Fostering Leadership in Public Health through Mentoring:

A Program Resource Guide

Acknowledgements

Fostering Leadership in Public Health through Mentoring: A Program Resource Guide

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INTRODUCTION

Introduction

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Leadership and Mentoring: What's the Connection?

Recently there has been an emphasis on the development of Public Health work force to enhance Public Health's abilities to meet the population's health needs (Advisory Committee on Health Delivery & Human Resources, as cited in ANDSOOHA/PHRED 2005). Leadership capacity is a key area that needs to be developed in Public Health. Leadership is the art of creating a way for people to contribute to making something extraordinary happen (Keith, as cited in Kouzes and Posner 2003).

The literature indicates that over the last 20 years corporate downsizing has all but eliminated investment in leadership development. This has resulted in shortages across all industries of managerial and potential leadership talent (Leatt 2003). The Healthforce Leadership Mentorship Project (HLMP) addressed the notion that leadership is beyond the scope of one individual, but rather relies on the actions of teams of leaders who will lead complex organizations. Drath suggests that "many people in organizations and communities are beginning to think of leadership as a distributed process shared by many ordinary people instead of the expression of a single extraordinary person" (Drath, as cited in Leatt 2003).

Given the complexity of Public Health practice, leadership is essential at all levels of the organization. Mentoring is an important strategy for developing leadership competencies for all Public Health professionals. Mentoring is defined as a voluntary and mutually beneficial relationship where an experienced and knowledgeable mentor supports the development of the mentee with leadership potential. Inherent in this definition are the concepts of 'voluntary', 'long-term', 'relationship', and 'leadership'. The concepts that describe the mentor/mentee relationship align with the business model of mentoring which is primarily focused on career advancement and is voluntary (ANDSOOHA/PHRED 2005).

The first step in a leadership development strategy is to establish what effective leadership looks like in an organization. During the HLMP, leadership competencies were developed for management in public health practice in Ontario. These competencies were developed by managers in Toronto Public Health as well as representatives of the Constituent Societies of the Ontario Public Health Association. These competencies lay the foundation for leadership development and are referred to in this resource (Appendix A).

Purpose

The purpose of *Fostering Leadership in Public Health through Mentoring: A Program Resource Guide* is to:

- improve ability of health organizations preparing to increase leadership capacity by assisting them in planning and implementing a mentoring program
- increase interprofessional mentoring opportunities for health professionals in Ontario who wish to take on the role of either mentor or mentee.

Fostering Leadership in Public Health through Mentoring: A Program Resource Guide is intended to assist health organizations to contemplate, plan, implement and evaluate an interprofessional leadership mentoring program. Information and tools are provided to assist in establishing a program for senior public health administrators, champions (project leads), mentees and mentors.

Senior administrators/managers may use the resource guide to determine the fit of a mentoring initiative within their health unit and to guide the planning and implementation of mentoring initiatives. The resource provides champions with information and resources to advocate for and implement a leadership mentoring program. Using the resource guide, they can increase their knowledge of required activities and adapt them to their health unit's profile (e.g. recruitment, selection and matching of mentors/mentees, orientation etc.). Resources for mentors and mentees are also included to increase their mentoring knowledge and skills and to assist with the self-reflection essential to the mentoring experience.
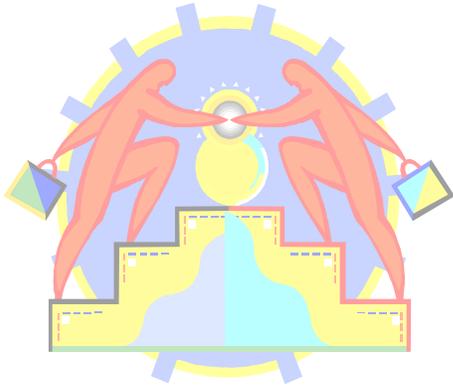
ORGANIZATIONAL CONSIDERATIONS

Organizational Considerations

Benefits

Mentoring is an important strategy for developing leadership within health organizations.

Benefits to the organization include:

- development of future leaders
- an increased pool of individuals who contribute to mission and vision of the organization
- increased retention of staff, decreased staff turnover and subsequent replacement costs
- enhanced recruitment
- advancement of the principles of a learning organization
- retention of corporate capital (Almalda et al, Greene & Puetzer, McKinley, Smith Battle, Diekemper, & Leander, as cited in ANDSOOHA/PHRED 2005).

Both mentors and mentees benefit from the experience of a mentoring program.

Benefits to the **MENTOR** include:

- increased career satisfaction
- increased professional growth and development
- re-engagement with learning
- participation in best practice
- assimilation to corporate strategic plan and learning organization (Ottawa Public Health 2007, ANDSOOHA/PHRED 2005).

Benefits to the **MENTEE** include:

- personal and emotional support and career development
- increased confidence; ease of transition into leadership positions
- increased professional growth
- building future leadership skills (ANDSOOHA/PHRED 2005).

With careful and sensitive planning, skilled leadership and visible organizational support, mentoring can be a positive force for individuals and organizations (Ehrich, Hansford, & Tennent, as cited in ANDSOOHA/PHRED 2005).

Organizational Support

Organizational support at every level is essential for any mentoring program. The highest levels of the organization must be aware of, approve, and actively participate in a leadership mentoring program. Other necessary components include a system for monitoring the progress of the mentoring program, mentoring incentives structured to encourage participants without penalizing non-participants; and, mentoring initiatives being well integrated into organizational processes through policies and through the employee appraisal process. A system of recognition and visibility for the mentoring program will demonstrate that the initiative is important (ANDSOOHA/PHRED 2005). The Health Unit Readiness Assessment Worksheet may help you assess if your organization is ready to initiate a mentoring program (Appendix B).

Key Elements for Success

Several key ingredients for successful mentoring programs have been established. These include:

- commitment and interest of the individuals involved
- sufficient resources and organizational support
- taking a holistic, personal approach
- embedding the process in the organizational context
- skills and experience of mentors
- recognition of cross-cultural issues
- ensuring an enabling external environment (Deans and Oakley, 2006)
- having a champion for the program
- established leadership competencies to guide the program
- complementing the leadership mentoring with complementary activities such as leadership coaching sessions will help to make leadership mentoring programs successful.

Mentoring practice involves active participation. Several key features have been established for effective mentoring practice:

- supporting the development of a learning plan or agreement
- including purposeful conversations
- being holistic and empowering
- creating trusting relationships and a safe space
- adapting to the context
- being flexible in style and approach
- encouraging experimenting and observing
- responding to culture and diversity
- using resources effectively
- using effective questioning and listening (Deans and Oakley, 2006).
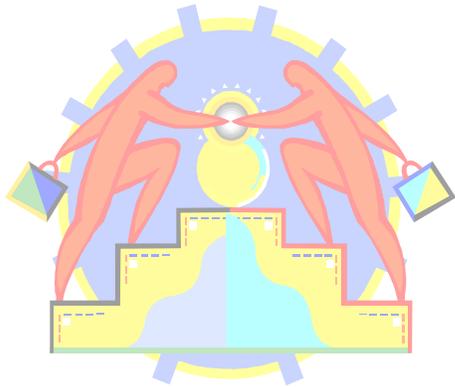
A LEADERSHIP MENTORING PROGRAM

A Leadership Mentoring Program

Leadership Competencies

As a first step in implementing a leadership mentoring program in your health unit, you may wish to review the leadership competencies developed by the Healthforce Leadership Mentorship Project (HLMP) to assess the fit with your organization and revise if needed (Appendix A). Approval of the leadership competencies within your health organization is essential. These competencies are the essential knowledge, skills and attitudes necessary for the practice of leadership in public health.

Identifying a Champion

Once a leadership mentoring program has been approved by your organization, appointment of a champion or coordinator for the program will assist with implementation. In Pfleeger and Mertz's study, participants identified that a supervisor of the process was needed to improve the mentoring process (Pfleeger and Mertz, as cited in ANDSOOHA/PHRED 2005). The champion needs to be a respected and credible person in the organization and should be knowledgeable about principles of motivation, learning enhancers and barriers to learning. This person will function as a role model for mentors and must be skilled in communication. Above all, the champion must value mentoring, diversity and supportive relationships (Ottawa Public Health 2007). Characteristics of mentorship champions have been identified in the ANDSOOHA/PHRED resource: *Caring, connecting, empowering: A resource guide for implementing nursing mentorship in public health units in Ontario.*   The HLMP project revealed that many of these characteristics are interdisciplinary and include:

- practices at the proficient (Benner, 1984) level of practice
- has expertise in education, e.g., preceptorship programs, orientation
- values mentoring, diversity and supportive relationships
- demonstrates enthusiasm
- connects and communicates well across teams and with managers
- has expertise with mediation and conflict resolution
- promotes organizational mission and vision
- demonstrates high ethical standards (CNO Code of Ethics as cited in ANDSOOHA/PHRED 2005).

The champion will coordinate the project and oversee the mentoring process. This may include recruitment, selection and matching of mentor/mentee pairs, coordinating the orientation, providing guidance and provision of support to the mentors and mentees pairs. This champion will also be integral to the evaluation of the program. In some health units with large mentorship programs, the champion may occupy a funded coordinator position.

Recruitment of Mentors and Mentees

Mentors

Preparing leaders of the organization in advance of your leadership mentoring program with information about the goals and the benefits of the program to the organization will help to frame the experience (Appendix C). Mentors must also be informed of the expectations for being a mentor including time commitments. Familiarity with the leadership competencies in advance of project initiation will facilitate the learning of both mentors and mentees (Appendix A).

Leadership can occur at any level of the organization: director; manager; supervisor; consultant; or front line staff. Many of your leaders will come from the directors, managers, or supervisors of your organization, but don't hesitate to look for leaders amongst all levels of staff.

Invitations to leaders in your organization should be made with endorsement from senior management in your organization. Follow-up with personal phone calls to appropriate managers will encourage them to participate.

Individuals who perform well in the role of a mentor have been found to have common characteristics, both personal and professional. Evidence in the literature suggests that these characteristics are critical for an individual to perform the role in a way that supports and nurtures new professionals, and are critical for mentors to feel satisfied and want to remain in the role (McKinley, Mertz, Rosser, Rice, Campbell, & Jack, Vance, as cited in ANDSOOHA/PHRED 2005). These characteristics include:

PERSONAL mentor characteristics:

- nurturing, supportive, encouraging
- self-less and caring beyond their own responsibilities
- connecting and communicative
- self-confident, mature, able to show confidence in the mentee
- openness to mutuality
- tactful and compassionate
- generous
- enthusiastic about mentor role
- willing to share responsibility for the professional development and career advancement of the mentee with the mentee
- displays visionary qualities (e.g., forward-thinking and creative problem-solving)
- willing to take risks (e.g., to develop and/or apply innovative ideas) (ANDSOOHA/PHRED 2005).

