CPDM Mentor Program Design & Mentor Action Day Outline

1. DEFINITION OF MENTORING
The CPDM Mentoring Program defines mentoring as an ongoing, structured relationship between a Mentor with an established set of experiences and expertise and a Mentee who seeks to develop competence and potential in a trusting environment.

    A. The purpose of this program is to enhance professional development planning as a way of impacting retention within the nursing profession.

    B. The goals of this program are to coordinate beneficial mentoring relationships for the population as outlined within the HRSA NEPR Grant – Power of One, Career Ladder, which include students and practicing nurses.

2. RECRUITMENT PLAN
The program has a recruitment plan for mentors and mentees. The program also has a system for mentor and mentee follow-up and enrollment, which includes the following:

    A. Clearly stated program goals and objectives
1. Strategies that portray accurate expectations, eligibility, and benefits for mentors and mentees., (Website Mentoring Program page)
2. A written description outlining roles and responsibilities – as fulfilled in the Mentor Statement of Understanding.

    B. Targeted outreach of mentors and mentees based on program objectives and participant needs. (CPDM will seek to find Mentors for specialty nursing areas as appropriate – i.e. Researchers for those interested in research or Faculty for those interested in publishing or teaching.)

3. ELIGIBILITY SCREENING
The program screens mentors and mentees for eligibility. The screening process includes:

    A. For Mentees:
1. Establishing a file within the CPDM, (requires submission of electronic resume to CPDM – Resumate Candidate Database)
2. Completing the CareeRxel self-assessment program, (available via MLearning)
3. Appointment with Career Coach which concludes the appropriateness of an mentorship opportunity

    B. For Mentors:
1. Establishing a file within CPDM, (requires submission of electronic resume to CPDM – Resumate Mentor Database)
2. Completing Mentor Training via Mentor Action Day
3. Completion of a Cultural Competency module, (available via MLearning).
4. Registration using on-line Mentor Application form, (or paper form), so that matching based on criteria that relates to the mentee needs and the program's statement of purpose may occur. This could include some or all of the following: personality profile, skill identification, gender, age, language and ethnic/cultural background, level of education, career interest, motivation for volunteering and academic standing.

    C. CPDM Career Coach reviews file building process and requirements to complete eligibility process, prior to proceeding with matching mentor and mentee candidates.

4. MENTOR ORIENTATION AND TRAINING (MAD Outline)
The program provides each mentor with training and support materials via the annually scheduled Mentor Action Day.

A. The program orientation/training for mentor outlines the program and includes the following information:
1. Program overview how it came to be -- grant, (grant vs. framework.)
2. Program description and purpose (as detailed in grant)
3. Briefly introduce CPDM purpose – professional development
4. Program benefits and rewards. (Mentors own professional development – feedback into their own framework and/or Professional Development File)
5. Description of mentor and mentee roles, responsibilities and expectations
6. Description of eligibility requirements
     i. Mentees: CareeRxel, Competed Mission Statement and Action Plan, (basis for mentoring relationship goal setting)
     ii. Mentor: Registration, (on-line or paper form) + submission of electronic Resume or CV, MAD training, and completion of Cultural Competency module
7. Discussion regarding building a healthy mentoring relationship. (Starts with Mentor Statement of Understanding – available on-line)
8. Identify and agree to goals, time frame, (depends on goals), & communication boundaries.
9. Establishing appropriate boundaries. (Guide - not a parent)
10. Guidelines regarding confidentiality, risk and liability management.
11. Communication skills. (listening – worksheet with examples & exercise)
12. Planning activities, (suggested activities available on-line). Actively seek to include in networking events, etc.
13. Support services available to Mentor: information referral and support services, (CPDM, CareeRxel program,), general career development information, introduction of on-line web site, recommended resume and CV formats, and resources also provided on-line.
14. Adverse events, unexpected situations, and mentor relationship difficulties - problem-solving resources; Career Coach as Mentor Coordinator/Advisor
15. Match closure procedures. Exit evaluation form, (on-line)

