



ACHE - SouthEastTexasChapter

An Independent Chapter of the American College of Healthcare Executives



AmericanCollege of
HealthcareExecutives
for leaders who care

**ACHE - SETC
Executive Mentorship Program
2010**

Mentor Guidelines



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2010 ACHE – SETC Executive Mentorship Program

Program Description

Purpose:

The purpose of the Executive Mentorship Program (Program) is to assist students and early healthcare careerists in their growth and development. In addition, the intention of the Program is to motivate students and healthcare careerists to be active members of ACHE at the national and local level throughout their career.

The mentoring relationship will last six to twelve months, at the discretion of each mentor/protégé team.

Administration:

The Executive Mentorship Program Committee will administer the program, with assistance from membership and graduate program student contacts. The program will be administered as follows:

1. Each year, the Committee will solicit mentors through mail outs and attendance at a “meet and greet” with potential protégés.

Criteria for mentor participation:

- Membership in the ACHE national organization.
- Attendance at the “meet and greet” informational session **Friday, April 23, 2010 from 5:30 to 6:30 P.M., (location to be announced on the chapter’s website and in forthcoming emails)** and/or participation in a phone screening with the Co-Chairs of the Executive Mentorship Program Committee.
- 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, or an affiliate in ACHE.
- Willingness to help develop students or early healthcare careerists.

2. Each year, the Committee will solicit protégés through a meet and greet process with current fellows and potential mentors.

Criteria for protégé participation:

- Student Associate membership or affiliate membership in ACHE national organization.
- Attendance at the “meet and greet” informational session **Friday, April 23, 2009 from 5:30 to 6:30 P.M., (location to be announced on the chapter’s website and in forthcoming emails)** and/or participation in a phone screening with the Co-Chairs of the Executive Mentorship Program Committee.
- Less than five years of healthcare management experience.
- Willingness to develop professionally.
- Faculty advisor signature encouraging participation in the program.

- Each year student contacts will be selected from each participating graduate program. These student contacts will be chosen based on their position in their school's ACHE program.

Each student leader will:

- Inform the Chairs of any protégé concerns.
- Be open to solving issues and concerns with the Chairs.

- The Academic Fellows Committee will match mentors and protégés based on responses to the Mentor/Protégé Questionnaires received.

Mentor/Protégé Responsibilities:

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

- Meet face to face with the protégé at least once per month.
- 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 monthly face-to-face meetings;
- Be accessible and flexible in scheduling face-to-face meetings with their mentor;
- Be professional and prompt;
- Be open to advice; and
- Inform the Chairs or the student representatives of issues or concerns.

For questions regarding the Program, please contact the Co-Chairs of the Executive Mentorship Program Committee:

ACHE Executive Mentorship Program Committee 2010 Co-Chairs:

<p>Beryl Ramsey, FACHE Chief Executive Officer Methodist Willowbrook Hospital Telephone: 281-477-2677 BBRamsey@tmhs.org</p>	<p>Daniel Gonzalez Manager Service Excellence St. Luke's Episcopal Health System Telephone: 832-355-8419 dgonzalez2@sleh.com</p>
<p><i>Advisor:</i> Ron Castagno, FACHE, President ACHE - SETC Telephone: 281-620-8874 ronsboys1@aol.com</p>	

Note: For members in the College who are working towards advancement to Fellow, the Program can be tailored to meet the requirements of a Mentor's Fellowship Project. If interested in tailoring the program to meet such requirements, please contact one of the individuals listed above.

“What is a Mentor?”

Mentoring or advising is perhaps the truest form of dynamic learning. It involves two people with a commitment to assisting each other in furthering their professional careers. One constant in discussions held with successful individuals is that, almost without exception, they had an advisor or a mentor. Making the decision to mentor another individual is a conscious decision to return to your profession some of the expert advice that you may have been given (or wished you had been given) in the pursuit of your personal career objectives. One method of distributing this advice is through the establishment of a mentor/protégé relationship with an early healthcare careerist.

