



ACHCA Mentoring Handbook

Updated & Revised by the ACHCA Mentorship Committee • May 2026



A professional guide designed to support leadership development, mentorship, and career growth within the aging services profession.

ACHCA Mentoring Program Handbook

GUIDING to GREATNESS: The American College of Health Care Administrators' National Mentoring Program for Long-Term Care Administration

History of the ACHCA Mentorship Program

Almost every successful healthcare leader can name a colleague who in some way helped them become the person they are today. In some cases, this was a co-worker, supervisor or an established leader in their field who shared knowledge and years of experience to nurture an emerging healthcare professional. Guided by the vision that dynamic leadership fosters successful long-term health care services, the American College of Healthcare Administrators (ACHCA) and Life Care Centers of America became founding partners for a national mentoring program for early career long-term care administrators in 2012.

A structured application, selection, and matching process for protégés (administrators seeking mentoring) and ACHCA Fellow mentors (experienced administrators with records of accomplishments in the long-term care field) was developed in partnership with academic leaders from the University of Wisconsin - Eau Claire, who created the curriculum and provided training.

The program has continued to gain strength over the years with evidence indicating that the mentor/protégé relationship results in a win-win situation for all participants. Skills in leadership and communication are enhanced while the professional network is expanded. Mentor/protégé pairs derive satisfaction and gain knowledge as they navigate experiences over the course of their time working together. The strong professional foundation that is built for the administrator protege will reap rewards over the lifespan of their career, while the mentor can take pride in contributing to their success.

Welcome to the program.

Founded in 1962, the ACHCA is a nonprofit professional association that provides educational programming, networking, and career development opportunities for its members. The ACHCA identifies and supports post-acute and aging services leaders, advocating for their mission and promoting excellence in their profession. The ACHCA mentoring program came to fruition in 2012 when the organization partnered with industry leaders from Life Care Centers of America, who provided financial support to help get the program up and running, and academic leaders from the University of Wisconsin – Eau Claire who created the curriculum and provided training.” (Guiding to Greatness: The American College of Health Care Administrators’National Mentoring Program for Long-Term Care Administrators, 2013, Douglas M. Olson, PhD, Scott Lester, PhD, William A.McGinley, MBA, and Elizabeth P. Lollis.

A Word From our Mentors...

“The importance of a solid mentoring relationship has always been a foundation of successful careers in the senior living and aging services leadership field. The leadership of ACHCA has been committed to filling this need by developing and growing a Mentoring Program. With the support and feedback of the ACHCA Fellows and a variety of other experts and stakeholders, the inaugural mentor-protégé cohort was launched in 2012. This signature program has been refined and updated over the years with the help of incredible people motivated by a broader spirit of service. This national program continues to be a cornerstone for supporting new professionals in the field and filling the cups of experienced leaders engaging in these pivotal relationships.”

Douglas Olson President and CEO

Vision Centre: Leadership Development for Aging Services

“The ACHCA Mentoring Program is an exceptional member benefit. It is a tremendous career opportunity that advances management and leadership excellence. As a Mentor I not only love the development of the mentor and protégé partnership, I love what my protégé can become” ~

Bob Armstrong, Fellow Emeritus, ACHCA

“The mentoring relationship remains one of the most critically influential developmental tools in long-term/post-acute/senior care leadership. As our regulatory, financial, and workforce environments continue to evolve, structured mentorship grounded in ethics, dignity, resilience, and evidence-informed leadership is essential to sustaining the next generation of aging services leaders.”

David G. Wolf, Ph.D., MBA, MSJ, MSOL – Certified Fellow Emeritus, ACHCA

“The ACHCA Mentoring Program reflects the very best of who we are as an association—leaders helping leaders grow. I am honored to support this program because mentorship is how we pass along wisdom, encouragement, and professional excellence to the next generation. Thank you for your willingness to invest in one another and in the future of ACHCA.”

Mark Prifogle, Fellow and Chair, ACHCA

“ACHCA is a dynamic organization designed to promote the growth of leaders in the post-acute and aging services industry, advocating for excellence in the profession. Of the many value-added services offered by ACHCA, it's my belief that the mentor-protégé program is one of the best aspects of the College. It's not only a signature program, but for many, it also serves as the connection point to becoming a member and meeting other leaders in the industry. I've served as a mentor for several years and love the opportunity to teach and learn from others. While ACHCA serves administrators in many ways, the mentor-protégé program is foundational to our mission and vision.”

