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Introduction

Mentorship is a relationship between employees for the purposes of sharing information, knowledge and insight with respect to a particular occupation, profession, organization or career. Mentoring is best described as a developmental process-dynamic and unique to each person. A survey of Fortune 500 companies showed 96% reporting mentoring was an important employee development tool, while 75% said it was a key factor in their own personal success. (*DOP Mentoring model, rev.8/29/08*)

The main goals of the mentoring program:

- To facilitate sharing of knowledge and experience amongst staff;
- To foster employee's growth and career advancement; and,
- To develop leadership skills in high performing employees.

The program is meant to offer mentors and mentees an opportunity to learn from each other and build on existing skills, knowledge and experience. The Mentoring Program is an important component of the New Leaders Program, and is based on the five domains of the LEADS in a Caring Environment Framework (**Appendix A**).

Benefits

Both **mentors** and **mentees** have much to gain from entering into a mentoring relationship:

- Tap into a wealth of experience and knowledge;
- Develop new skills and enhance knowledge;
- Reflect on own work, approaches and strategies;
- Expand current thinking and gain insight into patterns; and,
- Build self-confidence.

The important benefits and outcomes to the **organization**:

- Build relationships across the organization, job functions and levels;
- Contribute to a learning culture;
- Means to create and reinforce a positive organizational culture;
- Provide structured learning for employees assuming new or expanded roles;
- Provide an opportunity to shape the workforce of the future; and
- Increase retention and employee satisfaction;

Ensuring Health PEI retains its talent and makes the most of its leaders' knowledge, skills and experience will help 'future proof' the organization. The Mentoring Program is meant to contribute to this critical endeavor.

Mentorship

Mentorship is a recognized method for encouraging professional development. Health PEI believes it is vital to retain and continue to facilitate the growth of professionals by augmenting the existing tools and skills they have in order for them to continue to be successful.

Objectives:

- Help participants **identify and achieve career development and personal growth goals** that support business objectives;
- **Support building a group of leaders** who have knowledge, skills and abilities;
- Foster higher levels of **engagement and career vision**;
- **Furnish participants with the tools** necessary to perform to their highest capability;
- **Create opportunities** to meet and partner with others of different job titles, descriptions or cultural boundaries; and,
- **Create a culture** that sees mentorship as an effective way of developing individuals.

The Five “MYs”

One-on-one mentoring focuses on helping mentees manage the five aspects or “MYs” of their professional and personal lives:
“My Style”, “My Career”, “My Craft”, “My Life”, “My World”



Mentor Defined

A mentor assists a mentee with learning something that otherwise would be acquired less thoroughly, more slowly or not at all. The mentor role should not be confused with the advocate or coach role. See below for descriptions.

Advocate

- Represents the mentee's point of view
- Serves as a mediator on behalf of the mentee
- Acts as a sponsor to open doors
- Focuses on the internal political system

Mentor

- Helps the mentee to develop "MY" areas
- Develops trusting, confidential, and mutually beneficial relationships
- Listens and provides encouragement, feedback and new insights
- Assists mentee with personal and professional growth and improving contributions

Coach

- Brings a high level of targeted expertise
- Determines development areas using an assessment process (e.g. 360° feedback)
- Provides a third-party perspective from outside the organization

Roles and Responsibilities

Mentor

Mentors share knowledge and the perspective of their years of experience, nurturing the growth of the mentee as a professional and as a leader.

Qualities of successful mentors:

- Genuine interest and commitment to the process
- Sensitivity to others needs and development
- Excellent listening skills
- Confidentiality
- Excellent coaching and feedback skills

The role of the mentor:

- To work with the mentee to identify specific development goals and prepare a plan for closing gaps and leveraging strengths;
- To promote independent thinking and problem solving by asking astute questions;
- To provide specific experience-based advice, direction and wisdom from having “been there”;
- Be prepared to help the mentee through difficult situations;
- To offer constructive and helpful feedback;
- Ensure communication are clear, open and reciprocal; and
- Maintain confidentiality.

Mentee

A **mentee** is usually described as someone who has a strong desire to learn, develop and grow professionally.

