



Diabetes Care and Education Specialist Mentorship Program

Mentor Toolkit



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CBDCE WISHES TO THANK . . .

***ALL OF OUR MENTOR CDCESs AND THE OTHER CDCESs WHO HAVE A
MENTOR APPLICATION UNDER REVIEW FOR THEIR
COMMITMENT TO DIABETES CARE AND EDUCATION.***

WE ALSO THANK. . .

***THE ORGANIZATIONS THAT EMPLOY OUR MENTOR CDCESs
FOR THEIR SUPPORT OF CBDCE'S EFFORTS
TO EXPAND THE NUMBER OF CDCESs AVAILABLE TO PEOPLE WITH DIABETES.***



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PHASES OF A MENTORING RELATIONSHIP

Initiation Phase

- Mentor is admired and respected for competence and ability to provide support and guidance
- Mentee represents someone with potential, can provide technical assistance and can transmit mentor's values

Cultivation Phase

- Positive expectations are tested against reality
- Career functions emerge first; psychosocial functions emerge as the interpersonal bond strengthens

Separation Phase

- Relationship is less central part of each individual's life at work; feelings of loss, anxiety
- Structural and emotional separation
- Provides opportunity for mentee to demonstrate skills and operate independently and for mentor to demonstrate that one has been successful in developing new talent

Redefinition Phase

- Relationship becomes, primarily, a friendship
- May have ambivalence, discomfort

(Kram 1983)



INITIATION: STRUCTURING MEETING TIME

Determine how to use your time together. One suggestion is the “**10/20/60 Rule**” that will help you to establish a solid partnership and address mentoring goals. For a meeting of about 1-1/2 hours split the time roughly as follows:

First 10 Minutes

Engage in personal/professional “check-in”

Next 20 Minutes

Focus on ‘front burner’ issues

Next 60 Minutes

Discuss current and long-term goals and priorities

Summarize discussion, clarify tasks, schedule follow-up meeting



INITIATION: EXPECTATIONS

A critical component of a successful mentoring relationship is clarity of commitment and expectations.

Mentors and mentees need to agree on:

- Scheduling and logistics of meeting
- Frequency and mode of communicating between meetings
- Responsibility for rescheduling any missed meetings
- Confidentiality
- “Off-limits” conversations
- Giving and receiving feedback
- Working with formalized mentee goals



CULTIVATING THE RELATIONSHIP: BUILDING TRUST

When people trust each other, they allow their most authentic self to emerge. They feel free to share concerns, insecurities and doubts. Listening to each other builds trust. Sharing reservations and uncertainties builds trust. Most importantly, demonstrating by our acts that we are trustworthy builds trust.

<i>BEHAVIORS THAT BUILD TRUST</i>	<i>BEHAVIORS THAT DESTROY TRUST</i>
Being a proactive listener	Not paying attention to what is being said
Cooperating with others	Being competitive
Openly sharing and being vulnerable	Withholding and keeping people out
Actions are parallel to words	Acting contrary to words
Accepting and non-judgmental	Criticizing and disapproving
Authentic and true-to-self	Acting with a hidden agenda
Freely admitting mistakes and errors	Blaming others for mistakes
Actively seeking out different perspectives	Keeping a closed mind to new ideas
Encouraging others to succeed	Discouraging others from taking risks
Having a positive, upbeat outlook	Projecting a negative perspective
Honoring and respecting confidentiality	Breaking confidence
Demonstrating mutual respect	Not respecting the care team



CULTIVATING THE RELATIONSHIP: GIVING AND RECEIVING FEEDBACK

Mentees want to receive honest, candid feedback from their mentor. Equally important is the feedback mentees can offer to mentors. Engaging in reciprocal and on-going feedback is a vital component of the partnership.

Effective feedback:

- Is offered in a timely manner
- Focuses on specific behaviors
- Acknowledges outside factors that may contribute
- Emphasizes actions, solutions or strategies

Effective Feedback from Mentee:

- Whether the advice or guidance you offered was beneficial and solved an issue
- Whether the mentor communication style and/or actions facilitate a positive mentoring experience
- Whether the mentor communication style and/or actions create challenges to a positive mentoring experience

Effective Feedback to Mentee:

- Mentee strengths and assets
- Areas for growth, development and enhancement



SEPARATION

Participating in a mentoring program brings the opportunity for planning and implementing closure that is unlike most other types of relationships. Whether you determine to continue meeting on a regular basis or not, it is essential to discuss and plan the process by which your formal partnership will come to a close.

