

MENTORSHIP WORKBOOK:

A Strategy for Professional Growth and Career Development




de Souza Institute, in partnership with:



de Souza
INSTITUTE

Oncology Nursing
Mentorship
Program





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by The Oncology Nursing
e-Mentorship Program.

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Where can I get more information?

For more information please e-mail mentorship@desouzainstitute.com

Also, please visit our website at www.desouzainstitute.com

INTRODUCTION



**“To profit from good advice requires more
wisdom than to give it”**

-Wilson Mizner



Welcome

Welcome to the Oncology Nursing e-Mentorship Program. We are delighted that you have chosen to join us in this journey of professional growth and career development.

What is this program about?

The e-Mentorship Program focuses on the career development and mentorship needs of generalist, specialized and advanced practice nurses (APNs) who are involved or interested in cancer care at any phase of the patient journey (i.e. prevention, screening, diagnosis, treatment, survivorship, palliative/end-of-life care).

Generalist nurses have a diploma or baccalaureate degree and have successfully completed the Canadian Registered Nurses Examination. They can work in a variety of settings ranging from acute or chronic care, community or long-term care. They may care for many patients affected by cancer, but their practice does not necessarily focus on cancer care. Registered Practical Nurses and undergraduate nursing students are also welcome and encouraged to

participate in the e-Mentorship Program as a generalist nurse.

Specialized oncology nurses are registered nurses who have acquired further post-basic education in cancer care such as completion of an undergraduate nursing program or an oncology certificate program (CANO, 2006). Ideally, specialized nurses have received national certification in oncology nursing through the Canadian Nurses Association. They work in a variety of inpatient, outpatient and community settings, but practice in environments where the majority of patients have a diagnosis of cancer or are at risk for developing cancer (CANO, 2006).

APNs in oncology are registered nurses who have an expert knowledge base on cancer care, complex decision-making skills and clinical competencies for expanded practice. They may also be known as clinical nurse specialists (CNSs) and nurse practitioners (NPs). More information on the roles of the generalist, specialized and APN roles can be found in Appendices A-C.



Think about your current nursing role in your practice setting. Do you work with oncology clients and if so, to what extent?

Do you consider yourself a generalist nurse? Specialized oncology nurse? Or an advanced practice oncology nurse?

How do you see your current role changing in any way over the next few years?

How it all started

The initial program first launched in 2007 with funding from the Ontario Ministry of Health and Long-Term Care Inter-professional Coaching and Mentorship fund. It originally focused on the mentorship needs of oncology APNs in Ontario. The program's success in the first year led to an expansion of the program to all nurses involved in cancer care. In September 2008, the de Souza

Institute, in collaboration with Cancer Care Ontario and McMaster University, became the primary funder and partner of the e-Mentorship Program. In 2009, a steering committee involving nurses and healthcare leaders from a variety of sectors led the completion of a comprehensive needs assessment to inform the development of the expanded program. In 2013, the e-Mentorship program was fully transitioned to de Souza Institute.



Do you currently have a career plan? If so, do you have a mentor? Or are you currently a mentor?

At what point in your career plan did you recognize that a mentorship program would support you in achieving your career goals?

Here's what the program has to offer

This program promotes the professional and role development of generalist, specialized, and advanced practice oncology nurses through career planning and mentorship. Up to this point, no formal programs were available to provide sustained mentorship for meeting the long-term personal, professional, and

role development needs of oncology nurses. Research has identified that oncology nurses have multiple mentorship needs related to role socialization, clinical practice, leadership, research, scholarship, and problem-solving to address ongoing barriers to role implementation (Bryant-Lukosius et al., 2007).

This workbook will be your guide to support your engaging in mentor and mentee relationships..

Allow me to introduce...

THE WORKBOOK



“A lot of people have gone further than they thought they could because someone else thought they could”

- Zig Ziglar

What does this workbook have to offer?

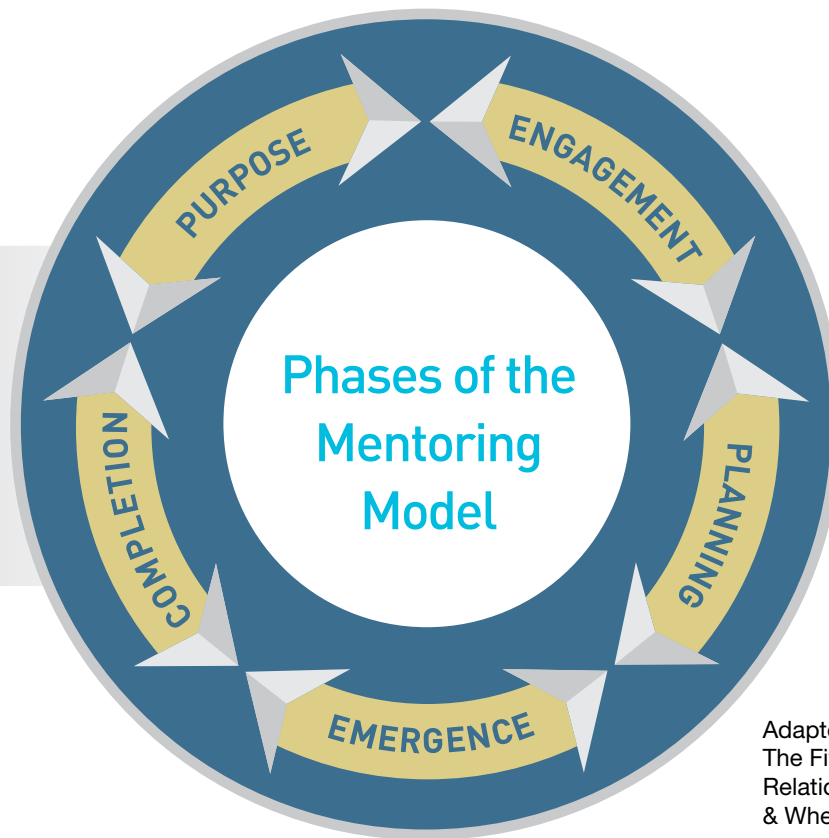
This workbook will guide you through the basics of mentorship and will act as the foundation for a successful mentoring relationship. Its three main purposes are to:

- support self-directed learning for new mentor pairs
- provide practical tips to support a successful mentoring relationship

- provide a place to document ongoing learning and insights throughout the mentoring relationship

How can a single workbook do all of this?

The design of this workbook uses the experiential learning cycle and supports all learning styles. The emphasis of this workbook is on the five phases of the mentoring relationship:



Adapted from
The Five-Phase Mentoring
Relationship Model© Cooper
& Wheeler 2007

Mentorship is essentially about relationships. Good relationships are founded on good communication skills (Donner and Wheeler, 2004).

Both mentors and mentees come into the relationship with their own unique skills based on their individual career and life experiences.

Asking for help from a mentor is not about having deficits; rather it is about building on strengths and seizing an opportunity for growth in a particular area of practice or career development. Positive relationships benefit both parties.

The learning activities in this workbook are intended for both mentors and mentees:

- “What’s the 411 on Mentoring?” provides some general information about key mentorship concepts
- “The Mentorship Connection” includes experiential learning activities; we encourage you to work through each section and complete the activities as you go through the workbook
- The appendices provide you with additional tools, learning resources and even a journal section for you to record your insights and key learning throughout the mentoring relationship

HOW TO NAVIGATE THROUGH THIS WORKBOOK



Additional Resources

The de Souza Institute website:

- provides additional resources and tools to support mentoring.
- is intended to be a resource that will grow based on the learning and support needs of participants
- offers an online Career Development in specialty practice course with support from an experienced oncology expert



What's the 411 on
MENTORING?



**“Mentoring is a brain to pick, an ear to listen,
and a push in the right direction”**

- John C. Crosby (media critic)

Setting the Scene

Congratulations for having the courage and commitment to embark on this learning journey. Having a mentor or being a mentor can be rewarding both personally and professionally.

So where does mentoring fit in the grand scheme of career and professional development?

Career development is a lifelong process that involves managing both

your professional and personal life using strategies such as **coaching**, **preceptoring** and **mentoring**.

In the e-Mentorship Program, we use the following model to visualize the connection between mentorship, career development and **professional development**.

The key concepts within this model are further defined in the next page.



