

MENTORSHIP GUIDELINES HANDBOOK
September 2023
TTNC AD HOC COMMITTEE ON MENTORSHIP

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(Design by Mary Lou Trinkwon, BCTTNS, with input from Committee members)

The Spirit of Mentorship

Mentorship weaves a web of connection in our Therapeutic Touch® world. We are called to be of service, to create new space for each other - to free each other up to learn new things. As you mentor others, they begin to write reflections and share ah-ha moments. These reflections may jog a memory for both individuals. In this co-creative, inspiring relationship both mentor and mentee come to a deeper understanding of their Therapeutic Touch process.

Mentorship has always existed in Therapeutic Touch. Therapeutic Touch members around the world offer informal mentoring....little sparks here and there that can ignite a collective and cohesive Mentoring culture! Here is our opportunity to anchor ongoing professional development, educational requirements and Standards of Practice to achieve and or maintain Practitioner or Teacher status into our Mentoring milieu.

What will Mentorship Guidelines do for me? As a Branch or Practice Group Member, a Recognized Practitioner, a Recognized Teacher, a Network, the Mentorship Guidelines spotlight the inherent value of the mentoring process. Bringing Mentorship to the forefront of our consciousness will develop our personal and professional capacities exponentially as a TT community. Now that's something to celebrate! Enjoy these Guidelines as you engage with the opportunities they offer. As always our Dee has the last word:

"Your mentor will help you to mold the near future of your life. Choose wisely for the long haul—and then: work like hell and prove that you, too, are worthy of [their] trust, [their] time, [their] wisdom, [their] creative teaching on your behalf. And then—go for it! For, in time,

You, too, can prove worthy of becoming a mentor—

And those “mentorees” will have their mentorees,

And so on and on, ad infinitum..."

(Mentoring as an Inner Lifestyle - Dolores Krieger, PhD, RN)

Getting Started

In acknowledgment of the autonomy that the Member Networks within TTNC have in developing structure, policy/guidelines and programs, we offer this workbook as a starting point that is appropriate to each Network size, member needs, board direction and leadership. As we endeavour to provide mentoring opportunities for our members, we will all be working together in cultivating a supportive culture of accountability, giving greater depth to our practice as well as a commitment to ongoing learning. The development of policy for individual networks, pertaining to Mentorship guidelines, will follow naturally and in time.

In creating committed and consistent supervision and mentoring opportunities the credibility and visibility of TT as a major player in the wider constellation of healing modalities will strengthen our uniqueness as a supportive learning and practice environment.

For some Branches/Practice Groups the beginning may be in the identification of Recognized Practitioners (RP), within their midst, wishing to be supervisors of practitioners. Although the RP may have just completed their own workbook and are familiar with a case study, others may not be familiar. Learning how to complete a case study is important. The role of supervisor may be a good place to begin mentorship but it is not necessary for everyone.

In some Therapeutic Touch Networks, this supervisor function occurs monthly at Branch or Practice Group meetings, supporting practitioners on their journey. The supervisor role may also be developed through “supervision” days. This support also inspires and motivates the Branch/Practice Group to share in the progress and success of the practitioner.

From this humble beginning, the term “mentor” now surfaces. The mentor is the one who supports the practitioner in the completion of their workbook, and or in developing their practice.

Whether you are a Branch/Practice Group leader/facilitator, a new workbook practitioner, an experienced practitioner or a teacher interested in becoming a workbook supervisor or mentor, we recommend that you start at the beginning and read through the handbook. The Table of Contents will provide you with specific areas on which to focus.

A. If your goal is to develop a mentorship program in your Network, Branch/Practice Group, you may want to refer to the following:

- Description of Mentorship p.11
- Supportive structures pp.12-13
- Types of mentorship p.12
- Supportive Resources pp. 27-43

When developing a mentorship program we encourage engaging in a Dialogue process with the following components:

1. A committee/group/team to review this Mentorship Guidelines Handbook
2. Determine and understand what your local/individual goal(s), needs and visions are
3. Use the Dialogue Process to collectively develop a vision, goals and structure
4. Divide the work, focusing on what you want to achieve
5. Schedule regular meetings and share your progress with the whole committee/group/team
6. Ask questions and utilize the supportive resources
7. Refer to Dialogue Process pp. 9 – 10
8. Remember you are not alone!

B. If you want to become a Mentor for an individual, a branch/practice group, examine the areas in the handbook that are dedicated to:

- Description of a Mentor p. 15
- Responsibilities of a Mentor p. 15
- Mentor Qualities p. 16
- Benefits of being a Mentor p. 17
- The Mentorship experience p. 12
- Types of mentorship p. 12
- Qualities of a Mentee p. 18
- Sample Mentorship Agreements pp. 29 - 33
- Other resources pp. 34 - 43

C. If you want to implement a mentorship policy tied to Achieving Recognized Practitioner (RP) or Recognized Teacher (RT) status examine the ...

- Goals of your Network Board
- Conceptual Framework of a Mentorship program p. 14
- Components of an Ideal Mentorship Program pp. 11 - 12
- Sample Mentorship Agreements pp. 29 - 33
- Other resources pp. 34 - 43

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1. Introduction

In response to the need for guidance regarding Mentorship experiences, as expressed by the Member Networks, on January 26, 2021 the TTNC Board approved the following terms of reference for a TTNC Ad Hoc Committee regarding a Mentorship Program for Member Networks.

Terms of Reference for a TTNC Ad Hoc Committee regarding a Mentorship Program for the Member Networks (MNs)

Name: TTNC Ad Hoc Committee on Guidelines for a Mentorship program for Recognized Practitioners

Introduction: The completed TTNC guidelines for RP status were approved in December 2020 by the TTNC Board and shared with the Member Networks. Upon review of the guidelines by the MNs, it was determined that mentorship programs are a major supportive factor in the RP status attainment process and for reciprocity among the MNs. The TTNC Board decided to form a committee to explore the framework of a mentorship program.

