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# Mentorship Program Toolkit

## A Peer-to-Peer Approach for Nonprofit Capacity Building

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# About This Toolkit

**For over a decade,** the AstraZeneca Foundation has provided grants to US-based nonprofit organizations working in innovative ways to help improve cardiovascular health at the community level through our current *Connections for Cardiovascular Health*℠ *(CCH) Next Generation* and legacy *Connections for Cardiovascular Health*℠ programs.

*CCH Next Generation* supports programs in areas of the country with some of the greatest heart health needs, with a focus on sharing ten years of lessons learned from our *CCH* program.

Understanding the challenges community programs often face in their first year of launching, the Foundation embarked on a journey to provide additional support to funded organizations through our Mentorship Program. The Mentorship Program pairs newly *CCH Next Generation*-funded organizations with leadership and staff from previous *CCH* Grant Awardees to help them successfully implement their programs. It leverages a formal curriculum that includes regular one-to-one engagements, educational webinars and resources, with the aim of strengthening organizational and programmatic capacities of organizations to deliver impactful programs that align with their mission and meet the needs of their communities.

For philanthropic organizations, the Mentorship Program also serves as an investment in the success of funded organizations. Through capacity-building, organizations are supported in achieving their intended outcomes during the grant year as well as building sustainability for their programs to continue beyond initial funding.

In the midst of a global pandemic, our first-year *CCH Next Generation* Grant Awardees were all able to demonstrate several positive program impacts. Grant Awardees expressed the value of the Mentorship Program in helping them to overcome barriers related to the COVID-19 pandemic, enhancing processes for collecting measures and interpreting outcomes and increasing understanding of program reporting and the overall value of including metrics in an organization's impact story. These are just a few examples of the observed benefits, and we encourage you to consider how beneficial a mentorship program may be for your own organization or grant award recipients.

**Our *Mentorship Program Toolkit* is intended to serve as a resource to philanthropic and nonprofit organizations that may be interested in developing a mentorship program. The toolkit shares our mentorship model, effective program practices and templates that you may adopt or modify to your work, as well as additional resources.**

We hope you find this toolkit helpful in your efforts to build capacity through mentorship.

Sincerely,
**Christie Bloomquist**, JD, MHA, President, AstraZeneca Foundation
**James W. Blasetto**, MD, MPH, FACC, Chair, AstraZeneca Foundation

# Introduction to Nonprofit Capacity Building

A key focus of the AstraZeneca Foundation's Mentorship Program is to provide capacity-building support for *CCH Next Generation* Grant Awardees to help them successfully launch, implement and sustain community-focused programs that effectively meet the unique needs of those whom they serve and that demonstrate measurable health improvements.

## What *is* Capacity Building?

The National Council of Nonprofits defines capacity building as:

> **"[…] what is needed to bring a nonprofit to the next level of operational, programmatic, financial or organizational maturity so it may more effectively and efficiently advance its mission into the future. Capacity building is not a one-time effort to improve short-term effectiveness, but a continuous improvement strategy toward the creation of a sustainable and effective organization."**
> (National Council of Nonprofits, 2022).

## Why is Capacity Building Important?

Support for capacity building is important because it helps nonprofit organizations and leaders to further develop the skills, competencies and expertise needed to address the difficult challenges faced by society today (National Council of Nonprofits, 2022; Grantmakers for Effective Organizations, n.d.). Further, capacity building can help to strengthen infrastructure, management and governance and staff capacity (Monson-Rosen, 2021) of nonprofits.

## Why Should Nonprofits Focus on Capacity Building?

Capacity building is both necessary and urgent for nonprofits to ensure they are building the infrastructure to carry out their mission and vision in the best way possible. Rather than focusing solely on delivering and securing funding for programs and services, it can help organizations to understand whether their programs and services are operating as effectively as possible and if they are contributing to the long-term goals of the organization (Monson-Rosen, 2021).

## What Does Capacity Building Look Like?

There are various capacity-building activities that nonprofits may partake in. Some examples include:

- "[…] Professional development for staff and board members
- Opportunities for peer learning, networking or leadership development
- Creating or re-examining organizational plans
- Initiating collaboration with other nonprofits
- Developing new sources for earned income" (Candid, 2022).

For the AstraZeneca Foundation's Mentorship Program, capacity building for professional development, peer learning and networking were provided via educational webinars, consultations and access to educational resources.

Visit **Developing & Implementing a Curriculum** for details on the **support provided through the Mentorship Program** and the **Resources** section for more **information on nonprofit capacity building**.

# The What and Why of Mentors

Formal mentorship programs managed by nonprofit and philanthropic organizations are necessary to guide organizations, not just individuals, to build and implement effective and sustainable programs that will continue beyond initial funding.

Mentorship programs offer the potential to develop the knowledge and skills of all employees and volunteers in an organization and have been shown to increase organizational efficiency and capabilities. Mentorship can enhance the capacity-building of organizations through ongoing education and opportunities for mentees to ask questions and learn from their mentor organization through knowledge sharing (Moczulska et al., 2019; Bortnowska & Seiler, 2019).

## What *is* a Mentor?

A mentor is an individual who shares their knowledge and opinions about strategies and goals, participates in the decision-making process and provides feedback to their mentees (Bortnowska & Seiler, 2019).
**In short, mentoring programs can benefit nonprofit organizations in multiple ways:**

Train leadership to better advocate for their organizations with external stakeholders

Enhance competence among staff and volunteers for better performance

Strategize on building sustainable programs and ensuring continuity of services

The following sections of this toolkit outline the key steps and actions for developing your mentorship program, starting with the mentorship model the Foundation utilizes.

1. **Specify the purpose of your mentorship program**
2. **Determine your mentorship model based on your needs**
3. **Identify your mentees & mentors**
4. **Develop a curriculum that supports your mentorship program goals**
5. **Build an assessment plan for the mentorship program**
6. **Enable mentors & mentees to establish & maintain an effective, trusting relationship**
7. **Document your mentorship program benefits regularly**
8. **Leverage challenges as opportunities for lessons learned**



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# Identifying the Purpose

## Specify the Purpose of Your Mentorship Program

Before developing a mentorship program, it is important to consider the need and purpose for one. What existing need will it address? What will you accomplish through the mentorship program?

The purpose for a mentorship program will vary from organization to organization. Assessing the need and defining an overall goal will lay the groundwork to determine the strategies, tactics and resource requirements.

## Key Considerations

### 1. Identify the Need

- **Review available information to determine the need for mentorship** (e.g., program reports, program evaluations, surveys)
- **Consult with key stakeholders to discuss the need** (e.g., evaluation partners, program staff, Grant Awardees)

### What worked for us:

- A summative review of program evaluations* revealed a need for capacity-building support for organizations, particularly during their first year of *CCH* funding when organizations often faced challenges launching their programs.
- Roundtable events and learning forums with Grant Awardees demonstrated the benefit of bringing Grant Awardees together to share and exchange programmatic lessons learned.
- Testimonies from mentees and mentors participating in the Foundation's two-year pilot Mentorship Program conveyed the benefit of peer-to-peer support in helping organization's to build capacity in various programmatic areas.

*Program evaluations were developed by university evaluation partners to assess each funded organization's progress toward program goals that organizations identified for themselves.

# Identifying the Purpose

## Specify the Purpose of Your Mentorship Program

### 2. Develop the Program Goal

**Craft a concise overarching goal that the mentorship program will work to achieve**

- **Consider:** Who will the mentorship program benefit? What will be different when the mentorship program is implemented?

### What worked for us:

- **Goal:** To help Grant Awardees launch and implement successful community-based programs that are sustainable beyond initial funding

### 3. Ensure Alignment With Stakeholders

**Communicate the need and purpose for a mentorship program with key stakeholders and ensure their alignment with plans to develop a mentorship program**

# Choosing A Mentorship Model

## Determine Your Mentorship Model Based on Your Needs

With the purpose of the mentorship program in mind, there are several mentorship models available (or reported in published literature) that may be used as the basis for your mentorship program. For our Mentorship Program, we leveraged the model presented here. This model has four stages (Kram, 1985):

**1.** Initiation

**2.** Cultivation

**3.** Separation

**4.** Redefinition

***Initiation stage:**
A mentee and mentor are paired either through a formal program or through self-identification. The goals and aspirations of the mentee are formally identified and agreed to by both.

