



Mentorship Handbook

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Welcome to Saskatoon Health Region's Mentorship Program! Congratulations on choosing to embark on an exciting career and learning adventure. Each day we are credited with 86,400 seconds of time. By choosing to deposit some of your time, whether as a mentor and seasoned employee, or as a newly hired employee, to develop a mentoring relationship you will be offered a wonderful way to learn and grow.

The Saskatoon Health Region has made and committed to a promise statement...

Every moment is an opportunity to create a positive experience in the way we treat and care for people, in how we work and interact with each other, and in how we deliver quality service.

We promise to seize every opportunity.

As an employee, we are all role models and champions of the promise. We all have the ability to seize every opportunity to create positive experiences for the individuals we serve as well as our colleagues. Mentorship is a way to bring this promise to life and the Saskatoon Health Region is committed to providing this opportunity.

Being part of the SHR Mentorship Program is more than providing services, it is about the ability to change perceptions of the care received, from good care to exceptional care. It is about improving our client/patient/residents' experiences as they move throughout our organization.

I look forward to getting to know every one of you. Each of you has unique skills, experiences and talents that will provide rich learning opportunities. Some times you may struggle, as we all do, but I am confident that together we will have the resources to achieve the goals you choose to set.

As you enter into your mentoring partnership, I ask you to be guided by the Saskatoon Health Region's Values of:

Respect - recognizing that all people and their needs are important

Compassion - caring genuinely for others

Excellence - pursuing quality in all that we do

Stewardship - demonstrating trust and integrity in our responsible use of resources

Collaboration - cultivating and honouring relationships to better serve our clients.

Thank you for your volunteer participation!

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Definition of Mentorship

- ❖ A process whereby a more experienced person (mentor) provides guidance, support, knowledge and opportunities to a less experienced individual (mentee)
- ❖ A mechanism for assuring the continuity of a strong corporate culture and a common set of values and expectations
- ❖ Mentorship values and **respects** the knowledge and learning needs of the participants, is based on voluntary **compassionate** relationships, encourages the **pursuit of excellence**, **decreases** training and turn over **costs**, and relies on and celebrates the **partnership and collaboration** of many... Mentorship is our Values in Action!
- ❖ Mentoring is an insightful, intentional, nurturing relationship between an experienced and trusted advisor and mentee.

The mentor relationship is reciprocal since mentors also learn as they gain insight from their mentees and reflect on their own as well as their mentee's practices.



Will I be an Effective Mentor?

Am I:

- ❖ Actively demonstrating the values of the Saskatoon Health Region in my day to day activities
- ❖ Supportive of others without taking over
- ❖ Able to recognize my role as a teacher/trainer
- ❖ Able to work well with others
- ❖ Secure in my knowledge and abilities in my practice area
- ❖ Interested in sharing my knowledge
- ❖ People oriented and a good listener
- ❖ Able to respond well in difficult situations
- ❖ A life long learner



Reflection Activity

Think of a time when you were mentored or “someone helped you to learn something you may not have learned, or would have learned more slowly or with more difficulty if you had to learn it completely on your own” (Rey Carr). What made this person a good mentor? What qualities or characteristics did this person possess? What made it a good experience?



Characteristics of Effective Mentors

- ❖ Are willing to volunteer time and energy to the mentorship relationship
- ❖ Understand the dynamics of their organizations and of healthcare
- ❖ Enjoy and have a genuine interest in helping others
- ❖ Set realistic achievable goals with their mentees
- ❖ Provide guidance and advice wisely
- ❖ Commit to being a good listener
- ❖ Support, confirm and encourage others
- ❖ Maintain contact on a regular basis
- ❖ Can give and receive appropriate feedback
- ❖ Follow through on commitments
- ❖ Make a conscious effort to build relationships
- ❖ Set high standard for themselves and their mentee
- ❖ Are honest, ethical and maintain confidentiality
- ❖ Encourage mentee's autonomy and celebrate mentee successes
- ❖ Use humour to balance seriousness
- ❖ Show unconditional positive regard for mentee
- ❖ Provide emotional support when needed

Characteristics of Effective Mentees

- ❖ Eager to learn and try new things
- ❖ Ability to work as a team player
- ❖ Have a positive attitude
- ❖ Support, confirm and encourage others
- ❖ Maintain contact on a regular basis
- ❖ Can give and receive appropriate feedback
- ❖ Follow through on commitments
- ❖ Make a conscious effort to build relationships



Reflection Activity

How many more characteristics can you name?