Purpose:

- Outline a framework for a Mentorship program
- Develop guidelines for a Mentorship program
- Describe the characteristics of a mentor

Goals:

- That the TTNC Board review and approve the final Mentorship Guidelines and will distribute the Guidelines to the MNs.
- Encourage each MN to establish mentorship programs and have mentors available to support those programs.

Composition of the Committee:

- Representative from each MN either as a volunteer or designated by the Network board.
- The representatives could be a mixture of recognized teachers and recognized practitioners

- Chair of the committee is a member of the Curriculum-Education Committee
- The secretary is to be determined by committee members, or as a volunteer.
- When a MN chooses not to have representation on the committee, it will be deemed that this MN will support the members on the committee and the final decisions they make.
- Committee members determine how decisions are made, either by a vote or consensus.
- Committee members establish their own timelines for completion

Frequency of meetings

The frequency and number of meetings will be determined by the committee members. The meetings will be held via a conferencing platform that is available to all committee members.

Reporting and approval mechanism

The committee will submit a report that includes recommended Mentorship program guidelines to the TTNC Board for review and approval.

The TTNC Board will submit the approved Guidelines to the Boards of the MNs.

The approved Guidelines will be communicated to the membership by the MN Boards.

The committee will be dissolved after the TTNC Board approves the Committee's recommended Mentorship Guidelines.

References and resources

Consult the TTNC Guidelines for Therapeutic Touch® Recognized Practitioner status. Obtain information from the Member Networks re the present status of a mentorship program in their Network.

Refer to the Mentorship Program for RPs in TTIA. *Approved January 26, 2021*

Following the approval of the Committee's Terms of Reference, a request was sent out from the Board inviting one member from each Member Network to join the Ad Hoc Committee. The following five members representative of each Canadian Network have served on this Committee since its first meeting on February 10, 2021: Mary Lou Trinkwon, BCTTNS; Irma Bubolic, TTNQ; Flora Hartleib, TTNO; Cherry Whitaker, ATTN; and Chery Ann Hoffmeyer (Chair) TTNA now PTTN. This Committee reports directly to the TTNC Board through the chair.

2. Ad Hoc Mentorship Committee Process - The Dialogue Process:

The Dialogue Process was introduced to the Committee members at the first meeting and the members agreed to use this process to develop the Mentorship Guidelines. The Dialogue Process moves participants from their individual perspective to a group perspective where ideas are shaped through the open sharing of ideas that spark new ideas and perspectives.

Each time the Committee came together the meeting began with a centering meditation that brought the individual member's energy together into a group energy; each meditation was led by one of the Committee members. The Dialogue process began with a presentation, by a member of the Committee, on a key concept relevant to the mentorship process and Dialogue began. The richness of the Dialogue that ensued has been an amazing experience.

a. Dialogue Process Description:

The Dialogue Process is a conversation characterized by **open, honest, and genuine listening** that arrives at a shared new meaning

b. Characteristics of the Dialogue Process:

- Focus on listening
- Listen for the 'voice of the heart'
- Listen with expectation of learning
- Seek to understand the 'meaning'
- Suspend judgment
- Balance making statements with seeking clarification
- Communicate your reasoning when making a statement
- You don't have to agree
- Silence is OK

c. Diagram of the Dialogue Process: (adapted from Miller, L.M., 2015)



3. Mentorship Framework:

A mentorship is an interdependent process where there is support, accountability and a dynamic flow between the mentor and mentee. One individual is guided by another, with encouragement, through the process.

a. Purpose of a Mentorship:

A mentorship is a guided reflective journey of exploration to achieve a desired change, outcome, or growth experience; a journey through and beyond one's learning edges. A journey from where you are to where you want to be.

b. Basic Assumptions for a Mentorship Program:

- i. The Mentorship is a co-created process that is dynamic and evolving
- ii. The Mentee and Mentor evolve and change throughout the Mentorship process
- iii. Each Mentee - Mentor relationship is unique
- iv. A Mentorship Program is supported by the TT Community

c. Components of an Ideal Mentorship Program:

- Outline the value and benefits of participating in the program
- Access to Formal written Definitions and Guidelines to support the development of Network Mentorship Programs
- Willing mentors who participate in a Mentorship education program
- Access to a variety of resources
- Access to Sample Mentorship agreements
- Eagerness to commit, develop, and support a Mentorship program
- Willing participants committed to meet the specifics in the Mentorship agreement
- Identification of the members in a Network that are willing and qualified to Mentor
- Discussion and documentation of what items would define success.

- Information and access to a National Depository with the names of qualified Mentors across Canada.

d. Types of Mentorships:

- **Formal:** an intentional relationship (paid or unpaid) whose aims and purposes are outlined in a formal agreement
- **Informal:** a spontaneous relationship that attends to what is needed at the moment. May become ongoing.
- **One-on-one mentorship** with:
 - a workbook practitioner
 - workbook supervisor
 - teacher by a teacher
 - a practitioner who desires personal growth.
- **Group mentorship** (Example: Branch/Practice Group; focused courses) with:
 - practitioners
 - teachers
 - personal growth.

e. The Mentorship Experience

A mentorship experience is most beneficial when there is a balance of hands-on support from the mentor as well as space created by the mentor for the mentee to explore and engage in their own learning. This second aspect - "the creating of space" is a very active process by the mentor. This holding of the learning space, through discernment and intuition is an attentive way to support the mentee's experience.