Definitions of key concepts include:

Professional Development

- refers to the ongoing commitment to ensure that your skills and ability to do your job are always relevant and up-to-date

Career Planning

- is a strategy that can offer nurses the means to respond to changes in their profession and in the healthcare system and to thrive throughout their worklife

Coaching

- is a collaborative relationship, undertaken between a skilled facilitator (coach) and a willing individual (client)
- is a time-limited and focused relationship
- uses conversation to help clients (individuals or groups) achieve their goals

Preceptoring

- is a formal, one-to-one relationship of pre-determined length between an experienced nurse (preceptor) and a novice (preceptee)
- is designed to assist the novice in successfully adjusting to and performing a new role

Mentoring

- is a long term relationship in which someone with more experience and wisdom (mentor) supports and encourages another (mentee/protégé) as that individual grows and develops professionally and personally
- the focus is mainly on role modeling and guidance rather than on supervision

Like preceptoring and coaching, **mentoring** is just one of many strategies for career and professional development.

Often the terms preceptoring, coaching, and mentoring are used interchangeably. Even though there are many similarities between these concepts, they are independent strategies that can be used to support nurses.

Nurses engage in a mentoring relationship to advance their career opportunities and practice. They may also use a mentoring relationship to help them increase the enjoyment of and satisfaction with their current role.

In choosing to participate in this program, we are assuming that you have one or

more career goals that a mentor can help you to achieve or that you can fulfill by being a mentor.

Having a career goal will help you to select an appropriate mentor or mentee, establish your mentorship plan and ensure that you get the most out of the time and energy spent on mentorship.

What's Mentoring all about?

- it's a communication strategy
- it enables nurses to engage in conversations and relationships directed at enhancing career satisfaction, professional development and ultimately practice





Have you ever been a mentor or mentee in the past?

If so, in what ways do you feel the mentorship relationship worked well or did not work well?

“ I’VE LEARNED THAT PEOPLE WILL FORGET WHAT YOU SAID, PEOPLE WILL FORGET WHAT YOU DID, BUT PEOPLE WILL NEVER FORGET HOW YOU MADE THEM FEEL ”

Maya Angelou

Preceptoring and **mentoring** are difficult to differentiate. The chart below, created by the Canadian Nurses Association (2004), clearly illustrates their unique characteristics.

	PRECEPTORING	MENTORING
Purpose	<ul style="list-style-type: none"> Acquire new competencies Develop competencies in relation to a new setting, client or area of practice Fulfil a requirement of senior nursing education program or for new employees 	<ul style="list-style-type: none"> Foster professional and personal growth and effectiveness Acquire particular competencies for a new setting or new role Become socialized into the profession Develop network and career
Type of relationship	<ul style="list-style-type: none"> 1:1, professional Formal, structured Direct instruction and supervision through a shared workload for learning Based on education program or employer requirements 	<ul style="list-style-type: none"> 1:1, but can also be in small group Informal and unstructured Guiding and advising rather than supervising Reciprocal relationship directed by mentee needs
Time Frame	<ul style="list-style-type: none"> Short-term (weeks) Pre-defined by educational institution or employer 	<ul style="list-style-type: none"> Medium to long-term (months to years) Determined by the amount of time required in relation to the objectives
Level of Recognition for the Role Model	<ul style="list-style-type: none"> Recognized at the unit or institutional level 	<ul style="list-style-type: none"> Recognition may be informal/ personal or formal mentoring programs
Characteristics of Role Model	<ul style="list-style-type: none"> A preceptor has a minimum of novice-level (beginner) competencies required by the preceptee Preceptors and preceptees are often peers from the same work setting 	<ul style="list-style-type: none"> A mentor is an expert in the field Mentors are usually more senior and experienced than the mentee Mentors and mentees may or may not be from the same work setting
Participant Characteristics	<ul style="list-style-type: none"> The preceptee is novice to the profession (senior nursing student or new graduate) or to the domain of practice or setting 	<ul style="list-style-type: none"> The mentee may be a novice to the profession and/or a novice in relation to a role or set of skills



“ EIGHTY PERCENT OF
LIFE’S SATISFACTION
COMES FROM MEANINGFUL
RELATIONSHIPS

Brian Tracy
(author and motivational speaker)

Mentoring Relationships

A relationship is typically described as the bond or connection you have with another person. Relationships provide the opportunity to discover who we are by increasing an awareness of new ideas and possible experiences (Wright and Sayre-Adams, 2000).

Relationships are not all harmonious; they take work. In a successful relationship there should be trust, the freedom to speak the truth with kindness, acknowledgement of personal strengths and a climate that nurtures individual growth. When this type of a relationship is achieved, both the mentor and the mentee should feel accomplished. A successful mentoring relationship is founded on mutual trust, shared values, interests, commitment, respect and excellent communication skills. A mentoring relationship should mutually benefit each party. Individuals may

be engaged in one or more mentoring relationships at the same time or over the course of their career. Mentors can come from within or outside the nursing profession. Who the mentee chooses as their mentor is based on their learning goals.

The Perks

- mentors are able to share their knowledge, expertise and wisdom and also learn from the mentee
- access to new knowledge and different perspectives are among some bonuses for mentors and mentees
- for the mentee, acquiring a mentor can provide them with the additional support and guidance necessary to achieve their career goals. The mentor is more experienced, has good connections, and can access information more readily than a less experienced mentee

Mills and Mullins (2008) reported that mentors' enthusiasm for their nursing career is revitalized while both mentors and mentees experience positive changes in their professional confidence and job satisfaction. Similarly, Bryant-Lukosius et al. (2007) found that there were significant improvements in job satisfaction for both mentors and mentees.

When mentees are able to be more effective in their role, clients benefit.

Organizations also benefit because when staff are satisfied in their role, they are more likely to stay with the organization, be committed to the organization's goals and continue to develop.



What do you expect to gain from a successful mentoring relationship?

“ YOU CANNOT TEACH A MAN ANYTHING; YOU CAN
ONLY HELP HIM FIND IT WITHIN HIMSELF ”

Galileo

The Process

The mentoring process is very similar to the nursing process of assessment, planning, implementing, and evaluation with a beginning, middle, and an ending.

This workbook is based on the Five Phase Mentoring Relationship Model © by Cooper and Wheeler (2007). It begins with purpose and then moves through engagement, planning, emergence, and completion.

This process is driven by the mentee. To be successful, mentees need to formulate clear and concise goals that will guide them through their relationship. This workbook includes useful tools to help with writing goals.

Next, you will find the “Five Minute Mentoring Exercise”. You will need to find

a partner to work with you on this. This exercise will show you:

- how little time it actually takes to be an effective mentor
- how a mentor can be effective without being an “expert”





5 Minute Mentor Exercise

STEP 1

FIND A PARTNER

Decide who will be the mentor and who will be the partner. Allow five minutes for steps one through five.

STEP 2

DEVELOP THE RELATIONSHIP

Mentor: Send a welcoming message (verbal and non-verbal).

Partner: Send an appreciation message (verbal and non-verbal).

STEP 3

SET THE AGENDA

Mentor: Establish an agenda ("Let's focus on...today's workshop session, other activity relevant to mentee").

Partner: Add to the agenda.

STEP 4

ENGAGE IN LEARNING CONVERSATION

Mentor: “I’d like to know about your goals for today’s session. What is the most important thing you want to take away from this workshop?”(activity)

Partner: (share learning goals)

Mentor: “What is it about your learning goal that makes it important to you?”

Partner: (share value)

Mentor: “How do you plan to achieve your goal?”

Partner: (share strategy or plan)

Mentor: “What, if anything, might interfere with your plan?”

Partner: (share possible blocks)

Mentor: “What methods do you use to prevent block(s) from occurring?”

Partner: (share methods)

STEP 5

CLOSE THE SESSION

Mentor: Summarize what you’ve learned and express appreciation for something you’ve observed.

Partner: Summarize what you’ve learned and express appreciation for something you’ve observed.

Carr, R. (n.d.)