Qualities of the successful mentees:

- Genuine interest in personal growth and professional development
- Strong commitment to learning and acquiring new skills
- Receptive to honest, constructive feedback
- Willing to take risks as part of the learning process
- A sense of self and personal vision

The role of the mentee:

- Develop mutually agreeable goals for the mentoring relationship that are specific, measurable, achievable , realistic and timely;
- Communicate openly and honestly with the mentor;
- To take an active role in the learning process and carry out action plans;
- To accept feedback and contribute in finding solutions for improvement;

- Make good use of the time spent with the mentor and keep them aware of the progress of the mentoring relationship.

Mentor and Mentee will agree on mutual roles and responsibilities, as well as expectations and goals by signing a *Mentorship Agreement* (**Appendix B**).

Principles of an Effective and Positive Mentoring Relationship

- The mentoring relationship should be built upon trust, mutual respect and sensitivity.
- The mentor empowers the mentee to take responsibility for their own learning and career development.
- A mentor should help the mentee identify goals and challenges and set priorities for relevant personal growth.
- The mentor offers a safe environment to the mentee within which they can discuss work related issues and explore solutions.
- The mentor relationship is confidential.

Process At-A-Glance

Activities	When	Where
Attend Orientation Session	October 2, 2019	Sherwood Business Centre - Room A
First meeting between Mentor and Mentee (1 to 1.5 hour)	October 2019	
Monthly meetings between Mentor and Mentee	November and December 2019	
Mid-point check-in	February 2020	
Monthly meetings between Mentor and Mentee	March-June 2020	
Closure final meeting between Mentor and Mentee	June/July 2020	
Program evaluation	July 2020	
Closing Session	September 2020	

Enrollment

The Mentoring Program is targeted to leaders who are new to the position (previous two years), have budget and staffing responsibilities and are enrolled in the New Leaders Program. Mentors are selected based on their skills, knowledge, abilities and area of expertise.

Orientation and Training

An orientation session will be held for those participating in the Mentorship Program. The Mentors will have an opportunity to familiarize themselves with the goals of the program, as well as the overall process and the various supporting tools available to assist them.

Activities

To ensure a mutually-rewarding experience for mentors and mentees, a step-by-step approach has been developed:

- INITIAL MEETING

Objectives: Get to know each other; build rapport; identify strengths and areas for improvement; determine goals; agree on meeting schedule based on mutual availability; and explore preferred feedback methods.

- SUBSEQUENT MONTHLY MEETINGS

Objectives: Take a look back at previous session; determine focus of today's session; brainstorm ideas and agree on action plan; identify topics for future sessions and record your reflections in the Mentoring Log (**Appendix C**).

- PERSONAL REFLECTION

Objectives: Reflect on your experiences and learning as a Mentor/Mentee and document your impressions in the Mentoring Journal (**Appendix D**) at each step in the process. There is no need to document the content of the mentoring conversations in detail; the focus should be on the outcomes of said conversations.

NOTE: Please refrain from including any confidential information in your Mentoring journal as you may be asked to share your thoughts and reflections with the Cohort as part of the project.

- CHECK-IN

Objectives: An opportunity for all involved to assess progress; identify required adjustments to process; and discuss recurrent themes with presenters.

- CLOSURE MEETING

Objectives: Reflect upon what was learned and how the process worked out, and discuss next steps for the Mentee.

Monitoring and Support

Throughout the mentoring period, Mentors and Mentees are provided with timely and relevant “help resources” (forms, topical content, mentoring best practices information, etc.), to assist with the mentoring connection process.

Cohort check-ins with participants is done throughout the process to ensure things are moving along smoothly.

Evaluation

An evaluation will be conducted to assess the relevance, usefulness, and effectiveness of the program, as well as participants’ satisfaction with the overall process.

Feedback will be captured throughout the program lifecycle: enrollment, mid-point, and end of program.