PROFESSIONAL mentor characteristics:

- competent clinician who bases practice on best evidence when available
- able to teach, provide leadership, guidance and builds confidence
- traditionally the mentor is older, more experienced and further along in his or her career
- open to new developments in public health
- able to bridge generational issues and is open and accepting of the diversity of others
- aware of the stresses public health professionals face
- aware of and able to arrange opportunities for the mentee to demonstrate their abilities
- willingness to work with others, appreciates power of networking
- strong interpersonal and communication skills
- displays respect, patience and demonstrates trustworthiness in working relationships
- aware of organizational culture (ANDSOOHA/PHRED 2005).

These characteristics also include the leader's self-assessed proficiency in the leadership competencies (Appendix A).

A self-reflection tool (Appendix D) can be developed that can help the leader reflect on the leadership skills they may have and be willing to share. The application form (Appendix E) will be used to match the expressed strengths of the mentors with the learning needs of mentees. It is important for mentors to consider the following in their decision to become a mentor:

- proficiency in the leadership competencies
- specialty expertise interests
- beliefs and understanding regarding mentoring
- skills such as active listening to sustain and nurture interpersonal relationships
- motivation – is the individual participating on a voluntary basis? Is the individual obliged to participate?
- willingness to invest time and honesty to gain trust beyond usual professional relationships.

Proficiency in the leadership competencies and specialty expertise areas will form the basis of the application and be used for matching the mentor with a mentee.

Mentees

Mentors are most effective if the mentee display certain traits that allow both mentor and mentee to flourish in their roles. We recommend that the mentee demonstrate the following characteristics in their application:

- ability to articulate how they have applied the leadership competencies in practice
- ability to describe their learning objectives related to the leadership competencies.
- demonstrated desire to learn.

Mentees must be asked to check with their program managers about time commitments to be a mentee. Ideally the same number of mentees apply for the mentoring experience as mentors, however mentoring opportunities are extremely valued which may result in applications to be mentees exceeding the actual space available. A sample Expression of Interest: leadership opportunities for front-line staff (Appendix F) as well as an application (Appendix G) are attached. Mentees will also benefit from being given the Leadership competencies (Appendix A).

Selection of Mentors and Mentees

Characteristics of mentees as well as proficiency and expressed learning needs related to the leadership competencies will assist with selection of mentees. Your organization may wish to do a blind review of mentees and mentors. This involves 2 or more reviewers of applicants with the identifying information removed to avoid any bias in selection. A sample congratulatory letter (Appendix H) and mentee acceptance form (Appendix I) are included.

Matching of Mentor and Mentees

Matching should be based on goals and interests of mentees and mentors with their expressed match in the leadership competencies (proficiency in the mentors) as well as expressed learning needs (for mentees). Some authors suggest the personalities and learning styles of the individuals be considered in matching (Mertz, as cited in ANDSOOHA/PHRED 2005). Careful selection of pairs is essential and there must be a "good fit" (Gordon, as cited in ANDSOOHA/PHRED 2005). The right *pairings* are as important as identifying good mentors and good mentees.

Various options exist for matching mentors with mentees. Some health units may wish to use a 'matching committee' as part of a mentoring initiative, reviewing mentor information and mentee learning needs. Another option for matching is for mentees to be able to select their mentor from a "mentor bank". Further discussion on criteria for selection is contained in *Caring, connecting, empowering: A resource guide for implementing nursing mentorship in public health units in Ontario* (ANDSOOHA/PHRED et al 2005)*.*

Managing the Leadership Mentoring Program

Opening Celebration

A celebration event at the beginning of your program will serve to initiate the program, introduce the mentors and mentees to each other and give an orientation of the program.   The champion will introduce and describe the project.

Orientation of Mentors and Mentees

Preparation and training are needed to help mentors and mentees get to know each other, assist them in understanding the nature and degree of the commitments they are about to make, and to explain their roles and responsibilities in the program (Greene & Puetzer, as cited in ANDSOOHA/PHRED 2005). This orientation will inform mentors and mentees of the objectives of the program, strategies for meaningful mentoring and logistics of the process. A 'Mentoring Orientation Workshop Resource' is available in Section 4 of this resource.

Mentor/Mentee Meetings

Mentors and mentees will need to plan their meetings at mutually agreeable times. These meetings can occur by phone, in person or by joint attendance at meetings. The development of mentee learning goals will help to structure these meetings; therefore mentees should formulate a learning plan early in the relationship. The discussion at the meetings may revolve around the learning objectives and content of the leadership coaching sessions. A mentoring session record (Appendix J) will help with documentation of the mentoring experience.

Complementary Activities

Complementary activities such as leadership coaching for mentees during the time that mentors and mentees are working together will assist the mentees to integrate theory with practice. The leadership coaching sessions can occur in group sessions or in an 'on line' format. The leadership coaching will complement leadership competencies by building a base of theory and knowledge that can be combined with real life experience in discussion during the mentor/mentee sessions. Mentors will benefit from being familiar with the content of the sessions so that at each meeting the concepts from the sessions can be discussed with the mentee providing examples of how the leadership competency behaviour played out in practice.

Ongoing Support

The champion will act as a support to the mentors and mentees during the duration of the project. The champion may suggest resources, or support pairs to develop a learning plan. In some instances, despite attention to the matching process, conflict

among the pairs may occur. The mentoring champion may wish to consult their organizational policies and/or contractual agreements for the steps to follow. For discussion of conflict management see: *Caring, connecting, empowering: A resource guide for implementing nursing mentorship in public health units in Ontario* (ANDSOOHA/PHRED 2005)*.* http://www.andsooha.org/resources/doc.asp?f=&d=151

Closure Celebration

A closure celebration will mark the official end of the leadership mentoring program. Participants can be asked to reflect on the learnings and challenges of the program and celebrate the program's success. The findings of the evaluation can be shared.

Evaluating the Program

Evaluation of the leadership mentoring program is important to determine where successes and challenges of the program occurred to inform future mentoring initiatives. Some of the evaluation components will focus on process-related activities in order to improve the program processes and materials. The evaluation should also assess satisfaction of both those directly involved with the project – mentors, and mentees – as well as an assessment of those not directly involved, but who may have been impacted indirectly by the project activities. The evaluation will reveal what, if any, additional mechanisms need to be put in place to foster mentee confidence, support and skill development.   It is important to use multiple methods to evaluate the leadership mentoring project. These could include web-surveys, focus groups, attendance tracking, and activity logs. Sample evaluation instruments have been provided (Appendix K, L, M and N).
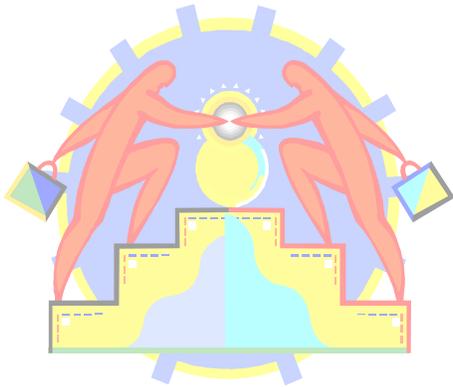
MENTORING ORIENTATION WORKSHOP RESOURCE

Mentoring Orientation Workshop Resource

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How to Use this Mentoring Orientation Workshop Resource

This workshop resource includes the materials needed to provide a 3 and ½ hour orientation for mentors and mentees. The orientation is similar for mentors and mentees with a variation in learning objective six. The package includes the following:

1. Curriculum:

This section provides the goal and objectives as well as the outline for the workshop. The curriculum chart includes the points for discussion, learning activities and resources as well as estimated times. The chart is divided into separate tables according to the learning objectives with separate sections for mentors and mentees for objective six.

2. Power point slides:

The power point slides include speaker's notes.

3. Facilitator Resources:

This section includes resources that provide extra information on learning activities in the workshop. The resources are identified according to the corresponding learning objective.

4. Handouts: The handouts are divided into two subsections:

- **Workshop preparation packages** are compiled sets of handouts placed in a binder that will be handed out before the workshop. Some of this information is covered during the workshop. Other handouts are not referred to during the workshop but are supporting resources for the program.
- **Workshop handouts** are given during the workshop. These handouts are identified according to the corresponding learning objective.

5. Preparation for the Workshop

Facilitator

- Review materials.
- Clarify information you will share about the components of your program. Recommendations for the components are found in the "*Setting up the program*" section of this manual.
- Identify what, if any, documentation you require of the mentors and mentees and develop these templates.

If you are not familiar with Kolb's learning style inventory, complete the self- assessment and review the resource. Copies of the Kolb Learning Style Inventory can be purchased through the Hay Group Inc. at email: haytrg@haygroup.com.   The cost for this resource is $105.00 for 10 booklets.

Mentors and Mentees

Send out the workshop preparation package, leadership competencies (see appendix B) and a Kolb Learning Style Inventory to all mentors and mentees two weeks before the workshop.   Ask participants to:

- complete a Kolb Learning Style Inventory
- review the handout package and leadership competencies and bring the materials to the workshop
- review their application to the program and bring a copy to the workshop.
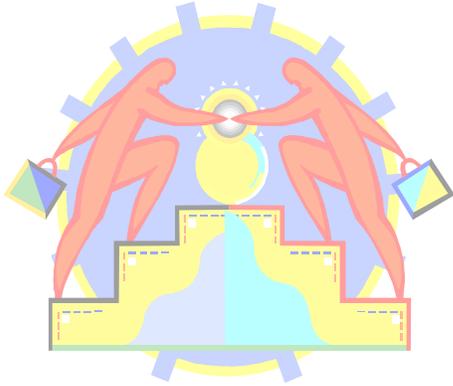
CURRICULUM

Curriculum

Learning Goal

To prepare mentors and mentees for participation in the leadership mentoring program

Objectives

Participants will:

1. review the components of a leadership mentoring program
2. identify the benefits of a mentoring program
3. review the Mertz model of mentorship
4. differentiate between the phases of mentoring
5. discuss the roles and responsibilities of participants
6. prepare for the learning process in the mentoring relationship
7. identify strategies for success in the mentoring relationship.