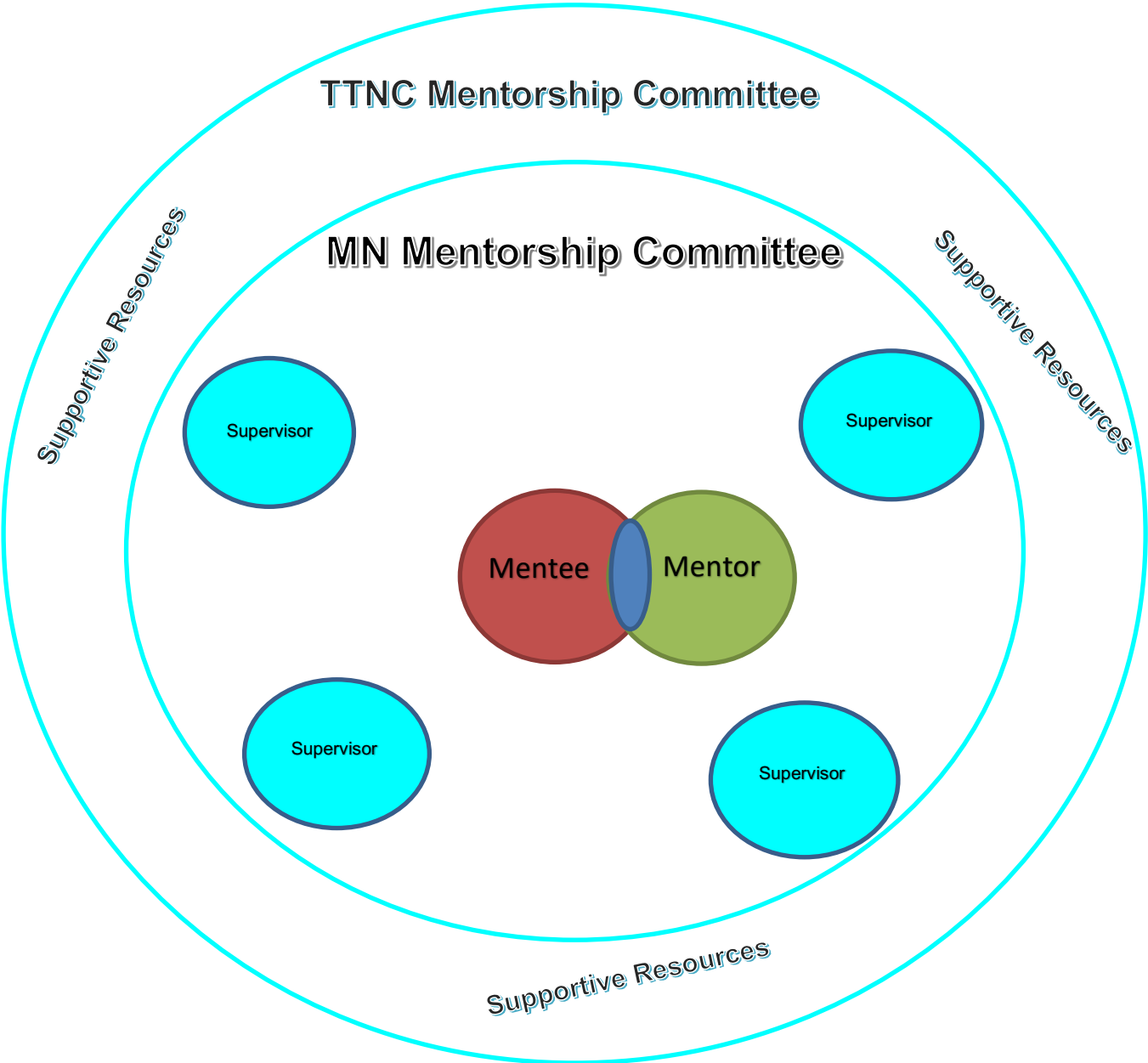
f. Supportive Structures for a Mentorship Program:

i. Member Network Mentorship Committee Roles and Responsibilities:

- Outline Network policies and procedures that support the Mentorship Program
- Identify potential Mentors and Mentees
- Support preparation of Mentors, Supervisors and Practice Group/Branch Facilitators

- Organize Supervised Practice Sessions that could be open to other Member Networks
- ii. **TTNC National Mentorship Roles and Responsibilities:**
 - Support ongoing Member Network Mentorship programs
 - Coordinate support resources for the Mentorship Program
 - Supervised Practice Days
 - List of available Mentors for practitioners and teachers
 - Maintain list of Mentor – Mentee resources
 - Liaise with Member Networks regarding establishment of Network Mentorship programs
 - Facilitate understanding, implementation, and evolution of Mentorship Program Guidelines
 - Facilitate cross country meetings for mentors
 - Coordinate continuing education programs for
 - Mentors
 - Supervisors
 - Practice groups or Branches

4. Conceptual Framework of a Mentorship Program:



(Designed by Chery Ann Hoffmeyer, 2022, with Committee members' input)

5. Mentor

A mentor compassionately and skillfully guides the learning process. A mentor is responsive to the uniqueness of the mentee's learning needs and goals. Within a mutually respectful environment the mentor creates the context for these needs and goals to be achieved and also creates the context for a trusting relationship. Through deep listening the mentor provides a unique energetic scaffold of-supportive experiences and knowledge.

i. Things to Consider:

a. Responsibilities of Mentor

- creates the space for the mentee to explore their personal growth
- offer feedback when needed
- step in when appropriate in order to redirect
- point in new directions
- add a piece to the scaffold that isn't already there

b. Mentoring a group might focus on collective needs, which could be determined prior to the actual “face to face” of all participants. This can often enhance the experience for all participants. The Mentoring Experience becomes a shared responsibility between mentor and mentee. Create the space for the mentee to step into their own personal power

c. The Mentor invites and encourages reflection and introspection; this can come in the form of questions:

- The Mentor is the “*inviter* of initiating questions” so the mentee can choose to accept the invitation and both can move into a comfortable place in the moment without feeling like it is forced upon them

- When you ask the invitational questions you leave judgement out of the process and come from a place of curiosity
- Invitation is essential in order to support exploration in safety
- Know that your mentees will teach you how to teach them!

ii. Mentor Qualities:

- Understands the roles the mentor can play in developing and extending the knowledge and expertise of the mentee
- Skilled and experienced in the practice of TT and willing to share experiences
- Exhibits enthusiasm and commitment to compassionately guide the mentoring process
- Prepared to work collaboratively with the mentee(s)
- Takes necessary, guided action to support achievement of a desired outcome
- Is compassionate and caring with their interactions
- Has a strong desire and willingness to support learning and growth of others
- Is sensitive to the needs of the mentee
- Guides by listening
- Asks questions to clarify ideas and direction possibilities
- Is open, honest and clear in their communication
- Recognizes and supports building on the mentees strengths
- Offers constructive feedback and challenges mentees growth
- Is aware of relevant resources
- Is able to connect through online technology
- Is conversant with the recognized practitioner and recognized teacher requirements
- Loves what they do
- Exemplifies ongoing learning and growing with TT
- Is committed to co-create a mentoring relationship based on appreciation, gratitude and respect
- Engages in self-reflection
- Is willing to learn from mistakes and challenges.