Appendix A

LEADS Framework

Leads Self	
Are self aware	They are aware of their own assumptions, values, principles, strengths and limitations
Manage themselves	They take responsibility for their own performance and health
Develop themselves	They actively seek opportunities and challenges for personal learning, character building and growth
Demonstrate character	They model qualities such as honesty, integrity, resilience, and confidence
Engage Others	
Foster development of others	They support and challenge others to achieve professional and personal goals
Contribute to the creation of healthy organizations	They create engaging environments where others have meaningful opportunities to contribute and ensure that resources are available to fulfill their expected responsibilities.
Communicate effectively	They listen well and encourage open exchange of information and ideas using appropriate communication media.
Build teams	They facilitate environments of collaboration and cooperation to achieve results
Achieve Results	
Set direction	They inspire vision by identifying, establishing and communicating clear and meaningful expectations and outcomes.
Strategically align decisions with vision, values and evidence	They integrate organizational missions and values with reliable, valid evidence to make decisions.
Take action to implement decisions	They act in a manner consistent with the organizational values to yield effective, efficient public-centered service.
Assess and evaluate	They measure and evaluate outcomes, compare the results against established benchmarks, and correct the course as appropriate.
Develop Coalitions	
Purposefully build partnerships and networks to create results	They create connection, trust and shared meaning with individuals and groups.
Demonstrate a commitment to customers and service	They facilitate collaboration, cooperation and coalitions among diverse groups and perspectives aimed at learning to improve service
Mobilize knowledge	They employ methods to gather intelligence, encourage open exchange of information, and use quality evidence to influence action across the system.
Navigate socio-political environments	They are politically astute, and can negotiate through conflict and mobilize support.
Systems Transformation	
Demonstrate systems/critical thinking	They think analytically and conceptually, questioning and challenging the status quo, to identify issues, solve problems and design and implement effective processes across systems.
Encourage and support innovation	They create a climate of continuous improvement and creativity aimed at systemic change
Orient them strategically to the future	They scan the environment for ideas, best practices, and emerging trends that will shape the system
Champion and orchestrate change	They actively contribute to change processes that improve health service delivery

Appendix B

Mentorship Agreement

This agreement is between the Mentor, _____, and the Mentee, _____, and will last for the approximate time period of _____.

We are voluntarily entering into a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in professional development activities.

The **Mentee's objectives** for the Mentoring Program:

- To learn how to communicate effectively.
- To gain a better understanding of best-practice leadership experiences.
- To further develop decision-making skills.
- To enhance interpersonal skills.
- To learn self motivation, self discipline and goal setting techniques.
- To explore personal identity as a leader.
- To develop a sense of one's strengths and weaknesses as a leader.

The **Mentee's learning outcomes** will be measured by:

- Demonstrated knowledge in all of the above-listed objectives.
- Completion of leadership development opportunities (mandatory and elective components).

The **Mentor** will provide specific assistance to assist Mentee in achieving objectives:

- Provide guidance and support by creating an atmosphere of openness where meaningful communication and trust can exist.
- Identify and encourage Mentee to take advantage of support services and leadership development opportunities.
- Follow up with progress.

Face-to-face meeting(s) will occur bi-weekly; monthly; other _____.

Mentor and Mentee will also communicate via telephone and email. Everything discussed in relation to this agreement will be confidential unless otherwise specified at the time of the discussion.

This mentoring agreement sets forth the objectives that the Mentor and Mentee commit to working on together. Both agree to follow the guidelines of this agreement for the period specified and to make a good faith effort to resolve any issues that may arise between them.

Mentor's Signature and Date

Mentee's Signature and Date

Mentoring Log

Session #:		Date:	
Topic of Focus:			
Related LEADS domain(s) and capabilities			
Progress Update:			
Brief update on accomplishments and challenges since last session:			
Today's Session:			
What specific questions/follow up would you like to address today?			
Session Notes:			
Action Ideas:			

Overall Goal Check:

Goals (per Mentoring Agreement)	Actions (What will you do, who will help?)	Status NS = Not Started IP = In Progress C = Complete




Next Session:
<p>When and where will you meet next?</p>
Future Discussion Topics:

Great job!
Don't forget to journal your impressions as you go through the process.

Mentoring Journal

Session #:		Date:	
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As you work through the program, please reflect and scribe your impressions at each step in the process and include any suggestions for improvement. These reflections will be useful in the monitoring and final evaluation of the mentoring program.

-  Were there any “AHA Moments”?
-  Were there any unexpected areas of learning for you?
-  What actions do you plan on implementing or what will you be doing differently as a result of this mentoring session?

How do you feel right now about the mentoring relationship?

	Not At All	Somewhat	Neutral	Very	Extremely
Usefulness Effective use of your time?					
Relevance Relevant discussions on issues which are important to me?					
Growth Enhances my skills and expands my potential?					
Motivation Strongly motivated to reach goals?					