Introduction

Time	Points for Discussion	Learning Activities & Resources
15 min	✓ Acknowledge the experience and knowledge in the room. ✓ State that this session will be interactive and will provide opportunities to share. ✓ Introduce facilitator(s). ✓ Ask each participant to share their name, program area, ✓ identify one thing that excites them about the mentor/mentee role & one concern about assuming the role of mentor/mentee. ✓ Write down the challenges and explain that these challenges will be addressed throughout the session. ✓ Once the introductions are completed, post the sheets on the wall.	**Activities:** Individual introductions See Power Point slide #2 **Resources:** Flip chart paper, markers & tape
5 min	✓ Introduce the goal & objectives. ✓ Review the agenda of the orientation session.	**Activities:** Presentation See Power Point slides #3 & 4 **Resources:** Written agenda posted on the wall Learning goal and objectives agenda in handout in package (see Workshop preparation package)

Objective 1 – Components of a Leadership Mentoring Program

Time	Points for Discussion	Learning Activities & Resources

15 min	✓ Acknowledge that much of the information from the workshop is adapted from the ANDSOOHA/PHRED Nursing Mentorship Guide.
	✓ Describe the components of the program:
	  ▪ **Mentor/Mentee Selection**
	  ▪ **Mentor/Mentee Pairing**
	  ▪ **Time Commitment**
	  ▪ **Adjunct training/resources**
	  ▪ **Supports**
	✓ Ask if participants have any outstanding questions about the program.
		Activities:
		Presentation
		See Power Point slide # 5 with facilitator notes
		
		Resources:
		Program Components handout (see Workshop preparation package)

Objective 2 – Benefits of a Mentoring Program

Time	Points for Discussion	Learning Activities & Resources
10 min	✓ Ask participants to identify the benefits of a mentorship program to the mentees, mentors and organization. ✓ List benefits on flip chart paper – use different colours of markers for mentees, mentors, organization & post on wall.	**Activities:** Group discussion **Resources:** Flip chart paper, markers & tape Provide Benefits of a mentoring program (see Workshop handouts)

Objective 3 – The Mertz Model of Mentorship

Time	Points for Discussion	Learning Activities
20 min	✓ Present the definition of mentoring and definition of formal mentoring programs & confirm that this is participants' understanding of mentoring. ✓ Present Mertz Model of Mentoring. ✓ Ask participants, given the length of this specific project, which level of intent and involvement they see having with their mentees or mentors?	**Activities:** Presentation See Power Point slides # 6,7 & 8 and facilitator notes **Resources:** Mertz Model of Mentoring handout (see Workshop preparation package)

Objective 4 – Phases of Mentoring

Time	Points for Discussion	Learning Activities & Resources
10 min	✓ Present the diagram with phases of mentoring and ask the group what activities they see happening in each phase. Augment their answers with information about the phases: ▪ **Initiation** ▪ **Planning** ▪ **Development** ▪ **Closure and separation**	**Activities:** Group discussion See Power Point Slide # 9 **Resources:** Provide handout on Phases of mentorship (see Workshop handouts)

Objective 5 – Roles and Responsibilities of Participants

Time	Points for Discussion	Learning Activities & Resources
15 min	✓ Describe the Roles, Responsibilities and expectations of mentors, mentees and the champion in mentoring program from the Power Point slides. ✓ Ask participants what a mentor is not & write responses on flip chart.	**Activities:** Presentation See Power Point slides # 10 -14 Group discussion **Resources:** Roles, Responsibilities and Expectations handout (see Workshop preparation package)

Objective 6 – Learning Process in the Mentoring Relationship

Time	Points for Discussion	Learning Activities & Resources
15 min	✦ Explain to the group that in preparation for working with a mentee this segment will focus on strategies they can use to initiate the mentoring process. ✦ Put up the slide with leadership competencies and provide some background of how they were developed. ✦ Ask if people have any questions about the competencies. ✦ Ask participants to refer to their mentor application where they identified their strongest leadership competencies and their mentee's application and ask them to jot down some learning activities in their mentee's areas of interest on the learning plan template for mentoring experience. ✦ After five minutes ask them to share their ideas with a person sitting close to them ✦ After five minutes bring them back to a large group and ask them to share learning activities they came with.	**Activities:** Presentation – See Power Point slide # 15 Individual exercise Discussion in pairs, large group discussion **Resources:** Learning plan template for mentoring experience handout (see Workshop preparation package) Provide mentors with a copy of their applications if needed and their mentees' application
10 min	✦ Participants should have completed the inventory before the orientation. Discuss participants' results of the Kolb's Learning Style Inventory and how it can be used with mentees.	**Activities:** Discussion **Resources:** Kolb's Learning Style Inventory (see Workshop preparation package)
15 min	✦ Ask participants what strategies and/or questions they will use to start building an effective relationship at the first meeting. Jot down ideas on the flip chart. ✦ Share that these ideas will be compiled and emailed to everyone after the workshop. ✦ Refer them to the following resources which are found in the workshop preparation package: **1. Establishing Ground Rules Context for Mentee Learning** **2. Strategies to Assist Mentees' Learning** **3. Mentoring and Leadership Resource List** ✦ Also refer participants to the ANDSOOHA /PHRED resource where they will find information on learning styles and teaching/ learning strategies.	**Activities:** Large group discussion and brainstorming **Resources:** Flip chart paper, markers & tape Ideas for strategies and questions (see Facilitator Resources) Provide Establishing Ground Rules; Strategies to Assist Mentees' Learning, Mentoring and /Leadership Resource List (see Workshop preparation package)

FOR MENTEES
Objective 6 – Learning Process in the Mentoring Relationship

Time	Points for Discussion	Learning Activities & Resources

20 min	❖ Explain to the group that in preparation for developing a learning plan the following exercise based on Kolb will help increase their awareness about the teaching/learning strategies that best help them to learn.
	❖ Ask participants to refer to their completed Kolb Learning Style Assessment to remind themselves which learning style (i.e. diverger, assimilator, converger or accommodator) best describes them.
	❖ Ask participants to divide into four groups based on the four learning styles.
	❖ Give each group some flip chart paper & markers. Ask each group to answer the following questions *in 5 minutes and report back:*
	   ✓ Describe what helps you to learn?
	   ✓ Identify what hinders your learning?
		Activities:
		Group exercise
		
		Resources:
		Participants' completed Kolb Learning Style Inventories
		Flip chart paper, markers & tape

20 min	❖ Tell the group that in this segment they will have an opportunity to start developing their learning plan.
	❖ Put up the slide with leadership competencies and provide some background of how they were developed.
	❖ Ask if people have any questions about the competencies.
	❖ Review the learning plan template and use Sample Learning Plan for Mentoring Experience from the Workshop preparation package as an example.
	❖ Ask participants to:
	  1. Refer to their completed applications.
	  2. Identify a leadership competency on which they want to focus.
	  3. Fill out the learning plan **for 10 minutes.**
	  4. Suggest that when they fill out the section on resources/strategies that they incorporate what they learned about their learning styles.
	  5. Share with a partner what they wrote on the template for their learning objective **for five minutes.**
	❖ Bring the group back and ask the whole group to share what sorts of learning objectives they identified.
		Activities:
		Presentation – See Power Point slide # 15
		Individual exercise
		Discussion in pairs, large group discussion
		
		Resources:
		Mentees' completed application (provide copies if they forgot them)
		Learning plan template for mentoring experience & Sample learning plan handouts (see Workshop preparation package)

Objective 7 – Strategies for Success in Mentoring Relationship

Time	Points for Discussion	Learning Activities & Resources
15 min	✓ Revisit the list of challenges from the beginning of the session and ask for additional challenges, brainstorm a solutions list for each challenge. ✓ Tell participants that the solutions list will be compiled and emailed. ✓ Also refer participants to the Mentoring and /Leadership Resource List because it includes resources on conflict resolution.	**Activities:** Large group discussion Either record on the Power Point #16 or on flip chart paper **Resources:** Flip chart paper, markers & tape Ideas of common challenges and solutions (see Facilitator Resources) Mentoring and /Leadership Resource List (see Workshop preparation package)

Summary, Final Comments and Evaluation

Time	Points for Discussion	Learning Activities & Resources
15 min	✓ Ask if there are any questions ✓ Describe any documentation requirements. ✓ Remind group of the supports available. ✓ Ask participants to fill out the workshop evaluation.	**Activities:** Presentation/discussion See Power Point slide # 17 **Resources:** Documentation templates (N.B. you will need to develop a template - see sample in (Section 6 Appendix J) Workshop evaluation (see Workshop preparation package)

*Fostering Leadership in Public Health through Mentoring (POWERPOINT PRESENTATION LINK)
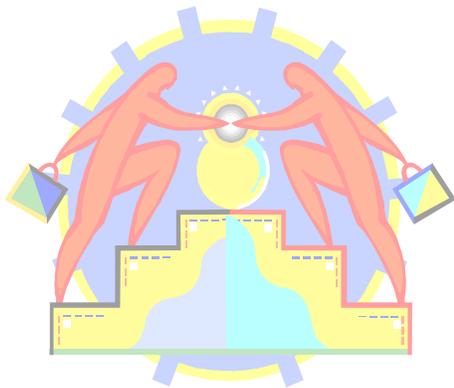
FACILITATOR RESOURCES

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B. Objective 6: Preparing the learning process in the Mentoring relationship - Mentee exercise

C. Objective 7: Strategies for success in the Mentoring relationship for Mentors

D. Objective 7: Strategies for success in the Mentoring relationship for Mentees

Objective 6: MENTOR Exercise
Preparing for the Learning Process in the Mentoring Relationship

The following are suggestions for the exercise to prepare mentors for the learning process in the mentoring relationship. Some of the suggestions could be shared with participants as you work through this exercise. This resource includes questions to facilitate discussion with the mentee as well as other strategies for relationship building.

Setting the Climate

- ✓ Schedule a significant amount of time for the first meeting (e.g. an hour with no interruptions)
- ✓ Meet outside the office for lunch or coffee

Questions for the Initial Meeting

- ✓ What do you hope to gain from this mentoring relationship?
- ✓ Could you describe some of your tentative goals for the mentoring process?
- ✓ What are your career goals – (short, medium and long-term)?
- ✓ How can I support you to meet your goals?
- ✓ What do you see as your leadership strengths?
- ✓ What do you see as your areas for development?
- ✓ What draws you to leadership roles?
- ✓ What do you hope to accomplish as a leader?
- ✓ What is your personal philosophy of leadership?
- ✓ What excites you about public health practice?
- ✓ What drew you to your profession?
- ✓ What are some of the satisfactions of your current job?
- ✓ What are some of the challenges of your current job?
- ✓ What are your current projects?
- ✓ How do you best learn?
- ✓ What activities best support your learning?
- ✓ What sorts of things motivate you to learn and develop?

Information for the Mentor to Share

- ✓ What you look forward to in this mentoring relationship
- ✓ Your areas of expertise
- ✓ The things that excite you about being in a leadership role
- ✓ Your personal philosophy of leadership
- ✓ What you hope to accomplish as a leader
- ✓ The things that excite you about public health practice

- ✓ The things that drew you to your profession
- ✓ Some of the satisfactions of your current role
- ✓ Some of the challenges of your current role
- ✓ Current projects
- ✓ Your career path
- ✓ Experiences re: effective and ineffective leadership
- ✓ The best reading you have done on the topic of leadership
- ✓ What you as the mentor can offer in terms of learning opportunities, availability, expertise etc.

