mentorship Program

2020

Protégé Information

Table of Contents

1) Program Description.....	3-4
a. Purpose	
b. Administration	
c. Mentor/Protégé Responsibilities	
2) What is a Mentor?	5
3) Roles/Benefits/Pitfalls for a Mentee.....	5-6
a. Potential Benefits	
b. Characteristics of a mentee	
4) Possible Topics of Discussion.....	7
5) Frequently Asked Questions (FAQ's).....	7
6) Communication Technique Tips.....	8
a. Types of High-Gain Questions	
b. Feedback	
7) Mentoring Relationship Development Stages.....	9
8) Optional Resource: Mentor/Mentee Relationship Agreement.....	10

PROGRAM DESCRIPTION

Purpose:

The purpose of the mentorship program is to assist students and early healthcare careerists in their growth and development. The intention is to motivate students and healthcare careerists to be active members of ACHE at the national and local level throughout their career.

For mentors, the purpose is to allow them the opportunity to share their wisdom, insights, and experiences to give back to the profession. Mentoring also provides the opportunity for more experienced healthcare leaders to enhance their coaching skills by developing talent in others.

Administration:

1. The Mentorship Program Committee will administer the program with assistance from membership. The program will be administered as follows:

Mentors

Throughout the year, the Committee will solicit mentors through email requests and at Chapter events.

Criteria for mentor participation

- Membership in ACHE and a current member of the Middle TN chapter.
- A position as Vice-President, Sr. Executive, or Director in his/her organization OR a minimum of five years of healthcare management experience and be a Fellow.
- Willingness to help develop students or early healthcare careerists.

Protégés

Throughout the year, the Committee will solicit protégés through email requests and at Chapter events.

Criteria for protégé participation

- Student Associate membership status or current member of the Middle TN chapter.
- Less than five years of healthcare management experience.
- Willingness to develop professionally.

2. The Committee will match mentors and protégés based on responses to the Mentor/Protégé Questionnaires received.
3. The mentoring relationship will last either 4, 6, or 12 months, depending on the mutual preferences of the mentor and protégé. Each timeframe has the following requirements:

Mentorship Timeframe	Meeting Suggestions
4 Months	2 meetings per month (recommended)
6 Months	1-2 meetings per month (as needed)
12 Months	1 meeting per month

*Recognition points received for a year-long mentoring relationship

Mentor/Protégé Responsibilities:

By electing to participate in the program, the **mentor** agrees to:

- Meet with the protégé on a regular basis in accordance with the timeframe established for their relationship.
- Be accessible to the protégé (phone, e-mail, etc.).
- Support and encourage the protégé's advancement in ACHE and in their professional growth.
- Serve as a resource person for updating and refining the protégé's managerial knowledge and skills.
- Offer input and guidance for career opportunities. □ Inform the Chairs of any concerns or questions.

By electing to participate in the Program, the **protégé** agrees to:

- Initiate mentorship meetings with their mentor.
- Be accessible and flexible in scheduling face-to-face meetings with their mentor.
- Be professional and prompt.
- Be open to advice.
- Inform the Chairs of any issues or concerns.

For questions regarding the Program, please contact representatives of the Career Advancement Committee or by emailing: info@achemt.org

WHAT IS A MENTOR?

Mentoring or advising is a form of dynamic learning. It involves two people with a commitment to assisting each other in furthering their professional careers. One constant in discussion help with successful individuals is that, almost without exception, they had an advisor or mentor. Making the decision to mentor another individual is a conscious decision to return your profession some sort of expert advice that you may have been given or acquired in the pursuit of your personal career objectives.

Protégé's are expected to be proactive in seeking a mentor and in having set objectives and goals for the relationship. While a mentor offers the gifts of knowledge and experience, the protégé has the responsibility for taking full advantage of that knowledge by internalizing it, putting it into action, and ultimately for passing it on.

The mentor-protégé relationship is open-ended. As career paths change and professionals move on, the relationship will transition to another level and hopefully result in an enduring friendship. By definition, a mentorship relationship is one that fosters growth in both parties so is a relationship that is destined to end, at least in the formal mentoring sense.

ROLES, BENEFITS AND CHARACTERISTICS OF A MENTOR

A mentor is:

- A person who is willing to share their assessments, viewpoints, and life experiences with you, to help you succeed.
- A person you can “bounce ideas” off, before you take the risk of going public with them.
- A person that you can assist by sharing your areas of expertise.