In today’s highly competitive environment a protégé is 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. There is only one way to pay back the debt owed as a result of a successful mentoring relationship, and that is by mentoring others.

The mentor/protégé relationship is open-ended, but not static. 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 mentoring 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.
- Co-develop the mentor/protégé agreement.
- 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.
- Seek to gain the respect of the protégé.
- Take responsibility for the “health” of the relationship.
- Be a source of information and encouragement.
- Help develop creative and independent thinking.

- Suggest resources, reading materials, articles etc.
- Listen actively and act as a sounding board for protégé.
- Establish open, clear, two-way communication.
- Provide motivation, enthusiasm and energy.
- Ensure understanding of goals.
- Provide exposure to new and different thinking styles, perspectives, and methods.

Potential Benefits:

- Greater appreciation of individual strengths and weaknesses;
- Opportunity to renew your commitment to your profession;
- Exposure to new and different thinking styles and perspectives;
- A chance to create a “legacy” and enhance self-esteem;
- Strengthened critical coaching and feedback skills;
- Enhanced leadership skills;
- Heightened awareness of unconscious biases in the working world; and
- Increased personal satisfaction.

Potential Pitfalls:

- Feeling pressured to take on the mentoring role;
- Lack of key skills (coaching, feedback, interpersonal skills);
- Lack of time;
- Not seeing any payback or reward;
- Mismatched with protégé – insurmountable personality clash;
- Feeling threatened by protégé – mentor jealousy;
- Breach of trust; and
- Tendency to be overly controlling in an attempt to replicate oneself.

Frequently Asked Questions (FAQs)

How often do I have to meet with my mentor/protégé?

Frequency of meetings is up to the individual mentors and protégés. However, it is recommended that matches meet every three to five weeks in the form of a face-to-face, e-mail, or phone meeting.

Where do I meet with my mentor/protégé?

Mentors and protégés are invited to meet wherever it is convenient and comfortable.

What types of issues or topics are discussed when mentors and protégés meet?

Some suggested discussion areas include: skill development, career planning advice, giving and receiving feedback on performance, how to deal with problems in an ethical way, action planning, and balancing personal, professional, and academic life. It is to be noted that the mentor is not responsible for finding the protégé an internship or job.

We are both so busy with work, school, and our lives, how will we fit this in to our schedule?

It is important to remember that it is not the frequency of the meetings that is important, but the quality of the interaction. It is understandable that with the pressure and responsibilities of our day-to-day lives it is often hard to fit one more thing in. Record your meetings with your mentor or protégé in your calendar and view them as a part of your regular routine. Interaction between a mentor/protégé does not always have to be a lengthy face-to-face meeting. It can happen in short, frequent intervals such as a quick e-mail or phone call.

I am 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 or phone.

What if my protégé asks my opinion on matters that are of a personal nature?

It is recommended that at the start of the mentoring relationship, both parties identify what is and is not appropriate to talk about. Some matches may be comfortable talking about personal issues as they may relate to job performance and others may want to stay clear of personal matters all together. Each mentor/protégé pair should determine the boundaries of their mentoring relationship.

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

Communication, under the best circumstances, can be difficult. The following information on successful communication techniques is offered as an enhancement to the mentorship relationship. This information presents several different questioning techniques along with approaches for giving and receiving feedback.

Questioning: (Mentor's Companion, Ambrose, P. 10-12)

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 very effective. Here is the list of the most important reasons to ask high-gain questions.

- It ensures two-way communication in the mentoring relationship.
- It helps the protégé think through issues instead of having you do it all.
- It reduces the protégé's defensiveness toward whatever suggestions and ideas you choose to offer.
- It discloses your protégé's thoughts on issues, giving you a greater opportunity to help clarify courses of action to which they can commit.

High-gain questions sound like:

- Tell me more about that...?
- O.K. when was another time when...?
- 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?