Other areas for discussion

- ✓ Time commitment
- ✓ Times for future meetings (schedule meetings early on)
- ✓ Ground rules/Boundaries for example, sharing information without providing identifying details about a situation, confidentiality, no discussion of personal HR issues, office politics etc.

<h1 style="text-align:center">Objective 6: MENTEE Exercise
Preparing for the Learning Process in the Mentoring Relationship</h1>

The following are suggestions for the exercise to prepare mentees for the learning process in the mentoring relationship. Some of the suggestions could be shared with participants as you work through this exercise. This resource includes questions to facilitate discussion with the mentor as well as other strategies for relationship building.

Setting the Climate

- ✓ Schedule a significant amount of time for the first meeting e.g. an hour with no interruptions
- ✓ Meet outside the office for lunch or coffee

Questions for the initial meeting

- ✓ What your hopes for this mentoring relationship?
- ✓ What are your areas of expertise?
- ✓ What things excite you about being in a leadership role?
- ✓ What is your personal philosophy of leadership?
- ✓ What do you hope to accomplish as a leader?
- ✓ What excites you about public health practice?
- ✓ What are some of the current developments public health that I should know about as an aspiring leader?
- ✓ What drew you to your profession?
- ✓ What are some of the satisfactions of your current role?
- ✓ What are some of the challenges of your current role?
- ✓ What are your current projects?
- ✓ Are there any aspects of these projects I could get involved in?
- ✓ Tell me about your career path.
- ✓ Can you describe some of your experiences re: effective and ineffective leadership?
- ✓ What are some good books/articles on leadership?
- ✓ What can you offer me in terms of learning opportunities, availability, expertise etc?

Information for the mentee to share

- ✓ What you hope to gain from this mentoring relationship
- ✓ Some of your tentative goals for the mentoring process to confirm ensure feasibility and appropriateness
- ✓ Your career goals – (short, medium and long-term)
- ✓ How the mentor can support you to meet your goals
- ✓ What you see as your leadership strengths

- ✓ What you see as your areas for development
- ✓ Your reasons for wanting to be a leader
- ✓ What you hope to accomplish as a leader
- ✓ Your personal philosophy of leadership
- ✓ The things that excite you about public health practice
- ✓ The reasons for choosing your profession
- ✓ Satisfactions and challenges of your current job
- ✓ Your current projects
- ✓ How you best learn and the activities that best support your learning.

Other areas for discussion

- ✓ Time commitment
- ✓ Set timelines, having concrete time limits within the project and within each meeting
- ✓ Times for future meetings (schedule meetings early on)
- ✓ Ground rules/Boundaries for example, sharing information without providing identifying details about a situation, confidentiality, no discussion of personal HR issues, office politics etc.

Objective 7:
Strategies for Success in the Mentoring Relationship for MENTORS

. ' . ' . ' . ' . ' . ' . ' . ' . ' . ' . ' . ' . ' . ' . ' . ' . ' .

Mentors' Concerns and Solutions

This section includes two common examples of mentor concerns and ideas for solutions, some of which you might share with participants while they work through this exercise.

Concern	Solutions
Lack of time	• Schedule all the meetings in the first meeting. • Book an appointment with oneself to read about mentorship. • The mentor's role is to be an enabler therefore encourage self directed activities e.g. reading, reflective writing, project work that you have suggested etc. • Take the mentee with you on day-to-day activities – debrief after and have mentee write down their learning and reflections. • Negotiate other forms of meetings other than face-to-face meeting (e.g. email, phone, etc.) • Set aside chunks of time to meet or many shorter meeting depending on what works for your schedule.
Can I meet mentee's expectations? Mentee is already highly skilled, what do I have to share?	• Remind yourself that you don't have to be the expert in everything. • The more important things you can offer are your positive presence and listening ear. • Direct the mentee to others who are experts in the area when needed. • Learn about the topic together. • Connect with other mentors to share resources. • Continually check in with mentee to assess whether expectations are being met and renegotiate as needed. • Review library resources.

Objective 7:
Strategies for Success in the Mentoring Relationship for MENTEES

Mentees Concerns and Solutions

This section includes common examples of mentee concerns and ideas for solutions, some of which you might share with participants while they work through this exercise.

Concern	Solutions
Personal differences between the mentor and mentee/Does not seem to be a good fit.	• Discuss your mentor's and your own personality style, learning style etc. recognize and acknowledge strengths of each person. • Reframe experience as an opportunity to work with different personalities which may increase your capacity for leadership. • Discuss issue of fit with your mentor first: mentor might not be aware of the issues. • Discuss how the two of you will address conflicts before they happen. • Could reduce contact with mentor by engaging in self-directed activities or being directed to other experts in the field. • Consult with a champion (i.e. the person overseeing the program).
Time frame for project, busy schedule for mentor and mentee.	• Reframe the short time period as making it easier to make it as a priority. • Negotiate priority learning goals. • Negotiate feasibility of learning plan, and adjust goals accordingly. • Make the mentoring relationship a priority & schedule all your meetings early. • Negotiate with your manager regarding the time. • Be flexible and use other modes of communication (e.g. email, phone instead of face to face).

Concern	Solutions
Mentees' and team members' work load will be affected by participation in project	• Share with team members what you are doing and what you are learning. • Negotiate with team members regarding workload, keep them in the loop and acknowledge their efforts to accommodate you. • Put up your schedule so team members know where you are. • Keep your manager informed re your mentoring activities. • Negotiate with your manager regarding workload. • Share with your mentor about your concerns and problem-solve to identify solutions (e.g. ways that decrease time demands using email, phone etc.)
Lack of support from manager	• Find out from manager where the concerns are and problem-solve accordingly. • Demonstrate value of project to team by sharing what you are learning back to team and how the project benefits the organization.
How to transfer out learning from the mentoring process	• Develop a longer term learning plan to use after project. • Map out how you can apply the skills you learned in your current and future roles and apply learnings. • Develop a long-term career plan. • Identify projects and job opportunities where your learning could be applied. • Identify ways that you can participate in making changes in the organization.
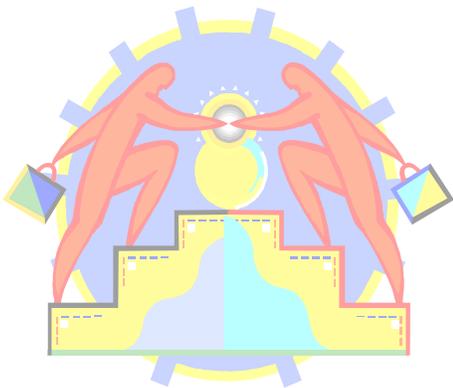
WORKSHOP PREPARATION PACKAGE

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K. Mentoring and Leadership Resource List

A. Learning Goal and Objectives

GOAL

To prepare mentors and mentees for participation in the leadership mentoring program.

Objectives

Mentors and mentees will:

- review the components of a leadership mentoring program
- identify the benefits of a mentorship program
- review the Mertz model of mentorship
- differentiate between the phases of mentoring
- discuss the roles and responsibilities of participants
- prepare for the learning process in the mentoring relationship
- identify strategies for success in the mentoring relationship.
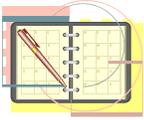
B.   Agenda

- Introductions

- Components of a mentorship program

- Benefits of a mentorship program

- Mertz model of mentorship

- Phases of mentoring

- Roles and responsibilities of participants

- Preparations for learning process

- Strategies for success

- Evaluation

C. Objective 1:
Components of the Leadership Mentoring Program

Note: This handout will be adjusted based on how the components have been set up at your health unit.

Components of the leadership mentoring program

- Invitation to mentors and mentees

- Selection of mentors and mentees

- Matching of mentors and mentees

- Opening celebration

- Support

- Complementary activities

- Closing celebration

- Evaluation components

D. Objective 3: **Mertz Model**

Mertz's Mentoring Model (2004) is applicable to a range of health professions**.** Norma Mertz proposed a model of mentoring building on twin concepts of intent, the perceived purpose of an activity and whether the intent is sought or valued, and involvement, the amount of time and effort required to realize the intent. Intent is concerned with why the relationship is undertaken, the ends sought and how each party sees the relationship and values those whys and ends.

As with intent, involvement reflects some sort of cost-benefit analysis, how much is required of the mentor, how willing and able is the mentor to invest that amount in the relationship, and how willing is the mentor to invest that degree of intensity in the relationship.

These twin concepts are important variables for distinguishing among the types of roles and relationships associated with mentoring. In Mertz's model, mentoring is defined as an intentional relationship. Intent is recognized as a factor in supportive workplace relationships. Mertz's model of mentoring (Mertz, 2004) aligns well with a formal mentorship model characterized by organizational involvement, focus on professional development, and fit with organizational mission and vision. Intent is concerned with why the relationship is undertaken. The intent of a mentoring initiative may be to provide a supportive relationship for newly hired health professionals and to re-engage mid-to-late-career professionals.

Involvement is concerned with what is required of each party – the physical and emotional costs, the nature and level of investment required, and the intensity of the interaction required by the relationship. The involvement of Public Health Professionals will vary according to the specific goals of the mentees and mentors and the time and effort mentors wish to expend.

The following are examples of questions that mentors might consider prior to entering into a mentoring relationship:

- What is required of each party?
- What is wanted or expected of me?
- What will I get from this relationship?
- Am I willing and able to meet those expectations and help that person realize those needs?

In addition to consideration of the level of involvement, Mertz's (2004), the model outlines three categories of intent in the mentoring relationship.

Psychosocial Development

- Characterized as those aspects of a relationship that enhance an individual's sense of competence, identity and effectiveness
- Associated with role modeling and the role of supporter, teacher or coach

Professional Development

- Characterized as those activities designed to help individuals grow and develop professionally
- Associated with advising and the role of counsellor, advisor and guide

Career Advancement

- Characterized as activities designed to help individuals advance professionally
- Associated with brokering and the role of patron or mentor
- While professional development seems to be a requisite of career advancement, a mentoring relationship with the intent of career advancement may not involve professional development but rather focus on opening doors for the mentee's career advancement.