The Difference Between Mentorship and Preceptorship

Preceptor	Mentor
<ul style="list-style-type: none"> ❖ Assigned by a third party ❖ Teach ❖ Provide orientation ❖ Supervises ❖ Ends when orientation complete ❖ More formal and professional relationship ❖ Usually with groups 	<ul style="list-style-type: none"> ❖ Actively involved in guiding, counselling and sharing ❖ Relationship is personal ❖ May last for years ❖ Ends by mutual agreement ❖ Starts formal becomes informal ❖ Has both teaching and professional skills ❖ Both gain from relationship

- ❖ Preceptorship is derived from the Latin word *praeceptum*, meaning to instruct. In areas of health care, preceptorship is to provide a formal process for assisting students to acquire competencies through direct supervision, instruction, and feedback over a stated length of time. “Mentoring provides a broader context, and horizon for guiding the novice within the chosen discipline of nursing” (Carroll, 2004, p. 318).
- ❖ The Canadian Nurses Association (CNA, 2004), states, “mentoring involves a voluntary, mutually beneficial, and usually long-term professional relationship. In this relationship, one person is an experienced and knowledgeable leader (mentor), who supports a less experienced person with leadership potential (mentee)” (p. 24). The CNA also provides a position paper defining preceptorship as, “a frequently employed teaching and learning method using nurses as clinical role models. It is a formal one to one relationship of predetermined length, between an experienced nurse and a novice designed to assist the novice in successfully adjusting to and performing a new role” (p.13).

Carroll, K., (2004). Mentoring: A human becoming perspective.
Nursing Science Quarterly, 17(4), 318-322.

Canadian Nurses’ Association. (2004). Achieving excellence in professional practice: A guide to preceptorship and mentoring. Ottawa, Ont.: Canadian Nurses Association

The Benefits of Mentoring Programs

Benefits to the Mentor:

- ❖ Opportunity to demonstrate leadership qualities
- ❖ Develop meaningful relationships with colleagues
- ❖ Increase self-awareness through personal insight and feedback
- ❖ Opportunity to broaden understanding of the organization
- ❖ Increase interpersonal communication skills through training and practice
- ❖ Internal acknowledgement of experience, knowledge and skills
- ❖ Renew commitment to the organization and increased job satisfaction
- ❖ Opportunity to learn from a different perspective
- ❖ Enhancement of self-esteem by helping others and being a role model
- ❖ Opportunity to develop cultural awareness and support diversity in the workplace
- ❖ Encourages mentor to keep up-to-date in their field
- ❖ Increases recognition within the organization

Benefits to the Mentee:

- ❖ Practical advice on organizational politics and appropriate behaviour
- ❖ Insight into the culture and rules of the organization
- ❖ Improve understanding of their roles in the organization
- ❖ Opportunity to learn from another person's experiences
- ❖ Increase skills and knowledge
- ❖ Opportunity to clarify goals for personal and professional growth
- ❖ A powerful learning tool to acquire competencies and professional experience
- ❖ Development of self-confidence and self-esteem
- ❖ Increase networking opportunities
- ❖ Learning environment that supports creativity and risk
- ❖ Receive encouragement and support that nurtures growth
- ❖ Enhance career development and advancement
- ❖ Provide stimulating and rewarding experiences
- ❖ Improve individual's interpersonal communication skills
- ❖ Create a sense of belonging

Benefits to the Organization:

- ❖ Attracts and retains the best people
- ❖ Role modeling attracts, teaches and shares knowledge
- ❖ Mentoring encourages excellence
- ❖ Enables the organization to recognize and reward employees
- ❖ Builds confidence and self esteem through personal growth
- ❖ Improves cross functionality
- ❖ Fosters a culture of contribution
- ❖ Recognizes the knowledge and experience employees have to offer others
- ❖ Promotes a caring and supportive environment among employees
- ❖ Integration of new employees more quickly and successfully into the organization
- ❖ Contributes to effective succession planning
- ❖ Increases individual and team performance
- ❖ Strengthens the intellectual capital of the organization



Reflection Activity

Review the benefits of mentoring lists and determine which benefits are most important to you? Identify your top three benefits, and discuss with a partner.