**Cultivation stage:**
The mentee and mentor are using effective strategies including:

- Agreeing to a formal set of goals and objectives
- Creating meeting agendas with clear goals
- Engaging in periodic progress checks
- Utilizing active listening skills

****Separation stage:**
Both mentee and mentor plan for the formal ending of the mentoring arrangement.

*****Redefinition stage:**
Both mentee and mentor decide on future interactions and collaborations.

Visit **Appendix A** for additional **mentorship models** and **Appendix B** to see the **AstraZeneca Foundation's adaption of the mentorship model** above.

*Consider whether the goals will be for professional development of the mentee who will benefit directly from engaging in the mentorship, the capacity-building of the organization that will benefit indirectly from the mentee's professional growth or both. To build capacity for the organization, it is imperative that the accrued benefits to the organization are able to be sustained even after the mentee leaves the organization (e.g., via cross-training of staff, affecting changes in organizational policies and processes).

**Great care should be taken to plan for this stage, as the best mentoring relationships will have proven valuable for the mentee, and hopefully the mentor, and thus there will be a sense that the ending is the loss of a valuable resource.

***Should mentee and mentor successfully navigate the redefinition stage, the focus becomes less on the growth and development of the mentee, but will instead be more evenly balanced between both.

# Matching Mentees to Mentors

## Identify Your Mentees & Mentors

This section includes several approaches for building mentee-mentor groups, along with pros and cons for each, and key considerations you may adapt for effectively *matching mentees to mentors*.

## Approaches to Building Cohesive Mentor-Mentee Groups

### Option 1

**One Mentor – One Mentee Pairing**

A single mentor (A) works with a single mentee (1) for the whole period.

### Applicability

**Limited number of organizations you are working with**

OR

**Prospective mentor(s) and mentee(s) align well together**
(e.g., similar organization types, locations, program strategies)

### Pros

- **Mentee and mentor can get to know each other better to build a trusting relationship**
- **Easier to manage logistics of interactions**

### Cons

- **Mentor may not be familiar with all areas mentee seeks guidance on**
- **Limited perspectives**



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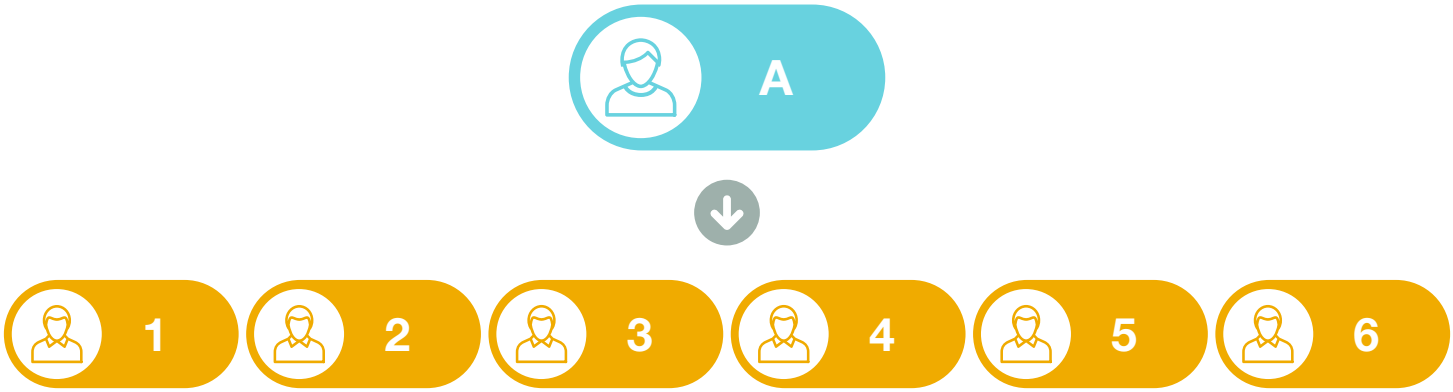
# Matching Mentees to Mentors

## Identify Your Mentees & Mentors

### Option 2

**One Mentor – Group of Mentees Pairing**

A single mentor (A) works with a group of mentees (1, 2, 3, 4, 5, 6) throughout the whole period.




### Applicability

**One mentor with knowledge/expertise in a variety of programmatic topics**

**AND**

**Multiple mentees who may benefit from similar guidance**
(e.g., all who are in their first year of programming)

### Pros

- **Allows for group problem-solving / cross-fertilization of ideas**
- **Mentor can manage logistics for interactions**
- **Allows for all mentees to receive similar guidance**

### Cons

- **Mentor may not be familiar with all areas mentees seek guidance on**
- **Some individuals may be hesitant to actively engage in larger group settings**
- **Increased demand on mentor to get to know all organizations and specifics of their programs**



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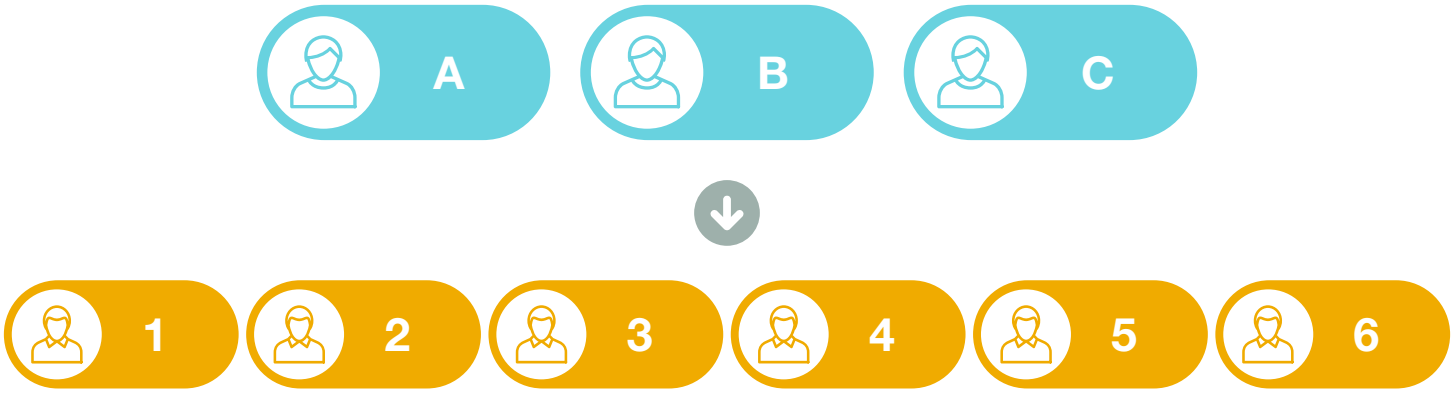
# Matching Mentees to Mentors

## Identify Your Mentees & Mentors

### Option 3

**Group of Mentors – Group of Mentees Pairing**

A group of mentors (A, B, C) works with a group of mentees (1, 2, 3, 4, 5, 6) either in all instances or rotating through with each mentor addressing several topics they would cover with the whole group.




### Applicability

**Multiple mentors, including some with specialized areas of expertise**

**AND**

**Multiple mentees who may benefit from similar guidance**
(e.g., all who are in their first year of programming)

### Pros

- **Allows for group problem-solving / cross-fertilization of ideas**
- **Mentees can offer support based on areas of expertise**

### Cons

- **Some individuals may be hesitant to actively engage in larger group settings**
- **May be more challenging to get to know everyone**



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# Matching Mentees to Mentors

## Identify Your Mentees & Mentors

### Option 4

**Rotating Mentors – Group of Mentees Pairing**

Each mentor (A) (B) (C) works with a group of mentees (1, 2) (3, 4) (5, 6) for a set of interactions then rotates to work with another group of mentees.