INTENT	ROLE	INVOLVEMENT (Level)
Career Advancement (Brokering)	Mentor	6
	Patron or Protector	5
Professional Development (Advising)	Sponsor or Benefactor	4
	Counselor, Advisor or Guide	3
Psychosocial Development (Modeling)	Teacher or Coach	2
	Role Model, Peer Pal or Supporter	1
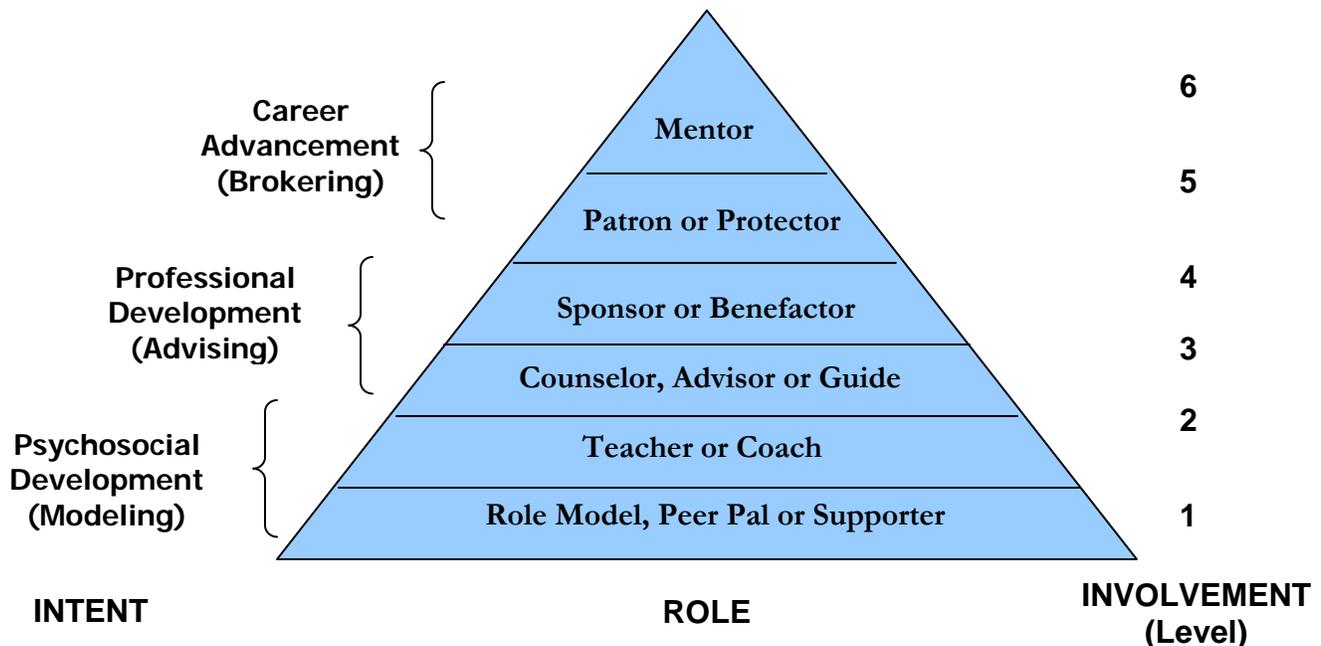
Figure 1. This figure illustrates the relationships between the categories of intent and associated roles and levels of involvement.
One is the lowest and 6 the highest.[1]

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[1] Mertz, N.T., What's a mentor, anyway? *Educational Administration Quarterly. 40(4)*, 551, copyright 2004 by Sage Publications, Inc. Reprinted by Permission of Sage Publications, Inc.

Mertz (2004) suggests that the main intent of advising is professional development. The mentor is focused on the present and with maximizing that individual's success and potential in that context. Psychosocial development will likely be included in the advisor's relationship with the mentee but not always. What differentiates brokering from advising, according to Mertz, is the fundamental focus on career advancement, helping
the mentee to get ahead. In either instance, there is no responsibility for the performance of the person mentored. This is a critical difference between mentorship and preceptorship.

(Objective 3: ANDSOOHA/PHRED, 2005)

E. Objective 5:

The Roles and Responsibilities of Program Participants

Mentors

- Initiate contact with mentee
- Model excellence in professional practice
- Foster an effective relationship with the mentee
- Foster mentee growth

Mentees

- Develop learning plan in collaboration with mentor
- Use effective communication skills
- Receive approval from manager regarding mentoring activities
- Contribute to the development of a trusting and collegial relationship with the mentor
- Provide feedback to the mentor about the mentoring process
- Consult with program champion about concerns related to the program

Program Champion

- Matches of mentors and mentees
- Provides guidance, support and problem solving to mentees, and to mentors as appropriate
- Provides training and resources

(Objective 5: Adapted from ANDSOOHA/PHRED, 2005)

F. Objective 6:

Template: Learning Plan for Mentorship Experience

Learning Objectives	Resources/ Strategies	Evidence of Achievement	Target Dates	Criteria Evaluation	Progress/Status
*What are you intending to learn? *Objectives should be specific, measurable, attainable, realistic and timely. *Objectives can include the content to be learned in the knowledge, skill and attitudes (competencies) that are desired.	*What are the activities that you will use to meet your objectives?	*How do you propose to demonstrate achievement of this objective? E.g., "As a result of meeting this objective, I will be able …" (How will you know that you have achieved it?)	*When is the evidence due? *Number of weeks and anticipated completion date.	*What is the basis for determining that you have successfully completed the evidence? *Who will perform the evaluation? *What method will be used to evaluate? (Identify who and how you will obtain feedback or information to demonstrate that you have achieved your objective.)	*Description of where the mentee "is" in relation to meeting the stated objective. *This section can be completed at key points during the mentoring experience in conjunction with the Progress Report (e.g., mid-term, and at the end of the experience)

(Objective 6: ANDSOOHA/PHRED, 2005)

G. Objective 6:

Sample: Learning Plan for Mentoring Experience

Learning Objectives	Resources/ Strategies	Evidence of Achievement	Target Dates	Criteria Evaluation	Progress/Status
*To increase knowledge and skills related to Project Management	*Read resources on project management *Maintain contact with other participants from the workshop to discuss experiences applying model. *Practice filling out templates associated with one model of project management & share with mentor for feedback. *Discuss challenges of applying model with current project.	*Can state the components of the model *Templates are filled out appropriately	8 Weeks	*Will discuss my knowledge of a project management model with my mentor *Will receive feedback on completed templates from mentor.	***Week 1** – Attended workshop *Read materials related to the model ***Week 3** – Discussed what I learned from workshop with mentor *Submitted templates to mentor ***Week 5** – Discussed challenges applying model with mentor *Received feedback on templates ***Week 7** – Resubmitted templates to mentor ***Week 8** – Received feedback on second draft. *Reflected with my mentor on what I had learned in the process.

(Objective 6: Adapted from ANDSOOHA/PHRED, 2005)

H. Objective 6:

Establishing Ground Rules

Housekeeping

- Establish a "routine" time and place
- Place: Consider "off unit", convenient to both, private
- Time: Consider any restraints, family needs, school, etc.
- Food: Can be comforting, provides an easy lead in to conversation.

Interpersonal

- Establish boundaries: Certain topics may be off limits, (i.e., extremely personal information); these need to be clearly defined at start of the mentorship relationship
- Constructive behaviours are supported: Formulating positive plans, allowing healthy ventilation of feelings
- Negative behaviours that are not accepted need to be clearly identified (e.g., complaining, whining)
- If negative behaviours occur, discuss with each other without repercussion. If behaviour continues, may require consultation with the champion or a manager.

Communication

- Confidentiality: Essential for both parties
- Record keeping: Will records be kept? If so, how (e.g., log, anecdotal notes, calendar, electronically)? Keep documentation to a professional level and ensure it does not contain information of personal nature
- Methods of communication: Voice mail, e-mail, telephone, in-person meetings
- Communication will be clear, frequent restating, summarizing for both parties "Seek to understand then be understood" (Covey, 1989)
- Share feelings and validate feelings as well as facts.

(Objective 6: ANDSOOHA/PHRED, 2005)

I. Objective 6:
Strategies to Assist Mentees' Learning

Critical Thinking

Mentees can be helped to determine the attainment of learning goals through an evaluation process involving critical thinking and reflection. Critical thinking is defined as "reasoning in which we analyze the use of language, formulate problems, clarify and explain assumptions, weigh evidence, evaluate conclusions, discriminate between good and bad arguments, and seek to justify those facts and values that result in credible beliefs and actions" (Bandman & Bandman, 1995, as cited in RNAO Preceptorship Resource Kit, p. 28).

Mezirow (1981, as cited in Cranton, 1989) contributed a model of learning that proposes that an individual learns when his or her perception of reality is "not in harmony with" experience. Learning in this model is described as "reflecting on experience."

Mentors can help mentees create a problem formulation. An analysis of the assumptions, weighing the evidence, and discriminating between and justifying facts and values (e.g., reflecting on her or his experience), may clarify a problematic situation. When this reasoned analysis has been conducted mentees are prepared to tackle the problem in an informed manner.
See http://hsc.unm.edu/consg/conct/whatis.shtml for more information on critical thinking.

Problem-Based Learning

Another method of assisting mentees uses problem-based learning (PBL). PBL is an educational format that centres the discussion and learning that emanates from a real life situation, perhaps a clinically based problem. In PBL, the problem drives the learning. It is a method that encourages independent learning and gives mentees practice in tackling puzzling situations and defining their own gaps in understanding. It is a way of learning which encourages a deeper understanding of the problem.

Using PBL as a learning strategy, the mentor assumes a coach or facilitator role assisting the mentee to solve the problem by:

- asking leading and open-ended questions to help the mentee explore the richness of the situation
- help them develop their critical thinking

- helping mentees reflect on the experiences they are having, because reflection develops professional skill.
- monitoring progress, because successful problem solvers monitor their thought processes about once per minute to ensure that they are still on track and that they understand where they are in the process
- challenging their thinking, so as to nurture deep learning, and a search for meaning so that they develop critical thinking skills
- raising issues that need to be considered as a method of facilitation
- creating and maintaining a warm, safe, encouraging atmosphere in which individuals will be willing to share experiences and ideas without fear of being ridiculed because trust is the key ingredient (Covey, 1989).

Further reading about PBL is available at: http://chemeng.mcmaster.ca/pbl/pbl.htm

Active Listening

Active, respectful listening is critical to mentoring. Active listening is defined (McKinley, 2004) as the ability to become absorbed in what another person is saying and not interjecting your views, opinions or suggestions. When mentors actively listen, mentees gain insight into a problem by putting it into words, sorting things out, perhaps coming to a solution and gaining emotional release and relief.

Talking, physical distractions/interruptions and anticipation are three barriers to active listening.

Asking reflective questions as in the example below, tells the mentee that the mentor is interested in what he or she is saying as well as giving more information on the issue or concern. It is important to ask open-ended questions occasionally that prompt discussion and clarify what has been communicated, e.g., "let me restate what you have just said."

(Objective 6: ANDSOOHA/PHRED, 2005)

J. Mentor/Mentee Orientation Feedback Form

** Please take a few minutes to give us feedback about the session

Circle whether you attended a mentor or mentee orientation

1. To what extent did this orientation session add to your understanding of what it means to be a mentor or mentee?

Not at all				A great deal
1	2	3	4	5

2. How useful do you believe the information contained in this orientation session will help you in your role as a mentor or mentee?