STEP 6

DEBRIEF

Describe what this experience was like for you: _____

What lessons did you draw from this experience? _____

How can you apply this learning? _____

THE MENTORSHIP CONNECTION



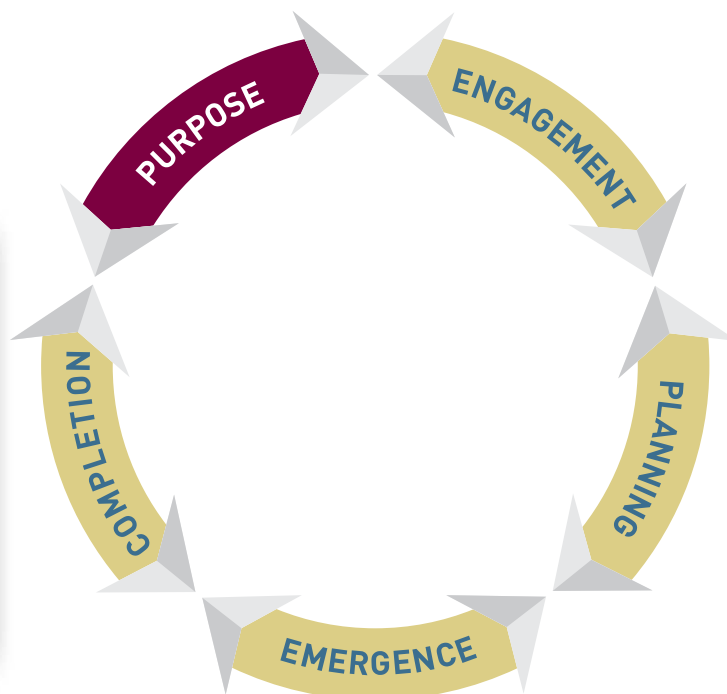
**“If you want to go somewhere, it is best to find
someone who has already been there”**

- Robert Kiyosaki

PHASE1

PURPOSE

Why do I want a mentor?
AND/OR
Why do I want to mentor?



Phase 1: PURPOSE

Think back to when you first chose your career in nursing and try to answer the following questions:

1. At that time, what was your vision of what nursing would look like and what part did you envision you would play in it?
2. What were your hopes or goals for the type of role or career you would have in nursing?

“ **LEARN FROM THE PAST, SET VIVID, DETAILED GOALS
FOR THE FUTURE, AND LIVE IN THE ONLY MOMENT OF
TIME OVER WHICH YOU HAVE ANY CONTROL: NOW** ”

- Denis Waitley

You created an ideal vision for your work and your future. You had a purpose or aim that was meaningful to you. People driven by intention have a strong will that will not permit anything to interfere with achieving their goals. Intention or purpose is not something you do, but rather an invisible field of energy that is the single most motivating force there is.

You may be at a stage in your career where you may be faced with new challenges, role responsibilities or are looking for enrichment opportunities. Whether you are a generalist, specialized, or advanced practice nurse, there may be an opportunity for personal and professional development as a mentor or mentee.

Mentorship supports the development of nursing leaders. Research stresses the importance of mentoring future

leaders not only as a means of career development and professional growth, but also as a strategy for succession planning. There is a growing number of nurses retiring and not enough qualified nurses to replace them, so it is important that we use strategies such as mentorship to prepare and retain our novice nurses.

In answering the questions:

“Why do I want a mentor; and/or Why do I want to be a mentor?” you will develop a clearly articulated purpose or intention for this mentoring opportunity.

Purpose informs all phases of the mentoring relationship and is the touchstone for evaluating the mentoring relationship on an ongoing basis. You need to know what you want in order to ask for it and to get it.



ACTIVITY: Why Would You Want a Mentor or Mentee?

What is the career story that has led you to ask for a mentor/mentee?

Why do I want a mentor?

Why do I want to be a mentor?



LEARNING(S)

Describe what the experience of this activity was like for you:

What lessons did you draw from this experience?

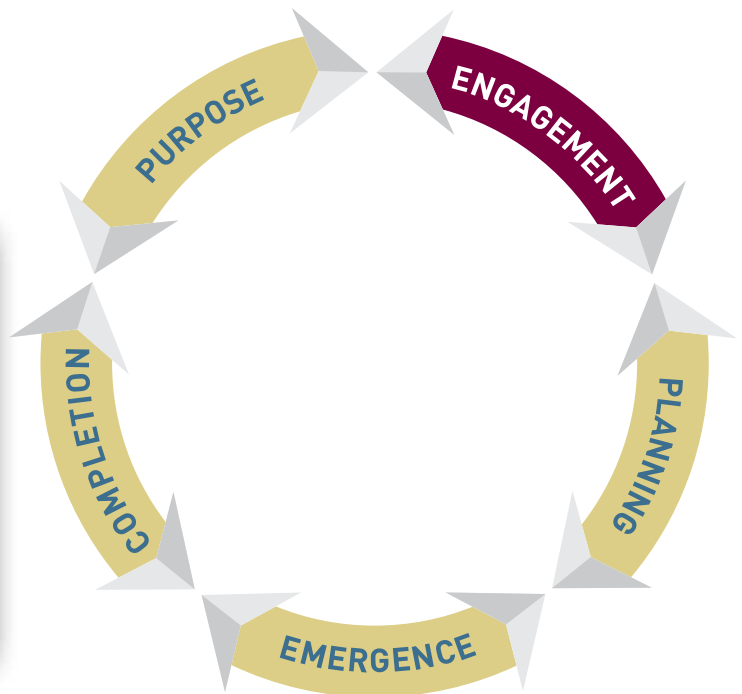
How can you apply this learning?

Now that your purpose is clear, you are ready to reach out and find or become a mentor.
It is time to move to **Phase Two – Engagement**

PHASE2

ENGAGEMENT

Finding and/or Being a Mentor: How do I begin?



Phase 2: ENGAGEMENT

How do I find a good mentor?

Mentors can come from within or outside of the nursing profession. Most often, mentors are experienced nurses with a good network and a sound understanding of the healthcare system. They are able to share their knowledge and foster the development of leadership skills in less experienced colleagues. You could approach a person who has taught or supervised you and who you think could help you to achieve your goals. You may choose a mentor who is not a nurse, but it should be someone with whom you can develop a trusting relationship.

Look for someone who is generally well respected and has patience, enthusiasm, and a good sense of humour. Make sure the mentor's leadership style is a good fit with your own and that your potential mentor has the time and is willing to devote time to support you as a mentee. A good mentor should also have the skills to advise, teach, and counsel in a way that fits with your learning style.

Do not be hesitant! This is an opportunity for you and for your mentor. Over time, the relationship may grow into one that is more collegial. If you find you need someone with other skills or a different learning style, seek out another mentor.

We can have many mentors over the span of a career. Another approach to selecting a mentor is through a formal program where there is usually a pre-selected pool of candidates to choose from who have registered for the program.

Mentee Activity

Let's Find You a Mentor!

This activity will help you get ready to approach a mentor.

Think about a mentoring relationship that you have experienced or observed that was very positive and successful. What did you recognize that told you the relationship was successful?

How did you feel about the relationship?

What did you/the mentee do in the relationship that made it successful?

Based on this scenario, what mentor characteristics are important to you?

Look around; is there someone who you think fits with your values?

How will you approach that person? What will you say to a prospective mentor?

*I Found My Mentor!!
..Now What?*

1. Spend some time with that person
2. Make a request of that person: tell them what help you need
3. Be open to them saying no
4. Be open to the possibility that you might change your mind after you have talked to a potential mentor



LEARNING(S)

Describe what the experience of this activity was like for you:

What lessons did you draw from this activity?

How can you apply this learning?

What should I ask my mentor?

Mentoring questions are designed to open up the possibilities, increase the options, inspire creativity, and enhance reflection. Powerful questions can be challenging,

but the answers that can be drawn from them are far more insightful. They can be seeking factual and objective information or they can be seeking emotional and spiritual connections.



**LET'S REFLECT FOR
A MOMENT**

Let's stop and come up with three relevant open-ended questions you would like to ask your mentor

Powerful questions are almost always open-ended. Such questions cannot be answered typically by a one-word answer.

Here are some questions to help you drive that conversation with your mentor. They were developed by Rey Carr (n.d.) as part of an exercise to create one hundred questions that could not be answered with yes or no.

- What do you hope to accomplish through a mentoring relationship?
- What are your goals for your career or at work?
- To what degree are these goals capable of being measured?
- What concrete things will you be able to do as a result of achieving these goals?
- What other resources are needed to help you achieve your goals?
- What kind of timeline needs to be established to help with your goals?
- Why are these goals important to you?
- What do you hope to achieve within the next ten years of your life?
- When you think about yourself ten years ago and compare yourself with who you are today, how would you describe the differences and similarities?
- What important goal in your life never seems to get the attention it needs?
- What is holding you back from achieving your life goals?

- What is the most difficult goal for you to accomplish at work?
- What would you say are the limits beyond which you will not go?
- To what degree do you believe you are living up to your potential?
- What would you describe as your greatest accomplishment?
- If you wanted to become more creative or innovative in your work, what would you do to accomplish this?
- What would you attempt to do if you knew you could not fail?
- What decisions have you made that when looking back, you would like to make differently?
- In what way are your learning needs being met? Not met?
- What has been your greatest success in your progress so far?
- What do you mean by _____?