iii. Benefits of Being a Mentor:

- Is a role model for others
- Supports development of group member knowledge and skills
- Has a sense of purpose and responsibility for continuing the TT legacy
- Takes the opportunity to share what has been learned from others – to pass along the learning from predecessors
- Strengthens the mentor's own practice and way of being in the world
- Clarifies the mentor's values
- Strengthens the mentor's active listening, reflection and responding skills
- Senses fulfillment by sharing knowledge, skills and experiences
- Enhances relationship skills including setting boundaries and communication clarity.

iv. Consider being a Mentor: When ...

- Your love of learning and growing with others is vital to your life
- You are motivated and enthusiastic about Therapeutic Touch® and want to infuse others with your enthusiasm
- Your commitment to continuing the legacy of our Founders encourages you to become a mentor
- The personal and professional benefits you have received from TT support you in your desire to share these benefits with others.

*Please see 'Communication Strategies for Mentors' in the Supportive Resources p. 36

6. Mentee

A mentee is committed to taking necessary action, within the guided learning process, agrees to clearly communicate needs and goals that are co-created within a mutually developed respectful and trusting environment.

a. Mentee Qualities:

- Has a goal for entering a mentoring relationship
- Is motivated to learn and grow
- Is open to developing self-compassion
- Engages in self-reflection
- Is open to receiving guidance and committed to taking necessary, guided action to achieve a desired outcome
- Is committed to co-create a mentoring relationship based on appreciation, gratitude and respect
- Is willing to learn from mistakes and challenges.

b. Benefits of Being a Mentee:

- Furthers self-understanding and personal development that comes from the Therapeutic Touch lifeway
- Enhances personal development
- Enhances learning & skill development
- Enhances the problem-solving skills
- Develops enhanced skills and competencies in the TT process
- Builds confidence
- Enhances communication skills
- Practices accepting and offering respectful and honest feedback

- Co-creates and maintains a professional relationship
- Understands the importance of recording and reflecting on experiences to enhance learning and integrate concepts
- Expands your Network contacts.

c. Mentee Considerations in Choosing a Mentor:

Mentors are unique and therefore connecting with the 'right' mentor is important. Some things to consider:

- Skilled and experienced
- Motivated to share knowledge and experiences
- Commitment to responsibility
- Positivity
- Effective communicator
- Fulfilled in what they do
- Enjoys learning
- Team player
- Sensitive, compassionate and responsive
- Walks the talk- on the life pathway of TT
- You have a positive sense about working with the mentor
- Able to commit to length of mentorship.

7. Supervisor

*A **Supervisor** is a recognized practitioner or recognized teacher who has the desire and commitment to provide feedback about a TT session based on direct observation*

a. Who would want to be a Supervisor? Are you ...

- An RP or Teacher who has a desire and commitment to provide feedback to promote learning and growth of the student in a specific area of practice
- Able to offer constructive feedback
- Patient and compassionate
- Gentle and friendly guidance
- Able to recognize strengths of the student and support building-on them.

b. Qualities of a Supervisor:

- Provides feedback that outlines potential change to enhance a specific area of practice
- Has a broad range of Therapeutic Touch® skills and experiences
- Adheres to Professional Conduct
- Has the ability to establish a connection with student
- Develops an honest, respectful, and trusting relationship
- Has the ability to be patient with a student
- Is compassionate
- Demonstrates positivity
- Is committed to the student and TT community
- Is motivated to support the student's outcome.

c. Benefits of Being a Supervisor: You can ...

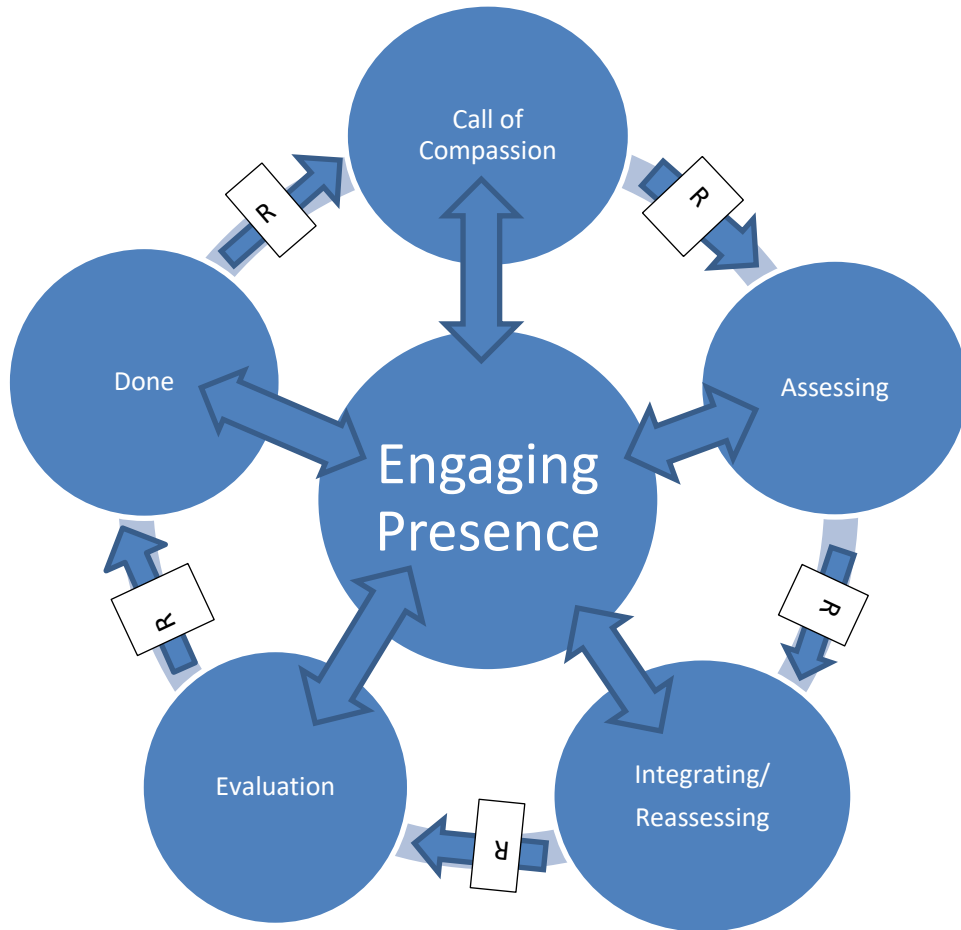
- Gain experience, competence, and confidence in supporting others
- Be in service with another
- Participate in a shared learning environment
- Be an important part of a supportive TT team
- Nurture a sense of pride and growth in TT
- Gain leadership skills
- Support development of quality Recognized Practitioners or Teachers
- Choose to move into the role of a Mentor or Workbook reviewer
- Heighten the individual's credibility and in turn the organization's credibility
- Support the growth of the TT community.