If appropriate, you will want to think about how you would like to transition from a formal to an informal mentoring partnership or to more of a peer relationship. It is recommended to instill some structure to even an informal partnership so as to yield the most benefit from the time you spend together.

**A mentor empowers
a person to see a
possible future, and
believe it can be
obtained.**

- Shawn Hitchcock

MENTOR'S ROLE IN MENTEE DEVELOPMENT

Support

- Listening — actively (empathically)
- Expressing positive expectations
- Serving as advocate
- Self-disclosure as appropriate

Challenge

- Setting tasks
- Setting high standards
- Modeling
- Providing a mirror

Vision

- Provide a vision for a satisfying and successful career

(Daloz 1999)



MENTOR RESPONSIBILITIES

RELATIONSHIP:

It is highly recommended that a Mentor plan to work with only one mentee at a time. Maintaining a 1:1 mentoring partnership will help ensure the quality of the experience for the mentee and prevent an overload situation for the Mentor.

ORIENTATION:

Each mentee must be provided with an orientation to the diabetes program and, depending upon the size of the organization, a separate orientation for the facility may be required.

LEARNING PROCESS:

Coordinate and structure the learning process to provide experience in diabetes care and education according to the DCE definition and standards. This will likely involve developing an Individual Development Plan (IDP). This document is developed by the mentee with the assistance of the mentor. The mentoring pair should identify strengths, developmental needs, activities, and track the mentees' progress throughout the mentoring relationship. CBDCE hopes that the IDP will be developed in conjunction with the current Examination Content Outline (Outline). Assessing the mentee's areas of strength and weakness in relation to the Outline will help the IDP reflect the priorities needed to provide the mentee with applicable experience. The goal is to address as many areas of the Outline as possible during a mentee's time working under the Mentor. The mentoring pair should review the IDP periodically and continue to work through stated objectives, making changes as needed.

RESOURCES:

Provide appropriate resources to facilitate learning, professional growth and role socialization.

FEEDBACK:

Provide periodic performance feedback (progress reports) to the candidate.

DOCUMENTATION:

Complete and return Program forms (Partnership Agreement and Experience Verification) and surveys to CBDCE as required.



SURVEY FEEDBACK FROM OUR MENTORS

Every two years CBDCE sends out a mentor survey to gather information and valuable feedback on its' program. We thought we'd share some ideas with you that other mentors have used in their programs. It is our hope that this information may assist you in your partnership.

Practice Exam Discount Coupons

Once a mentor enters a partnership, 2 discount codes valued at \$20 each is provided to the mentor to distribute to the mentee. Here is what some mentors have said how they use the codes...

"Mentee used the first coupon 1 year prior to sitting for exam and again within 3 months prior to sitting for exam to evaluate her knowledge and learning needs."

"I have asked them to take the exam prior to starting their mentorship to determine where we need to focus our studies and the experiences we need to have. Then to take the last one a month or so before the exam so that they can identify any areas of study prior to sitting for the exam."

Mentoring approaches with current mentee or changes in approaches

What our mentors have told us regarding their approaches to mentoring...

"I do have CDE Questions of the day that I email to them on a daily basis when time permits."

"I will set up different criteria for next mentee and have them commit to something weekly. Last mentee came twice and then lost interest. Lots of work to set up for someone that ended up not having the time.

"Tailored Mentorship to the needs of each Mentee based on their expertise and experience."

"Depending on the level of experience as a nurse, I needed to provide more direction & guidance for a mentee with less nursing experience."

"Mentorship individualized for each mentee based on background and previous experience with patients with diabetes and diabetes education."

Mentoring approaches with current mentee or changes in approaches (con't)

“It all depended on what the mentee needed. My first Mentee was a RN who needed additional hours to take the exam and we worked together in the same department. We worked out a plan for adding to areas she felt she needed to focus on and she came in on her day off for my DM days. My second Mentee worked at a totally different facility and needed to obtain more hours and exposure to all aspects of Diabetes- Insulin teaching, meters, insulin pumps, carb counting.”

Mentee and DSMES

Mentor responses on how they incorporated DSMES standards of care in the mentee learning process...

“I loved when they were able to tie in the standards when providing education or creating a poster or project related to diabetes management.”

“Since we are an accredited program, part of their orientation to the program, was to discuss the Standards of Care and then practice them during day-to-day experiences during their affiliation with our program.”

“By using the National Standards and DSMES for T2D articles, it was easy to maintain continuity.”

“I involved my mentee in the internal Audit process for our DSMES program each year for reviewing the DSMES standards of care and how we are applying them as an agency.”