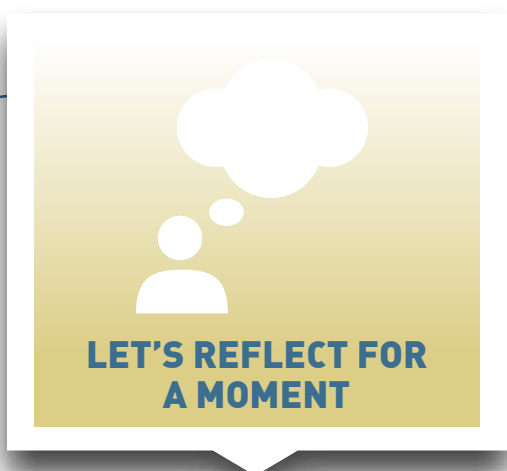
So YOU say you want to be a mentor...

If you feel that you will grow through helping others to develop, you are ready to consider being a mentor. Mentoring gives you an opportunity to contribute to your profession by developing others and expanding their networks. You can be a mentor in a formal program or informally.

For informal mentorship, pay attention to nurses who you think could benefit from support, and start offering your help.

Take a less experienced nurse with you to attend a board or committee meeting. Nominate a nurse colleague who is ready for advancement to a leadership position and offer coaching and support along

the way. Write an article with a nurse or support a nurse who wants to publish a paper. It does not take much more than the desire to develop and sustain your own leadership skills while helping someone else develop their own skills.



What motivated you to want to become a mentor?

Mentor Activity

Congratulations You're a Mentor!

Think about a mentoring relationship that you have experienced or observed that was a positive and successful. What did you see that told you the relationship was successful?

How did you/the mentor feel about the relationship?

What did you/they do in the relationship that made it successful?

What will you bring to a mentoring relationship?

What could get in your way of being an effective mentor?



LEARNING(S)

Describe what the experience of this activity was like for you:

What lessons did you draw from this experience?

How can you apply this learning?

Remember, that to be truly engaged in the process you both need time, commitment, and compatibility. Now that you have made a match you are ready to move to **Phase Three – Planning.**

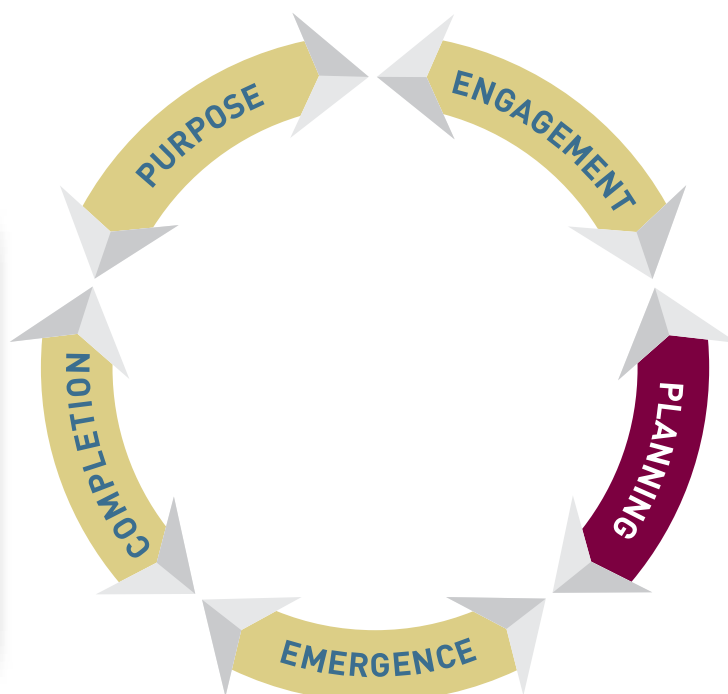
PHASE 3

PLANNING

Developing your
Mentoring Plan:

How can I achieve my goals?

How will we work together?



Phase 3: PLANNING

Planning depends a great deal on where you want to go in your career as a nurse and what you want to accomplish. Vision and planning go hand in hand. Planning helps you achieve your career vision.

Your mentoring action plan includes the goals, action steps, resources, timelines, and an evaluation of success that is specific to the mentoring relationship.

By now you have identified your broader career vision, career goals, why you need a mentor to help you achieve your career goals, and you have made a request of a mentor. This phase of the relationship is an excellent opportunity for you and your

mentor to work together to develop your mentoring action plan. So that there will be no surprises, this is also the time for both of you to discuss the terms of your mentoring relationship or the ground rules and what you can agree to.

“ **SETTING A GOAL IS NOT THE MAIN THING. IT IS DECIDING HOW YOU WILL GO ABOUT ACHIEVING IT AND STAYING WITH THAT PLAN.** ”

Tom Landry
[American football player and coach]



ACTIVITY 1: Be Smart and Set Some Goals

This guide will help you develop and write **SMART** mentorship goals. A goal describes what you want to achieve. A **SMART** goal is:

Specific

A **SMART** goal is detailed, focused and clearly stated. Everyone reading the goal should know exactly what you want to achieve.

Measurable

A **SMART** goal is quantifiable, meaning; the results are observable and measureable. Being “better” is ambiguous—how do you know if you are “better?”

Attainable

A **SMART** goal can be achieved based on your skills, resources and area of practice.

Relevant

A **SMART** goal is applicable to your current role and clearly linked to your key role responsibilities.

Time-Limited

A **SMART** goal has specific timelines and a deadline. These help you evaluate your progress and motivate you to move toward your goal.

Each section in the form below defines a component of a **SMART** goal and provides an example. Once you have created your goal, you can use the **SMART** Learning Goal Form to record your goal. Use the **SMART** Goal Form to record your own personal goal(s) and document the learning activities you want to implement to achieve the goal. Appendix D also provides an inventory of sample mentorship goals that you may find helpful.

COMPONENT OF GOAL	DESCRIPTION OF COMPONENT	MY GOAL
Specific	The goal is focused, clearly stated and there are enough details to provide a clear picture of what is desired.	<ul style="list-style-type: none"> ▪ As a generalist registered nurse working on a medicine floor, my goal is to increase my knowledge of oncology to better facilitate patient care.
Measurable	The goal must be quantifiable with results that are measurable.	<ul style="list-style-type: none"> ▪ Currently, I am unable to provide all specialized care required for my patients dealing with cancer without the assistance of a specialized oncology nurse. ▪ I want to feel confident in providing care to patients receiving chemotherapy.
Attainable	The goal can be achieved based on your skills, resources, and area of practice.	<ul style="list-style-type: none"> ▪ I can consult with my manager and colleagues and access resources from a variety of departments at the facility. ▪ I can visit the cancer clinic in my hospital and meet with the staff there for more information on their area of expertise. ▪ I can identify a mentor specialized in oncology. ▪ I can register for oncology specific courses with the de Souza institute.

Relevant	The goal is applicable to your current role and clearly linked to your responsibilities in that role.	<ul style="list-style-type: none"> ▪ On the medicine unit, the number of patients admitted with cancer is increasing and they require nurses with specialized skills to (e.g., chemotherapy administration).
Time-limited	A timeline and deadline are associated with the goal.	<ul style="list-style-type: none"> ▪ In the next three months, I will find a mentor who can help guide me and to develop a learning plan to improve my knowledge and skills in cancer care. I will also discuss this learning plan with my current manager. ▪ Within the next four months, I will register for an introductory oncology nursing course and the chemotherapy care course with the de Souza Institute. ▪ Within the next five months, I will spend a few days shadowing a specialized oncology nurse in the cancer clinic. ▪ Over the next six months, I will be able to manage one patient with cancer per shift and provide all specialized care for that patient within my scope of practice.
My completed goal statement:	To be able to provide cancer specific nursing care for patients receiving chemotherapy within the next six months by implementing a learning plan to increase my knowledge and skills in oncology nursing.	

SMART Mentorship Goal Form - Sample SMART Mentorship Goal Form

Use this form to chart your
own goal.



COMPONENT OF GOAL	DESCRIPTION OF COMPONENT	MY GOAL
Specific	The goal is focused, clearly stated and there are enough details to provide a clear picture of what is desired.	
Measurable	The goal must be quantifiable with results that are measurable.	