Mentoring Roles and Responsibilities

The Mentor will:

- ❖ Create a learning environment that is positive, respectful, supportive and nurturing
- ❖ Assist the mentee in creating a realistic action plan for learning (Learning Plan)
- ❖ Volunteer to invest quality time in and commit to a mentoring relationship
- ❖ Share professional skills, experiences and help solve work-related problems
- ❖ Establish clear, open, two-way communication with mentee
- ❖ Help mentee to feel connected to the organization
- ❖ Be accessible, approachable and open to constructive feedback
- ❖ Facilitate the development of creative and independent thinking
- ❖ Build their mentee's self-confidence and self-esteem through supportive, non-judgmental discussions
- ❖ Provide a safe environment in which their mentee can make mistakes without losing credibility
- ❖ Be sensitive to mentee needs, development, and avoid dominance, control or over-protection
- ❖ Provide career guidance and assist mentee in achieving their learning goals
- ❖ Be respectful of confidential information shared by mentee
- ❖ Maintain contact with Mentorship Consultant, seek assistance as required, respond to requests for information and participate in evaluation process
- ❖ Be someone who consistently models competent practices
- ❖ Be a role model and a colleague
- ❖ Be a socializer who helps integrate the mentee into the social culture. Create a sense of belonging
- ❖ Be an educator who assesses the learning needs and plans experiences for the mentee

We bring who we are to what we do

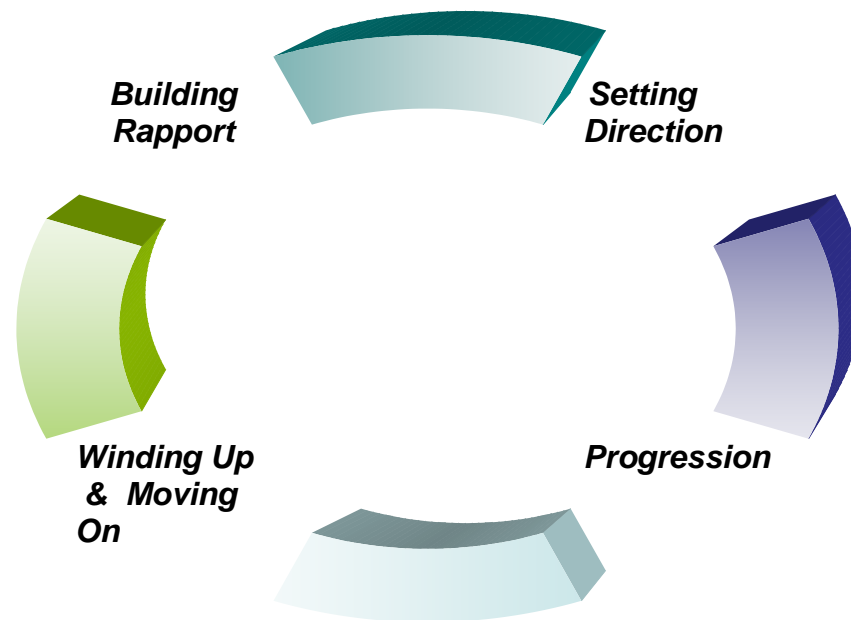
The Mentee will:

- ❖ Advise the mentor of areas of need and assist in developing a realistic action plan for learning (Learning Plan)
- ❖ Be willing to ask mentor for guidance, support and assistance in helping to achieve goals
- ❖ Utilize active listening, be open to the mentors comments and be receptive to positive supportive feedback
- ❖ Be willing to express feelings, emotions, and dilemmas honestly
- ❖ Have genuine interest in professional and personal growth
- ❖ Take responsibility for actions or inactions
- ❖ Be committed to learning and developing self-management skills
- ❖ Have the courage to try new behaviours and be willing to take risks
- ❖ Develop a sense of self and personal vision
- ❖ Have realistic expectations of the mentoring relationship
- ❖ Be respectful of sensitive and confidential information shared with mentor
- ❖ Effectively utilize mentor time and council. Be aware of scheduling needs of mentor
- ❖ Provide the mentor and mentorship coordinator with honest feedback
- ❖ Maintain contact with Mentorship Consultant, seek assistance as required, respond to requests for information and participate in evaluation process