Not at all				A great deal
1	2	3	4	5

3. To what extent do you have a clear idea of your roles and responsibilities as a mentor or mentee?

Not at all				A great deal
1	2	3	4	5

4. What were you expecting from this orientation session?

_____
_____
_____
_____

5. To what extent did this orientation session meet your expectations?

Not at all				A great deal
1	2	3	4	5

6. Please give your impressions about the orientation session content.

Depth of content	Very superficial 1	2	3	4	Very thorough 5
Clarity	Not clear at all 1	2	3	4	Very clear 5
Usefulness	Not at all useful 1	2	3	4	Very useful 5

7. Please rate the following:

	Poor				Excellent
a. Facilitator preparedness	1	2	3	4	5
b. Facilitator's ability to keep you interested	1	2	3	4	5
c. Facilitator's ability to answer questions	1	2	3	4	5
d. Pace of the session	1	2	3	4	5
e. Length of the session	1	2	3	4	5
f. Usefulness of materials provided	1	2	3	4	5
g. Opportunity to participate in discussion	1	2	3	4	5
h. Opportunity to ask questions	1	2	3	4	5
i. Appropriateness of facility	1	2	3	4	5
Comments (please answer especially if you circled "1" or "2" for any of the above.					

8. Unanswered questions that still remain for me:

_____
_____
_____
_____

9. What kind of further training would you need, if any, to practice and reinforce the learning from this orientation?

_____
_____
_____
_____

10. Overall, how would you rate this orientation?

Poor   Excellent
1   2   3   4   5

11. Additional comments:

THANK YOU for taking the time to complete this survey! Please hand it to the
facilitator on your way out.

Fostering Leadership in Public Health through Mentoring: A Program Resource Guide

K.   Mentoring and Leadership Resource List

5-D leadership: key dimensions for leading in the real world / Campbell, Scott; Samiec, Ellen. -- Mountain View, CA: Davies-Black Publishing, 2005.

The 21 indispensible qualities of a leader: becoming the person that people will want to follow / Maxwell, John. -- Nashville, TN: Thomas Nelson Publishers, 1999.

Artists, craftsmen and technocrats: the dreams, realities and illusions of leadership / Pitcher, Patricia. -- Toronto, ON: Stoddart Press, 1995.

Beyond change management: advanced strategies for today's transformational leaders / Anderson, Dean; Anderson, Linda S. Ackerman. -- San Francisco, CA: Jossey-Bass/Pfeiffer, 2001.

*Caring, connecting, empowering: A resource guide for implementing nursing Mentorship in Public Health /*Association of Public Health Nursing Management (ANDSOOHA), Public Health Education, Research and Development (PHRED) Program (2005). *Units in Ontario.* Available at: http://www.andsooha.org/uploads/assets/1/nursing_mentorship_resource_guide.pdf.

Coaching: evoking excellence in others, 2nd ed. / Anderson, Dianna & Anderson, Merrill -- San Francisco: Butterworth and Heinemann, (2005).

Coaching for leadership: the practice of leadership coaching from the world's greatest coaches / Goldsmith, Marshall (editor); Lyons, Laurence S. (editor)-- San Francisco, CA: Pfeiffer, 2006.

Collaboration skills: a workshop model / Shortt, Linda. / Ontario Ministry of Health, Public Health Branch; Ontario Central East Region Health Units. -- Toronto, ON: Ontario Ministry of Health, 1992.

Conflict resolution for the helping professions / Allan Edward Barsky -- Belmont, CA: Thomson Brooks/Cole, 2007.

Conflict resolution: mediation tools for everyday worklife / Daniel Dana --
New York: McGraw-Hill, 2001.

The conflict resolution toolbox: models and maps for analyzing, diagnosing and resolving conflict / Furlong, Gary T. – New York, NY: John Wiley & sons, 2005.

Contemporary leadership behavior: selected readings / Hein, Eleanor C. (editor); Nicholson, M. Jean (editor) -- Glenview, IL: Scott, Foresman/Little, Brown Higher Education, 1990.

Creating a Mentoring Culture: the Organization's Guide / Zachary, Lois -- San Francisco, Jossey-Bass, 2005.

Difficult conversations: how to discuss what matters most / Stone, Douglas; Patton, Bruce; Heen, Sheila -- New York, N.Y.: Viking, 1999.

Effective succession planning: ensuring leadership continuity and building talent from within / Rothwell, William J. -- New York, NY: AMACOM, 2005.

The elements of mentoring / Johnson, W. Brad; Ridley, Charles R -- New York: Palgrave Macmillan, 2004.

The emotionally intelligent nurse leader / Moss, Mae Taylor. -- San Francisco, CA: Jossey-Bass, 2005.

Everyone a leader: a grassroots model for the new workplace / Bergmann, Horst; Hurson, Kathleen; Russ-Eft, Darlene. -- New York, NY: John Wiley and Sons, 1999.

Executive intelligence: what all great leaders have / Menkes, Justin. -- New York, NY: Collins, 2005.

Facilitating reflective learning through mentoring & coaching/ Brockbank, Anne; McGill, Ian -- Philadelphia: Kogan Page, 2006.

Facilitation at a glance: a pocket guide of tools and techniques for effective meeting facilitation / Bens, Ingrid. -- Cincinnati, OH: GOAL/AQP, 1999.

Getting things done when you are not in charge / Bellman, Geoffrey M. -- San Francisco, CA: Berrett-Koehler Publishers, 2001.

Group leadership skills / Clark, Carolyn Chambers. -- New York, NY: Springer Publishing Company, 2003.

The handbook of mentoring at work: theory, research, and practice / Ragins, Belle Rose (editor); Kram, Kathy E (editor) -- Los Angeles: Sage Publications, 2007.

Heart of a leader / Blanchard, Ken. -- Tulsa, OK: Honor Books, 1999.

Inspire: what great leaders do / Secretan, Lance. -- New York, NY: John Wiley, 2004.

Lead, follow, or get out of the way: invaluable insights into leadership style / Lundy, James. -- San Diego, CA: Pfeiffer & Company, 1993.

The leader of the future: new visions, strategies, and practices for the next era / Hesselbein, Frances (editor); Goldsmith, Marshall (editor); Beckhard, Richard (editor) -- San Francisco, CA: Jossey-Bass, 1996.

The leader's tool kit: hundreds of tips and techniques for developing the skills you need / Charney, Cyril. -- New York, NY: AMACOM, 2006.

Leaders who make a difference: essential strategies for meeting the nonprofit challenge / Nanus, Burt; Dobbs, Stephen M. -- San Francisco, CA: Jossey-Bass Inc. 1999.

The leadership challenge / Kouzes, James M.; Posner, Barry Z. -- San Francisco, CA: Jossey-Bass, 2002.

Leadership for everyone: how to apply the seven essential skills to become a great motivator, influencer and leader / Dean, Peter J. -- New York, NY: McGraw-Hill, 2006.

The leadership gap: building leadership capacity for competitive advantage / Weiss, David S.; Molinaro, Vince. -- Mississauga, ON: John Wiley and Sons, 2005.

Leadership roles and management functions in nursing: theory and application / Marquis, Bessie L.; Huston, Carol J. -- Philadelphia, PA: Lippincott Williams and Wilkins, 2006.

Leading at a higher level: Blanchard on leadership and creating high performing organizations / Founding Associates and Consulting Partners of the Ken Blanchard Companies. -- Upper Saddle River, NJ: Prentice Hall, 2007.

The little book of coaching: motivating people to be winners / Blanchard, Ken; Shula, Don. -- New York, NY: HarperCollins Business, 2001.

Managing health education and promotion programs: leadership skills for the 21st century / Johnson, James A.; Breckon, Donald J. -- Sudbury, MA: Jones and Bartlett Publishers, 2006.

The Mentor's Guide: Facilitating Effective Learning Relationships / Zachary, Lois -- San Francisco, Jossey-Bass, 2000.

Mentorship in community nursing: challenges and opportunities / Canham, Judith; Bennett, JoAnne -- Osney Mead, Oxford; Malden, MA: Blackwell Science, 2002.

The mentoring advantage: creating the next generation of leaders / Florence Stone -- Chicago: Dearborn Trade Publishing, 2004.

The Mentoring Manual / [Whittaker](), Mike; [Cartwright](), Ann -- Aldershot, Hampshire, Gower Pub Co, 2000.
Narrative mediation: a new approach to conflict resolution / Winslade, John, Gerald -- San Francisco, CA: Jossey-Bass, 2000.

The new leadership challenge: creating the future of nursing / Grossman, Sheila; Valiga, Theresa M. -- Philadelphia, PA: F.A. Davis, 2005.

The one thing you need to know: about great managing, great leading, and sustained individual success / Buckingham, Marcus. -- New York, NY: Free Press, 2005.

Optimizing the power of action learning: solving problems and building leaders in real time / Marquardt, Michael J. -- Palo Alto, CA: Davies-Black Pub. 2004.

Orientation program for nurses in home health care and orientation program for nurses in long term care/ Registered Nurses Association of Ontario -- Toronto: Author, 2003.

The power of positive confrontation: the skills you need to know to handle conflicts at work, at home, and in life / Pachter, Barbara; Magee, Susan -- New York, NY : MJF Books/Fine Communications, 2007.

Practical influencing skills / Springheart Resources. -- Barrie, ON: Springheart Resources, 1996.

The psychology of coaching, mentoring and learning / Law, Ho; Ireland, Sara; Hussain, Zulfi -- Hoboken, NJ: John Wiley & Sons Ltd., 2007.

The prepared mind of a leader: eight skills leaders use to innovate, make decisions, and solve problems / Welter, Bill; Egmon, Jean. -- San Francisco, CA: Jossey-Bass, 2006.

Principle centered leadership / Covey, Stephen R. -- New York, NY: Free Press, 1991.

Quantum leadership: a textbook of new leadership / Porter-O'Grady, Tim; Malloch, Kathy. -- Sudbury, MA: Jones and Bartlett, 2003.