8. The Mentorship Journey:

a. Mentorship Journey Key Concepts

Call of Compassion:	Why do you want to be a mentor/mentee? What will be your approach to connect with your mentor/mentees? Do you feel centered in your decision to be a mentor/mentee? What is your overall intention?
Assessing:	Discern what is needed and the best way to offer/accept the experience. Articulate the perceived needs (mentor) Articulate the desired goals/needs (mentee) Outline a plan
Integrating &	A dynamic process of the action plan
Reassessing:	Engagement - reassessment – new action plan
Evaluating:	Needs met? Goals achieved? How and why/why not?
Done:	How do you want to wrap it up? What is left to do? What do you suggest for further learning?
Reflection (R):	What is working and why? What are you learning? What did you learn? What are your reflections?

b. The Mentorship Journey Roadmap:



(Designed by Mary Lou Trinkwon, 2023 with Committee members' input)

9. Conclusions:

It is with deep gratitude that we, the Committee members, thank the TTNC Board for creating this Ad Hoc Mentorship Committee and inviting us, as members from each Network, to participate in developing these guidelines.

The Dialogue Process used to develop these Mentorship Guidelines was a rich, creative, challenging and rewarding experience. We committed ourselves 'all in' to the dialogue process and experienced the benefits that evolved as we came to a common understanding of what Mentorship means to our TT Community. We all agree that Mary Lou Trinkwon, from BCTTNS, who volunteered to record the minutes for the duration of the Committee has done an amazing job of documenting our Dialogue Process and keeping an ongoing compilation of the ideas and wording upon which we have agreed.

This Ad Hoc Committee experience has been one of deep collaboration, cooperation, respect, openness, and a strong desire to create a top quality Mentorship Handbook that would support our TT Community in the growth and development of its members, now and in the future.

The Guidelines shared in this document emanate the qualities that our Committee members identified in our initial visioning of an 'ideal' Mentorship program. It is our hope and desire that these Guidelines provide a supportive structure for Member Networks as they develop processes enabling this 'ideal' Mentorship program to become a reality. In the Mentorship program development, it is envisioned that a cohesive structure would be developed that supports each individual in a co-creative process that enables personal and professional growth.

10. Where to Begin...

a. Recommendations

- i. That TTNC distribute the Mentorship Handbook to the Member Networks (MN) and encourage implementation of a MN Mentorship Program that reflects the Mentorship Handbook Guidelines

Rationale:

- Supports reciprocity of Mentorship experiences across TTNC Networks
 - Recognizes the value of Mentorship programs to supporting the quality of our practitioners and teachers
- ii. That TTNC facilitate coordination of Mentorship experiences across the country by providing a page on the website with Mentors' names and email addresses for MNs, mentors and mentees to access

Rationale:

- Creates a larger pool of Mentors to facilitate identification of the 'right fit' mentorship relationship
- Pools support resources for Mentorship experiences

b. Vision for the Future:

- i. **That a standing TTNC National Mentorship Committee be formed,** with one representative from each Member Network including one member from the TTNC Curriculum-Education Committee. Committee members will embody the following characteristics:

- Experienced teacher or supervisor who has been a mentor, for teachers and practitioners
- Open to differing ideas
- Sensitive to the needs of mentees and mentors

ii. The Roles and Responsibilities of the TTNC National Mentorship Committee would include:

- Support ongoing Member Network Mentorship programs
- Coordinate support resources for the Mentorship Program
 - Supervised Practice Sessions
 - Maintain a list of available Mentors for practitioners and teachers
 - Maintain list of Mentor – Mentee resources
- Liaise with Member Networks regarding establishment of Network Mentorship programs
- Facilitate understanding, implementation, and evolution of Mentorship Program Guidelines
- Liaise with the Member Network Mentorship Committee or Mentorship Representative
 - Maintain a roster of active TT Mentors for teachers & practitioners
 - Facilitate the matching of Mentees and Mentors, as needed
 - Provide Mentor names to mentees, as requested
- Provide 'people' resources to respond to Mentorship questions and liaise with active Mentors as needed
- Facilitate the offering of online workshops related to Mentoring and Mentoring the Mentor
- Facilitate cross country meetings for mentors
- Coordinate continuing education programs for
 - Mentors
 - Supervisors
 - Practice groups or Branches

iii. Member Networks establish a Mentorship Committee or identify a designated Mentorship Representative that would:

- Have a position statement that identifies their Network's support for ongoing Mentorship for RPs and RTs
- Support Practice Groups or Branches in developing an environment that encourages Mentoring at all phases of Therapeutic Touch® growth. If there is supportive Mentoring, the likelihood of completion and attainment of one's goal is increased.
- Create an environment that celebrates all levels of mentorship successes: mentees, mentors, supervisors, and mentorship coordinators
- Outline Network policies and procedures that support the Mentorship Program
- Identify potential Mentors and Mentees
- Support preparation of Mentors, Supervisors and Practice Group/Branch Facilitators
- Liaise with the TTNC National Mentorship Committee to:
 - identify qualified, active Mentors
 - identify qualified, Supervised Practice Leaders
 - share information about scheduled Supervised Practice Days offered in Member Network