B. There is an acknowledged need for a a modified training program for special case/situational mentoring that may fall outside the scope or time frame of the annual Mentor Action Day

5. MATCHING STRATEGY
The program has a well-documented matching strategy. This strategy:

A. Is consistent with the program's statement of purpose.
B. Has a criterion for matches – as driven by goals of mentee.
C. Includes signed statements of understanding that all involved parties (e.g., mentor, mentee, program coordinator) agree to the conditions of the match and the mentoring relationship.
D. Requires that the mentor and mentee meet regularly as defined by their developed Mentoring Statement of Understanding.
E. Matches one trained mentor with no more than one mentor at a time.

6. MATCH MONITORING PROCESS
The program maintains a process that monitors and supports mentoring matches. This process includes:
   A. Consistent communication between CPDM staff, mentors, and mentees.
   B. Maintenance of a confidential file (Professional Development file – Resumate) containing documentation of the registration, requirement completion, and input on mentor match.
   C. Management of grievances, boundaries, premature match closure, re-matching, and interpersonal problem solving.

7. MENTOR SUPPORT, RECOGNITION AND RETENTION
The program supports mentoring relationships, recognizes volunteers, and has strategies for volunteer retention. These could include:
   A. Share information regarding program accomplishments.
   B. Letter of participation for Mentors Framework file.

8. MATCH CLOSURE
The program has a process for effective match closure, which documents:
   A. Exit interviews, including documented efforts and outcomes, between Mentee, Mentor and CPDM staff.
   B. Assistance in defining process for achieving personal goals for mentees. (reminder to take CareeRxel or self-assessment efforts in the future)
   C. A process for re-engaging the mentor if appropriate.

9. PROGRAM EVALUATION
The program conducts an evaluation process, which includes both process and outcome evaluation.
   A. Outcome evaluation should measure objectives stated in the grant, namely to increase educational attainment. Part of the exit interview will include decisions to pursue additional education as a direct outcome to the mentoring relationship.
   B. The process evaluation determines the overall effectiveness of the program including tracking program activities such as mentor and mentee recruitment, screening, orientation, placement, matching system, training, support, and mentor retention.
   C. Based on evaluation findings, the program reflects and refines the program design and operation.
   D. Evaluation findings are reported to key stakeholders within the program.

10. ORGANIZATIONAL MANAGEMENT
The program has established organizational management practices and a prudent and reasonable rationale for staffing based on the program's statement of purpose and goals, needs of mentors and mentees, available resources, staff skill level, and ability to meet the Mentor Michigan Quality Program Standards. These practices include:
   A. Training of staff for appropriate skills to complete necessary program functions.
   B. Written position descriptions for all staff and operational policy and procedures.
   C. Composition of program participants that reflects the diversity of the nursing community, as appropriate for program effectiveness. .
   D. Written eligibility requirements for program participants. (Detailed on website)
   E. A comprehensive system for managing program information program activity, mentor/mentee matches, and program evaluation. (Ctools, Professional Development File – Resumate)
   F. A public relations and communications plan to educate the nursing community, stakeholders, and other target markets about the need for mentoring and the value of the mentoring program. This plan includes mentor recruitment.

11. GOVERNANCE
The program has a governance structure that includes the advisory board as established within the grant.

        A. Review activities and outcomes of program as appropriate during quarterly advisory board meetings

        B. Participation from board members where appropriate and relevant

        C. Established operating policy. (Process and procedure manuals are being developed)

This Program structure developed using the Mentor Michigan model and based on the 11 standards outlined in the publication: "Quality Program Standards for Youth Mentoring".

The Mentor Michigan Providers Council, a body of 20 mentoring experts from across the state, drafted the standards from best practices developed by national, state, and local organizations. First Gentleman Daniel G. Mulhern presented the standards and gathered feedback from mentoring professionals throughout the state at four Regional Trainings in the summer of 2005. Feedback was also gathered from mentoring programs that were unable to attend a Regional Training. The feedback was incorporated and the Standards finalized by the Mentor Michigan Providers Council in October 2005.