Attainable	The goal can be achieved based on your skills, resources, and area of practice.	
Relevant	The goal is applicable to your current role and clearly linked to your responsibilities in that role.	
Time-limited	A timeline and deadline are associated with the goal.	
My completed goal statement:		



ACTIVITY 2: Lights, Camera, Action – Plan!



Before you begin, go back to Phase One – Purpose and review.

What do you want to accomplish in this mentoring relationship?

If you have not yet selected your mentoring partner, you can still complete this exercise to help you to prepare for an action plan discussion in the future. Appendix E provides an example of a completed Mentoring Action Plan. See Appendix F for a template that you can use to complete a Mentoring Action Plan.

“ GOALS ARE DREAMS WITH DEADLINES ”

Diana Scarf Hunt

Mentee Activity

Step One: Long and Short-Term Goals

Identify a long and short-term goal(s) that you want to accomplish. Be Bold! Remember that a goal will be the focus of your mentorship activities and is the purpose or objective of what you want to achieve. Goals should be **SMART!**

For goal setting to be successful, you must develop both short-term and long-term goals. Short term goals are essential because they keep you motivated as you work to reach your long-term goals. You must achieve short-term goals before long-term goals can be tackled. Short-term goals may have a time limit of 2-3 months or less, whereas long-term goals may take months or years to accomplish.

Short-Term Goal(s)

Long-Term Goal(s)

Step-Two: Enablers and Barriers

For all goals there are enablers and barriers or people, events and things that can enhance or hinder the achievement of your goals. Identify one enabler and one barrier to achieving your goals.

Enabler:

Barrier:

What is one strategy you can use to support your enabler and one strategy you can use to eliminate or, at least, reduce the impact of the barrier you have identified?

Enabler:

Barrier:

Mentor Activity

The role of the mentor in the Planning Phase is to:

- encourage new and creative ways of thinking
- encourage the mentee to explore new possibilities
- help the mentee to make decisions
- agree upon strategies and activities to assist the mentee to achieve her/his goals

From your experience, what do you think are the elements of an effective action plan?

How do you think you can best help your mentee with action planning? (e.g., examine the potential merits of different activities)

Think about the questions you have used in the past or that others have used to open up the discussion about various possibilities for developing an action plan. What questions do you think would be most effective in this phase?

What types of boundaries or rules about your role as a mentor will be important to put in place, in order to support a positive relationship with your mentee? (e.g., mentors are not counsellors or therapists)



ACTIVITY 3: Please Sign On The Dotted Line – The Agreement

Mentoring relationships are more likely to be successful when the mentor and mentee connect as soon as possible after making the commitment to work together.

While there are no clear guidelines about the frequency of mentor-mentee interactions, regular structured meetings are important for success.

Mentor pairs should meet more frequently in the beginning to establish trust in the relationship.

Other points to discuss when planning how you will work with your mentor or mentee are:

- your roles, responsibilities, accountability
- how often you will meet (e.g., bi-weekly, monthly)
- how you will meet (e.g., by phone, face-to-face, via email, using the online discussion board)
- where you will meet (e.g., at the office or over a meal)

- how you will work through difficulties (e.g., not honouring an appointment or meeting a deadline)
- what will you do if you don't think you can overcome difficulties and how will you handle this
- how you will know when the relationship is over

The activity on the next page will help you to explore expectations of each other in the mentoring relationship.

The mentor and mentee complete the activity individually first and then you come together to discuss your perspectives.

You can summarize what you agree on in the Mentoring Relationship Agreement found in Appendix G.

1 Purpose

In Phase One, both of you as the mentor and mentee determined the purpose or reason why you agreed to enter into a mentoring relationship. Document or record your mentor and mentee goals or purpose on the Mentoring Relationship Agreement Form.

2 Interaction Styles and Expectations

Mentee: How do you learn best? How can your mentor facilitate your learning?

Mentor: What is your leadership style? What would you need from the mentee to facilitate learning?

Both: What is your preferred communication style? (e.g., assertive, passive). What do others see, hear or feel when you communicate? What pushes your buttons?

Both: What do you say or do when you are stressed or overwhelmed? What can your mentoring partner do to help if you are feeling overly stressed?

3

Mentoring Encounters

How long do you anticipate the mentoring relationship to last? (Open ended or defined time frame)

How frequently will you need to meet to achieve your goals?

What is the best time of day to connect and for how long?	
What is the best way for you to connect? (e.g., phone, e-mail, face to face, online).	
What are possible barriers to connecting?	
How will you overcome those barriers?	
Who is the best person to initiate contact?	
Do you see the need to contact the mentor/mentee outside of planned mentoring encounters for urgent concerns (yes/no)?	
If yes, what are the boundaries, if any?	
What are your expectations if a mentoring encounter must be cancelled or rescheduled? (e.g., length of notice, acceptable reasons for cancelling)	
How often should you evaluate your mentoring agreement?	



Warning Signs

What might you hear, see or feel that may be a warning sign of potential trouble with your mentoring relationship (e.g., regular missed meetings, not following through with agreed upon activities)?



Action

- What would you want your partner to do if she/he was concerned about the mentoring relationship?
- What questions would you ask if you were concerned about the mentoring relationship?
- How quickly would you want your partner to take action?



Commitments

In the event that you and your partner cannot resolve differences or discover that you are not a good match to achieve your mutual goals, you may decide to end the mentoring relationship. This does not mean that either party is “wrong”. It generally indicates a mismatch.

- What would you commit to do or not do if this should happen?
- What would you expect from your mentoring partner? (e.g., not to do anything that causes harm or embarrassment to the other person, not to speak ill of the other person)?



Is there anything else that is important for you to include in a mentoring agreement?



LEARNING(S)

Describe what this activity was like for you:

What lessons did you draw from this experience?

How can you apply this learning?

Mentorship Relationship Agreement

As mentoring partners, it is important that we have a shared understanding of the commitment we are making to our mentoring relationship and that we share responsibility for ensuring that it works for both of us. We have developed a mentoring action plan that identifies the goals and activities of the mentoring relationship and forms a part of this agreement.

1 Purpose and outcomes of our mentoring relationship (mentor and mentee)

Document or record your mentor and mentee goals or purpose on the Mentoring Relationship Agreement Form.

2

Interaction styles and expectations

How we will work together to achieve the goals of the Mentoring Action Plan

3

Mentoring encounters

Expected length of the relationship (Open ended or defined time frame)	
How often we will meet	

Best time of day and preferred length of meetings	
How we will meet (e.g., phone, e-mail, face to face, online) and venue	
Responsibility for initiating contact	
Contact outside of planned mentoring encounters for urgent concerns (yes/no) If yes, under what circumstances?	
Expectations if a mentoring encounter must be cancelled or rescheduled	
How often we will evaluate our mentoring agreement	



Signs that there may be problems with our mentoring relationship



Actions we will take and the time frame if we are not satisfied with our mentoring relationship



If we cannot resolve differences or discover that we are not a good match to achieve our mutual goals, we commit to the following

We agree to enter this mentoring relationship as defined above and will maintain confidentiality.

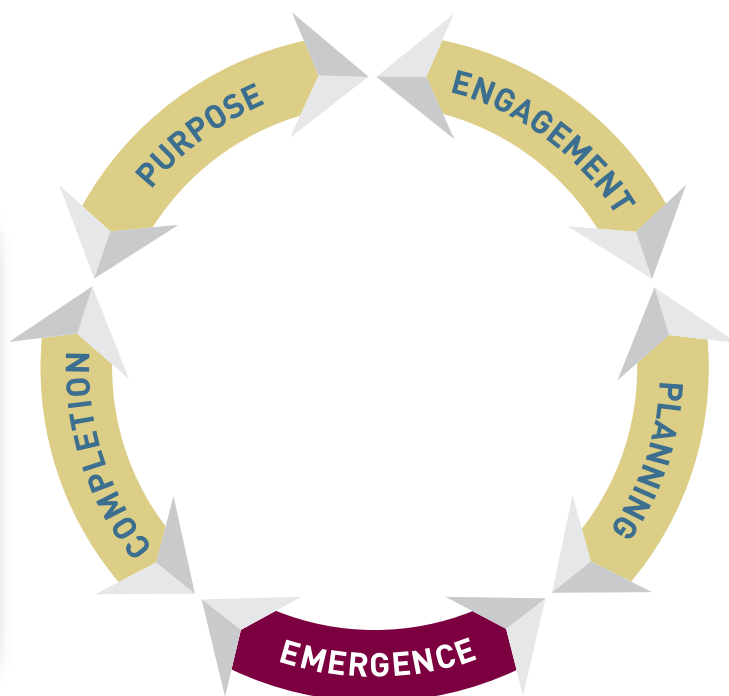
Mentee:	Mentor:
Date:	Date:

Now that you have a written plan and discussed how you will work together you are ready to move to **Phase Four-Emergence**.