Phil Jean, MBA, MLNHA, CNHA, FACHCA, Former Mentoring Chair ACHCA

“Getting started in this profession can be very daunting. I find it important and rewarding to help someone develop their style and career. We make a difference. Leadership matters.”

Michael Hotz, CNHA, Fellow Emeritus Retired ACHCA, CDP, HSE

“Mentorship is critical in development and retention, and the ACHCA mentorship program is an excellent opportunity for AITs and Emerging Professionals to leverage nationwide resources and build relationships with seasoned professionals in the senior living space. The relationships created are ones that help grow and develop the future leaders of our industry, while providing a relaxed, informal space to discuss trends, gain insights, and overall become a stronger, more well-rounded Administrator, Executive Director, and leader in senior living.”

Michael Beckfield, LNHA, LALD

And from our Proteges...

“The ACHCA mentoring program provides a meaningful opportunity for professional growth, leadership development, and connection within our field. Having access to experienced leaders and shared insights within the profession is invaluable in building confidence and strengthening my ability to lead effectively. This program plays an important role in shaping a more capable, collaborative, and forward-thinking workforce. Could not recommend it more to emerging professionals in the long-term care field! “

Peter Vander Meer, LNHA

“The ACHCA Mentor Program gave me a space to think out loud, get perspective, and move forward more confidently. Having someone experienced who also challenged my thinking made it incredibly valuable.”

Cayla Scott Kennedy , LNHA

"The ACHCA Mentoring Program has been instrumental in my growth as an Administrator and leader in the senior living industry. The mentoring program offers young administrators and emerging professionals the opportunity to learn from the best of the best, all while building a friendship out of it as well. As a young professional, you are not going to know everything, no matter what. Having that ability to pick up the phone in a time of need is crucial and invaluable to your success. Whether it be survey, employee management, or just navigating life, they are there to help when you need it most."

Michael Schumacher, LNHA

"The ACHCA mentoring program gives the space for leaders to feel confident, grow in their leadership skills, and drop the worry of not having everything figured out. Being a protégé and having a mentor is one of the most rewarding positions to be in, especially early in a career."

Luke Bjorklund, LNHA

The ACHCA Mentorship Program – Mentoring Basics

What is Mentoring?

Mentoring is a collaborative, long-term relationship between a more experienced person (the mentor) and a less experienced person (the protege), aimed at supporting the protege's personal, professional, and sometimes academic growth. The mentor shares their knowledge, experiences, and insights to help the mentee develop skills, set and achieve goals, and navigate challenges.

Key Characteristics

Guidance and Support: Mentors offer advice, feedback, and encouragement based on their own experiences, and encourage critical decision-making skills in the protege

Role Modeling: Effective mentors often model behaviors, attitudes, and work styles that have served them well in their careers, and encourage the same in their proteges

Reciprocity: While the mentee benefits most, mentors also gain leadership experience, fresh perspectives, and a sense of purpose

How does mentoring differ from coaching and training?

Training often focuses on specific job-related tasks

Coaching is usually broader in focus than training and may address a variety of ways in which you can excel in your current position

Mentoring is more of a long-term focus than coaching, addressing issues related to career aspirations and advancement, while also incorporating training suggestions and coaching techniques as issues arise

Goals of the Mentoring Initiative

To provide a pathway to ensuring that those new to senior living leadership enter the field well-prepared, resilient and ready for a successful and fulfilling career of service

- To provide a valuable benefit to ACHCA members and create a culture of continuous learning
- To provide experienced leaders a way to model principled, ethical leadership, and to pass their valuable gifts of knowledge and experience to the next generation of leaders.

Benefits to the Protégé

1. Increased Self Awareness
2. Personal Growth
3. Professional Guidance
4. Building a Network of Support for the Future

Benefits to the Mentor

1. Sharing Knowledge and Expertise
2. Learning New Skills and Technologies
3. Discovering Strengths and Needs of a New Generation
4. Opportunities for Self-Fulfillment/Leaving a Legacy

Benefits to the Profession

1. Preparing Future Leaders for Success
2. Proactively Addressing Administrator Attrition through Resilience
3. Creating a Supportive Environment of Continuous Learning

The ACHCA Mentorship Program– Application and Matching

The ACHCA mentorship program is always evolving, and currently serves both current administrators and students/AITs on their way to licensure. Exceptions may be made to the following designations upon approval of the Mentoring Committee and/or ACHCA Board.