Supportive Resources

- #1 Sample Mentorship Agreement (Flo Hartleib)**
- #2 TTNC Mentorship Agreement Template**
- #3 TTNC Mentorship Agreement Template**
- #4 Mentor - Mentee Pairing Strategies**
- #5 Mentor-Mentee Profile Matching Form**
- #6 Mentee Assessment of the Mentor-Mentee Relationship**
- #7 Communication Strategies for Mentors**
- #8 Mentoring Styles**
- #9 Mentoring Remotely**
- #10 Supervision Process**
- #11 Tips on Developing an Effective Mentoring Relationship**
- #12 Choosing Your Mentor**

Resource #1
Sample Mentorship Agreement

(developed by Flo Hartleib, TTNO)

Date: _____

Workbook Practitioner: _____

Phone #: _____ Email: _____

Mentor: _____

Phone #: _____ Email: _____

Mentee's Local TT Network Membership # _____

Terms: (initial each, as appropriate)

We will meet once a week/month/ _____, to answer any questions and review workbook.

Mentor will review unsupervised case studies at Branch meetings, or at a date and time mutually agreed on.

You may contact me by telephone or email if you require my assistance.

We will not hesitate to contact other members of our support team if we need guidance.

We recognize mentor support may increase or decrease during the term, depending on need.

We may terminate this agreement at any time, without rancor, if it is not perceived to be beneficial.

We will be open and honest at all times.

Mentor may submit a letter of reference when I (mentee) submit my workbook for review.

We will review the terms of this agreement every _____ months.

Date of next review: _____

Workbook Practitioner: _____ Mentor: _____

Resource #2

TTNC Mentorship Agreement Template

Purpose of a Mentorship Agreement: To ensure both mentee and mentor have a mutual understanding and agreement of the mentoring relationship they are about to enter into. The categories within this agreement outline, and may be not limited to, the particular details of the Mentorship relationship as developed and agreed upon by both Mentor and Mentee. Please refer to your Networks criteria if you are fulfilling requirements for achieving Recognized Practitioner or Recognized Teacher status.

TTNC Mentorship Agreement Template

This mentorship agreement is between _____ and _____ for the
purpose of _____ for the period of time from _____ to _____
mentee mentor

Fee for service (or N/A): _____

In-Kind (please state details): _____

Mentee's Local TT Network Membership # _____

Communication:

- How often will the mentor & mentee communicate with each other?
- In what format will the communication take place? Email, phone call, text, in-person?
- What are key dates for check-ins?
- How long will sessions be?
- With what frequency will they occur?
- What are the ground rules for mentee- mentor communication? Open, honest, respectful, confidential ...
- What specific activities are in-place to support collaboration in the mentor-mentee relationship?

Roles and Responsibilities:

Both the Mentee and Mentor will be accountable and reliable to the agreed upon:

- Dates and times of regularly agreed upon meetings
- Handing in of any assignments and responding to assignments in a timely manner

- Specific needs of mentee, which will be established at the outset, prior to the start date, as well as ongoing/changing needs
- Confidentiality/Safety regarding personal and educational matters
- Upholding the integrity of Uphold the integrity of Therapeutic Touch®

No-Fault Relationship Termination:

- What is the process if either party desires to end the mentoring relationship prior to the initially identified termination date?

It is understood that needs may shift or change during the mentoring process and adjustments will be mutually made to this agreement as agreed upon by both parties.

MENTEE	MENTOR
Printed name	Printed name
Signature	Signature
Date	Date
CONTACT INFORMATION	CONTACT INFORMATION
Email	Email
Phone #	Phone #
Cell Phone #	Cell Phone #
Mailing Address	Mailing Address

Resource #3

TTNC Mentorship Agreement Template

Purpose of a Mentorship Agreement: To ensure both mentee and mentor have a mutual understanding of the mentoring relationship they are about to enter into. Benchmarks for assessment of performance towards the desired outcome are clearly identified. A Mentorship Agreement will include those categories and statements that are relevant to that specific Mentorship relationship and include statements in alignment with the Mentee's Network's criteria for fulfilling a specified TT status (Recognized Practitioner, Recognized Teacher) if that status is a desired outcome of the mentorship.

TTNC Mentorship Agreement Template

This mentorship agreement is between _____ and _____ for the purpose of _____
mentee mentor
_____ for the period of time from _____ to _____

Fee for service (or N/A): _____

In-Kind (please state details): _____

Mentee's Local TT Network Membership # _____

Desired Outcome for the Mentee:

- What is the desired outcome for the mentee?
- By what date will this outcome be achieved?
- How will achievement of this desired outcome be determined?

Communication:

- How often will the mentor & mentee communicate with each other?
- In what format will the communication take place? Email, phone call, text, in-person?
- What are key dates for progress check-ins?
- How long will sessions be?
- What is the frequency of sessions?
- What are the ground rules for mentee- mentor communication? Open, honest, respectful, confidential ...
- How and when will issues, concerns or problems be addressed and resolved?
- What parameters are in place to ensure compassion is an inherent aspect of the mentoring relationship?

Roles and Responsibilities:

Both Mentee and Mentor will mutually agree to the following:

- Purpose of the mentorship experience (personal growth, practitioner status, teacher status, other)
- Dates and times of regularly scheduled meetings
- Number and type of assignments with due dates
- Uphold the integrity of Therapeutic Touch®

Mentee will be accountable for...

- Identifying specific needs prior to the start date of the mentorship
- Handing in assignments on time
- Identifying ongoing needs as they arise
- Identifying specific actions to be implemented
- Specifying type and format of feedback, assistance, support desired

Mentor will be accountable for...