SAMPLE DOCUMENTS

The following sample documents are provided to you as additional tools that can be used in your mentorship partnership. You may want to review the documents with your mentee to determine which ones, if any, you will use in the partnership.

Use of these documents is at the Mentors' discretion and not required as part of the program. Should you use these documents they do not need to be returned to CBDCE and should be kept with your own mentorship records.

To Do CHECKLIST

- Identify objectives for Mentorship Program (Refer to benefits of becoming a Mentor and Mentor's organization)

- Organization approval (priority before making commitment to Mentee)
 - Reaffirm permission for Mentor to take on this role within job requirement (i.e., Department Director or Human Resources)

 - Identify requirements for
 - vaccinations (TB, Flu, Hepatitis B, etc.)
 - physical exam
 - background check
 - drug testing
 - orientation

 - Review HIPA regulations for the facility

 - Review time schedule

- Decide when/how the CBDCE Practice Exam can be incorporated (Optional*)

- Establish goals for Mentee

- Issue discount coupon codes for the CBDCE Practice Exam. (Optional*)

- Complete approval process

- Establish communication plan/format

*CBDCE provides 2 discount coupon codes for each partnership, providing \$20 off the practice exam fee (\$55). Mentors can make use of these as desired. These discount coupons are issued to the Mentor by CBDCE upon receipt of the partnership agreement form.

MENTORING GUIDELINES AGREEMENT

*This Agreement is for use in your mentorship partnership
and does not need to be returned to CBDCE.*

As a mentor and mentee in the Diabetes Care and Education Specialist Mentorship Program, we agree to abide by the following set of guidelines:

1. Commit to making the time to meet on a regular basis.
2. Keep the content of our conversations confidential.
3. Practice active listening.
4. Provide each other with honest, direct and respectful feedback.
5. Other: _____

Mentee Signature: _____

Mentor Signature: _____

Date: _____



INDIVIDUAL DEVELOPMENT PLAN (IDP)

Instructions to Mentees: Please complete this IDP form with your three goals and give a copy to your mentor before your initial mentoring session. You may also want to provide your mentor with your DCE hour needs and availability information that you provided with your mentee application.

Instructions to Mentors: Please review the Individual Development Plan (IDP) at regular intervals to assess goal accomplishments.

Mentee Goals:

1. a. Goal:

b. Expected outcome:

c. Target date to complete:

d. Plan for barriers:

2. a. Goal:

b. Expected outcome:

c. Target date to complete:

d. Plan for barriers:

3. a. Goal:

b. Expected outcome:

c. Target date to complete:

d. Plan for barriers:

Mentee Signature: _____ Date _____



EVALUATING YOUR MENTEE'S GOALS

Use the checklist below to appraise your mentee's goals.

Specific

- Did the mentee review the Examination Content Outline
- Has your mentee identified specific goals?
- Are the goals definite and precise?

Measurable

- Are your mentee's goals quantifiable?
- Has your mentee determined how to measure success?

Attainable

- Does your mentee have an action plan to achieve their goals?
- Has the mentee considered the outcome of achieving their goals.

Realistic

- Are your mentee's goals realistic?

Timely

- Has your mentee determined a completion date?
- Can success be achieved within the time allotted?

Other

- Are your mentee's goals in line with the examination content outline?
- Will additional resources or tools be needed to achieve success?

FIRST MEETING CHECKLIST

Get to Know Each Other

- Share information about your life

Establish Guidelines

- When and where will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- What agenda format will we use?
- Will there be any fixed agenda items to be discussed at every meeting?
- How will we exchange feedback?
- How will we measure success?

Agreements

- Review mentorship guidelines agreement, modify if necessary, sign and exchange (optional)
- Review CBDCE partnership agreement, sign and send to CBDCE

Confirm Next Steps

- Schedule date, time and place of future meetings

Other

- Discuss use of the CBDCE Practice Exam during partnership.



MENTORING MEETING JOURNAL

Note: Both Mentor and Mentee to complete prior to meeting.
Use this page to record the discussion points in each of your mentoring meetings.

Date:
Check-In (e.g. urgent issues, work-life balance, personal issues):
Goal Discussion:
Action Items:

Next meeting date: _____

PRE-SEPARATION ASSESSMENT CHECKLIST

Review/Submit:

- Discuss how to use the remaining time together
- Make sure an important goal has not been overlooked
- Complete and **submit** the CBDCE Experience Verification form

Questions to Discuss:

- Have the goals been achieved?
- Have the important issues been discussed?
- What will the agenda be for the last meeting?
- Do you want future communication? If yes, format and timeline for that communication.