Mentor/protégé relationships are typically one year in length. This guideline may be extended by mutual agreement.

Requirements for mentors: Two Levels of Mentorship

Mentors for Administrator/Proteges: A Mentor to be matched with a licensed Administrator protégé must be a Fellow of ACHCA and may be active or retired.

Mentors for Students and AITs: Emerging Professionals who are licensed Administrators and members of ACHCA and are currently, or recently have been, proteges in this program are eligible to serve as mentors/guides to students and Administrators in Training (AIT's) as long as they continue to be actively engaged with the mentoring program. These pairings support students and AITs as they navigate their way through college, seek and complete an AIT placement, and begin developing a professional peer support network

Mentor Personal Characteristics and Commitment:

- Desire to promote professional development in the emerging professional administrator.
- Knowledge, experience, professionalism and ethical standards worthy of setting an excellent example for others to follow
- Desire to gain personal satisfaction and a sense of achievement in promoting the individual protégé's personal and professional growth
- Time: willingness to commit to a minimum of one hour per month to the successful development of your mentor/protégé relationship. Some pairs may need or desire more frequent communication. This is not a problem at all but should be discussed early in the relationship to avoid conflict.
- Availability to correspond via telephone conversation, live meeting programs such as zoom, facetime, teams, etc. where available, email and text messaging as desired
- Participation in planned, scheduled, and if needed, impromptu sessions to discuss topics specific to the protégé's professional growth and advancement needs

Requirements for protégés:

Licensed Administrator Proteges: must be members of ACHCA and in the early years (ie 0-3) of their practice. They may be licensed or awaiting results of the licensure exam. They should be finished with their AIT program to be eligible for this level of participation in the program.

Student Proteges: ACHCA student members in their senior year of study

AIT Proteges: ACHCA members currently enrolled in an AIT program. Mentorship of AITs through ACHCA is advisory only and does not take the place of the required formal preceptorship.

Protégé Personal characteristics and commitment:

- Desire to build competence beyond the regulations and academic requirements
- Openness and self-awareness to explore areas needed for self-improvement and professional development
- Acceptance of guidance in decision making for professional situations while developing a personal set of standards and principles to make decisions independently
- A desire to obtain resources and follow recommendations to pursue effective paths in addressing situational occurrences
- Commitment of at least one hour per month to the mentoring relationship. The protégé who needs or wants more frequent communication should make their needs known openly, to avoid conflict.

The Application Process:

Protégé applications (Appendix A Forms) are submitted confidentially online through the ACHCA Member website

The applications are accepted and evaluated by the mentoring program sub-committee, for the level of mentorship needed

Applicants accepted to the program are added to a list maintained by the sub-committee, and are paired with an appropriate mentor as soon as possible.

Paired mentors and proteges have continuous access to ACHCA resources and professionals throughout their mentorship experience.

The Matching Process:

Mentors are paired to optimize their individual expertise as professionals with an appropriate protégé, according to the protege's needs and preferences. Matching by geography alone may not be possible or even preferable—the characteristics listed below are those given most weight in the selection process.

Administrator Proteges are encouraged to identify specialty areas they feel need work, or that were not covered deeply enough during their AIT experience. Examples include leading across generations, working with teams, Medicare management, unionized facilities, budgeting. This information can aid the Mentoring subcommittee in matching the protégé with a mentor with that area of expertise.

Mentorship pairing is more art than science. It is critically important that each partner is open and honest from the beginning, so that mis-matched pairings can be identified and corrected early in the process.

Pairs who are comfortable with each other, committed and have clear objectives will almost always be more successful than those who are not attuned.

Pairings are made based on a variety of characteristics, such as:

- Personality, skill sets, personal interests
- Occupational interests/area of specialty, ie dementia care, high acuity care, etc
- Locations, ie rural, urban, geographic region
- Level of guidance desired/needed, ie occasional chats vs weekly scheduled calls

Structured evaluations are completed by both partners throughout the mentorship experience to ensure and optimize success of the pairing.

The ACHCA Mentorship Program--Initial Contact, Goals and the Mentoring Agreement

As soon as the Mentoring subcommittee has matched a mentor and protégé, the pair are notified by the College, and their work begins. A friendly and welcoming tone throughout this process sets the stage for open communication and a feeling of support.