Types of High-gain Questions

Investigative Questions:

Investigative questions seek information, objective data, and facts – usually from the past in order to understand the present. Investigative questions sound familiar because they are the ones we most commonly ask. They are the "what", "when", "why", and "where" questions. Investigative questions usually benefit the mentor more than the protégé. Because they cover familiar ground and deal mostly in facts, the protégé can usually answer them quickly and impersonally.

Examples of Investigative Questions

- Tell me what you have accomplished so far.
- How long have you worked on this?
- Who else has been involved?

- Where do you think this project went off track?
- Why has _____ occurred?

Discovery Questions:

Discovery questions yield a more informative response. They are intriguing questions that prod the protégé into exploring conclusions and learning from experience, into gaining new knowledge or insight from things they already know. These are the “you” questions – questions that focus on the other person. They will give you an idea of how much risk the responder was willing to take in certain on-the-job situations.

Examples of Discovery Questions

- What have you learned from this experience?
- What does it tell you about your approach?
- What’s the best thing that could happen; what’s the worst?
- What are your alternatives?
- How do you fit into this problem?

Empowering Questions:

Empowering questions push for action. They inquire directly into what the individual is ready for, what they want from an action, what their plans are, and what they are ready to commit to.

Examples of Empowering Questions

- What outcomes are you after?
- What do you have to do to make it happen?
- What’s your first step?
- What resources do you have; what do you need?

Feedback

Giving and receiving feedback is one of the most sensitive aspects of communication. Basically, people are non-confrontational and have a preference for maintaining harmony. However, one of the most crucial activities in mentoring is giving honest, direct, and unfiltered 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 that they are not a good presenter. Say things such as: “When presenting, you need to project your voice more or use a lapel mike. 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: “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. Example: “I observed you shaking your head, so I thought you were confused.”

- ***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.”
- ***Focus feedback on exploring alternatives, rather than fixed solutions.*** “You should do this,” suggests a directive. It is better to say, “Perhaps we should explore X or Y, and determine the best alternative.”
- ***Focus on the value it has to the recipient.*** Ensure that your comments are directly related to the skills that the person is trying to acquire.
- ***Let the recipient know the impact the behavior has on others.*** “When you interrupt, it makes me feel that you do not value my contribution.”
- ***Check to make sure the recipient understands the message the way you intended it.*** Ask the recipient to “clarify and confirm” they have understood.

“What is the Mentor/Protégé Relationship Agreement?”

Past mentoring efforts reveal it is not enough to simply match mentors and protégés and send them off to start a relationship. The natural chemistry of spontaneously formed relationships may be lacking. Having a matched mentoring pair work toward specific objectives will put mentors and protégés at ease and allow relationships to develop more naturally. When you are matching participants, an agreement between the partners needs to be established.

The mentoring agreement is a critical element of the mentoring relationship. A mentor/protégé agreement is a written agreement, which details mutually agreed upon objectives for the match. It is the “road map” the match will follow to ensure the experience is successful and rewarding. The number one reason mentoring relationships are not successful is the lack of a clear, concrete action plan.

Depending on the participants and the type of mentoring program, the mentoring agreement can range from the simple to the complex. At minimum, the agreement should include listing of key objectives and strategies for attaining those objectives through the mentoring relationship. A more complex agreement may include: roles and responsibilities of each participant; duration of mentorship agreement; meeting dates and times; key skills to be developed; and measures of relationship success.

A sample agreement is attached that includes all of the above elements and is meant to be adapted to meet the mentor/protégé’s relationship style.

Mentor/Protégé 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 protégé is to:

Indicate how and when progress will be reviewed and evaluated:

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 you will know the mentoring relationship was successful?

We agree to abide by this relationship, the policies and procedures of the mentoring initiative and the organization. We also agree to a no-fault conclusion of this relationship if, for any reason it seems appropriate.

Mentor Signature _____ Protégé Signature _____