A mentor is **not**:

- A person who is going to get you a job.
- A person who is going to give you all of the answers you need to be successful.
- A personal counselor to deal with areas of your personal life outside of your career.

Potential Benefits:

1. Accelerated transfer of attitudinal, technical and behavioral skills that are extremely difficult to acquire on one's own
2. Opportunity to direct one's development
3. Increased motivation and satisfaction in one's work.
4. Focused development plans with less risk of failure and high probability for success
5. Greater, broader knowledge base
6. Ease of access to resources and networking opportunities
7. Exposure to decision making and leadership styles of more senior managers
8. Greater self-confidence and self-esteem
9. Increased productivity and effectiveness

Characteristics of a Protégé/Mentee:

- Willingness to learn
- Genuine concern for his/her development
- Open attitude toward the mentor's comments, suggestions, and feedback
- Arranging sufficient time to participate in the relationship
- Easy to reach and contact
- Ability to keep commitments
- Desire to grow and plan a long-term career
- Accept responsibility for own growth and development
- Be realistic as to expectations, current competence and potential
- Initiate and direct the mentoring process
- Define current skill level, identify "gaps", and target key skills/knowledge for development through mentoring
- Monitor and track own progress and keep the mentor apprised
- Ask questions about mentor's career and experiences
- Be proactive and energetic
- Seek out exposure to different ideas and approach and evaluate the value of each
- Respect confidentiality of information
- Be open, honest and direct with the mentor □ Accept feedback in a non-defensive manner
- Respect the time of the mentor and always be prepared
- Recognize style differences and adapt accordingly
- Take responsibility for "health" of the relationship

POSSIBLE TOPICS OF DISCUSSION

- Developing a personal leadership style
- Greatest mistakes to avoid
- Most helpful learning experiences
- Handling/managing disagreements with senior leadership
- How to manage physician engagement and relationships
- Working with donors/investors
- Financial management of healthcare organizations
- How to build your team
- Special considerations for female leaders
- Developing particular organizational cultures including: culture that supports and develops talent; openness, honesty, and collaboration
- Managing change

FREQUENTLY ASKED QUESTIONS (FAQ'S)

What do we need to cover in the first meeting?

Your first contact should be certain to include answers to questions concerning the following:

- How will you make contact? Phone, email, face-to-face?
- How frequently will you have scheduled meetings?
- How long should you plan for when scheduling meetings?
- What are each partner's expectations regarding confidentiality?
- When will you meet next?

Where do I meet with my mentor/protégé?

Mentors and protégé's are invited to meet wherever it is convenient and comfortable.

I'm out of town with my job at least 3 days a week, how can I make mentoring work for me without disappointing my protégé?

Let your protégé know you will be out of town for duration of time. Instead of face-to-face meetings, let your protégé know you will be getting in touch via e-mail, phone, or web conferencing (Skype, Googlehangouts, WebEx).

What if we just don't get along?

It is important to note that either participant has the option to close the match. We highly encourage you to give the relationship a few months to develop.

COMMUNICATION TECHNIQUE TIPS

High Gain Questions:

One of the most powerful ways to mentor the person as well as the problem is the creative use of the probing or questioning process. Often times, mentors find it incredibly difficult to simply ask questions. Disciplining yourself to ask questions before jumping in with ready answers dramatically changes the protégé's experience.

Asking high-gain questions or questions that seek more than a "yes" or "no" answer – can often be effective.

High-Gain Questions Sound like:

- Tell me more about that...
- I'd be interested in knowing your reasons for... ○ How did you get to that conclusion? ○ What led you there? ○ What was the best thing that happened? ○ How do you feel about that?
- What have you learned?

Feedback

Principles of Giving Feedback:

Be sure the intent is to be helpful: Don't criticize; have some suggestions as to what the person might do differently.