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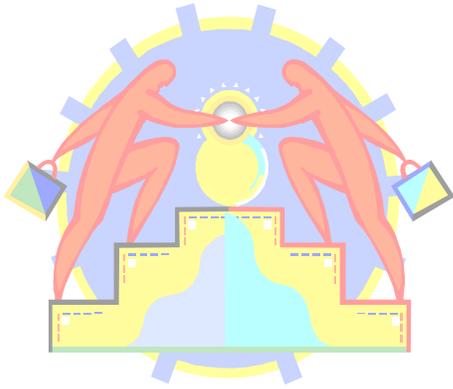
WORKSHOP HANDOUTS

Contents

A.   Objective 2: Benefits of a mentoring program

B.   Objective 4: Phases of Mentoring

A. Objective 2:
Benefits of a Mentoring Program

For Mentors

- Increased career satisfaction for mid-to-late-career health professionals
- Increased professional development of mentors
- Continued commitment to learning

For Mentees

- Opportunities to expand professionally
- Increased confidence in their professional role
- Receiving counselling, encouragement, positive reinforcement, leading to increased self-efficacy & feelings of empowerment

For Organizations

- Enhanced recruitment
- Increased retention of staff
- Decreased staff turnover with subsequent replacement costs
- Retention of corporate knowledge
- Development of leaders able to contribute to health care reform
- Increased pool of individuals who contribute to the mission and vision of the organization

(Adapted from ANDSOOHA/PHRED, 2005)

B. Objective 4: **Phases of Mentoring**

Mentoring relationships tend to go through various stages and phases. Kilcher and Sketris present a combination of several researchers' ideas around phases or stages in the following four phases (Kilcher and Sketris as cited in ANDSOOHA/PHRED, 2005):

Initiation

- Learning about mentoring and the mentoring relationship
- Getting to know possible mentors and mentees to aid pairing or matching
- Clarifying roles
- Identifying learning goals
- Establishing commitments and expectations
- Pairing or matching of mentors and mentees

Planning

- Establishing mentor and mentee needs and desires
- Assisting mentee with goal setting
- Structuring the relationship (frequency of meeting, time, place, events)
- Establishing communication strategies
- Organizing learning opportunities

Development

- Ensuring on-going communication
- Providing feedback
- Making coaching referrals
- Obtaining resources
- Increasing mentee's understanding of:
    - ✓ Organization
    - ✓ Stakeholders
    - ✓ Teaching skills and strategies
    - ✓ Promoting and encouraging confidence
    - ✓ Broadening networks and linkages
    - ✓ Brokering opportunities

Closure and Separation

- Reviewing accomplishments and achievements
- Assessing the next phase of activities and possibilities
- Redefining the relationship – perhaps an informal mentoring relationship outside the formal mentoring program is desired
- Discussing possible future projects (Adapted from ANDSOOHA/PHRED, 2005)
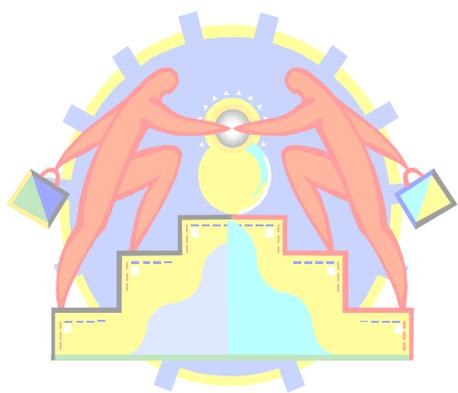
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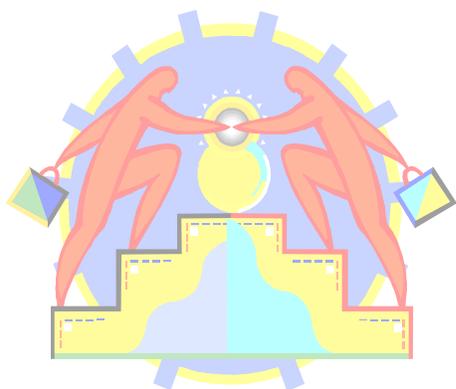
APPENDICES

APPENDIX A:
Leadership Competencies

During HLMP, leadership competencies were established for leaders in public health practice in Ontario. These competencies were essential to the HLMP as they lay the foundation for the leadership mentoring component of the project.

There were 8 competencies established, each with a definition and associated behaviours.

1. Able to Create & Communicate Organizational Vision

Definition: A leader is able to first communicate the organization's vision and second align the organization's efforts to deliver the vision.

Behaviours:

   A. Articulates a vision that is consistent with both the organization and the community health needs
   B. Regularly communicates the vision in a manner that makes it relevant to employees and other stakeholders
   C. Inspires the organization to act / behave in a manner consistent with the vision
        a. Inspires and motivates entire units / entire organization
   D. Aligns the work of the organization in a way that supports / delivers the vision
        a. Realigns activities with the vision
        b. Via operational and strategic plans
   E. Advocates with politicians, other agencies to assist in delivering on the vision

2. Strategic Agility

Definition: Able to create and deliver a compelling strategic plan that aligns with the vision of the organization and considers all environmental forces.
Behaviours:
   A. Sees ahead clearly
   B. Can anticipate future consequences and trends accurately
   C. Has broad public health knowledge and perspective
   D. Can articulately paint credible pictures and visions of possibilities and likelihoods
   E. Sees the larger context of public health practice in Ontario
   F. Identifies opportunities to collaborate with relevant stakeholders to influence the overall public health agenda
   G. Designs and implements innovative solutions / strategies that align with the vision
   H. Ability to position organization within socio-political environment

3. Organizational Agility

Definition: Has the skills and experience about how things work in organizations to facilitate the achievement of organizational objectives.

Behaviours:
- A. Demonstrates innovative solutions / strategies
- B. Acts in a balanced fashion between population health needs and organization needs
- C. Knows how to get things done both through formal and informal channels
- D. Articulates the origin and reasoning behind key policies, practices and procedures
- E. Understands culture and how it works in the organization

4. Demonstrates Integrity and Trust

Definition: Is widely respected and trusted, based upon the perception of others and their personal track record.

Behaviours:
- A. Communicates in a consistent, transparent fashion
- B. Operates in a team environment
- C. Follows through on promises made
- D. Consistent, fair treatment of others
- E. Acts upon reasonable conclusions drawn from information and situations
- F. Speaks and behaves in a manner that is consistent with the organizational culture

5. Promotes Development of People

Definition: Understands that people won't develop without being helped and provides the necessary support to the benefit of the individual and the organization.

Behaviours:
- A. Provides challenging tasks and assignments
- B. Holds frequent development discussions
- C. Constructs compelling development plans and executes them
- D. Is aware of the development plans of direct reports
- E. Takes opportunities to increase own knowledge / skills
- F. Sets clear, realistic expectations

6. Interpersonal Savvy

Definition: Has a range of interpersonal skills and approaches and knows when to use what with whom.

Behaviours:

    A. Communicates well at all levels of the organization
    B. Understands individual and group dynamics
    C. Motivates others
    D. Relates well to all kinds of people (up, down, sideways) inside and outside the organization
    E. Develops an appropriate rapport
    F. Uses diplomacy and tact
    G. Can diffuse high-tension situations comfortably

7. Command Skills

Definition: Able to keep your eye on the goal, while still able to set goals, take some heat when necessary, taking tough stands and getting others to believe in where you are headed.

Behaviours:

    A. Relishes / enjoys leading
    B. Takes unpopular stands, where necessary
    C. Encourages direct and tough debate, but isn't afraid to end it and move on
    D. Is looked to for direction in a crisis
    E. Energized by tough challenges

8. Has Highly-Developed Public Health Knowledge, Skills & Experience

Definition: Is recognized for having both the credentials and the work experience to be a leading voice in the public health environment.

Behaviours:

    A. Actively participates on internal & external public health committees and partnerships
    B. Frequently consulted on issues relevant to public health
    C. Able to articulate public health professionals roles & responsibilities in improving population health
    D. Demonstrates knowledge of public health issues / concerns as they relate to health determinants
    E. Knowledgeable on new trends

APPENDIX B:
Health Unit Readiness Assessment Worksheet

Using this worksheet may help the champion to answer the following question:
Does introducing a leadership mentoring program at this time make sense in this organization?

Element	Question	Facilitators	Barriers
Structure	Is there enough committed staff to support the initiative?		
Workplace culture	To what extent is public health mentoring consistent with the values, attitudes and beliefs of the practice environment? To what degree does the culture support change and value evidence?		
Communication	Are there adequate formal and informal communication systems to support information exchange about the implementation process?		
Leadership	To what extent do your public health leaders support the implementation of a mentoring program?		
Availability of Resources	Are the necessary human, physical and financial resources available to support implementation?		

Adapted from RNAO's Implementation of Clinical Practice Guidelines Toolkit
(Registered Nurses Association of Ontario 2002)

APPENDIX C:
Mentoring - Invitation to Become a Mentor
Can I be a mentor?

Date

<Health Unit Logo>

The mentoring project has begun! Now that the initial work of the project is complete, we are ready to move forward. We would like to extend an invitation to all seasoned public health leaders to join the mentoring program by volunteering to be mentors. Below is some information that you may find helpful in deciding to accept this invitation.

Why should I offer to become a mentor?

Each public health leader has his or her unique reasons for becoming a mentor. Many leaders wish to give back or share their gained knowledge. Mentoring provides an opportunity to reflect, learn, and grow as well as provide increased career satisfaction. The *Self Reflection Tool for Mentors - Can I be a Mentor* (Appendix D) will help you to see if you should volunteer to be a Mentor.

How do I go about becoming a mentor?

You will be asked to fill out a Mentor application (Appendix E) that outlines your knowledge about the leadership competencies, special areas of expertise and interest to assist in the initial selection process. Your profile will be made available to members of a selection committee who will review the profiles and match you with a mentee who expressed similar interests or qualities. Initial meetings will occur between mentors and mentees to explore learning goals and compatibility in forming a mentoring relationship. The mentor /mentee relationship must be mutually agreeable to both parties.

How long is my commitment to be a mentor?

If a match has been made we ask that you commit to the mentor-mentee relationship for the duration of the project (time line) and the (name) health unit supports you in your role as a mentor for up to (time line).

APPENDIX D: Self - Reflection Tool for Mentors

Using this tool may help increase self-awareness in proficient Public Health Professionals and validate personal perspectives regarding mentoring potential. Not everyone is suited to become a mentor. If potential mentors have more responses in the "somewhat" and "no" columns, they may wish to support mentoring in other ways rather than being a mentor.

Can I be a Mentor?

Statement	Yes	Somewhat	No
I am people oriented			
I am a good listener			
I want to share what I know as a Public Health Professional			
When faced with a difficult situation, **I** respond positively			
I work well with staff (multidisciplinary team)			
I have faced challenges in a positive manner			
I am secure in my knowledge and abilities as a Public Health Professional			
I use positive coping methods			
I recognize my role as a teacher			
I am able to support without smothering, parenting or taking charge			
I wish to promote a positive working environment for a diverse workforce			
I have adequate time to devote to a mentoring relationship			
Other (statements that are specific to **me**):			

(Modified from McKinley, as cited in ANDSOOHA/PHRED, 2005)

Leadership Competencies	Aware	Can apply	Can synthesize
1. Able to Create & Communicate Organizational Vision			
2. Strategic Agility			
3. Organizational Agility			
4. Demonstrates Integrity and Trust			
5. Promotes Development of People			
6.Interpersonal Savvy			
7. Command Skills			
8. Has Highly-Developed Public Health Knowledge, Skills & Experience			

Questions for Mentors to Consider

Prior to Entering Into a Mentor/Mentee Relationship

What is required of each party?

