ACHCA National Mentoring Program

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Introduction

Now in its third year, ACHCA’s National Mentoring Program is working to build strong leaders through the connections of mentors and protégés in the field of long term care. In 2008 efforts began to launch a program that would be mentors to rising or new to administrators and in 2011 a great commitment from Life Care Centers of America was received. A framework for the program was set up and the ACHCA Mentoring Program was established.

The first cohort of the National Mentoring Program was chosen and paired up in 2012. The group was then introduced at the annual Convocation in Nashville that year. Each year the new mentoring class is introduced at that year’s Convocation. To date, there have been three cohorts including the initial with the current cohort (2013) coming up on the year marker of their relationship. The third cohort (2014) will be introduced at the 4th annual Convocation in Los Vegas.

Program Approaches

The ACHCA mentoring committee matches mentors and mentees based on a profile that they fill out. Requirements have been set to ensure mentors are eligible; that they have the time to commit to the program, are knowledgeable in their field, and are participating voluntarily. Once matched up the mentor and mentee pairs each complete a state of the art eLearning course focused on mentored relationships based on Chip Bell’s SACM model.

Program Results

In the first two years there have been strong mentor-mentee relationships to help guide the mentor (or protégé) in the start of their career. Participation in program events have varied over the years but there has been improvement in overall attendance. The use of eLearning will be formally required for the program starting this year in 2014. The program hopes to use this requirement as an area to focus on in the upcoming years. In the past less than 90% participation has been recorded. Webinars have seen varied involvement as well with 90-75% participation. Recently the audience has been broadened for Webinars to include all members that are interested in the topic. Both the mentors and protégés are asked to complete pre, midpoint, and post assessments about their relationships.

Overall, the program is showing improvement for mentoring relationships. In the first two years aspects of the relationship the greatest achievements came from program related achieving the goals which lead to success in the beginning of the relationship, ability to resolve conflict (or overcome any barriers) encountered in the relationship, and maintenance of each other.

From the data we know that there is a high degree of comfort level and trust in ACHCA mentoring relationships. However, a recurring problem that has come up in the evaluations from the comments sections of mentors and mentees is not being able to meet face to face. It is clear that the mentor-mentee pairs that have geographic proximity of the pair does in fact make a difference. It is still possible to keep up the relationship with a distance barrier but the cohorts have expressed frustration in getting good, quality information from each other and being able to set aside time to meet. There is a need for a more in-time and distance program.

Discussion

A successful program is in the process of being implemented. The objective to the program would be to enroll and begin the program at the same time, district, or national level. Instead of the only starting point for the program being Convocation there would be entry points at state conferences with scheduled mentor-mentee (training session). In the state programs the mentors would be required to attend at least one national conference within the two year period.

The requirements of the mentor and protégé, as well as the matching process would stay the same in the state programs as it was in the national. Educational sessions at the state or national level are required by the matched pairs and each state that participates in this program would have one representative on the subcommittee.

The program is excited to launch this idea this upcoming year in New Jersey (Dr. Beth Z. Olesa) and Georgia (Dr. L. S). This is based on our initial inquiry, level of interest, number of facilities, potential protégé, identification of a mentor, and geographic and the availability of some matching funds. In order to have the best representation of candidates in the trainer model is being implemented. This will ensure fidelity resources are available in every state, along with future prospective states.

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ACHCA Guidelines Administration Program

The ACHCA Guidelines are the primary outline for this program. All eLearning is delivered as a part of the ACHCA Academy for Long Term Leadership and Development.

For more information on the ACHCA Academy, please visit www.achca.org/academy.
The results of the survey were promising because more than 50% of the attendees have made progress on the recommendations and action plans. The survey inquired the NELS attendees on factors (demographics, work experience, work preferences, etc.) affecting the quality of current and future aging services:

• The attendees think it is important to a great extent of having a mentor in the field. 88% of attendees have one or more mentors in the LTC field. (Fig. 1)

• Overall, they reported the next generation of workers perceive the field of aging services as challenging, caring and noble. (Fig. 2)

The 2013 Post-Summit quality assessment found the following:

• Overall, they reported that the topics were relevant and timely during the Summit, the speaker was knowledgeable, ideas were practical and the presentation was well organized (Fig. 1)

• Many participants were influenced by the Summit and it excited them to transform the long-term care profession (Fig. 2)

Methods

A survey is sent to attendees before each Summit to gain insight on their personal and professional backgrounds. The Summit combines current best practices with a facilitated dialogue to provide a new perspective for participants and the broader field. The action plans and recommendations that the attendees develop at the summit focus on improving the quality of the administrative profession in aging service.

A follow-up survey is also sent to check the progress attendees had made on the topics discussed at the NELS.

REFERENCES