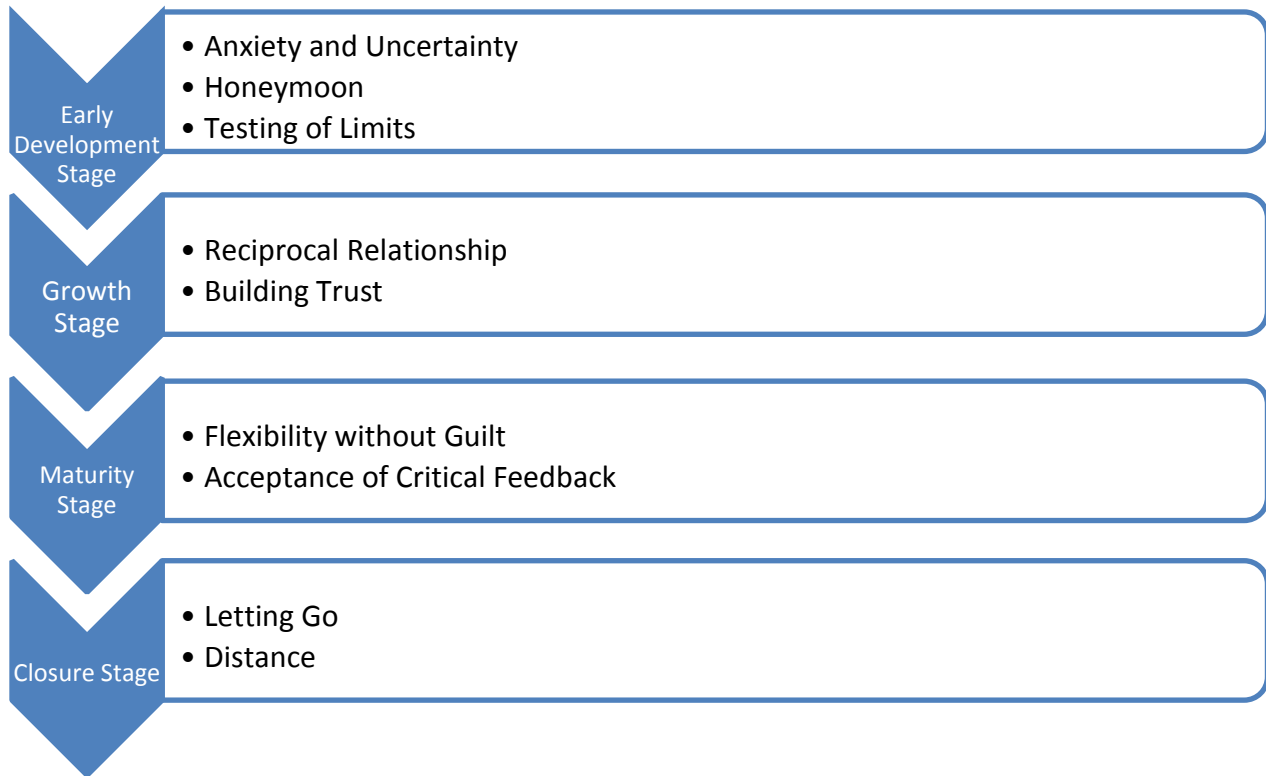
Focus feedback on behavior rather than on personal characteristics: Don't tell someone they are not a good presenter. Say things such as: "When presenting, you need to project your voice more or use a lapel mic. If you projected better, it would help you appear more confident."

Give feedback only when behavior can, in fact, be changed: Avoid any feedback that focuses on personality, physical characteristics or behaviors that are not readily modified. Avoid: "You are too defensive", try instead, "when you get feedback, put it into a work context and try not to take it personally."

Focus feedback on observations, rather than on inferences: Avoid statements such as: "You seemed confused during the presentation." You are drawing a conclusion that may not be based on observable fact. It is better to stick to what you have seen.

Give feedback that is descriptive, not judgmental: When you make statements such as "You don't have a grasp on this subject," you are passing judgment. It is better to say, "You hesitate whenever asked questions on that subject."

Deal with specific behaviors, not generalities: Saying, "You're never on time" or "you never listen" are destined to meet with resistance. Use specific examples: "You were late for our last three meetings" or "you interrupted me constantly without allowing me to finish my statements."

MENTORING RELATIONSHIP STAGES

OPTIONAL RESOURCE: MENTOR/MENTEE RELATIONSHIP AGREEMENT

The following agreement outlines the mentoring partnership between

_____ and _____

This agreement will begin _____ and end _____

Identify key skills to be developed:

1. _____

2. _____

3. _____

The primary role of the mentor is to:

The primary role of the mentee is to:

Indicate the frequency, nature, location and duration of the meetings:

Indicate the date and time of the first meeting: _____

Indicate your expectations with respect to confidentiality of information shared:

At the conclusion of the agreement, how will you know the mentoring relationship was successful?

