



# ONE NJ Mentorship Tool Kit

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## ONE/NJ Mentor Program

**Purpose of the ONE NJ Mentorship Program:** The purpose of the Mentorship program is to facilitate relationship building for personal and professional growth of ONE/NJ members at all levels.

**Definition of Mentoring:** Mentoring at its heart is a process in which a wise and trusted counselor or teacher, known as a mentor, provides sage advice to a less experienced individual known as a mentee.

**Definition of a Mentor:** A skilled and knowledgeable expert who has expressed an interest and is committed to a formal supportive relationship with a nurse leader, nurse manager or aspiring nurse leader statewide which will enhance the professional growth and development of that individual.

**Definition of Mentee:** A mentee demonstrates similar qualities and actions to that of a mentor. In addition a mentee is someone looking to grow professionally and personally and is open to building a relationship with someone based on the above qualities and actions.

**Definition of Facilitator:** A member of the ONE NJ Mentorship Committee who assists the mentor and mentee in working effectively and collaboratively during the mentorship program. The facilitator supports both parties impartially by acting as a liaison and resource.

**Purpose of Facilitator:** The Facilitator will be the resource if the pairing of the mentor/mentee is not compatible. They will connect with the mentor and mentee at the 30 day, 60 day and 6 month points of the program.

**Objectives of the Program:**

1. Enable members/leaders to develop skills and knowledge of the work that falls within their accountabilities, with the assistance of experienced leaders.
2. Provide resources to discuss issues and concerns.
3. Encourage career development and long term career planning.

## Mentorship Toolkit

**Purpose of the Toolkit:** The purpose of this toolkit is to support and guide mentors/mentees who are participating in the ONE NJ Mentoring Program. Resources in this toolkit are designed to assist the mentor/mentee dyad build a strong helping relationship.

## **Mentor Mentee Roles and Responsibilities**

It is important to establish from the outset of your mentoring relationship what each of your roles and responsibilities (that of mentor and that of mentee) will be.

### **Mentee/Mentor Overall Responsibilities:**

- Be non-judgmental.
- Be available in person, by phone, email or social media.
- Quarterly face to face meetings with monthly check-ins are strongly recommended.
- The structure and frequency of future meetings can be decided between the mentor and mentee; however there should be contact by phone at least once per month.
- Arrange subsequent dates before the close of a meeting.

### **Mentee Roles and Responsibilities:**

- Maintain confidentiality.
- Set the agenda.
- Approach the mentor when necessary to discuss issues or ideas.
- Ask for feedback and advice.
- Take the opportunity during connects to speak thoughts out loud.
- Consider other perspectives and options.
- Review and reflect upon actions and plans that have already occurred.
- Make decisions and take actions.
- Take responsibility for the decisions and actions taken.
- Achieve self-determined goals.

### **Mentor Roles and Responsibilities:**

- Demonstrate willingness to share skills, knowledge and expertise.
- Demonstrate a positive attitude and act as a role model.
- Take a personal interest in the mentoring relationship and is available to provide support, guidance and professional advice.
- Exhibits enthusiasm for nursing and nursing advancement.
- Promote ongoing learning and growth.
- Listens and provides guidance and feedback for issues and concerns.
- Sets and meets ongoing personal and professional goals and helps mentee do the same.
- Values the opinions and initiatives of others.
- Motivates others by setting a good example.
- Maintains confidentiality.
- Be accessible between meetings if an unexpected need arises.
- Share own experiences.
- Identify skills that could be developed.
- Coach the mentee and give her/him the opportunity to practice selected skills.
- Ask questions to facilitate full exploration of an identified issue.
- Where appropriate, challenge the mentee's thinking.
- Explore options.
- Be motivating and supportive in the mentees achievement of goals.
- Make referrals to additional resources when appropriate.

Within the first ten days of receiving the assignment, the mentor will reach out to the mentee and schedule a planned face to face meeting within six weeks.

**Remember: It is not a mentor's job to solve problems but to be a collaborator in the problem solving process.**

**Term of Mentorship:** This is a one year commitment for the formal mentorship process. At the end of that time, a document will be sent to all parties to obtain feedback and determine if they would like to renew in the program, change mentor/mentee partner or end the participation in the program.

## Tab 3

### Mentoring Is/Is Not

#### Mentoring Is

- About being trustworthy.
- Helping the mentee to realize his/her potential.
- Getting and giving feedback.
- Sharing experiences good and bad.
- About support and development.
- About increasing knowledge and skills.
- About understanding different and conflicting ideas.
- About being listened to and listening.
- About being a sounding board.
- Having clear expectations.

#### Mentoring Is Not

- About dishonest communication and feedback.
- About imposing views onto the mentee.
- Formal (each mentee/mentor relationship will likely look different).
- About being given answers to problems.
- Founded on a lack of commitment.
- About having the same personal values.
- Precepting.

