



ACHE – Middle Tennessee Chapter

ACHE-MT

Mentorship Program

2020

Mentor Information

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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 early healthcare careerists to be active members of ACHE at the national and local level throughout their career.

For mentors, they have 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 of 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 or 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 PITFALLS FOR A MENTOR

Roles and Responsibilities

- Be fully committed to the relationship and make time for the process.
- Be personally invested in the protégé's ultimate success.
- Respect the confidentiality of the information shared.
- Challenge the protégé and provide him/her with a "reality check".
- Provide feedback in a manner that is constructive, task relevant and maintains the protégé's self-esteem.
- Actively seek opportunities for the protégé to acquire the requisite experience, knowledge, and education.
- Accept input and feedback in a non-defensive manner. □ Respect differences in style and adapt accordingly.
- Take responsibility for the "health" of the relationship.
- Help develop creative and independent thinking.
- Suggest resources, reading materials, articles, etc.
- Listen actively and act as a sounding board for the protégé.
- Establish open, clear, two-way communication.
- Provide motivation, enthusiasm, and energy.
- Provide exposure to new and different thinking styles, perspectives, and methods.

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, 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.”

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?