### Applicability

**Multiple mentors with specialized areas of expertise**

**AND**

**Multiple mentees with distinct needs paired with 1-2 other organizations facing similar needs/challenges**

### Pros

- **Allows for diverse expertise**
- **Potentially more meaningful personal connections built and open sharing in small groups**

### Cons

- **Guidance provided might not be uniform**
- **Requires more detailed logistics planning**



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# Matching Mentees to Mentors

## Identify Your Mentees & Mentors

## Key Considerations

### 1. Identify Mentors With Expertise & Experience

**Identify mentors with a wide range of program area expertise who can address various topics in which guidance is expected to be beneficial**

- Select mentors who have experience with the program requirements they will be mentoring on (e.g., evaluation, communications)
- Utilize mentors who are comfortable with a variety of communication styles and techniques
- Leverage mentors with a proven track record of excellent performance
- Consider individuals from organizations implementing community programs and/or experienced foundation staff as mentors

### 2. Communicate Expectations up Front

**Ensure prospective mentees and mentors understand the reason(s) for the match and purpose of the mentorship**

**Make prospective mentees and mentors aware of the expectations of the commitment, including:**

- clear understanding of the scope of guidance (to be received or provided)
- time commitment
- frequency of contact
- medium of contacts

**Address potential benefits of the mentorship for both parties**

**Discuss the scope of authority with each mentor and when to involve foundation staff such as if the mentee has:**

- questions regarding the Letter of Agreement terms
- requests for changes in program scope or goals
- requests for budget revisions
- program challenges
- concerns with the mentor-mentee relationship

## Key Considerations

### 3. Consider Organization Types in Pairing

**Understand the benefits of pairing similar organization types** (e.g., a mentor and mentee who each work at a clinic)**:**

- May result in shorter lead time orienting to each other's operations
- May be more familiar with issues faced and can share what worked and what did not in a similar setting
- Can learn from each other, if there is open sharing

**Consider the benefits of pairing dissimilar organization types** (e.g., a mentee from a civic organization and a mentor from a clinic)**:**

- Opportunity to develop creative solutions that were not previously used
- Can learn from each other, if there is open sharing

# Developing & Implementing A Curriculum

## Develop a Curriculum That Supports Your Mentorship Program Goals

**Building a formal curriculum for your mentorship program can 1) provide structure to engagements between mentees and mentors, 2) help meet the specific needs of mentees and 3) ensure all mentees receive the same information for solutions to common issues.**

This section includes key considerations that you may adapt for *developing and implementing your mentorship curriculum,* along with resources.

## Key Considerations

### 1. Involve key Stakeholders

- **Determine who needs to have a role in the curriculum development**
  - **Example:** foundation staff, mentors, evaluation partners and lead presenters
- **Involve stakeholders in the ongoing refinement of the curriculum based on lessons learned**

### 2. Link the Curriculum to the Purpose

- **Identify discussion topics that connect to the purpose of the mentorship program**
- **Align sessions on reporting topics with the timing of reporting cycles** (e.g., a webinar on collecting information on program outcomes and interpreting them for any possible course correction scheduled a month prior to the deadline of a program report)

### What worked for us:

- **Goal:** Help Grant Awardees launch and implement successful community-based programs that are sustainable beyond initial funding
- **Strategy:** Work with Grant Awardees to build capacity in key areas that could contribute to increased program awareness and ability to demonstrate positive program impacts:
  - Managing reporting expectations
  - Achieving reached & tracked goals[1]
  - Making mid-course corrections
  - Enhancing communication efforts
  - Building sustainability

Click here to access our **sample curriculum.**

[1]*Reached:* the number of individuals with whom program staff interact or to whom they reach out through health fairs, screenings, workshops, brochures/fliers or other means. *Tracked:* the number of program participants for whom there is at least one pre- and post-survey metric, baseline and follow-up clinical or behavioral measure or other clear outcome data.



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# Developing & Implementing A Curriculum

Develop a Curriculum That Supports Your Mentorship Program Goals

## Key Considerations

### 3. Define the Level of Engagement

- **Determine the level of engagement necessary for the mentorship program with key stakeholders**
- **Consider more frequent communication during the startup phase of the community programs, particularly around recruitment, enrollment, retention and tracking**
- **Adjust the number of mentorship sessions as needed during curriculum implementation based on support needed by mentees**

#### What worked for us:

- During the first grant year, mentees and mentors participated in two engagements per month to help launch their programs. For the second grant year, the number of engagements was scaled back with input from the mentees based on the natural progression of their programs.

### 4. Include Learning Objectives & Resources

- **Determine learning objectives for each mentorship session with key stakeholders**
- **Include educational resources when possible to support mentees and mentors**

Examples of learning objectives and resources can be found in the **sample curriculum**. Additional **resources** that may be helpful for your curriculum can be accessed **here**.

### 5. Customize the Content

- **Identify topics with mentees linked to the lifecycle of their program and organization**
  - **Example:** If their program is new, will they need help developing a process for collecting, collating and interpreting program-related outcomes? If their program is active, would they benefit from brainstorming on strategies to expand their services?
- **Tailor sessions to the needs of individual mentees during curriculum implementation**
  - **Consider:** Some strategies for addressing program challenges that work for one mentee may not be applicable for the organization size/type or participants served by another.



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# Developing & Implementing A Curriculum

Develop a Curriculum That Supports Your Mentorship Program Goals

## Key Considerations

### 6. Identify Ways to Engage

- **Encourage mentees and mentors to establish a mutually agreeable plan/logistics for regular engagement**
  - **Consider:** Will the engagements take place over email, on phone/video calls or in person? Will mentors work individually with mentees, or will they facilitate discussions among a group of mentees all together?
- **Involve multiple stakeholders in engagements to offer comprehensive support** (e.g., foundation staff, evaluation partners)

### What worked for us:

Two types of monthly sessions were held:

- **Educational Group Webinars**

  All mentees came together on a webinar presented by the lead mentor, the Foundation and/or its partners (evaluation, public relations, video production) focused on a curriculum topic. Sessions typically included an educational presentation and a moderated group discussion and/or Q&A.

- **Individual Consultations/Follow-up Calls**

  Video calls were led by the lead mentor with each mentee to answer questions related to the webinar topic and to address any challenges the mentee might be facing. The lead mentor helped offer ideas and share their programmatic experiences when applicable.

  Individual calls were supported by:

  - **Foundation staff member** – could clarify grant requirements and share learnings from other programs
  - **Foundation's evaluation partner** – could provide guidance on program reporting and evaluation
  - **Foundation's public relations partners (based on need)** – could provide additional support related to communications webinar topics or social media efforts

# Developing & Implementing A Curriculum

Develop a Curriculum that Supports Your Mentorship Program Goals

## Key Considerations

### 7. Allow Time to Discuss Challenges

- **Allow time for mentees to share challenges they are facing during sessions so that both parties may collaborate on solutions in real-time**

***CCH NEXT GENERATION* MENTEE:**

> **The [one-to-one mentorship] meeting was beneficial to our success in meeting our goals. We addressed our struggles and were given additional ways to collect clinical measures[…]. After meeting with the mentors, the program staff understood how to obtain the reached and tracked goals for the program."**

### 8. Foster Peer-to-Peer Engagement

- **Build in opportunities for mentees to engage with one another, develop connections and participate in shared problem-solving**

***CCH NEXT GENERATION* MENTEE:**

> **The group sessions have been wonderful in helping us think through ways to address barriers related to the pandemic. Hearing other grantees' stories and questions, and the additional context and advice from our mentors, has improved our program delivery during this challenging time […] We also enjoy the breakout conversations during group sessions, which allow us to delve deeper into topics and foster great connection with our peers."**

# Developing & Implementing A Curriculum

Develop a Curriculum that Supports Your Mentorship Program Goals

## Key Considerations

### 9. Modify and Adapt

- **Obtain feedback from mentees and mentors on the content and format of sessions** (frequency/timing of engagement, topics/content covered, etc.)
- **Adapt the mentorship program to the changing environment and needs of mentees and mentors**
- **Streamline programmatic efforts when possible**

### What worked for us:

The Foundation's Mentorship Program was implemented in the midst of the global COVID-19 pandemic. To address evolving needs, the Foundation worked with mentors to adjust the level of support they provided, as needed, as the work of their organizations changed (e.g., due to adding clinic locations to provide additional services, redirecting time and efforts to testing and vaccinations).

One major adaptation was the integration of the Foundation's co-occurring virtual Learning Series for Grant Awardees into the Mentorship Program to streamline collective efforts. This integration reduced the number of activities Grant Awardees needed to commit to and the time mentors needed to spend preparing for and organizing sessions, with the Foundation and mentors each leading select webinars.