- Responding to assignments in a timely manner
- Providing supportive feedback, actions and assistance

Ethical Responsibilities:

- How will confidentiality and safety be maintained in the mentor-mentee relationship?
- What specific activities are in-place to support collaboration in the mentor-mentee relationship?
- How will the integrity of the mentoring relationship be maintained?
- What parameters are in place to ensure compassion is an inherent aspect of the mentoring relationship?

No-Fault Relationship Termination:

- What is the process to be followed if either party desires to end the mentoring relationship prior to the initially identified termination date?

It is understood that needs may shift or change during the mentoring process and adjustments will be mutually made to this agreement as agreed upon by both parties.

MENTEE	MENTOR
Printed name	Printed name
Signature	Signature
Date	Date
CONTACT INFORMATION	CONTACT INFORMATION
Email	Email
Phone #	Phone #
Cell Phone #	Cell Phone #

Resource #4

Mentor - Mentee Pairing Strategies

a. Self-Matching Mentee chooses a Mentor from one's own contacts and experiences

What to Look for in a Mentor - Mentors are unique and therefore connecting with the 'right' mentor for you is important. **Mentee Assessment of Mentee-Mentor**

Relationship (see form in Resources) can provide you with some statements to reflect on when you have met with your potential Mentor.

b. Manual Matching - External Process Pairing - each individual answers 'qualifying' questions

A **Mentor Mentee Profile Matching Form** collects information from a Mentee for the purpose of identifying the best matching mentor for him or her. This Matching Form identifies the mentee's key focus in the Mentoring Program and the mentoring style that can help the mentee excel. It helps identify the best person as mentors who will work in a way that is needed by the mentee.

This Mentor Mentee Matching Form contains various qualities that help identify the kind of person the Mentee is in order to match the mentee with the mentor that will ensure that the mentee's goal for the Mentorship Program is achieved. This form also helps identify the best mentor for the mentee where their traits and interests match.

This form helps identify a well suited mentor that can help the mentee become comfortable and be able to express themselves openly and honestly. You also want your mentees to connect with people with different experiences and perspectives so they learn from each other.

This form could be used in the Hybrid Matching Process.

c. Hybrid Matching – The Mentees and Mentors would respond to the **Mentor-Mentee Profile Matching Form**. The best profiles matches would be selected and the names and contact information of the Mentor would be sent to the Mentee. The Mentee would

select a suitable Mentor from this pool of matched Mentors. The **Mentee Assessment of Mentor-Mentee Relationship Form** could also be used by the Mentee to help in making a decision about the most suitable Mentor.

d. Mentor Identification of a Mentee – In interactions with TT Practitioners the Mentor may identify individuals that demonstrate a readiness for the Mentoring Program. The Mentor would approach the potential Mentee and share information about the Mentorship Program and how one could benefit from this process. Sharing characteristics and qualities that one sees in the Practitioner could awaken the individual's own awareness to their readiness to move further in their TT practice.

Resource #5

Mentor-Mentee Profile Matching Form

(developed by Chery Ann Hoffmeyer RTTT, PTTN)

Mentorship for: TT Practitioner Status TT Teacher Status Personal growth

Categories & Characteristics	Mentee Name _____	Mentor Name _____
Goals	I want to focus on the following: <input type="checkbox"/> TT process <input type="checkbox"/> Communication skills <input type="checkbox"/> Personal growth <input type="checkbox"/> Contemplative practices, specifically _____ <input type="checkbox"/> Developing a TT course teaching plan <input type="checkbox"/> Developing confidence in teaching TT <input type="checkbox"/> Developing skills in learner assessment Other: (specify) _____	My areas of mentoring expertise include: <input type="checkbox"/> TT process <input type="checkbox"/> Communication skills <input type="checkbox"/> Personal growth <input type="checkbox"/> Contemplative practices <input type="checkbox"/> Developing a TT course teaching plan <input type="checkbox"/> Developing confidence in teaching TT <input type="checkbox"/> Developing skills in learner assessment Other: _____
Mentor style	The type of mentor I am looking for is a <input type="checkbox"/> challenger <input type="checkbox"/> cheerleader <input type="checkbox"/> developer <input type="checkbox"/> educator <input type="checkbox"/> clarifier <input type="checkbox"/> idea maker	The mentoring styles I use, include <input type="checkbox"/> challenger (*refer to Resource #7) <input type="checkbox"/> cheerleader <input type="checkbox"/> developer <input type="checkbox"/> educator <input type="checkbox"/> clarifier <input type="checkbox"/> idea maker
Mentor- Mentee Qualities	The qualities I possess that make me a good mentee Include: <input type="checkbox"/> desire to expand my learning <input type="checkbox"/> responsible for my own learning <input type="checkbox"/> commit to consistently do the work to achieve my goals <input type="checkbox"/> open to receiving feedback & support <input type="checkbox"/> open, honest communication <input type="checkbox"/> willingness to move outside my comfort zone & experiment <input type="checkbox"/> flexible	The qualities I possess that make me a good mentor include: <input type="checkbox"/> experienced TT practitioner <input type="checkbox"/> experienced TT teacher <input type="checkbox"/> recognize personal strengths <input type="checkbox"/> a variety of strategies <input type="checkbox"/> positive attitude <input type="checkbox"/> enjoy what I do <input type="checkbox"/> enthusiastic about what I do <input type="checkbox"/> provide constructive feedback <input type="checkbox"/> value ongoing learning & growing <input type="checkbox"/> my actions reflect my beliefs & values <input type="checkbox"/> open, honest communication skills <input type="checkbox"/> enjoy learning <input type="checkbox"/> set personal & professional goals <input type="checkbox"/> set healthy boundaries
Strengths	My strengths as a TT mentee include: <input type="checkbox"/> compassionate <input type="checkbox"/> honest <input type="checkbox"/> trustworthy <input type="checkbox"/> committed to own growth Other: _____	My strengths as a TT mentor include: <input type="checkbox"/> compassionate <input type="checkbox"/> honest <input type="checkbox"/> trustworthy <input type="checkbox"/> committed to mentee's growth Other: _____
Recommend Match	Yes	No