## Phases of a Mentoring Relationship

Each mentoring relationship goes through phases.

The first phase is the **orientation phase** and involves:

Getting to know each other. It is where you will share some of yourselves.

Building rapport.

Defining clear roles and expectations. In this phase it is important for the pairings to establish the purpose and expected benefits of their mentoring journey.

The second phase is the **working phase** and involves:

Mentoring partners identify more specific needs and goals and start working toward them.

Figuring out how the two of you are going to work together.

Developing outcomes.

Reviewing and revising goals.

Giving and receiving feedback.

The third phase is the **separation phase** involves:

The mentoring relationship has achieved its goals.

Some pairings may at this point choose to continue the relationship as colleagues and friends.

Adapted from Ontario Nurses' Association Toolkit, March 2010

# Mentoring Partnership Agreement

As a mentor and mentee in the ONE NJ Mentoring 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. Preliminary Goals.

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6. Other:

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**Mentor**

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**Mentee**

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**Date**

Adapted from UCSF Mentoring Toolkit



## Preparing for Your First Meeting (Mentee)

The most successful mentoring partnerships are those in which the mentee takes the initiative and truly drives the partnership. In a mentee-driven partnership, the mentee determines the pace, route and destination. The mentor is then able to offer insight and support that is focused on the mentee's objectives.

### Consider the following questions:

- Are my objectives clear and well defined?
- Am I comfortable asking for what I want?
- Am I open to hearing new ideas and perspectives?
- Am I receptive to constructive feedback?
- Am I willing to change or modify my behaviors?
- Do I make an effort to instill trust?
- Do I openly show appreciation and gratitude?

Adapted from UCSF Mentoring Toolkit

## ***Phase ONE/ Orientation Phase***

### **First Meeting Checklist**

#### **Get to Know Each Other**

- Share information about your professional and personal life.
- Learn something new about your mentee/mentor.

#### **Establish Guidelines**

- When and where will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- How will we exchange feedback?
- How will we measure success?

#### **Partnership Agreement**

- Review partnership agreement, modify if desired, sign and exchange.
- Review preliminary goals for mentoring relationship.

#### **Confirm Next Steps**

- Schedule date, time and place of future meetings.

## Phase Two/ Working Phase

- Develop mentorship partnership goals (Consider using supplement 4 for this).
- Evaluate mentee's goals (Consider using supplement 3 for this).
- Regularly scheduled mentor/mentee meetings (Consider using supplements 5 and 6 for this).

# Phase Three/ Separation Phase

## Separation and Redefinition Checklist

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 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.

### Closure Checklist:

- Discuss how to use the remaining time together.
- Make sure an important goal has not been overlooked.
- Plan a formal acknowledgement or celebration of the mentoring relationship.

### Questions to Discuss:

- Have the goals been achieved?
- Have the important issues been discussed?
- How should the separation/redefinition be acknowledged?
- What would be the ideal relationship going forward?

Adapted from UCSF Mentoring Toolkit

## Assessment of the Relationship With the Mentee

Completed by the Mentor

Complete this survey by circling the response that best describes your perceptions about the relationship with your mentee. If some of the situations have not occurred, circle 6 (N/A - "not applicable").

To what degree has your mentee	Not at all	A Little	Some- What	Quite a Bit	Very Much	N/A
1. Kept appointments to talk/meet with you.	1	2	3	4	5	6
2. Initiated telephone calls to speak with you.	1	2	3	4	5	6
3. Followed up with introductions you provided to people who could help her/him professionally.	1	2	3	4	5	6
4. Participated in strategizing about activities to meet her/his professional goals.	1	2	3	4	5	6
5. Discussed her/his long-range career planning with you.	1	2	3	4	5	6
6. Discussed with you her/his assessment of her/his future potential	1	2	3	4	5	6
7. Openly expressed her/his feelings.	1	2	3	4	5	6
8. Discussed interpersonal relationship and relationship building.	1	2	3	4	5	6
9. Openly communicated with you.	1	2	3	4	5	6
10. Seemed confident in you and your abilities to guide her/him.	1	2	3	4	5	6
11. Demonstrated that she/he valued your discussion.	1	2	3	4	5	6
12. Discussed with you ways to handle difficult situations.	1	2	3	4	5	6
13. Discussed with you ways to handle challenges.	1	2	3	4	5	6
14. Talked with you about Professional decisions she/he made.	1	2	3	4	5	6
15. Discussed her/his immediate learning needs with you.	1	2	3	4	5	6
16. Discussed understanding of various regulatory agencies.	1	2	3	4	5	6
17. Engaged in the mentor-mentee relationship.	1	2	3	4	5	6

Your name: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment of the Relationship With the Mentor

### Completed by the Mentee

Complete this survey by circling the response that best describes your perceptions about the relationship with your mentee. If some of the situations have not occurred, circle 6 (N/A - "not applicable").