As a learning organization, the Foundation also routinely solicited feedback on the Mentorship Program through individual calls with mentees and mentors, surveys after webinars and program reporting templates. Adjustments continued to be made based on learnings.

# Reporting & Evaluation

## Build an Assessment Plan for the Mentorship Program

**Developing a reporting and evaluation plan from the start can help you to continually gather information needed to assess the overall effectiveness of your mentorship program and to implement changes throughout the program based on lessons learned.**

This section includes key considerations that you may adapt for *reporting and evaluating your own mentorship program*, along with resources.

## Key Considerations

### 1. Determine the Purpose of Assessment(s)

**Assess your mentees and/or mentors on their mentorship program activities and the results of those activities as a component of the grant award**

- **Consider:**
  - What information will you gather from mentees and/or mentors?
  - How will you collect this information and how often?
  - How will you evaluate the results?
  - What does success look like?

**Evaluate the effectiveness of your mentorship program to share the impact with key stakeholders, inform program plans and/or share lessons learned**

- **Consider:**
  - What are you trying to achieve through the mentorship program?
  - What type of information will you gather (e.g., testimonials, survey results)?
  - From whom (e.g., mentors, mentees, staff, evaluation partners)?
  - In what ways will you use the collected information?

# Reporting & Evaluation

Build an Assessment Plan for the Mentorship Program

## Key Considerations

### 1. Determine the Purpose of Assessment(s)

### What worked for us:

**Assessing mentor and mentee results**

In our three-month, mid-year and year-end program reporting templates, mentees and mentors were each asked to:

- **Select the topics they had covered during the reporting period**
- **Provide a summary of their progress related to the activities**
- **Describe the impact of the activities and lessons learned**

After each reporting period, our evaluation partners provided a two-page evaluation assessing the progress each organization had made on their program and mentorship activities as indicated in their program reports. Evaluations were shared with the individual organization to help inform their progress and make changes, if needed.

Evaluations covered multiple categories. Each category received a color-coded rating and was averaged to obtain an overall evaluating rating (see Figure 1 below for the color-coded point scale). The ratings indicated whether organizations were *exceeding, meeting, partially meeting* or *not meeting expectations* in designated categories. Mentorship outcomes were considered as part of overall program outcomes and as a standalone category.

**Figure 1. Program Evaluation Rating Scale**

**Assessing the effectiveness of the Mentorship Program**

To determine whether the Mentorship Program was helping mentees build capacity for their organizations and programs, we conducted surveys after group webinars. Feedback received was also used to help improve future program offerings.

Program reports and call notes from the webinars and individual calls/consultations provided further insight into how Mentorship Program sessions were positively impacting mentee programs and helping to support efforts in areas such as program reporting and communications.

# Reporting & Evaluation

## Build an Assessment Plan for the Mentorship Program

## Key Considerations

### 2. Leverage Expertise

- **Partner with internal or external evaluation partners (if available) to assess each mentor and mentee's progress in their mentorship activities**
- **Work with evaluation partners to assess and share the impact of the mentorship program**

#### What worked for us:

We worked with our evaluation partners to:

- Obtain insight into the Mentorship Program curriculum
- Develop program reporting templates for awardees to inform the Foundation of their mentorship activities, results and lessons learned
- Evaluate the progress of each mentor and mentee in their mentorship activities
- Share lessons learned from the Mentorship Program with other organizations

### 3. Align the Reporting Process

- **Ensure alignment between the curriculum and any program reporting and evaluation templates already in place**
- **Ask mentees and mentors to report the results of their mentorship activities in any existing program reports**

#### What worked for us:

Mentorship Program questions were integrated into existing program reporting templates. The information mentees and mentors shared in reports was then integrated into an existing program evaluation template.

Click here to view an example of the mentorship section of our **reporting template**.



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# Reporting & Evaluation

Build an Assessment Plan for the Mentorship Program

## Key Considerations

### 4. Communicate Reporting Expectations

**Communicate up front what mentees and mentors will need to report on for the mentorship program**

### What worked for us:

- Reporting requirements were included in a Mentorship Program Agreement that was integrated into the Grant Awardees' Letter of Agreement for their grant award.
- An optional notes template was provided from the start for mentees and mentors to each complete during one-to-one sessions and refer to for their periodic program reports.

Click here to access our **Mentorship Program Agreement**.
Click here to view our sample **notes template** for mentorship sessions.

# Building The Mentee-Mentor Partnership

## Enable Mentors & Mentees to Establish & Maintain an Effective, Trusting Relationship

**It is recommended that mentees and mentors conduct an initial mentorship session outlining expectations at the beginning of the partnership in terms of scope, role and responsibility, communication, confidentiality and feedback so that both organizations are ready and aligned on their plans to embark on a mentorship relationship together.**

This section includes key considerations for mentors and mentees to *build an effective partnership* with suggested "do's and don'ts." Some of the items below may be accomplished by developing a mentorship agreement for both the mentor and mentee to review and agree to at the start.

Click here to access our **Mentorship Program Agreement**.

## Key Considerations

### 1. Determine the Partnership Duration

**Provide clear expectations from the start on the duration of the mentorship**

- **Note:** This will help both mentee and mentor to plan for the timeframe with the idea of addressing any topics or issues within that timeframe.
- **Consider:** Will the relationship be for a single funded period, or will it continue if the mentee is granted funds in successive years?

### 2. Mutually Agree Upon Communications

**Explicitly state the shared expectations of how often, by what mode and for how long interactions will occur**

**Schedule known interactions as far in advance as possible and on a recurring time/day schedule** (e.g., Third Monday at 10 a.m. for 30 minutes)

- **Note:** Scheduling ahead can help to streamline logistics planning and ensure a regular cadence of engagements with adequate prep time in advance.

**Establish a means to communicate unexpected changes to the schedule**

### 3. Clarify Roles & Responsibilities

**Discuss and agree upon expectations in advance, specifying the roles and responsibilities of the mentee and the mentor**

- **Note:** Agreeing upon goals can help to ensure the mentorship program meets the needs of both mentees and mentors.

# Building The Mentee-Mentor Partnership

Enable Mentors & Mentees to Establish & Maintain an Effective, Trusting Relationship

## 4. Assure Confidentiality

**Agree on confidentiality of communication and exchange of relevant information**

- **Note:** This helps to build and strengthen trust and allow for open sharing of challenges and obstacles.

## 5. Provide & Receive Regular Feedback

**Conduct candid assessments of progress as per an agreed upon schedule**

- **Note:** Shared expectations along with periodic and candid assessments of progress are essential. This enables mid-course corrections to help make the relationship more beneficial.
- **Consider:** Is what is being offered helpful? Is there something missing that either party feels is important to address?

Click here to view our **Situation-based Interactive Session Template for Mentors.**

## "Do's" & "Don'ts" for Mentees & Mentors

- **Share openly**
- **Familiarize yourself with the work of the mentee or mentor's organization and program**
- **Prepare ahead for the conversations**
- **Have an agenda for each interaction**
- **Maintain confidentiality of information shared**
- **Be respectful of the other person's time**

- **Hide your struggles**
- **Wing it**
- **Stick to your agenda so closely that you miss opportunities to respond to something unexpected**

# Benefits

## Document Your Mentorship Program Benefits Regularly

**The documentation could be through self-administered print or online survey, structured interview, focus group discussion or testimonials. Information gathered could be used to 1) advocate for continuation or scaling up the mentoring program, 2) keep stakeholders informed, 3) include in program reports to funding agencies and 4) seek new funding for the program.**

This section includes some of the benefits our mentees reported along with some sample testimonials about our Mentorship Program.

## Benefits Our Mentees Reported

### A Sounding Board

> If anything, having someone who has been through the *CCH* program before and has had to adapt their procedures due to COVID is very helpful to us. […] The mentorship has impacted our program even just in **allowing program staff to have a sounding board for ideas** before we take them to [AstraZeneca Foundation].**"**

> The group sessions have been wonderful in **helping us think through ways to address barriers** related to the pandemic. Hearing other grantees' stories and questions, and the additional context and advice from our mentors, has improved our program delivery during this challenging time.**"**

### Assurance and Encouragement

> [Our mentor's] experience and clarifications **helped calm our nerves and helped us feel more prepared.**"

> Our mentor provided **assurance along the way** that what you are doing is right […]"

> Our biggest takeaway is how willing everyone involved in the program is to **provide encouragement** and to **help each member to succeed.**"

# Benefits

## Document Your Mentorship Program Benefits Regularly

### Learning from Experience

> We learned **how valuable it has been to be able to utilize implementation tools from other successful programs**. The willingness of our mentors to share these and other components of their programs has been and will continue to be an invaluable part of our success."