Initial Contact: The Acceptance Letter, Protege Self-Evaluation form (aka pre-measures) and Mentoring Questionnaire

1. After pairing, each participant will receive an acceptance email of introduction. There are four attachments: the mentoring handbook, protege self-evaluation, ACHCA Code of Ethics and a fillable ACHCA Mentoring Questionnaire.
2. The protégé completes the protege self-evaluation form, and both parties will complete the mentorship questionnaire prior to the first meeting.

Appendix A Forms—welcome letter, leadership self evaluation and questionnaire

3. The mentor responds promptly to the acceptance email and initiates primary contact with the protégé. The initial responses should include an exchange of contact information and communication preferences, and a request to exchange questionnaires prior to the first meeting.

It is helpful to include in the initial contact a brief description of the mentor's personal and professional self--including their geographical location, their professional background and current work position, and their experiences with ACHCA.

4. Both parties complete the mentoring questionnaires, which are then exchanged prior to the first meeting, so that each party has a base for discussion of the other's situation. The protégé will also send their completed self-evaluation form to the mentor.

5. Once the forms are exchanged, a date is set for an initial meeting or call. It is recommended that at least one hour be allocated for this discussion.

First Meeting/Goal Setting and Mentoring Agreement:

Establishing the Mentoring Agreement is a critical step that should be taken as soon as the relationship gets underway. (Appendix A Forms.) The act of drawing up the agreement cements your intent and describes specific elements of your mentoring experience. It clarifies expectations of both parties and ensures agreement, as it is signed by both parties.

First Meeting: The first meeting sets the tone for the relationship as an equal partnership. It serves as an introduction and determines the structure for communications going forward. The Mentoring questionnaires completed by each party should be reviewed by each party prior to the initial call, so that agreement can be reached on the call about communication preferences, areas of potential conflict, and goals.

1. Notes should be taken by the mentor, who then completes the **formal mentoring agreement** (Appendix A Forms). The agreement is forwarded to the protégé for amendment and/or signature.
2. Once signed by both parties, the agreement is forwarded to ACHCA.

Sample agenda for the initial call:

Introductions

Review roles: what do you expect to contribute and receive from the relationship?

Establish logistics: time and dates for meetings (suggested at least one hour per month), best methods for reaching each other, availability between calls as priority issues arise, time commitment, etc.

Confidentiality

Handling and resolving conflicts

Set dates for review of the evaluation process: 3 months and one year (Appendix A Forms)

Discuss and define the initial goals or topics of interest identified by the protégé. Include a review of the protégé's self-evaluation, for identification of skills that need further development.

What does success look like for the identified goals?

Documenting Your Meetings: Mentoring Session Summary

It is a good idea to take notes during each mentoring interaction. After each meeting, each participant jots down discussion points; and the cumulative file becomes a mentoring journal. This journal can be useful as you review your progress along the way. Some pairs may wish to make the journal a formal, signed progress note, while others may work more informally.

Mentors: Record issues discussed and actions suggested. Identify points to discuss in the future.

Mentees: Record concerns discussed and items to address. Identify strategies for achieving specific objectives or concerns. Note learning activities planned to meet career objectives, or topics to raise at future mentoring sessions.

Tips for Effective Communications and a Strong Partnership

Tips for Both partners:

Show up to your appointments prepared and ready to listen and participate. Minimize distractions. If times need to be changed, be flexible and give plenty of notice.

Commit to open honest communication, even if those conversations are hard. There is nothing to be gained by holding back or avoiding the truth. Some of the best growth comes from confronting difficult situations within the safety of a mentoring partnership.

Tips for Mentors:

1. Communication & Feedback

- a. Ask before advising—don't assume you understand the situation or what the protégé needs
- b. Provide clear direction when needed.
- c. Support but don't rescue. Sometimes lessons are best learned with "trial by fire."
- d. Focus on behaviors, not traits. Empathy, not sympathy.
- e. Listen and ensure you understand concerns. Paraphrase and restate what they are relating to you.
- f. Use first-person experiences ("What helped me..."), while still emphasizing autonomy. The protégé should be making their own decisions.
- g. Don't drift. Ask the protégé to redirect you if the conversation moves away from what they need.
- h. Ask questions that encourage the protégé to clarify and define the situation.
- i. Ask thoughtful, open, approachable questions—avoid yes or no questions. Asking "why" can be interpreted as judgmental.
- j. Ask first before sharing your ideas.