To what degree has your mentor...	Not at all	A Little	Some- What	Quite a Bit	Very Much	N/A
1. Been available to talk/meet you when you wanted to talk/meet.	1	2	3	4	5	6
2. Talked with you about your professional development.	1	2	3	4	5	6
3. Helped you strategize activities to meet your professional goals.	1	2	3	4	5	6
4. Assisted with introductions to people who could help you professionally.	1	2	3	4	5	6
5. Assisted you with long-range career planning.	1	2	3	4	5	6
6. Guided you in assessing your future potential.	1	2	3	4	5	6
7. Been non-judgmental when listening to you.	1	2	3	4	5	6
8. Expressed confidence in you and your abilities.	1	2	3	4	5	6
9. Fostered your independence.	1	2	3	4	5	6
10. Discussed with you ways to handle challenging situations.	1	2	3	4	5	6
11. Encouraged you to act as an advocate.	1	2	3	4	5	6
12. Given you feedback.	1	2	3	4	5	6
13. Guided you in assessing your immediate learning needs.	1	2	3	4	5	6
14. Discussed understanding of various regulatory agencies.	1	2	3	4	5	6
15. Allowed you to openly express your feelings.	1	2	3	4	5	6
16. Demonstrated that she/he cared about you.	1	2	3	4	5	6
17. Communicated in such a way as to enhance your self-esteem.	1	2	3	4	5	6
18. Gave insight with interpersonal relationships and relationship building.	1	2	3	4	5	6
19. Been a role model for you.	1	2	3	4	5	6
20. Been supportive of you overall.	1	2	3	4	5	6
21. Engaged in the mentor-mentee relationship.	1	2	3	4	5	6

Your name: \_\_\_\_\_ Date: \_\_\_\_\_

**Mentoring Program Satisfaction Survey  
Completed by the Mentee**

Please evaluate the effectiveness of the program. For each item, circle your degree of satisfaction with the program according to the scale of 1-5.

Item		Degree of Satisfaction						
1.	To what degree has this program assisted you in developing supportive relationships?	Little	1	2	3	4	5	Much
2.	To what degree has this program contributed to your professional growth?	Little	1	2	3	4	5	Much
3.	To what degree has this program contributed to your personal growth?	Little	1	2	3	4	5	Much
4.	To what degree has this program enhanced your ability to communicate with your colleagues?	Little	1	2	3	4	5	Much
5.	To what degree has this program enhanced your ability to problem-solve work-related issues?	Little	1	2	3	4	5	Much
6.	How satisfied were you with communication with your mentor?	Little	1	2	3	4	5	Much
7.	How satisfied were you with the discussions at your meetings with your mentor?	Little	1	2	3	4	5	Much
8.	To what degree do you think this program has been helpful?	Little	1	2	3	4	5	Much
9.	Overall, how satisfied were you with this program?	Little	1	2	3	4	5	Much
10.	Additional Comments:							

Your name: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendices or Supplemental Information



## **Tips for Successful Mentoring**

- Be comfortable with the uncertainty of this type of new relationship.
- Present the mentoring relationship as a growth and development opportunity. Use adult learning principles.
- Exhibit exemplary/role model behavior.
- Be interested. Don't appear rushed.
- Be clear about the necessity of meeting on a regular basis, even if your mentee doesn't appear to have any issues, problems, or development needs. Expect your mentee to actively participate.
- Make appointments in advance and keep them.
- Meet in an environment where there will be few, if any, interruptions.
- Introduce your mentee to coworkers, physicians, and other significant individuals.
- Offer guidance in the customs/culture of the unit/organization.
- Remember, it is the consistent interest, friendliness, and quality time that build a relationship of trust, wherein positive development occurs.
- Publicly praise your mentee's accomplishments and abilities.
- Recognize and encourage potential.
- Provide support in times of personal crisis or problems.
- Monitor your mentee's progress.
- Assist in making decisions through listening, support, and feedback.
- As a novice, provide specific direction to the mentee as needed. Allow and encourage independence when ready, while continuing to provide the proper amount of guidance.
- Share appropriate life experiences to personalize and enrich the mentoring experience. Describing mistakes made in a humorous way can be especially helpful ("You wouldn't believe what I did/said...").
- Encourage the mentee to take risks and learn from mistakes.
- Agree to a no-fault termination of the relationship if it isn't working when the time is right.

## Problem Solving- Decision Making

There are many approaches to problem solving, depending on the nature of the problem and the people involved in the problem. The more traditional approach is typically used and involves, e.g., clarifying description of the problem, analyzing causes, identifying alternatives, assessing each alternative, choosing one, implementing it and evaluating whether the problem was solved or not.

