



National Organization of
State Offices of Rural Health

NOSORH

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Program Overview

Mentoring is an effective and inexpensive means of preparing new board members for full participation in the work of the board. In addition to board governance training and board orientation, mentoring is a complementary and efficient way of sharing knowledge and developing cross-functional understanding. The NOSORH New Board Member Mentoring Program is an opportunity for new NOSORH Board Members to participate in a mentoring experience with a veteran Board Member from across the country, based upon the [Jim Bernstein mentoring philosophy](#).

Joining a new board can feel at first as if you've joined a private club. While you are struggling to figure out where to sit and what to do, everyone else seems to know each other and to have a shared history and vocabulary. Regardless of what previous experiences or orientation you've received, it is not unusual to feel like a bit of an outsider.

Facing a steep learning curve and a board that already has a lot of history together, it is not unusual for new board members to sit back, observe, and cautiously venture into discussions as they try to figure out where they might make a contribution. Early in your board position, you become familiar with the culture of the board and organization and gain awareness of the issues. The NOSORH New Board Member Mentorship program is designed to help new board members gain knowledge and build confidence to engage in Board activities in a meaningful way.

The experience is intended to last approximately 4 (4) months, engaging the mentor and mentee in identifying and achieving professional development goals. The mentorship opportunities can occur face to face, over the telephone or via video conferencing.

Eligibility Criteria for Mentors	Eligibility Criteria for Mentees
To be eligible for participation, mentors must: <ul style="list-style-type: none">● Minimum of one year on the board;● Good knowledge of the strategic priorities of the organization;● Good knowledge and understanding of governance;● Willingness to share knowledge;● Experience in leadership roles on the board or board committee(s);● Commitment to increasing diversity on the board;● Comfortable with the time commitment (at least 4-month timeline);● Understanding of challenges faced by new board members;● Commitment to increasing diversity on the board.	To be eligible for participation, mentees must: <ul style="list-style-type: none">● Recently appointed to the board (less than 4 months);● SORH Director or management position;● Commitment to increasing their capacity as a board member;● Motivated to take leadership on the board;● Willingness to commit the time to increase their effectiveness on the board;● Commitment to increasing diversity on the board.

Role of NOSORH Board Mentor

1. Build personal rapport by getting to know the mentee as an individual.
2. Discuss your role, length, experiences on the board.
3. Discuss the mentee's needs, expectations, and long-term goals.
4. Translate long-term professional goals into short-term steps.
5. Discuss the effort and commitment needed to achieve professional goals.
6. Monitor mentee's performance and progress.
7. Provide encouragement and support accomplishments.
8. Celebrate accomplishments along the way as well as achievement of goals.

Becoming a Mentee

Mentees will (apply/inquire?) to participate in the mentoring experience within 4 months of being appointment to the NOSORH Board.

If a mentor has already been identified, the mentee will have the opportunity to request that on the application, to be confirmed with the requested mentor. NOSORH staff will check to ensure that the eligibility criteria are met.

Roles and Responsibilities

NOSORH provides herein an outline for the Mentorship experience, which includes:

- Mentoring Checklist (Appendix A)
- Goal and Objective Development worksheet (Appendix B)
- Primer on Learning Styles (Appendix C)
- Mentoring Tools (Appendix D)

Follow-up

As each mentorship experience will require the development of individualized goals and objectives. Some common demographics and experiential measures will be captured from all participants for process evaluation and quality improvement efforts, such as satisfaction and recommendations for program revision.

Follow up: Mentors and mentees will be sent an electronic evaluation no later than six (6) months after they have completed the mentoring experience.