> Being able to ask questions and **get guidance and/or advice from people who have been through this process before**. It's been helping the whole team."

> The **mentorship program was like having a roadmap**. It cut out a lot of guesswork and trial and error because [the mentors] could offer suggestions."

### Helping Make Mid-Course Corrections

> Our mentors have **helped us achieve reached and tracked goals** by helping us think creatively about how to adjust our program to ensure continual measurement of patient progress even when they cannot make an in-person visit."

> Mentorship activities have increased thought process and decision-making in identifying and **overcoming recruitment obstacles**."

## Mentor Testimonials

> **I wish, wish, wish [the Mentorship Program] had been there when we were first a grantee** because we made so many mistakes and fortunately, the Foundation and the evaluation partners and the staff were wonderful and flexible […] and helped us along."

> The idea of having a successful grantee pair up with a new grantee **is a revolutionary idea**. That is not the culture in most foundations and with most [Request for Proposals] and grant processes."

# Case Studies

## Leverage Challenges as Opportunities for Lessons Learned

Review the *case studies* below from a mentor's point of view to learn about some of the successes and challenges of mentorship as well as how they navigated barriers. Reflect on the questions below and consider how you would handle a similar situation.

## Case Study 1

We mentored *Marcy for two years. Immediately, we learned that our programs were structured very differently, since our program is in a health center context while Marcy's program was located within the fitness center of their community. Once we learned each other's program better, we were able to brainstorm mid-course corrections. When bad weather closed the fitness center, we brainstormed ways for Marcy to check in with participants through other methods. Marcy informed us that in her culture, sharing what you did well was stigmatized, and while she intellectually knew it wasn't a bad thing, it was difficult for her to reflect and talk about what went well with her program. But through conversations with us, Marcy learned the importance of focusing on the positives and communicating with stakeholders the great outcomes that her program was producing. As a result, Marcy shared her outcomes with potential funders and secured additional funding for their program, leading to stronger sustainability.

### Questions to consider:

- **How might your program structure differ from your mentor/mentee's?**
- **How does your culture affect how you communicate your story and share outcomes with stakeholders?**
- **In what ways can you further your program's sustainability?**

### Notes:

*Name Changed

# Case Studies

## Leverage Challenges as Opportunities for Lessons Learned

### Case Study 2

We mentored *Julie for two years. Though we had worked with her for a while before March 2020, the pandemic really strengthened our partnership. Overnight, our program delivery models were completely changed. We spoke frequently, brainstorming ideas for how we could adapt our programs in culturally appropriate ways. Both our programs were dependent on collecting clinical metrics in person, but we were able to brainstorm options to collect them remotely through scales, waist measurements and blood pressure monitors. When Julie's participants weren't attending classes, we put our heads together, and she decided to survey them. It turned out that her population was more comfortable using WhatsApp instead of Zoom. Her organization changed over to the new platform and successfully reached more participants.

### Questions to consider:

- **What unforeseen challenges have impacted your program? What did you learn from them?**
- **How might you approach mid-course corrections in culturally appropriate ways?**

### Notes:

*Name Changed

# Appendices

# Appendix A: Additional Mentorship Models

The table below depicts additional mentorship program models identified in the literature that may be of use to your organization.

| Author | Model | Results |
|---|---|---|
| **Zachary, 2000 (p. 37-38)** | *Plant Growth Seasons* | **1.** Preparing (tilling)<br>**2.** Negotiating (planting the seed)<br>**3.** Enabling (nurturing growth)<br>**4.** Coming to closure (harvest) |
| **Pegg, 1999 (p. 139)** | *Classical "5C"* | **1.** Understand the circumstances of the mentee<br>**2.** Define challenges lying ahead<br>**3.** Identify available options of conduct<br>**4.** Analyze positive and negative consequences<br>**5.** Step back and look for new considerations |
| **M. Czechowska Fraczak, 2013 (p. 141)** | *Stages of a mentoring program* | **1.** Outline of the assumptions<br>**2.** Start and communication<br>**3.** Training of mentors<br>**4.** Support mentoring culture implementation<br>**5.** Evaluation<br>**6.** Further development of mentors |
| **Bortnowska & Seiler, 2019 (p. 195)** | *BLEND Model* | **1.** Boarding – set goals, outline development and choose measures<br>**2.** Learning – determine facts and obtain resources<br>**3.** Exploring – look for different ways to achieve the goal<br>**4.** Nailing Down – make decisions and plan specific actions<br>**5.** Delivering – implementation of plans and achievement of results and measures |
| **Bortnowska & Seiler, 2019 (p. 200)** | *Formal mentoring model in nonprofit organizations* | **1.** Identify needs and challenges<br>**2.** Define initial assumptions; identify recipients; promote assumptions<br>**3.** Train mentors<br>**4.** Select and train mentees<br>**5.** Select mentor and mentee pairs<br>**6.** Initiate mentorship agreements<br>**7.** Assess mentee needs and challenges<br>**8.** Plan mentoring sessions<br>**9.** Implement mentoring sessions and activities between meetings<br>**10.** Monitor effects of mentoring sessions<br>**11.** Conduct individual sessions for mentors |

# **Appendix B:** Adaption of the Mentorship Program Model

The table below shows the AstraZeneca Foundation's adaptation of Kram (1985)'s mentorship model.

| Stage | Activities |
|---|---|
| **Initiation** | • Experienced awardees identified by Foundation as mentors.<br>• Mentors paired with newly funded organizations serving as mentees.<br>• Surveys leveraged to determine the needs of mentees.<br>• Curriculum developed by Foundation, mentors and evaluation partners based on survey results. |
| **Cultivation** | • Goals for community-based programs identified by individual mentees in their grant application.<br>• Learning objectives for mentorship webinars identified in the curriculum.<br>• Webinar agendas established with presenters.<br>• Regular agendas developed by mentors for individual mentee calls.<br>• Periodic program reports submitted by Grant Awardees to Foundation and evaluation partners to report progress toward community-based program's goals.<br>• Progress checks conducted by lead mentor during individual calls to follow-up on questions from webinars and to understand awardee progress in meeting funded program's goals/objectives.<br>• Regular surveys conducted after webinars to determine achievement of learning objectives, likeliness of mentees implementing learnings and mentee overall feedback. |
| **Separation** | • Mentorship Program term identified from the start in the Mentorship Agreement. |
| **Redefinition** | • Mentorship relationships extended via Mentorship Agreement when both the mentor and mentee received continued funding. |

# Appendix C: Mentorship Curriculum

Below is a sample curriculum from the Mentorship Program.

## 2020 – 2021 Mentorship Program Curriculum Session Plan

The purpose of the Mentorship Program is for a newly-funded organization ("Mentee") to receive guidance in the design, implementation, reporting and evaluation of its *Connections for Cardiovascular Health℠ (CCH) Next Generation*-funded program from experienced and previously funded *CCH* Grant Awardees ("Mentors") in alignment with the mentorship curriculum developed by the AstraZeneca Foundation, the Mentors and the Foundation's university evaluation partners.

For the 2021 year, the Foundation has integrated its Learning Series and regular engagements with its public relations agency partner into the Mentorship Program to offer additional capacity building support for *CCH Next Generation* Grant Awardees.

Please see the **Mentorship Program Curriculum Session Plan** for details on monthly webinar sessions (beginning **page 36**) and **individual calls** (**page 40**).

### Guidance

- If you have questions or challenges related to the Letter of Agreement or your program, including program and budget revisions and reporting requirements and timing, please contact the Foundation.
- For guidance on working with Mentees during individual sessions, Mentors are encouraged to consult the ***CCH Next Generation*** **Mentorship Program Situation-based Interactive Session Template for Mentors**.
- Mentees and Mentors may refer to the ***CCH Next Generation*** **Mentorship Program Call Notes Template** to record notes from interactions that can be used for completing the mentorship section of program reports.