Other Thoughts & Ideas

Evaluation of New Leaders Program Participant**Mentor Name:** _____**Mentee Name:** _____**Timeframe of Evaluation:** _____

A. How frequently did you meet with your assigned mentee?

- Less than once a month
- Every three to four weeks
- Every two weeks
- Every week
- Daily

B. The meetings with your mentee were: (Explain your answer)

- Not frequent enough
- Just about right
- Too frequent
- Other (Explain):

Comments:

**Evaluation of Mentee (midpoint and final)
(Completed by the Mentor)**

Timeframe:

MENTEE EVALUATION	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Thus far my mentee was accessible and available to meet					
Thus far my mentee has been respectful of our time and prepared for our meetings					
Thus far my mentee communicated regularly with me to ask questions and discuss concerns					
Thus far my mentee worked to improve their leadership skills					
Thus far my mentee demonstrated a reasonable interest towards me in my desire to help					
Thus far my mentee's behavior and attitude were professional and respectful					
Thus far my mentee learned at least one important lesson about leadership from me					
Thus far my mentee participated in most mentoring activities as agreed upon at the start of the program					
Thus far I anticipate an extended future relationship with my mentee					

Comments: (If you wish to highlight positive experiences in the mentoring program or have identified areas of concern from the above, please provide some details for clarification or for improvement.)

Evaluation of Mentorship Program (final)

Timeframe:

PROGRAM EVALUATION	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The mentoring guide provided was helpful					
The orientation session helped me to understand my role and expectations					
I learned new things about myself and benefitted personally from the mentoring relationship					
The expected outcomes and objectives from the program were achieved					

PROGRAM EVALUATION	Very successful	Successful	Moderately successful	Unsuccessful
What is your general overall assessment of the Mentor Program?				

PROGRAM EVALUATION	Very Satisfied	Satisfied	Moderately satisfied	Dissatisfied
How satisfied were you with your experience with the mentoring program?				

What is the most beneficial change you identified in yourself as a result of your mentorship?

Is there something you plan to do or have done more of as the result of the mentor/mentee relationship?

What advice do you have regarding the ongoing development of the mentoring program?

Evaluation of New Leaders Program Mentor**Mentors Name:** _____**Mentee Name:** _____**Timeframe of Evaluation:** _____

A. How frequently did you meet with your assigned mentee?

- Less than once a month
- Every three to four weeks
- Every two weeks
- Every week
- Daily

B. The meetings with your mentee were: (Explain your answer)

- Not frequent enough
- Just about right
- Too frequent
- Other (Explain):

Comments:

Evaluation of Mentor (midpoint and final)

Timeframe:

MENTOR EVALUATION	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Thus far my mentor was accessible and available to meet					
Thus far my mentor communicated regularly with me to ask questions and discuss any concerns I had					
Thus far my mentor has followed up in a timely manner on questions she/he could not originally answer					
Thus far my mentor worked with me to improve my leadership skills					
Thus far my mentor demonstrated a reasonable interest/concern towards me					
Thus far my mentor's behavior and attitude were professional and respectful					
Thus far my mentor provided a thoughtful learning environment					
Thus far, in meeting with my mentor, I have gained/sharpened my knowledge and skills in leadership					
Thus far my mentor is an asset and a benefit to me					
Thus far I would recommend my mentor for future mentoring programs.					

Comments: (If you wish to highlight positive experiences in the mentoring program or have identified areas of concern from the above, please provide some details for clarification or for improvement.)

Evaluation of Mentoring Program (final)

Timeframe:

PROGRAM EVALUATION	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The mentoring tools provided were helpful					
The orientation session helped me to understand my role and expectations					
I learned new things about myself and benefitted personally from the mentoring relationship					
The expected outcomes and objectives from the program were achieved					

PROGRAM EVALUATION	Very successful	Successful	Moderately successful	Unsuccessful
What is your general overall assessment of the Mentor Program?				

PROGRAM EVALUATION	Very Satisfied	Satisfied	Moderately satisfied	Dissatisfied
Overall how satisfied were you with your overall experience with your mentor?				
How satisfied were you with your experience with the mentoring program?				

What is the most beneficial change you identified in yourself as a result of your mentorship?

Is there something you plan to do or have done more of as the result of the mentor/mentor relationship?

What advice do you have regarding the ongoing development of the mentoring program?