PHASE4

EMERGENCE

Engaging in
Conversation:
How am I doing?
What are we learning?



Phase 4: EMERGENCE

At this phase of the mentoring relationship the goals are clear, a plan is in place, and the mentor and mentee engage in a conversation about possibilities and actions and then reflection.

You will note that the arrow between each of the phases goes two ways. As you evaluate how the relationship is going, you may need to go back and modify your action plan or your mentoring agreement. You may even have to go back to the engagement phase, for example, if a relationship fails and a new mentor or mentee must be sought.

The mentor facilitates the growth and development of the mentee by supporting, encouraging, and challenging them as they strive to achieve their goal(s). The mentor, at this point in the process is leading, setting the pace, and reviewing progress. The mentee continues to take action.

Together, the mentor and mentee are continually asking themselves and each other “How am I doing?”, “What are we learning?” Because mentoring is a communication strategy, it is useful to review fundamental communication skills.

“ **UNLESS YOU TRY TO DO SOMETHING BEYOND WHAT
YOU ALREADY MASTERED, YOU WILL NEVER GROW** ”

- Ralph Waldo Emerson
[American essayist, lecturer, and poet; 1803-1882]

Basic Communication Skills

Effective communication includes the following skills:

- giving encouraging verbal and non-verbal responses
- listening carefully
- building on the other's ideas
- asking open-ended questions that encourage thought and discussion
- probing and asking for elaboration
- rephrasing in your own words what the other has said
- reflecting on and sharing the feelings described to you
- listening for the overall meaning, not just the specifics; and summarizing important points

Communication can be improved by:

- clarifying ideas before communicating
- examining the true purpose of the communication
- considering the setting of the communication
- being mindful of the non-verbal messages you each send
- communicating something helpful to the receiver
- following up on communication
- being sure your actions support your communication



Think of a time when a misunderstanding occurred due to miscommunication.

What could you have done to prevent this?

Tips on Receiving and Giving Feedback

You should seek feedback regarding your strengths and limitations and expand your view of yourself through reflecting on others' perspectives. **When receiving feedback:**

- ask or give permission for the feedback
- listen and be open to the feedback
- accept positive feedback

- be aware of your responses
- clarify the message
- acknowledge those areas where change is needed
- ask for ideas on how to develop new skills
- reflect and decide on what to do
- follow-up

You should give feedback to assist a colleague to grow and develop. Feedback is meant to be positive, not a criticism. **When giving feedback:**

- ask permission to give feedback
- focus on the behavior, not the person
- balance the content
- be timely, specific and realistic
- own the feedback
- offer continuing support

Time is a precious commodity for both the mentor and mentee. On page 70, you will find a resource that will help you manage your time.

To make the most of your encounters, it is important for both mentors and mentees to prepare and to plan for the focus of the meeting and to be sure you are fully present. For example, it is difficult to enter into a mentoring encounter if you are rushing in from a meeting or if the environment is distracting.

The activity on the following page will help you get more out of your relationship.

THE 4 C'S OF QUALITY CONVERSATION

1. Climate Building

Where you establish a relaxed and open environment that is conducive to dialogue

2. Clarifying

Where you and the mentoring partner decide and agree on goals and time constraints

3. Collaborating

Where you both manage a 2-way discussion that achieves the agreed upon goals

4. Closing

Where you gain clarification, commitment and responsibility for the next steps

Adapted from Donner and Wheeler (2009)



ACTIVITY Let's Stay Together and Make The Most of it!

Now that you have reviewed some of the tips for preparing for the mentoring meeting, take a few minutes to think about what you see are the potential challenges in making the most of your mentoring relationship. Write these challenges down in the column on the left. For each potential challenge, identify the strategies you will use to prevent or minimize the challenge. You may want to discuss these with your mentoring partner.

POTENTIAL CHALLENGE	STRATEGIES FOR SUCCESS

RESOURCE: Let's Manage Our Time Wisely



Time tip # 1: Understand that you cannot do it all

For some reason, individuals feel that they must do it all. We must work full-time, participate in committees or unit councils, raise a family, spend time with pets, family, friends, volunteer, and stay fit and healthy. We constantly over extend ourselves and forget that life is a balancing act. We have to decide what is important to us and act.



Time tip # 2: Prioritize ruthlessly

This may sound harsh but is similar to what was said above; we have to decide what is most important to get accomplished. For example, if you have a patient that is requesting a cup of ice and another patient that is complaining of chest pain, the patient who requested the ice is going to have to wait. Or if you are deciding between picking up your dry cleaning and meeting with your mentee or mentor, your mentee or mentor should trump the dry cleaners. This is a trivial example but there are often many things on our plates, that are not very important...at the moment. Prioritizing your tasks early in the morning may help you get through a busy day. Put aside mentorship time, so that you can achieve your goals in a timely manner. Perhaps, build in time when you know you are least likely to be interrupted.



Time tip # 3: Use a time management tool

In this day and age there are numerous ways in which you can physically manage your time. You can enter a note on your iPhone, use the calendar on your BlackBerry or emailing system, or buy an actual day planner. These tools assist with deciding on what you are able to do now and what needs to be moved to the future. You can even set electronic planners to remind you of future events. It is also a good idea to include things such as “exercise for an hour” or “meet with mentee at 6 pm”; some individuals will be more likely to follow through with these plans if they are included on an actual schedule.



Time tip # 4: Set time limits for tasks

We all have dozens of e-mails to sift through on a daily basis. Some people have the luxury of going through their e-mails at their will, while others can respond within 24 hours. The best way to work with a task that could easily occupy your entire day is to set time limits and stick to them. For example, set aside an hour of your day to read and respond to e-mails or 30 minutes to telephone your mentee and see how they are doing with their goals.



Time tip # 5: Do not waste time waiting

It is impossible to avoid waiting for someone or something. You could be waiting for your patient to finish eating so that you can provide morning care or waiting for a meeting to start. Whatever the case may be, it is a good idea to use that time to accomplish something else. While you are waiting for your patient, you can do some documentation or while you are waiting for your meeting to start, you can send a quick email to your mentor to plan your next meeting.

Remember: there will always be only 24 hours in a day. All we can do is manage ourselves and what we will do with the time we have.



**LET'S REFLECT FOR
A MOMENT**

Reflect on a time when you were overwhelmed with deadlines and responsibilities.

How did you manage your time wisely?

Mentorship Journal

- Have you ever kept a journal in the past?
- Did it help you develop as a person in any way?
- How do you think keeping a journal can benefit a mentorship relationship?



Documenting mentorship encounters will assist you to monitor progress in achieving your goals and to evaluate your mentorship relationship.

A few journal pages are provided in the Mentorship Journal found in Appendix H, to get you started.

We encourage you to photocopy additional sheets and put them in a binder with your mentoring agreement and mentoring action plan. Use them for every contact as a place to record your learning and insights.

There are four parts to the journal form:

1. Preparation:

- Goal(s) for meeting

2. Notes from the Meeting

- Topics discussed
- What I learned/ Interesting ideas
- I was surprised by...
- I was disappointed by...
- To-Do's

3. Evaluation of Progress on Mentorship Action Plan and Possible Adjustments

One suggestion to evaluate how well your mentorship plan is going is to use the **“Traffic light”** method:

- Green light – indicates you are on track
- Yellow light – warning signs that problems may be arising
- Red light – there is a problem that needs to be dealt with and adjustments need to be made in order to get back on track

4. Evaluation of Mentoring Relationship

- HOW AM I DOING?
 - ✧ What is your experience of the mentoring relationship so far?
 - ✧ What do you think or feel about this experience?

▪ WHAT ARE WE LEARNING?

- ✧ What lessons can we draw from our experience?
- ✧ How can we apply this experience?

It is valuable to take time at the end of every session or at agreed upon intervals to evaluate progress on the Mentorship Action Plan and to evaluate the mentoring relationship. This will help you to make adjustments to your plan as needed and to address any challenges that emerge.