_____
_____
_____
_____
_____
_____

What is wanted or expected of me as a mentor?

_____
_____
_____
_____
_____

What are the benefits that I hope to obtain from this relationship?

_____
_____
_____
_____
_____

As a Mentor, am I willing and able to meet those expectations and help to realize my mentee's needs?

_____
_____
_____
_____
_____

What other considerations should be kept in mind specific to this mentor/mentee relationship?

_____
_____

Adapted from Mertz, as cited in ANDSOOHA/PHRED 2005)

APPENDIX E:
Leadership Mentoring Project: Mentor Application

Name: _____

Position: _____

Office Address: _____

Phone: _____

Email: _____

Program Area: _____

Leadership Competencies

1. Please review the leadership competencies (Appendix A). In point form please list the leadership competencies you can share in order to mentor front-line staff that have interest in becoming a leader. (i.e.: content, skills, knowledge, expertise and abilities).

2. Please describe any specialty expertise interests.

(Adapted from Mertz, as cited in ANDSOOHA/PHRED 2005*)*
** Please return to (contact person) by (date). **
Please keep a copy of this application for your records.
If you have any questions please call (contact person) at (contact information).

APPENDIX F:
Expression of Interest: Leadership Opportunity for Front-Line Staff
(Project Name)

(Name of project) is seeking to have (target number of mentee) front-line program staff who are aspiring to become leaders at (name of health unit) to engage in specific mentoring and leadership activities. The project is to start (Start Date)**.**

(Target number of mentee) front-line staff who meet specific criteria below will be selected as mentees. A mix of interprofessional staff chosen from all programs/directorates within (name of health unit) will be selected.

Each mentee will be matched with a mentor from the (name of health unit) management group to work with them for the duration of the project.

The time commitment for this component of the project is as follows:

- Participation in a mentee training session (1/2 day)
- Weekly/bi-weekly meetings with mentor (face-to-face, phone or email)
- Participation in a _ day transition to management session
- _ weeks of leadership coaching sessions with a leader coach (_ hours/session)
- Participation in the evaluation component of the project (collection of data, survey and focus group)

Criteria to apply include:

- (Full time/part time) employee in a current non-management position
- (number) years of employment at (name of health unit)
- manager approval
- interest in securing a leadership position within public health in the future
- interest in learning from a leader mentor
- willingness to participate in a mentee/mentor leader relationship
- Demonstrated proficiency in any of the leadership competencies
- Interest in further development in one or more of the leadership competencies.

All interested individuals should submit the application form to (contact person and information) by (date). Any questions about this opportunity should be directed to (contact person and information).

(Adapted from Mertz as cited in ANDSOOHA/PHRED 2005)

APPENDIX G:
Application form for Front-Line Staff Learning Opportunity
(Name of Project)

Name: _____

Program Area: _____

Office Address: _____

Email: _____

Telephone: _____

Number of Years
at (name of health unit): _____

Full-time employee: Yes ____ No _____

Please review the Leadership Competencies (Appendix B).

1. What leadership competencies do you currently possess? Please provide examples and descriptors that demonstrate your proficiency in the competencies.

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2. Describe what areas of expertise you would want from a mentor? (e.g., abilities, knowledge, content, expertise)

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3. Please describe which three leadership competencies you would like to further develop.

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4. What would be your key learning objectives for this project?

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(Adapted from Mertz, as cited in ANDSOOHA/PHRED 2005)

** Please return to (contact person and information) by (date). **

Please keep a copy of this application for your records.

APPENDIX H:
Congratulatory Letter
(Date)

Dear _____:

Congratulations! I am pleased to inform you that you have been selected as a mentee in the (Leadership mentoring project). To participate in the project, you are required to:

1. obtain the approval of your manager by completing the attached mentee Acceptance Form;
2. attend **one** of the mentee Orientation sessions (see attached form for dates);
3. attend **all** of the Leadership Coaching sessions (if any, include dates, time and locations);
4. meet regularly with your assigned mentor as negotiated (face to face, phone or email) for approximately (#) meetings;
5. participate in the evaluation component of the project (collection of data, survey and focus group).

Please return the completed form to (name and contact information) by (date).

If you have any questions, please contact (name and contact information).

Thank you so much for your participation, I look forward to hearing back from you.

Regards,

(name and contact information)

Mentee Acceptance Form

Name: _____   **Phone:** _____

Program: _____

Office Location: _____

Name of Manager: _____

I accept the opportunity to participate as a Mentee in the leadership mentoring program and I agree to:

1. attend **one** of the following mentee Orientation sessions, please choose one by checking in the box
2. attend **all** of the following Leadership Coaching sessions (if any, include dates, time and locations)
3. meet with assigned mentor weekly (face to face, phone or email) for (#) weeks
4. participate in the evaluation component of the project (collection of data, survey and focus group)
5. discuss the above time commitments with my manager and obtain approval evident by the signature below

_____
Manager Signature

_____
Date

_____
Mentee Signature

_____
Date

Please return the completed form to (name and contact information) by (date).

If you have any questions, please contact (name and contact information).

APPENDIX J:
Mentoring Session Record

Mentee: _____   **Mentor:** _____

Session #_____   Date: _____   Length of Session: _____

Primary Topics/Issues	Actions Taken or to be Taken
Future Agenda Topics or Topics for Future Reference	

APPENDIX K:
Mentor Satisfaction Survey

(name of project)

<u>Please take a few minutes to give us feedback about your Mentoring experience</u>
<u>Do not put your name on this form</u>

1. To what extent did you feel prepared to be a mentor?

   Not at all   A great deal
     1   2   3   4   5

2. What could have improved your preparation?

3. Did you feel that you had a good idea of your roles and responsibilities as a mentor?

   Not at all   A great deal
     1   2   3   4   5

4. What could have helped you to better understand your roles and responsibilities?

5. To what extent were you a good match with your mentee?

   Not at all   A great deal
     1   2   3   4   5

6. If you perceived this pairing to be a good match, indicate 2 reasons why you feel this way?
   a) _____
   b) _____

7. If you perceived this pairing to be a poor match, indicate 2 reasons why you feel this way?
   a) _____
   b) _____

8. How many face-to-face meetings did you have with your mentee?

   ❏ 1-2   ❏ 2-3   ❏ 3-5   ❏ 5 or more

9. How many telephone meetings did you have with your mentee?

   ❏ 1-2   ❏ 2-3   ❏ 3-5   ❏ 5 or more

10. How satisfied were you with the time involved in mentoring your mentee?

Not at all satisfied				Very Satisfied
1	2	3	4	5

   If you were dissatisfied with the time involved, please tell us why.

11. How satisfied were you with the process used to implement the leadership mentoring project?

Not at all satisfied				Very Satisfied
1	2	3	4	5

   If you were dissatisfied in any way with the process of implementation, please tell us why.

12. What level of support did you receive during the mentoring period?

Not a lot				A great deal
1	2	3	4	5

13. What additional support, if any, do you feel you needed?

14. Were you recognized for your contribution during the mentoring period?

   ❏ Yes   ❏ Somewhat   ❏ No

15. What could have been done better to have recognized your role as a mentor?

16. Overall, how confident did you feel in your role as a mentor?

Not at all confident				Very confident
1	2	3	4	5

What could have improved your confidence?

17. What, if any, new learning or skills did you gain as a result of your mentoring role?

18. Overall, how would you rate your mentoring experience (circle a number)?

Poor				Excellent
1	2	3	4	5

19. Additional comments:

THANK YOU for taking the time to complete this survey!
Please return it by (date) to:
(name and contact information)

APPENDIX L:
Mentee Satisfaction Survey
(name of project)

Please take a few minutes to give us feedback about your mentee experience
Do not put your name on this form

1. To what extent did you feel you learned about leadership through your mentoring experience?

    Not at all   A great deal
       1   2   3   4   5

2. What could have improved your learning?

3. How much do you feel that you gained leadership skills through your mentoring experience?

    Not at all   A great deal
       1   2   3   4   5

4. What could have helped you to improve your skill development?

5. To what extent were you a good match with your mentor?

    Not at all   A great deal
       1   2   3   4   5

6. If you perceived this pairing to be a good match, indicate 2 reasons why you feel this way?
    a) _____
    b) _____

7. If you perceived this pairing to be a poor match, indicate 2 reasons why you feel this way?
    a) _____

    b) _____

---

8. How many face-to-face meetings did you have with your mentor?

   ❏ 1-2   ❏ 2-3   ❏ 3-5   ❏ 5 or more

9. How many telephone meetings did you have with your mentor?

   ❏ 1-2   ❏ 2-3   ❏ 3-5   ❏ 5 or more

10. How satisfied were you with the time involved in being a mentee?

Not at all satisfied				Very Satisfied
1	2	3	4	5

   If you were dissatisfied with the time involved, please tell us why.

11. How satisfied were you with the process used to implement the leadership mentoring
    project?

Not at all satisfied				Very Satisfied
1	2	3	4	5

   If you were dissatisfied in any way with the process of implementation, please tell
   us why.

12. What level of support, not including support from your mentor, did you receive during
    your time as a mentee?

Not a lot				A great deal
1	2	3	4	5

13. What additional support, if any, do you feel you needed?

14. To what extent did the leadership coaching sessions complement your activities with your mentor?

    Not a lot   A great deal

     1   2   3   4   5

15. What could have been done better to have ensured that the leadership coaching sessions complemented your activities with your mentor?

16. How confident do you feel to take on a leadership role in your organization?

    Not at all   A great deal

     1   2   3   4   5

What could have improved your confidence?

17. Overall, how would you rate your mentee experience (circle a number)?

    Poor   Excellent

     1   2   3   4   5

18. Additional comments:

19. To help us interpret the results, please complete the following:

Program Area:

THANK YOU for taking the time to complete this survey!
Please return it (date) to:
(name and contact information)

Fostering Leadership in Public Health through Mentoring: A Program Resource Guide

APPENDIX M:
Attendance Tracking Form
(name of project)

To be completed by project coordinator

Mentee Orientation

Date	Number Attending	Comments

Mentor Orientation

Date	Number Attending	Comments

Mentee Leadership Coaching

Date	Number Attending	Comments
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		

APPENDIX N:
Focus Group Questions

1.   Was the leadership mentoring program well organized?

2.   Did you receive enough information about process and expectations?

3.   What were the strengths of the program?

4.   What were the challenges of the program?

5.   If you participated in complementary learning activities, did these add to the benefits of the program?