Resource #6

Mentee Assessment of the Mentor-Mentee Relationship

(after Mentee meets with the Mentor)

Mentee Name _____ Mentor Name _____

Assessment Category		YES	NO
Comfort	1. I feel comfortable with opening up to this mentor		
	2. I can share my goals, ideas and fears with this mentor		
	3. I sense that this mentor listens with an open mind		
	4. I trust that this mentor will offer guidance based on experience and empathy		
	5. I sense that this mentor believes in my ability to succeed		
Connection	1. I feel a basic connection with this mentor		
	2. I sense a feeling of genuine caring from this mentor		
	3. When we interact, the conversation flows naturally		
	4. I feel a sense of ease with this mentor		
Overall Impression	1. I look forward to working with this mentor		
	2. I feel energized in this mentor's presence		
Decision	I'm ready to enter the mentoring process with this mentor		

(adapted from Omadeke, January 21, 2022)

Resource #7

Communication Strategies for Mentors

- Focus on mentees goals for the mentoring process
- Focus closely on understanding what the mentee does understand and what there is to learn in reaching specific short and long term goals
- Understand which of the TT Books have been read and use this as a basis for dialogue and increasing your understanding of what is needed
- Set up a journal to be shared between mentor and mentee, containing thoughts, reflections, learnings, questions and feelings along with feedback and enthusiasms
- Maintain a pace towards achieving the desired outcomes dependent upon the life circumstances for each
- Maintain regular contact with the Mentee
- Actively listen to understand the mentees perspective, and responding within the dialogue process to build upon that understanding.
- Foster the dialogue process throughout the mentorship experience as a way to generate shared understanding and experiences. (refer to pages 9 – 10)
- Establish a mentoring culture that shows challenges are approached together; build relationships in a safe environment
- Acknowledge that struggles, set-backs, and pauses are a part of the process;
- Celebrate the progress and the successes/goals reached, including the small steps

Resource #8

Mentoring Styles

(Adapted from Study.com *Mentoring styles* Retrieved March 2022)

As you *reflect* on these *Mentoring Styles*, you can ask yourself these question:

- i. Am I typically one of these styles? OR Is one of these my preferred strategy for mentoring?
- ii. Do I use a combination of these strategies at different times?
- iii. Are there different ways that I could respond to the mentee? OR Are there ways of mentoring that I could learn?

- a) **Challenger** – challenge growth of mentee and explores new opportunities
- b) **Cheerleader** – cheer on the mentee by staying positive, noticing growth in the mentee and focus on how mistakes help the mentee grow
- c) **Developer** – good listeners and point out positive qualities and areas for growth in mentees
- d) **Educator** – teaches to help the mentee learn and develop
- e) **Clarifier** – can quickly fill in the gaps in the mentee’s knowledge based on own experience
- f) **Idea Maker** – supports the mentee in thinking bigger than they typically do

Resource #9

Mentoring Remotely

The process of mentoring remotely is similar to in-person mentoring. The co-creation of the mentoring process, the mutual respect, enthusiasm and setting of outcomes, is the same.

- Establish and share an online platform in which both are comfortable, or with which they can assist each other in using
- Explore and use the full extent of the online platform for meeting, sharing documents, recording dialogue, setting goals and expectations and outcomes
- Create meeting times that fit with both people's schedules
- Establish a genuine connection with the mentee, get to know each other personally: get to know how they prefer feedback, if they are open to be challenged; if they like to be encouraged;
- Has an advantage over face to face because it bridges distances and creates flexibility for meeting times

(adapted from Insala, January 4, 2022)

Resource #10

Supervision Process

- Specific, constructive feedback about TT session based on Supervisor's observation or directly receiving a TT session
- Observe a TT session offered by the practitioner with the specific purpose of providing feedback about the session
- Receive a TT session for the purpose of providing feedback about the TT session received based on the Supervisor's experience of receiving a TT session from the practitioner
- Specific, constructive feedback about TT teaching session based on the Supervisor's observation of TT teaching session

Time commitment: is for a specific TT session(s) or TT teaching session(s)

Resource #11

Tips on Developing an Effective Mentoring Relationship

1. Get to know your mentee: the person, establish a schedule, discuss goals: short term & long term (an organic process) – be honest, set benchmarks for success
2. Set expectations: commit to guidelines & renegotiate as needed
3. Invest in your mentee: get to know the person – interests, experiences, history; active listening; find common ground; share your experience
4. Offer options rather than answers: have you considered? I wonder if...
5. Share your story: some of the obstacles you encountered
6. Challenge your mentee: to take risks, set 'stretch' goals; offer praise & encouragement
7. Share your story: some of the obstacles you encountered
8. Challenge your mentee: to take risks, set 'stretch' goals; offer praise & encouragement
9. Maintain the relationship: coordinate schedules; make the relationship a priority; create opportunities to exchange feedback

(adapted from Carlton Alumni Mentors Program, 2020)

Resource #12

Choosing Your Mentor

(D. Krieger, *Mentoring as an Inner Lifestyle*)

“Your mentor will help you to mold the near future of your life. Choose wisely for the long haul—and then: work like hell and prove that you, too, are worthy of [their] trust, [their] time, [their] wisdom, [their] creative teaching on your behalf. And then—go for it!”

“For, in time, **You too**, can prove worthy of becoming a mentor—

And those “mentorees” will have their mentorees,

And so on and on, ad infinitum...”

“What to look for in a relationship with a mentor? Do not hesitate to ask yourself a few questions:

****As a Model:**

- do I want to identify with [them]?
- do [they] have the ego strength, plus an inner directedness, that I am seeking?

****As a Teacher:**

- can [they] teach me what I need to know?
- can [they] inspire me to learn?
- can [they] guide me in the self-search, the personal quest I have to seek to be a healer?

****Will she be a Protector:**

- of my vulnerability?
- of my aspirations?
- of my naiveté and innocence?
- of my professional reputation?

****As an Advocate:**

- will [they] act in my best interests?
- will [they] truly represent my best qualities?
- have [they] the insight to understand me?
- do [they] appreciate my potential?”

Mentorship Handbook References

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