# Monthly Webinar Series (Q1 2021)

| Curriculum Topic | **Managing Reporting Expectations & Achieving Reached and Tracked Goals** | **Enhancing Communication Efforts** | **Managing Reporting Expectations:** *Mid-Year Report (due April 1, 2021)* |
|---|---|---|---|
| **Month** | January 2021 | February 2021 | March 2021 |
| **Session Objectives** | **Focus: Program evaluations and participant recruitment and retention**<br>1. Understand the importance of evaluation as it relates to *CCH Next Generation*-funded program's goals and objectives.<br>2. Review respective evaluation forms to understand how assessment is created.<br>3. Utilize evaluation results to inform key decisions pertaining to *CCH Next Generation*-funded program.<br>4. Explore current challenges with recruitment and retention and receive feedback.<br>5. Share and exchange best practices and strategies for overcoming recruitment/enrollment and retention/tracking challenges. | **Focus: Crisis communications planning**<br>1. Discuss the bedrock principles of crisis communications and key elements of a plan. | **Focus: Meeting Mid-Year Report expectations**<br>1. Review the information required for the Mid-Year Report, including how to update the "Measurement Progress Details Table" with follow-up measures.<br>2. Discuss Mentee challenges/questions with completing any sections of the report and identify solutions for completing them. |
| **Applicable Resources** | Three-Month Evaluation | Tips for Preparing a Crisis Plan Handout | Mid-Year Report Template<br>*Mentors may choose to share examples of sections from previous reports they have completed, if comfortable.* |
| **Activities** | • Evaluation partners highlight the importance of program evaluation and how evaluation results can be used to inform key decisions pertaining to programs.<br>• Evaluation partners provide an overview of *CCH Next Generation* program evaluations.<br>• Evaluation partners and Grant Awardees engage in breakout groups to review a case study focused on recruitment or retention, share related effective practices and current challenges and receive real-time feedback from peers. | • PR partner reviews the bedrock principles of crisis communications and key elements of a plan.<br>• PR partner and Mentees discuss crisis planning lessons learned from COVID-19. | • Mentor specifies information to include in the Mid-Year Report.<br>• Mentor explains the importance of pair-wise comparisons for assessing progress in the "Measurement Progress Details Table" (e.g., pre- and post-measure values must match and be reported on the same people in order to say that the average has changed).<br>• Mentee identifies any areas where they need additional guidance and discusses strategies for completing relevant sections and obtaining any missing information (if any). |
| **Assessment** | • Grant Awardee applies key learnings regarding program recruitment and retention strategies to *CCH Next Generation*-funded program as appropriate. | • Mentee reviews current crisis communications plan and applies any key learnings as appropriate. | • Mentee and Mentor review the report template together.<br>• Mentee makes changes to their report as warranted, based on feedback from the Mentor. |



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# Monthly Webinar Series (Q2 2021)

| Curriculum Topic | **Enhancing Communication Efforts** | **Enhancing Communication Efforts** | **Special Topic:** Program Activities for Second Half of Grant Year |
|---|---|---|---|
| **Month** | April 2021 | May 2021 | June 2021 |
| **Session Objectives** | **Focus: Storytelling, key message development and video**<br>1. Understand the value of storytelling.<br>2. Know how to develop and use key messages to frame your story and share impact of your program.<br>3. Learn how to capture your story on video. | **Focus: Strategic communications tactics and storytelling**<br>1. Describe how to use a strategic integrated approach to communications through the PESO (Paid, Earned, Shared and Owned) model.<br>2. Learn how to share participant stories through an integrated lens. | **Focus: Planning for the second half of the grant year**<br>1. Explore plans and exchange strategies for recruitment of new participants as needed and retention of current participants. |
| **Applicable Resources** | • Dissemination and Communications Guide, pages 20, 29-31, 37<br>• Grant Awardee program video examples<br>• Video Planning Worksheet | • Integrated Storytelling Plan Worksheet | N/A |
| **Activities** | • PR partner reviews the key message development process.<br>• PR partner/video production partner provide an overview of how videos can be used to capture stories and technical tips.<br>• Mentor shares experience leveraging videography to support their program.<br>• Mentees and PR partner participate in a brainstorming session on different ways to utilize video. | • PR partner provides an overview of the PESO model and its effectiveness in strategic communications.<br>• PR partner provides examples of using the PESO model to share participant stories and program impact with community partners, key stakeholders, funding partners and potential funding partners.<br>• PR partner and Grant Awardee breakout in to groups where Grant Awardees develop an integrated promotional plan. | • Each Mentee shares their thought process and plans for resuming standard program operations as local restrictions lift and re-engaging with participants in a safe manner. |
| **Assessment** | • Mentee applies methodology in key message development and videography. | • Mentee implements PESO model in strategic program communications. | • Mentees implement recruitment and retention plans. |

# Monthly Webinar Series (Q3 2021)

| Curriculum Topic | Special Topic: Importance of Behavioral/ Mental Health | Enhancing Communication Efforts | Program Sustainability |
|---|---|---|---|
| **Month** | July 2021 | August 2021 | September 2021 |
| **Session Objectives** | **Focus: Importance of addressing behavioral/mental health in community programs**<br>1. Discuss the importance of addressing behavioral/mental health in community-based programs.<br>2. Exchange strategies for addressing behavioral/mental health in programs. | **Focus: Introduction to social media analytics**<br>1. Identify key social media metrics to track and measure.<br>2. Describe how analytics help inform social media strategy and drive impact. | **Focus: Ensuring program sustainability after *CCH Next Generation* funding ceases**<br>1. Develop a shared vision for sustainability of *CCH Next Generation*-funded program.<br>2. Identify strategies for continuing the program in the long-term. |
| **Applicable Resources** | N/A | • Dissemination and Communications Guide, pages 24 and 48 | • Sustainability plans from awardee applications<br>• Dissemination and Communications Guide, pages 5-6 |
| **Activities** | • The Foundation highlights the importance of addressing behavioral/mental health in community-based programming.<br>• Mentor(s) share how their programs are addressing behavioral/mental health.<br>• Grant Awardees and the Foundation participate in a roundtable discussion of strategies for addressing behavioral/mental health in program participants. | • PR partner provides an overview of the importance of social media analytics in measuring effectiveness of social media communications.<br>• PR partner introduces key social metrics and how to track them.<br>• PR partner and Mentees engage in brainstorming session to identify ways to enhance social media strategy based on analytics. | • The Foundation provides an overview of program sustainability and why sustainability is a win-win situation for program participants and Grant Awardee organizations.<br>• Evaluation partner shares tips for sustainability and what makes a strong sustainability action plan.<br>• Previous *CCH* Grant Awardees share their experiences with program sustainability, including challenges and how they have addressed them.<br>• Evaluation partner, lead mentor and mentees engage in breakout groups to facilitate discussions that include sharing actions taken to work toward sustainability based on plans in applications and challenges to program sustainability, and receive real-time feedback from peers on alternate options to enhance sustainability. |
| **Assessment** | N/A | • Mentees implements analytics tracking based on discussion as feasible. | • Grant Awardees implement sustainability actions based on discussion, as feasible.<br>• Grant Awardees document sustainability actions in year-end report. |

# Monthly Webinar Series (Q4 2021)

| Curriculum Topic | **Managing Reporting Expectations:** *Year-End Report (due Nov. 15, 2021)* | **Enhancing Communication Efforts** |
|---|---|---|
| **Month** | October 2021 | November 2021 |
| **Session Objectives** | **Focus: Meeting Year-End Report expectations**<br>1. Review the information required for the Year-End Report.<br>2. Discuss Mentee challenges/questions with completing any sections of the report and identify solutions for completing them. | **Focus: Easy ways to build a landing page for your program or campaign and introduction to Canva and other social media template options**<br>1. Review and discuss key considerations for developing a landing page.<br>2. Review the fundamentals of creating compelling social media content.<br>3. Demonstrate how Canva can be used for graphic design. |
| **Applicable Resources** | • Year-End Report Template | • Dissemination and Communications Guide, pages 20 and 23<br>• Canva for Nonprofits |
| **Activities** | • Mentor specifies information to include in the Year-End Report.<br>• Mentees identifies any areas where they need additional guidance and discusses strategies for completing relevant sections and obtaining any missing information (if any). | • PR partner outlines the purpose and benefits of a landing page.<br>• PR partner reviews tips for developing a landing page, content ideas and a successful example.<br>• PR partner reviews design elements for creating engaging social media content.<br>• PR partner demonstrates Canva's social media graphic design tool.<br>• PR partner and Mentees engage in a Q&A. |
| **Assessment** | • Mentees and Mentor review the report template together.<br>• Mentees makes changes to their report as warranted, based on feedback from the Mentor. | • Mentees integrate landing page in upcoming campaign or program initiative as feasible.<br>• Mentees apply templates and graphic design tools in social media content creation as appropriate and feasible. |