MENTEE FEEDBACK FORM

(To be completed by Mentee)

This form is meant to provide feedback to your Mentor regarding your partnership experience in the Mentorship Program. It is solely intended for you and your Mentor's use. The form is not to be submitted to CBDCE.

In filling it out and discussing it with your Mentor, your responses will help your Mentor better understand your experience and how they can improve the experience for future Mentees.

Using a scale of 1 to 5 Where 1 is Strongly DISAGREE, 2 is Disagree, 3 is Neutral, 4 is Agree and 5 is Strongly AGREE Enter the appropriate rating in the box next to the experience statement.	
My Mentor	Rating
Provided documentation and information about the organization for my role as a Mentee.	
Directed me as needed to obtain information on the Certified Diabetes Educator program.	
Attended meetings as scheduled.	
Completed the meeting journal for each meeting (optional).	
Communicated with me as agreed upon (frequency/method).	
Helped me set goals.	
Reviewed my progress on meeting my goals when challenges occurred.	
Helped me revise or establish new goals when challenges occurred.	
Maintained confidentiality.	
Met my expectations.	

MENTOR FEEDBACK FORM

(To be completed by Mentor)

This form is meant to provide feedback to your Mentee regarding your partnership experience in the Mentorship Program. It is solely intended for you and your Mentee's use. The form is not to be submitted to CBDCE.

In filling it out and discussing it with your Mentee, your responses will hopefully position the individual to reflect on their experience and the best way to take advantage of the experience provided in the program to help them become a Certified Diabetes Educator.

Using a scale of 1 to 5 Where 1 is Strongly DISAGREE, 2 is Disagree, 3 is Neutral, 4 is Agree and 5 is Strongly AGREE Enter the appropriate rating in the box next to the experience statement.	
My Mentee	Rating
Provided his/her CV and any other documents as needed.	
Obtained information on the Certified Diabetes Educator Program.	
Attended meetings as scheduled.	
Completed a meeting journal for each meeting (optional).	
Communicated with me as agreed upon (frequency/method).	
Set appropriate goals and accepted feedback from me as goals were finalized.	
Revised or established new goals when challenges occurred.	
Met his or her set/revised goals.	
Maintained confidentiality.	
Met my expectations.	

MENTORING RESOURCES

CBDCE and the diabetes community wishes to extend a THANK YOU for the volunteering of your time, talents and expertise being a CDCES mentor. The following resources are available to you to assist you with your mentorship.

CBDCE Resources:

Visit www.cbdce.org for Mentorship Program Information.

Mentee information: <https://www.cbdce.org/become-a-mentee>

Mentor information: <https://www.cbdce.org/mentorship-program>

Certification FAQs:

<https://www.cbdce.org/faqs>

Eligibility Requirements for Certification:

<https://www.cbdce.org/eligibility>

CDCES Examination Handbook:

https://www.cbdce.org/documents/20123/66178/CBDCE-exam-handbook_Current.pdf/8e2fda09-9289-947c-7587-712a4e74f10a?t=1588269156519

CDCES Examination Content Outline:

https://www.cbdce.org/documents/20123/108727/Examination_Content_Outline_1July2019.pdf/6cb276b6-a50b-acc2-0736-5a5852b9d39c?t=1589316167908

Diabetes Care and Education Specialist Mentorship Program Agreement. Available in your CDCES portal or email info@cbdce.org for assistance.

Diabetes Care and Education Specialist Mentorship Verification Document. (Upon completion of partnership, this document documents the hours earned.) Available in your CDCES portal or email info@cbdce.org for assistance.

Practice Exam discount coupon codes. Coupon codes issued via email to Mentor upon receipt of the partnership agreement for distribution to the mentee.

OTHER RESOURCES:

American Diabetes Association Standards of Care in Diabetes: www.diabetes.org
[The American Diabetes Association Releases the Standards of Care in Diabetes—2024](https://www.diabetes.org/news/2024/01/2024-standards-of-care-in-diabetes)

2022 National Standards for Diabetes Self-Management Education and Support:
<https://diabetesjournals.org/care/article/45/2/484/140905/2022-National-Standards-for-Diabetes-Self>

Appendix

The following documents are available in your CDCES portal.

Starting a new partnership? Your first step is to complete CBDCEs Diabetes Care and Education Mentorship Program Agreement form and submit to CBDCE. When received, we will remove you from the list of available mentors.

Finished a partnership? Complete CBDCE Diabetes Care and Education Mentorship Program Experience Verification Document and submit to CBDCE. When received, we'll note that your partnership has ended and put you back on the available mentor listing.



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