2. Motivation & Growth

- a. Encourage critical thinking. Model how to evaluate complex issues—don't just tell them what to do.
- b. Express confidence. Advice is just advice—they have the choice to accept it as well as create a course of action of their own. Acknowledge real wins.
- c. Focus on changing behaviors, not the person. Ask questions that explore any patterns you see that might be problematic, and seek agreement that the pattern could be holding them back.
- d. Be human, approachable and create belonging. They are part of the family of long term care leaders who have all faced similar challenges. They are not alone.
- e. Notice and acknowledge growth over time. Be encouraging as you see positive changes.

3. Pitfalls to Avoid

- a. Over-helping can create indebtedness. Yes, you can probably easily solve that problem. But a dependent administrator will never be as strong as one who learns to make and stand by their own decisions.
- b. Acting like you know best, which can make you seem arrogant or less approachable. Be open to sharing examples of times when you could have done things better.
- c. Judgment or criticism—support self-examination instead

Tips for Proteges:

1. Engagement & Communication

- a. Be open and communicate honestly. Be willing to share your thought processes, and ask for feedback.
- b. Remember your mentor is not there to criticize but to support you as you learn. Don't be afraid to explore your own weaknesses. Your mentor can be a valuable and safe sounding board for your doubts, fears, mistakes, and concerns.
- c. This is your opportunity to learn from the valuable experiences of others. Ask for guidance intentionally.

2. Ownership & Growth

- a. Follow through on commitments. Show up prepared, and respect the mentor's commitment to you.
- b. Take initiative. Be willing to do research, and to seek resources on your own.
- c. Take time to reflect on advice. Why might it work for you or how would you do it differently? Be ready to discuss your different perspective.
- d. Challenge yourself. Set stretch goals as well as easy ones. Meeting easy goals feels good, but growing through more complex challenges is powerful.

3. Pitfalls to Avoid

- a. Over-reliance. Your mentor is there to walk you through challenges, not solve them for you. Be an active participant in the journey. You are building skills that will last your entire career.
- b. Lack of preparation. Take a few minutes before each meeting to review your goals and challenges, and to prepare questions.
- c. Withholding concerns. Remember your mentor is a guide, not your boss. There is nothing to be gained from sharing only the positive and holding back real issues. Take advantage of the safety of the mentoring relationship.

Signs of trouble, or that the relationship may be coming to an early end, or need an extension:

Any proposed changes to the twelve-month agreement, either by extension or early termination, should be communicated to the ACHCA Mentoring subcommittee for advice.

Extensions: Sometimes, by mutual agreement, the relationship may be extended. Goals may not have been reached, or the protégé may simply need more time.

Early Termination: It is also possible that the partnership is not working well for a variety of reasons. This is not the fault of either party—some pairs just do not develop rapport.

The first step is to openly address elements of the pairing that are not comfortable, with each other. If no resolution is reached between the mentor and protégé, then the ACHCA Mentoring subcommittee should be notified.

When to consider an early termination of the mentoring relationship:

- Difficulty coming up with an agenda for your mentoring sessions
- Sessions feel forced rather than helpful
- Mentor does not feel like he/she has much left to offer
- Time feels wasted
- Breach of trust in the relationship, violation of boundaries
- Lack of commitment to the process
- Protégé's needs or expectations exceed the scope of the mentoring program
- Goals laid out in the beginning have been achieved, with no new ones being identified
- Irreconcilable personality or communication clashes
- The proteges employment situation has changed

Tracking Your Progress: Evaluations: three months and twelve months

The ACHCA Mentoring program has two required evaluations: at three months, and a final evaluation as the relationship closes—usually at the one year mark. (Appendix A Forms)

As with any relationship, it is important to check in with each other at regular intervals to ensure the relationship is progressing satisfactorily for each partner. Partners may wish to evaluate their relationship at any interval.

Three Month evaluation: the date for the 3 month evaluation should be set during the initial meeting, when the agreement is established. By the end of the first 90 days, the pair should have a good sense of whether their relationship has value and is working well.

This evaluation period is especially important as it can correct emerging patterns in the relationship that may be of concern to either party, as well as to express the things that are going well and have value.

