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Rural QI Residency Program

Mentee Role

Mentoring is a process in which an experienced individual helps another person develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities. Mentors also draw benefits from the mentoring relationship. As a protégé (a person being mentored), you will have the opportunity to gain wisdom and input and evolve your thinking about the issues affecting you as you develop a relationship with a mentor.

Expectations of Mentee:

- Mentee familiarizes themselves with program brochure, objectives, timeframes.
- Mentee commits to a minimum of 6 – one-hour touch base phone or video conferencing calls, to be timed during the months between in-person meetings.
- Mentee understands their mentor will be available as a resource to mentee for 22 months, beginning the month of the program launch and lasting one year beyond end of program.

Touch-base bi-monthly calls

- Mentee will schedule calls based on mentor and mentee availability.
- Calls shall last approximately 60 minutes.
- Mentee will seek clarification for questions about previous modules.
- Mentee will ask for needed examples of practical application from previous modules.
- Mentee will be prepared with questions related to pre-work for upcoming modules.
- Total time expectation for program mentoring is 6 hours over initial 10 months.

Post Program mentoring

- Mentee shall seek out mentor for questions from mentee for 12 months following program. Mentee shall set up a touch -base phone call quarterly to follow up with mentor with questions and updates prepared.
- Total time expectation for post program mentoring is approximately 6 hours over 12 months.

** Above are mentor expectations. These expectations can be modified based on both party's agreement. Mentor work is based on the honor system and no follow up by NAHQRS or the NHA will be done.

Key Mentoring Skills

The mentoring literature shows that mentors and protégés tend to employ certain mentoring skills. Research also indicates that these skills can be developed, and that particular skills or competencies seem to result in the most successful mentoring relationships. Linda Phillips-Jones, Ph.D., mentoring expert and author of *The New Mentors & Protégés: How to Succeed with the New Mentoring Partnerships*, and numerous guides and tools for mentors and protégés, studied hundreds of mentor-protégé relationships and developed a set of critical mentoring skills and competencies. The key mentoring skills discussed here are adapted from her work.

MENTORING SKILLS

- *Listening Actively*
- *Building Trust*
- *Determining Goals*
- *Encouraging*
- *Learning Quickly*
- *Managing the Relationship*

1. Listening Actively

Listening actively is the most basic skill you will use throughout your mentoring relationship. Active listening not only establishes rapport but creates a positive environment that permits open communication. By listening actively, you will grasp all your mentor teaches you, and you will also make him or her feel especially valued by you.

Examples include the following:

- Show interest in what your mentor is saying and reflect back important aspects of what he or she has said to show that you've understood;
- Use body language (such as making eye contact) that shows you are paying attention to what your mentor is saying; and
- If you are talking by phone, reduce background noise, and limit interruptions. Your mentor will have an easier time giving you his or her undivided attention.

2. Building Trust

Trust is built over time. You will increase trust by keeping your conversations and other communications with your mentor confidential, honoring scheduled meetings and calls, consistently showing interest in the mentoring relationship, and by being open and honest.

3. Determining Goals

Reflect on your career, personal vision, and goals and share these with your mentor. It is likely that he or she will ask you about them. In addition to your career and personal goals, you will also want to set goals for the mentoring relationship.

You will develop your capacity for achieving your goals by doing the following:

- Knowing what your goals and priorities are;
- Understanding your strengths, weaknesses, successes, and challenges;
- Helping your mentor understand your responsibilities and the context in which you work; and
- Discussing actions that you've taken in your career, explaining your rationale, and inviting feedback.

4. Encouraging

According to Dr. Phillips-Jones' research, giving encouragement is the mentoring skill most valued by protégés. Mentors also respond well to positive reinforcement. You'll find that your mentor will offer you encouragement and support for the challenges you face. You can contribute to a mutually encouraging, supportive relationship by:

- Expressing appreciation;
- Letting your mentor know how you've benefited from the mentoring relationship;
- Pointing out concrete examples of how you've utilized his or her guidance and input.

5. Learning Quickly

Mentors report being highly motivated by protégés who learn quickly and well.

You can demonstrate this skill with these techniques:

- Asking appropriate questions to clarify what your mentor is teaching or suggesting;
- Applying the information and strategies he or she offers and reporting back on how you made the applications;
- Pursuing useful learning opportunities and resources on your own; and
- Going beyond what your mentor suggests—taking his or her ideas and showing creative or ambitious ways of using them.

6. Managing the Relationship

As a protégé, you should take the lead in managing your mentoring relationship. This includes scheduling meetings, determining their focus, paying attention to the relationship itself, and deciding when the formal aspect of the relationship should end. You can manage your relationship by:

- Scheduling your mentoring meetings well in advance and proposing an agenda before each one;
- Checking with your mentor on his or her satisfaction with the pacing, focus, and content of your relationship as well as any relationship issues the two of you should address; and
- Analyzing the status of your relationship and determining where to go next with it.

Reflecting on your mentoring practice, noting use of the key mentoring skills, observing progress made in the relationship, and requesting feedback are excellent ways to assess whether you are employing these skills.

** Mentoring information taken from: "Mentoring Guide: A Guide for Proteges" by the Center for Health Leadership & Practice: A Center of the Public Health Institute.

I agree to the above expectations for mentoring for the NHA Rural QI Residency Program.

Name and Title

Date