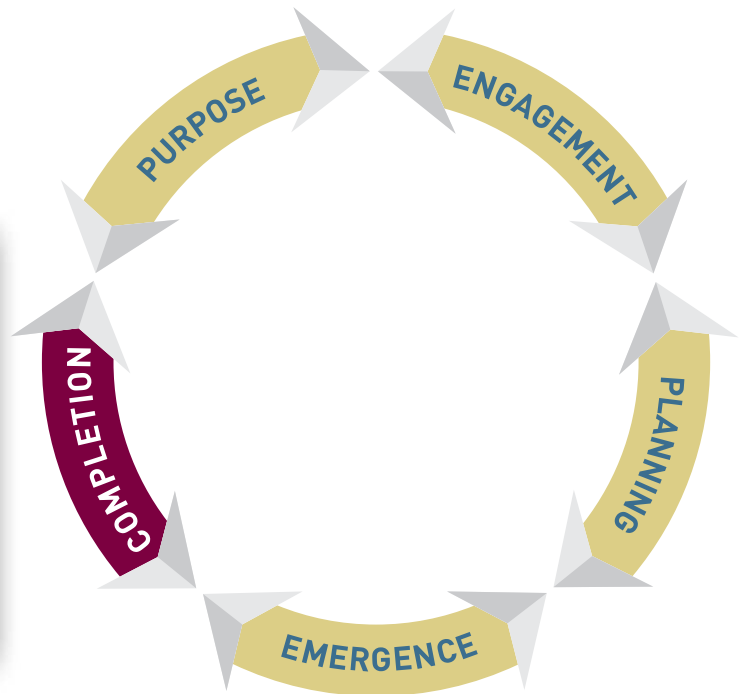
If either the mentee or mentor finds the time commitment for the mentoring relationship is difficult to fulfill, you may need to revisit the action plan or time management may become a learning activity in the mentoring relationship.

Once you and your mentor or mentee have undergone meaningful conversations and have achieved mutual goals, you are ready to move to **Phase Five– Completion.**

PHASE 5

COMPLETION

**Celebrating
Accomplishments:
What are my next steps?**



Phase 5: COMPLETION

Congratulations to those who have achieved their goals and have had a rewarding experience. This is the time to celebrate your accomplishments, decide on next steps and re-define the relationship.

You want a smooth transition in the relationship. The mentee and mentor may want to set new goals and continue the relationship. You both may decide that the frequency or intensity of interactions can be reduced to an as-needed basis. Or you decide it is time to move on for both of you.

The mentorship relationship at this point generally becomes more of a collegial relationship. Follow each other's accomplishments and successes. Keep in touch – let the other person know how she/he made a difference.

For others, the relationship might not have been as rewarding as expected or other commitments got in the way. This is also a time for the relationship to end. Refer back to your Mentorship Relationship Agreement and the section on what to do if the relationship was not working. Have you honoured that commitment?



ACTIVITY: After All is Said and Done...How Did it Go?

Now that your mentoring relationship has ended, or at least this phase of the relationship has come to an end, it is time to evaluate your experience. Take some time to complete the following evaluation.

Think back to your purpose for embarking on this mentoring relationship. What have been your accomplishments?

What have you learned about yourself along the way?

What have been the challenges?

When you embark on other mentoring relationships, would you do anything differently?

What are your next steps?

Closing

You began this journey with a number of questions, including “What do I need to learn?” “How can mentoring help me with my learning?”, and “Who can help me?” Hopefully after working your way through this workbook, you have a better understanding of the phases of the mentoring model and you have found some useful information and tools.

Mentoring is just one strategy for career and professional development. Career development is not static, but rather a dynamic process; as you move through your career, your knowledge and skills develop, your needs change, and your goals and plans evolve. Mentorship is a means to enable you to grow personally and professionally. This workbook has

“ DO THE DIFFICULT THINGS WHILE THEY ARE EASY AND DO THE GREAT THINGS WHILE THEY ARE SMALL. A JOURNEY OF A THOUSAND MILES MUST BEGIN WITH A SINGLE STEP

- Lao Tzu

been developed to help you to learn the what, why, and how of a mentoring relationship.

Before closing the workbook, take a look at the Mentorship Checklist, “How have you done?”, “Where do you still need to do some work?” And remember,

mentoring does not happen in formal programs alone; you can start on your own and with each other. Look around you, reach out and offer to become a mentor, or ask for one. As you have discovered, amazing journeys begin with the simple decision to go. Good luck!

MENTOR CHECKLIST	MENTEE CHECKLIST
Purpose <input type="checkbox"/> I know why I want to be a mentor	<input type="checkbox"/> I know why I want a mentor
Engagement <input type="checkbox"/> I have a mentee	<input type="checkbox"/> I have a mentor
Planning <input type="checkbox"/> We have a mentorship relationship agreement	<input type="checkbox"/> I have a mentorship plan
Emergence <input type="checkbox"/> We are making progress on our mentorship relationship	<input type="checkbox"/> I am making progress on my learning goals
Completion <input type="checkbox"/> I have some next steps	<input type="checkbox"/> I have some next steps

APPENDICES



**“The secret of achievement is to hold a picture of a
successful outcome in the mind”**

- Henry David Thoreau (Author, poet and philosopher; 1817-1862)

Appendix A:

Role of the Generalist Registered Nurse in Ontario

The role of a regulated nurse begins with a passion to care for others. To be eligible to practice as a generalist nurse, applicants require a degree or diploma from an approved nursing program or a recognized equivalent and successful completion of a licensure. According to the profession's regulatory body, it is important that generalist nurses provide nursing care according to their scope of practice. The practice of nurses involves health promotion and assessing the needs for and delivery of, supportive, preventive, therapeutic, palliative and rehabilitative care in order to attain or maintain optimal patient function" (CNO, 2011).

A generalist nurse can work in a variety of settings ranging from acute or chronic care, the community, primary healthcare, or long-term care (Canadian Association on Nurses in Oncology [CANO], 2006). It is within the clinical setting that nurses are able to draw on their theoretical knowledge and apply these concepts to patient care. They become experts in nursing skills such as

medication administration and therapeutic communication. In addition, it is at the generalist level that a nurse is given the opportunity to learn in a broad practice setting and develop specific interests.

In oncology nursing, it is important to recognize, that a nurse first entering into a setting where the primary focus is cancer care, is still designated a generalist nurse. It is not until the nurse has acquired additional knowledge, skills and clinical experience with oncology patients and their families, that will he or she be eligible to move on to this specialty (CANO, 2006).

Appendix B:

Role of the Specialized Oncology Nurse in Ontario

The high demand for specialized oncology nurses was recognized as far back as the early 20th century. During a time when cancer was thought to be infectious, nurses played a pivotal role in patient care (Lusk, 2011). Patients affected by cancer needed nurses “to support them emotionally, cleanse and dress their wounds, nourish them, relieve their pain and help them keep clean, warm and dry” (Lusk, 2011). In modern day, through technology, treatment and understanding of the disease process, the role of the specialized oncology nurse has evolved and is critical for a positive patient experience across the cancer journey.

Registered nurses with at least two years experience in a practice setting where cancer care is provided, may decide that oncology is an area they would like to specialize in. These nurses will require further education in cancer care such as completion of an undergraduate nursing program or an oncology certificate program (CANO, 2006). Ultimately, a specialized oncology nurse would successfully complete the official certification exam offered by the Canadian Nurses Association and be designated as a Certified Oncology Nurse

(CONC) or a Hospice Palliative Care Nurse.

CANO (2006) has provided a conceptual framework specialized oncology nurses can use to identify and understand their role responsibilities. These responsibilities include:

- conducting comprehensive health assessments in a timely manner to identify the health and needs of a patient with cancer and their families
- establishing and maintaining therapeutic relationships with patients and families affected by cancer
- integrating and applying knowledge of cancer physiology, disease progression, treatment side effects and complications
- providing teaching and coaching to prepare patients and their families for the different aspects of the cancer experience
- promoting continuity of care to help patients and their families navigate the healthcare system
- promoting autonomous decision-making and advocate for the well-being of patients affected by cancer
- participating in and supporting changes in professional practice and leadership when policies fail to meet the needs of cancer patients

The specialized oncology nurse can also work in a variety of specialized in-patient and out-patient settings such as bone marrow transplant units or cancer screening programs. A specialized oncology nurse will always be seen practicing in an environment where the majority of patients have a diagnosis of cancer or are at risk for developing cancer (CANO, 2006).

Appendix C:

Definition of Advanced Practice Nursing (APN) Roles

Advanced practice nurses (APNs) are registered nurses who have acquired the expert knowledge base, complex decision-making skills and clinical competencies for expanded practice (Canadian Nurses Association, 2008). This advanced level of knowledge and skill is developed through practice experience and additional education. A master's degree in nursing is a requirement for all APN roles.