# Monthly Individual Calls

| Month | Curriculum Topic | Activities |
|---|---|---|
| January 2021 | **Making Mid-Course Corrections: *Three-Month Evaluations*** | • Mentee raises any challenges and/or poses any questions to evaluation partners.<br>• Mentee, evaluation partners, lead mentor and the Foundation brainstorm solutions to challenges and evaluation partners help address questions. |
| February 2021 | **Making Mid-Course Corrections: *Three-Month Evaluations***<br><br>**Enhancing Communication Efforts: *Social Media*** | • Mentee shares update on program, successes and any challenges.<br>• Mentee and lead Mentor brainstorm mid-course corrections as needed based on three-month evaluations and current challenges.<br>• Mentee shares recent social media successes and challenges.<br>• PR partner offers solutions for any social media challenges, upcoming content ideas to consider and additional guidance on crisis communications from webinar. |
| March 2021 | **Meeting Mid-Year Reporting Expectations: *Mid-Year Report*** | • Mentee and lead Mentor discuss any questions from monthly webinar on mid-year reporting; lead Mentor offers additional guidance as needed. |
| April 2021 | **TBD: *Mentee-Mentor Determined Session***<br><br>**Enhancing Communication Efforts: *Social Media*** | • TBD by Mentee and lead Mentor<br><br>• Mentee shares recent social media successes and challenges.<br>• PR partner offers solutions for any social media challenges, upcoming content ideas to consider and additional guidance on key message development, storytelling and videography (from webinar that month). |
| May 2021 | **TBD: *Mentee-Mentor Determined Session***<br><br>**Enhancing Communication Efforts: *Social Media*** | • TBD by Mentee and lead Mentor<br><br>• Mentee shares recent social media successes and challenges<br>• PR partner offers solutions for any social media challenges, upcoming content ideas to consider and additional guidance on strategic communications and storytelling (from webinar that month). |
| June 2021 | **Special Topic: *Mid-Year Learnings*** | • Mentee meets with a small group of Foundation trustees on individual webinar to share its *CCH Next Generation*-funded program accomplishments and lessons learned.<br>• Mentee and trustees engage in a roundtable discussion focused on funded program. |
| July 2021 | **TBD: Mentee-Mentor Determined Session** | • TBD by Mentee and lead Mentor |
| August 2021 | **Progress Update / Challenges**<br><br>**Enhancing Communication Efforts: *Social Media*** | • Mentee shares update on program, successes and any current challenges.<br>• Mentee and lead Mentor brainstorm solutions to challenges.<br>• Mentee shares recent social media successes and challenges.<br>• PR partner offers solutions for any social media challenges, upcoming content ideas to consider and additional guidance on social media analytics (from webinar that month). |
| September 2021 | **Program Sustainability** | • Mentee and Mentor discuss any questions from monthly webinar on program sustainability; mentor offers additional guidance as needed. |
| October 2021 | **Managing Reporting Expectations: *Year-End Report*** | • Mentee and Mentor discuss any questions from monthly webinar on meeting year-end reporting expectations; mentor offers additional guidance as needed. |
| November 2021 | **Close Out Interviews: Mentorship Experiences** | • Mentee provides feedback to the Foundation and its evaluation partner on the mentorship program and their experience via a close-out interview. |

# Appendix D: Resources

## For Nonprofit and Philanthropic Organizations

To learn more about nonprofit capacity building, please visit the resources below. Note, the listing is provided for additional information without endorsement of the content or the organization.

1. **Types of Capacity Building Activities**
   Authenticity Consulting, LLC.
   Adapted from "Field Guide to Consulting and Organizational Development With Nonprofits," this document offers a list of different types of capacity building activities and factors that can affect the type of capacity-building effort a nonprofit undertakes.

2. **Five Elements for Success in Capacity Building**
   *Philanthropy News Digest*
   This article identifies and elaborates on five key elements to include as part of capacity-building efforts.

3. **Effective capacity building support is contextual, continuous, and collective**
   National Council of Nonprofits
   This interview conducted between representatives from the National Council of Nonprofits and Grantmakers for Effective Organizations provides a grantmaking perspective on funding for capacity building.

## For Mentees and Mentors

Below are educational resources developed by the AstraZeneca Foundation that may be helpful for your mentorship program curriculum.

1. ***Dissemination & Communications Guide***
   Initially developed to support AstraZeneca Foundation *Connections for Cardiovascular Health*$^{SM}$ Grant Awardees as they bring awareness to their programs, build sustainability and disseminate key learnings, the lessons in this Guide are generally applicable and may be used by other organizations working to develop, sustain and communicate about a community health program through traditional and social media.

2. ***Effective Program Practices Guide***
   Based on 10 years of learnings from the AstraZeneca Foundation's *Connections for Cardiovascular Health*$^{SM}$ program, the *Effective Program Practices Guide* is an educational resource designed to help organizations develop their own community health programs. The Guide includes general guidelines for building an effective community health program, as well as six innovative program approaches commonly used by *Connections for Cardiovascular Health*$^{SM}$ Grant Awardees for other organizations to adopt or modify.

# Appendix E: Reporting Section of Program Report

Below is an excerpt from a periodic program report template that shows the type of information mentees are asked to report on relative to the Mentorship Program.

**Mentorship Activities This Period**
**Lead Mentor: [Organization name]**

## Focus of Activities

**INSTRUCTIONS:** Please select the topics below that you and your mentor(s) have discussed this reporting period.

- ☐ Achieving reached and tracked goals
- ☐ Clarifying outcome goals
- ☐ Enhancing communication efforts
- ☐ Managing reporting expectations
- ☐ Making mid-course corrections
- ☐ Program budgeting
- ☐ Sustainability efforts
- ☐ Dissemination
- ☐ Other
  Please specify:

## Summary of Activities

**INSTRUCTIONS:** Include details on progress related to areas checked above.

## Results of Activities

**INSTRUCTIONS:** Describe the impact the activities have had on your program and/or organization.

## Lessons Learned

**INSTRUCTIONS:** Describe the lessons learned from your mentorship experience this reporting period.

# Appendix F: Mentorship Program Agreement

**Mentorship Program Agreement**

For the 2020 *Connections for Cardiovascular Health*[SM] (*"CCH"*) *Next Generation* grant cycle beginning on August 1, 2020, new organizations receiving *CCH* grant funding from the AstraZeneca HealthCare Foundation (AZHCF) will be assigned a lead mentor by AZHCF, as well as other mentor(s) as needed and based on areas of expertise. Mentors are chosen among organizations that have: 1) received multiple years of *CCH* funding and 2) demonstrated the effectiveness of their programs and their ability to share lessons learned.

The purpose of the mentorship program is for a newly-funded organization ("**Mentee**") to receive guidance in the design, implementation, reporting and evaluation of its *CCH Next Generation*-funded program from experienced and previously funded *CCH* Grant Awardees ("**Mentors**") in alignment with a mentorship curriculum to be developed by the Mentors and AZHCF. While not exhaustive, this guidance may include:

- reaching, enrolling, tracking and retaining program participants;
- collecting, storing and documenting baseline and follow-up data on program participants;
- clarifying behavioral and clinical outcome goals as needed for expected change;
- enhancing program communication efforts to increase awareness among various stakeholders;
- analyzing data and preparing accurate reports for submission to AZHCF;
- making mid-course corrections to program design as needed, including strategies to ensure the achievement of program goals and to address any recommendations made by AZHCF's university evaluation partners;
- program budgeting;
- planning for program sustainability; and
- disseminating lessons learned through publications, presentations, program toolkits and other innovative methods.[1]

Assigned Mentees and the lead Mentor are encouraged to collaborate to identify other areas for guidance to further the Mentee's *CCH Next Generation*-funded program.