The pair should discuss their initial agreement—adding or changing goals, etc. If the changes are substantial the pair may wish to create a new Mentoring Agreement.

Documentation of the three month conversation should be done using the evaluation form, signed by both parties, and forwarded to ACHCA. Narrative information or statements by either or both parties may also be submitted, together or confidentially, to the Mentoring sub-committee.

Sample discussion topics for the three month evaluation:

1. Are the logistics, expectations, time commitments, and discussions set in the original agreement still working? What changes could be made to make the relationship more productive?
2. Is the style of discussion working for both parties? Does either party have feedback to the other about their interactions?
3. Goals should be reviewed, revised or closed out as needed, and new goals established if desired. If necessary, update, sign, and date a new contract.

Informal, Interim Evaluations: may be done at any time during the experience, as agreed on by the mentoring pair.

Final evaluation at twelve months:

Congratulations! ACHCA Mentoring program pairings are meant to be dissolved at the twelve month mark. Many pairs continue to enjoy interacting with each other as trusted peers, long after the formal relationship comes to an end. This is normal and encouraged, and does not require documentation beyond the initial 12 month mark.

As a closing act, the mentor and protégé should fill out the **final evaluation form** (Appendix A, Forms).

The one year mark, as defined in the original Mentoring Agreement, is a time for celebration. Find a way to mark this important milestone that is meaningful for you both.

If your pairing has been especially successful, please share your results with friends and colleagues, and consider joining the roster of mentors for the future.

Thank You for Supporting ACHCA Mentorship

Building the next generation of leaders in aging services through guidance, collaboration, and professional excellence.

Appendix A Forms

Applications to the program:

[for Protégés](#)

[for Mentors](#)

Mentoring Questionnaire/Agreement (currently called the Covenant) suggested that the Questionnaire and final agreement can be one and the same. Each partner fills out the questionnaire prior to the first meeting, and after discussion a final version is created with input from both parties, signed dated and filed with ACHCA.

[ACHCA Code of Ethics](#)

Appendix B: resources

Resources Provided By:–David G. Wolf, Ph.D., MSOL, CNHA, CALA, CAS, CAPM, DASM

Certified Fellow Emeritus- American College of Health Care Administrators; Academic Chair ACHCA – Planning & Accreditation; Professor & Program Coordinator Healthcare Management at Lynn University, College of Business & Management Boca Raton, Florida

“It is my honor to contribute updated resource recommendations for inclusion at the end of the manual. Given that our audience consists of long-term care leaders, I suggest a curated blend of structured mentoring frameworks, leadership development resources, and materials that support resilience and culture building within complex healthcare environments.

Below are six recommended resources I offer my students that are both current and highly applicable to mentors and protégés in long-term care:” David G. Wolf

The Mentor’s Guide (3rd ed., 2023), Lois J. Zachary and Lory A. Fischler

A contemporary and practical framework for structured mentoring relationships, including virtual mentoring and accountability tools.

Leading with Dignity (Revised ed., 2020), Donna Hicks

A powerful leadership resource centered on respect, conflict resolution, and preserving dignity, all essential in long-term care settings.

Resilient Management (2021), Lara Hogan

Offers practical strategies for sustainable leadership, feedback conversations, and burnout prevention, highly relevant for administrators navigating regulatory and workforce pressures.

The Culture Code, Daniel Coyle

Provides practical insights into building strong, purpose driven teams, an essential competency for facility leaders.

The National Imperative to Improve Nursing Home Quality (2022), National Academies of Sciences, Engineering, and Medicine

Anchors mentoring conversations in the broader future direction of nursing home reform and systems level thinking.

Dare to Lead, Brené Brown

Encourages courageous, values driven leadership and models vulnerability in a way that can meaningfully strengthen mentor protégé relationships.

Understanding the Basics for Nursing Home Administrators: A Guide to Success in Every Department (2019), Tim R. Burningham – Barnes & Noble Press

Additional Resources:

“ S.A.G.E. Model,” Managers as Mentors (3rd ed.) 2013 Chip Bell and Marshall Goldsmith

With thanks and gratitude to the 2026-2027 ACHCA Mentoring Program Committee, for their recognition of and dedication to, the vital role of mentorship in the field of aging services.

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Board Liaison, Phil Jean, CNHA, FACHCA

Executive Director, Jennifer Lynch

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