There are two types of APN roles recognized in Canada; clinical nurse specialists (CNSs) and nurse practitioners (NPs) (DiCenso et al., 2010). There are several types of NP roles. Those working in primary healthcare are called NPs Family/All Ages. For specific patient populations and in acute care settings there are NP-adult, NP-Paediatric and NP-Anaesthesia roles. Advanced practice nurses care for a variety of adult and paediatric patient populations across the cancer continuum from prevention and screening to end-of-life care in diverse practice settings.

Advanced practice nursing roles are first and foremost, clinical roles. The purpose of APN roles is to maximize, maintain, or restore patient health through innovation in nursing practice and in the delivery of healthcare services (CNA, 2008; Davies and Hughes, 2002). According to CANO (2006), APNs enhance nursing practice and cancer care delivery through responsibilities for and the integration of knowledge and skills in five role dimensions including: clinical practice, education, research, organizational leadership and professional and scholarly development. It is these role dimensions and responsibilities that target practice improvement and innovation as several levels including patients, the profession of nursing, health care providers, cancer care organizations and the broader healthcare system, that make APN roles distinct from other types of nursing roles.

Well-designed APN roles in oncology and other specialties have demonstrated significant improvement in patient and health system outcomes related to access to care; coordination and continuity of care; satisfaction with care, health outcomes and lower costs due to fewer hospitalization and shorter lengths of stay (DiCenso et al., 2010).

To learn more about advanced practice nursing and specific characteristics of different types of APN roles see:

Cancer Care Ontario (2009). Clarifying the advanced oncology nurse role in Ontario: Ontario oncology advanced practice nursing community of practice.

Retrieved from: <https://www.cancercare.on.ca/common/pages/UserFile.aspx?fileId=35441>.

Canadian Nurses Association (2008). Advanced nursing practice: A national framework.

Retrieved from:

http://www2.cna-aic.ca/CNA/documents/pdf/publications/ANP_National_Framework_e.pdf.

DiCenso, A., Martin-Misener, R., Bryant-Lukosius, D. et al. (2010). Advanced practice nursing in Canada: Overview of a decision support synthesis. *Canadian Journal of Nursing Leadership*, 23(special issue), 15-34.

Retrieved from: <http://www.longwoods.com/content/22267>

Appendix D:

Mentorship Goals Inventory

1. To be prepared to apply for a nurse practitioner (NP) position in a Community Health Centre, I will develop a better understanding of the primary health care NP role in the management of patients with chronic illnesses with the next three months.
2. To be able to act as a resource nurse on a general surgery unit by increasing my knowledge and skills about wound care within the next six months.
3. To increase my confidence and reduce fear of presenting to large crowds by presenting my research findings at an upcoming nursing conference.
4. To further develop my resiliency as a leader in order to provide effective management of a nursing unit of 20 nurses by this fall.
5. To successfully complete my Master of Nursing within the next year, while still enjoying my family and friends, by developing a plan to maintain good work-study-life balance.
6. To improve my time management skills and prioritization abilities in order to manage the care of five patients independently on the general medicine ward by the beginning of next year.
7. To increase my oncology nursing knowledge and skills in order to successfully pass the CNA oncology nursing certification exam within the next year.
8. To submit one research proposal on the value of career development opportunities for nurses in the community setting and its effects on staff retention by next winter.
9. To create a discharge information package for patients on the gastroenterology ward for all patients post-bowel resection being discharged by next summer.
10. To implement a standardized orientation program for all new graduate nurses hired on the multi-organ transplant by the end of next spring.

Appendix E:

Example of a Complete Mentoring Action Plan

Career Vision: I envision myself working in a nurse practitioner-led clinic in the Toronto area, providing comprehensive primary care services (including health promotion and disease prevention) to my own roster of patients.

Long-Term Goal: In two years, I will graduate with my Combined Master / Primary Healthcare Nurse Practitioner Certification and pass the Canadian Nurse Practitioner Exam to be able to practice as a Primary Healthcare Nurse Practitioner in Canada.

Short-term Goals	Action Steps	Resources	Timelines	Indicators of Success
Broaden my knowledge and clinical experience beyond acute care to include practice in primary care and the community	In order to achieve this goal I will: <ul style="list-style-type: none"> do a search for job opportunities in community settings and primary healthcare facilities seek opportunities to shadow other nurses in their healthcare settings take courses that focus on primary healthcare and community nursing 	<ul style="list-style-type: none"> online job search engines search both internal and external job postings fellowship opportunities within my organization manager Human Resource Department 	<p>In three months</p> <p>In six months</p>	<ul style="list-style-type: none"> Obtained a casual/part-time position in a community setting or primary healthcare facility Attended two or more continuing education courses

Network with primary healthcare nurse practitioners	In order to achieve this goal I will: <ul style="list-style-type: none"> ▪ pair up with a mentor who has gone through a similar career journey ▪ visit clinics where nurse practitioners work and introduce myself ▪ attend upcoming nursing practitioner conferences ▪ join nursing advisory committees, professional organizations (e.g., RNAO, NPAO etc.) 	<ul style="list-style-type: none"> ▪ mentor ▪ colleague nurse practitioners ▪ manager ▪ professional associations (e.g., RNAO) 	<p>In six months</p> <p>In eight months</p> <p>In three months</p>	<ul style="list-style-type: none"> ▪ relationship with mentor begun ▪ attended two or more conferences ▪ joined one or more professional organizations or councils
Successfully complete all courses required for the Combined MN / Primary Healthcare Nurse Practitioner Certification Program	In order to achieve this goal I will: <ul style="list-style-type: none"> ▪ join a study group ▪ communicate with past students for study tips ▪ develop a study schedule and keep it consistent ▪ work part-time to be able to focus on my studies ▪ look into financial assistance 	<ul style="list-style-type: none"> ▪ classmates and alumni ▪ school's learning centre ▪ library ▪ study guides ▪ professors ▪ manager ▪ financial advisor 	<p>In two years</p>	<ul style="list-style-type: none"> ▪ Obtained B+ or higher in all courses

Appendix F:

Mentoring Action Plan Template

Career Vision:

Long-Term Goal:

Short-term Goals	Action Steps	Resources	Timelines	Indicators of Success
	In order to achieve this goal I will:			
	In order to achieve this goal I will:			
	In order to achieve this goal I will:			

Appendix G:

Mentorship Relationship Agreement Form

As mentoring partners, it is important that we have a shared understanding of the commitment we are making to our mentoring relationship and that we share responsibility for ensuring that it works for both of us. We have developed a mentoring action plan that identifies the goals and activities of the mentoring relationship and forms part of this agreement.

1. Purpose and outcomes of our mentoring relationship (mentee and mentor).

2. Interaction styles and expectations: How we will work together to achieve the goals of the Mentoring Action Plan.

3. Mentoring encounters:

Expected length of the relationship (Open ended or defined time frame)	
How often we will meet	
Best time of day and preferred length of meetings	
How we will meet (e.g., phone, e-mail, face to face, online) and venue	
Responsibility for initiating contact	
Contact outside of planned mentoring encounters for urgent concerns (yes/no)	
Expectations if a mentoring encounter must be cancelled or rescheduled	
How often we will evaluate our mentoring agreement	

4. Signs that there may be problems with our mentoring relationship.

5. Actions we will take and time frame if we are not satisfied with our mentoring relationship.

6. If we cannot resolve differences or discover that we are not a good match to achieve our mutual goals, we commit to the following:

We agree to enter this mentoring relationship as defined above and will maintain confidentiality.

Mentee:	Mentor:
Date:	Date:

Appendix H: Mentorship Journal

Mentoring Journal Notes		
Type of Meeting	Location	Date
Preparation: Goal(s) for Meeting		
Notes from the Meeting		
Topic Discussed:		
What I learned/Interesting Ideas:		

I was surprised by...

I was disappointed by...

To Do's:

Evaluation of Progress on Mentorship Action Plan and Possible Adjustments:

Evaluation of Mentoring Relationships

HOW AM I DOING? (completed by both mentor and mentee and discussed) What is your experience of the mentoring relationship so far? What do you think and feel about this experience?

WHAT ARE WE LEARNING?

What lessons can we draw from our experience? How can we apply this experience?

RESOURCES



“Do more than is required. What is the distance between someone who achieves their goals consistently and those who spend their lives and careers merely following? The extra mile.”

- Gary Ryan Blair (author, speaker and consultant)

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