**Guidelines:**

1. Assigned Mentees and the lead Mentor are required to engage with one another a minimum of two times per month from August 2020 – November 2021.[2] These engagements may be made through audio or video calls or other forms of telecommunication. Both frequency and regularity of contact are essential for a successful mentee-mentor relationship. As such, it is important to identify mutually convenient dates/times for conversation in advance to be respectful and considerate of each other's time.

[1] Although education around this is encouraged, disseminating lessons learned is not a requirement for Mentees during their first grant year.
[2] Contingent upon the lead Mentor and Mentee organizations both receiving an additional grant award from AZHCF in 2021. In the event, that either or both the lead Mentor or Mentee do not receive an additional award in 2021, the original mentorship will conclude November 15, 2021. If one party receives an additional year of funding, this party will be assigned a new Mentor or Mentee, as appropriate.

# Appendix F: Mentorship Program Agreement

2. Mentees receive guidance from all Mentors based on their experience and expertise with *CCH*-funded programs. Note that the guidance received is advisory and is not binding. If any alteration to AZHCF's requirements (for example, reporting documents, deadlines, etc.) or the Mentee's approved Program Grant application becomes necessary, then AZHCF's Executive Director needs to be contacted. Alterations to agreements cannot be executed by Mentors.

3. Besides the lead Mentor, other Mentors will be leveraged to offer support via audio or video calls with the Mentee and AZHCF, based on the Mentor(s) areas of expertise.

4. Mentees may reach out AZHCF on any topic, but need to contact AZHCF regarding questions or challenges related to the program, including program and budget revisions, as outlined in the Letter of Agreement, as well as questions related to reporting requirements and timing.

5. Mentors and Mentee are required to report on their engagement activities with one another, the lessons exchanged and the programmatic impact as a result of these activities, in their reporting templates and through regular engagements with AZHCF. These reports are assessed and noted in each awardees' evaluations, by AZHCF's university evaluation partners.

6. Mentees are required to participate in AZHCF's Learning Forum webinar series during the grant year, designed to help support capacity-building efforts of newly funded organizations. This will likely include five webinars on mentorship, program evaluation, sustainability, communications and social media, as well as a virtual grant awards celebration event and an evaluation consultation with AZHCF and its university evaluation partners.

7. Mentees and Mentors may be asked to participate in surveys regarding the mentorship program and their experiences, as well as review and/or share learnings for Dissemination Materials developed by AZHCF focused on the mentorship program, as reasonably requested by AZHCF.

8. If a perceived challenge in the Mentee-Mentor relationship is identified by either party, then contact AZHCF's Executive Director immediately at ConnectionsforCardiovascularHealth@astrazeneca.com.When needed, a call between the respective parties and AZHCF will be set up to help resolve the issue.

9. The primary contact for the Mentee and the lead Mentor will be responsible for scheduling meetings and ensuring that both parties have met the requirements of two engagements per month. Any questions regarding who should be contacted for guidance need to be directed to the primary contact. The primary contact for Mentees and Mentors will need to be the individual responsible for notifying the Executive Director of AZHCF of any issues. A complete Mentorship Contact Form with information for the Mentee and Mentor(s) will be shared once all information is collected.

10. By signing below, the new Organization provides consent to AZHCF to share a copy of the Organization's approved 2020 *CCH Next Generation* application to the assigned Mentor(s) for the purposes of apprising the Mentor(s) about the Organization's funded program and goals to facilitate the Mentee-Mentor relationship.

11. Mentees and Mentors, on behalf of themselves and their respective employees and agents, agree to keep confidential information provided about their respective programs, except as required for the

reporting process or when mediation is required by AZHCF to resolve any challenge to the Mentee-Mentor relationship.

**I certify that I have read the Mentorship Program Agreement and agree to all terms contained therein.**

[Organization name]

By:_____

Print Name: _____

Title:_____

Date:_____

# Appendix G: Mentorship Program Call Notes Template

Below is a call notes template that was provided to mentees and mentors at the beginning of the Mentorship Program to help them in documenting their Mentorship Program efforts.

## Call Notes Template

**Purpose:** Mentees and Mentors may use this template to record notes from their interactions with their Mentor/Mentees to use for reference when completing the mentorship section of their program reports. Mentees and Mentors may update this template based on their individual needs.

**Date:** _____

**Mentee Name & Organization:** _____

**Mentor Name & Organization:** _____

**Instructions:** Please populate responses in the table below using the following guidance:

1. **Focus of Activities:** Select the activities you and your Mentor/Mentee focused on during your session.
2. **Summary of Activities:** Record an overview of the activities accomplished during the session/details on the topics covered related to that focus area.
3. **Next Steps:** Identify any next steps pertaining to that focus area.
4. **Results of Activities:** After the call and once any next steps are completed, provide details on the impact the activities had on the program and/or organization relative to that focus area.

# Appendix G: Mentorship Program Call Notes Template

## Call Notes Template

| Focus of Activities | Summary of Activities | Next Steps | Results of Activities (Post-Call) |
|---|---|---|---|
| ☐ Achieving reached and tracked goals | | | |
| ☐ Clarifying outcome goals | | | |
| ☐ Enhancing communication efforts | | | |
| ☐ Managing reporting expectations | | | |
| ☐ Making mid-course corrections | | | |
| ☐ Program budgeting | | | |
| ☐ Sustainability efforts | | | |
| ☐ Dissemination | | | |
| ☐ Other<br>Please specify: | | | |

**Other Notes:** Record other notes as needed below.

**Lessons Learned:** Note the lessons you learned from the mentorship session below.

# Appendix H: Situation-based Interactive Session Template for Mentors

Below is a situation-based interactive session template that was provided to mentors at the beginning of the Mentorship Program as a guide for engaging during individual mentorship interactions.

## Situation-based Interactive Session Template

**Date:** _____

**Mentee Name & Organization:** _____

**Mentor Name & Organization:** _____

**Session Focus Area(s):** _____

**Session Outcomes:**

1. Develop focused solutions to program-related issue that is preventing the Mentee's organization from achieving the desired program outcomes.
2. Establish common ground for implementation of proposed strategies.

### 1 Seek, Listen and Learn

1. Ask the Mentee to describe the issue (e.g., promotion of the program, retention of participants).
2. Listen attentively to the Mentee's description of the issue.

**Remarks**

_____

_____

### 2 Discuss

1. Determine whether the problem should be directed to Foundation, evaluation partners and/or the Mentor.
   - **Have the Mentee contact the Foundation for**: questions or challenges related to their Letter of Agreement or program, including program and budget revisions, or questions related to reporting requirements and timing.
   - **Have the Mentee contact the evaluation partners and copy the Foundation for**: questions about how to complete sections of the program and/or budget report.
   - **If the problem is not one of the above mentioned areas, Mentor may proceed using the steps below. Examples may include identifying strategies for effective outreach, recruitment/ enrollment, tracking/retention, motivating participants, program communications, sustainability, etc.**
2. Find out the context within which this issue has arisen. Is it a one-time issue or ongoing?
3. Identify actions (if any) taken so far. To what effect?
4. Ask what the Mentee feels would be an appropriate solution.

**Remarks**

_____

_____

_____

_____

_____

_____

_____

# Appendix H: Situation-based Interactive Session Template for Mentors

## Situation-based Interactive Session Template

### 3 Guide

1. Identify the hurdles in reaching the desired outcome(s) given the context.
2. Recommend strategies for addressing the issue keeping in focus the realities of the Mentee organization.

**Remarks**

### 4 Obtain Feedback

1. Check how the Mentee feels about the proposed strategies.
2. Learn if there are concerns about implementing the proposed strategies.
3. Explain how the expressed concerns could be best addressed.
4. Discuss any follow-up questions that the Mentee has.
5. Agree on a date for follow-up.

**Remarks**

### 5 Reflect

1. Note what went well during this session.
2. Specify whether you fully addressed the Mentee's concern(s).
3. Identify whether you would do anything differently in a future session.

**Remarks**

### 6 Follow-up

1. Determine if follow-up actions are required (e.g., additional resources).
2. Connect with the Mentee on the agreed upon date for follow-up.
3. Find out the outcome (whether the issue was satisfactorily resolved).

**Remarks**



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