The process is only a guide for problem solving. It is useful to have a structure to follow to make sure that nothing is overlooked. Nothing here is likely to be brand new to anyone, but it is the pure acknowledgement and reminding of the process that can help the problems to be solved.

### 1. Problem Definition

The normal process for solving a problem will initially involve defining the problem your mentee wants to solve. Discuss the issue from the mentees perspective. Writing down the problem forces her/him to think about what she/he is actually trying to solve and how much she/he wants to achieve. The first part of the process not only involves writing down the problem to solve, but also checking that your mentee is answering the right problem. It is a check-step to ensure that she/he does not answer a side issue or only solve the part of the problem that is most easy to solve.

With your mentee explore these questions when attempting to define the problem.

1. Is it a question you must answer?
2. Is it an obstacle you must overcome?
3. Is it a person you must persuade?
4. Is it a decision you must make?
5. Is it a goal you must achieve?
6. Is it a goal you must set?
7. Has a problem been defined for you?

Remember to state the problem as factually as possible.

### 2. Problem Analysis

The next step in the process is often to check where we are, what the current situation is compared to the ideal place your mentee would like to be.

Explore these questions with your mentee. Is it your problem? Is it anyone else's problem? Is it a confidential problem? How will time affect the problem? Will the problem grow worse in time? Will the problem disappear in time? Is there a deadline for the solution? Is there any additional information that needs to be gathered?

### 3. Generating Possible Solutions

At this stage the mentor and mentee concentrate on generating many solutions and should not evaluate them at all. Mentoring creates synergy from processes like brainstorming options. Very often an idea, which would have been discarded immediately, when evaluated properly, can be developed into a superb solution. It is important not to jump to conclusions about any of the potential solutions that have been produced.

#### **4. Analyzing the Solutions**

This is where as a mentor you assist your mentee to investigate the various factors about each of the potential solutions. Talking about the pros and cons of each alternative allows the mentee to explore fully and think about the effort, benefits and potential consequences of any actions. It is important to remember that the two of you are not evaluating the solution itself because overall one or the other of you think it will not work. Doing so risks not exploring the valid good points about that particular solution. However it might be discovered that by writing down the potential solutions that it has a totally unique advantage over some of the other options that have been identified.

#### **5. Selecting the Best Solution(s)**

This is the section your mentee decides which solutions to keep and which to disregard. She/he should be encouraged to look at the solution as a whole and use her/his judgment or intuition as to whether to use the solution or not. Remember that intuition is really a lifetimes experience and judgment compressed into a single decision.

#### **6. Planning the Next Course of Action (Next Steps)**

This section of the process is where the mentee writes down the best option for her/him. Now that she/he has a potential solution or solutions she/he needs to decide how to make the solution happen. This will involve people doing various things at various times in the future and then confirming that they have been carried out as planned. This stage ensures that the valuable thinking that has gone into solving the problem becomes reality. This series of Next Steps is the logical step to physically solving the problem. The Mentor Toolkit – Ontario Nurses' Association Page 9 March 2010

Adapted from Ontario Nurses' Association Mentor Toolkit, March 2010

## Evaluating Your Mentee's Goals

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

### Specificity

- Has your mentee identified specific short and long term goals?
- Are the goals definite and precise?

### Measurability

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

### Work Plan

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

### Reality Check

- Are your mentee's goals realistic given the circumstances?
- Has your mentee determined a completion date?
- Can success be achieved within the time allocated?
- Will additional resources or tools be needed to achieve success?

### Your Role

- Is your role to advise, suggest or listen?
- Will your mentee's goals require you to provide something other than guidance?
- How can you be most helpful to your mentee?

Adapted from UCSF Mentoring Toolkit

## Mentorship Partnership Goals

### Short Term Goals

List your professional goals for the coming year. Be as specific as possible, and indicate how you will assess if the goal was accomplished (expected outcome).

**1. Goal:**

Expected outcome:

**2. Goal:**

Expected outcome:

**3. Goal:**

Expected outcome:

### Long Term Goals

List your professional goals for the next 3-5 years. Again, be specific, and indicate how you will assess if the goals were accomplished.

**1. Goal:**

Expected outcome:

**2. Goal:**

Expected outcome:

**3. Goal:**

Expected outcome:

Adapted from UCSF Mentoring Toolkit

**Mentoring Meeting Agenda**

This tool may be used by the mentee to create an agenda for meetings with the mentor.

1. Goals for This Meeting
2. Topics/Issues to Discuss
3. Accomplishments During This Meeting
4. Tentative Goals for Next Meeting
5. Other
6. Next Meeting Date and Time

**Mentoring Meeting Journal**

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: \_\_\_\_\_

Adapted from UCSF Mentoring Toolkit

## Additional Resources

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