Sharing of results

Results of the evaluation will be shared with all relevant internal and external stakeholders, including required reporting under the Cooperative Agreement. Additional opportunities for sharing mentoring experiences, identified by the SORH, are to include example stories in NOSORH newsletters and ensure an opportunity for mentors and mentees to discuss their experiences at regional meetings

Appendix A

Mentoring Checklist

- NOSORH pre-meeting with Mentor and Mentee

- Complete the Goal and Objective Development worksheet

- Submit completed Goal and Objective Development worksheet to NOSORH

- Identify a timeline for completing objectives

- Evaluate your experience and progress toward completing identified goals

- NOSORH will send a follow-up survey to evaluate experience and process improvement

Appendix B

Goal and Objective Development

Instructions: Mentees should complete questions 1-3 individually and share with the Mentor ahead of the first session. The remaining questions should be completed during the first session. Please refer to Appendix D for further tools to assist in goal setting process.

1. What prompted you to apply for the mentoring program?
2. What do you expect to gain by participating in this mentoring program?
3. What prior experiences do you have that you feel you can bring to your new role?
4. What have you learned since the time of your application that has intrigued you or surprised you most?
5. Working with your mentor, use these identified topics to craft 3 learning objectives for your time in mentoring program. Please refer to Appendix D for further tools to assist in goal setting process

Goal	Specific Activities	Timeline	Notes
Identify...	Introduction...	1 month	
Explain...			

Appendix C

The Seven Learning Styles is a tool to get to know each other better. Discover how the Mentee best obtains and synthesizes information.

The Seven Learning Styles

learning-styles-online.com: <http://www.learning-styles-online.com/overview/>

- **Visual (spatial):** You prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** You prefer using sound and music.
- **Verbal (linguistic):** You prefer using words, both in speech and writing.
- **Physical (kinesthetic):** You prefer using your body, hands and sense of touch.
- **Logical (mathematical):** You prefer using logic, reasoning and systems.
- **Social (interpersonal):** You prefer to learn in groups or with other people.
- **Solitary (intrapersonal):** You prefer to work alone and use self-study.

Working in pairs with one person as a mentor and one as a mentee, consider the perspective of those involved in the mentor relationship....

- What information do you have? What information do you need? (Listen)
- How do you initiate the conversation? (Implement)
- What is your desired outcome? (Goal setting)
- How will you determine success? (Evaluate)

Appendix D

Mentoring Tools

Listening GLEAM Tool:

GLEAM is a tool developed by a group comprising college faculty that embraces transparency in the teacher-student relationship from the beginning of the relationship and has the potential for customizing and optimizing the learning environment in a fairly time efficient manner.

Learning and memory are a dynamic process where the information presented is subject to our personal experiences, the context of the learning environment, subsequent events, levels of attention, stress, and other factors.

GLEAM delivers: conversation opener, individual learning style, learning experiences, feedback that is timely and specific, feedback that is positive and encouraging, addresses stressors, avoids misunderstandings, allows for collaboration

- G Goals** (“What goals or expectations do you have?”)

- L Learning** (“How do you learn most effectively? “How do you like to receive feedback?”)

- E Experiences** (“Tell me about a previous leadership experience” “What was rewarding for you?” What professional experiences has been challenging?”)

- A Activities** (“What roles and experiences do you have outside of SORH?”)

- M More** (“Is there anything (more) I should know about you to help make this a good learning experience for you? “Do you have any questions for me?”)

Examples of Introductory questions:

- How/when did you start in Rural Health or with your SORH?
- What do you feel are your biggest strengths? Challenges?
- What is your position on the Board?
- Where do you feel you need the most help as it relates to NOSORH Board?

Setting SMART Goals:

SMART Goal setting tool is helpful to provide clarity, focus and motivation in setting clear and achievable goals.

S Specific (simple, sensible, significant)

M Measurable (meaningful, motivating)

A Achievable (agreed, attainable)

R Relevant (reasonable, realistic and resourced, results-based)

T Time-bound (time-based, time limited, time/cost limited, timely time-sensitive)

Implementing (Any support or resources need to achieve goals?)

Evaluating (Review goals, Celebrate!, Next steps)