The Mentorship Program will:

- ❖ Connect mentors and mentees and assist in building the mentorship relationship
- ❖ Provide training for both mentor and mentee to establish the relationship and set the ground work for their learning
- ❖ Provide ongoing individual support, coaching, and training to ensure the success of the mentorship relationship
- ❖ Support the mentoring relationship and the learning goals of its member by providing additional resources and information
- ❖ Monitor and evaluate the Saskatoon Health Region's mentorship program
- ❖ Stay current in best practices to ensure program success

Phases of Mentoring



Building Rapport: The mentor and the mentee are exploring if they can work together. They are determining the alignment of the values, establishing a mutual respect, agreeing on the purpose of their relationship, and establishing the roles and expectations.

Setting Direction: This phase is all about goal setting. Whereas in Phase I they are establishing the sense of purpose, here they are determining what each of them should achieve through the relationship.

Progression: This phase is the longest of the four. Here both the mentor and mentee become more comfortable about challenging each other's perceptions, and they explore issues deeper and experience mutual learning. Also, the mentee takes an increasing lead in managing the relationship and the mentoring process itself.

Winding Up and Moving On: This occurs when the mentee has achieved a large amount of his or her goals. The mentee begins to plan how to continue the journey on his or her own, which helps avoid unhealthy dependency on either individual's part. Winding Up by celebrating the accomplishments is much better than winding down and drifting apart. Moving On is about changing the relationship, often into a friendship where both parties can utilize each other as an ad hoc sounding board.

The Roles of the Mentor

There are many roles a mentor can take and depending on the needs of the mentee often a mentor may have to perform several roles at once.

Roles:

1. Teacher:

- *Provide Direction* - you are not literally required to be a teacher or have knowledge in all of the areas the mentee needs to have. You do need to know, however, how to point the mentee in the right direction
- *Share Experience* - you will not prescribe a way of working but rather help the mentee to find ways to proceed
- *Test Skills* - ensuring the mentee can accomplish his or her job skills
- *Provide Insider Tips* - valuable information on the workings of the work place such as dynamics of the workplace, etc... which cannot be learned in books or courses
- *Give Feed Back* - should be positive, regular and specific. Make sure any criticism is of behaviour not the person

TIP: Provide information about additional sources of information such as seminars, conferences, and classes.

2. Sponsor:

- *Fill in the Missing Links* - help create the plan of attack
- *Provide Contacts* - the right people to talk to is one of the most valuable assets you may offer
- *Recommend Activities*
- *Share your Working Day* - invite the mentee to shadow your day, allow the mentee to observe how you interact with others and handle situations

TIP: When possible, take your mentee to various meetings or workgroups so that the mentee can observe you in different settings or situations

3. Counsellor:

- *Listen* – be non judgmental and help the mentee to feel comfortable. Do not be critical, concentrate and be aware of non verbal cues
- *Don't Diagnose* – the mentee has to diagnose what is lacking in his or her performance and work with you to put it right
- *Sharpen Problem Solving Skills* – encourage the mentee to work things out for themselves

TIP: Ask your questions such as: “How would you solve the problem?” or “What do you think the solution is?” in order to sharpen problem solving abilities.

TIP: One role you don't want to assume is that of psychoanalyst. Never try to diagnose a mentee's problem.

4. Career Advisor:

- *Determine Interests* – help to identify long term career goals
- *Assess Skills* – what skills does the mentee have to promote
- *Specify Job Accomplishments* – help to identify job accomplishments of the mentee
- *Identify Tasks* – what skills need to be developed to achieve these goals
- *Monitor Development* – evaluate progress and check to see if the goals and objectives have changed

TIP: Speak to people in other positions to identify projects for your mentee.

“The Roles of the Mentor” is adapted from information provided in Business Buddies Successful Coaching and Mentoring by Ken Lawson, M.A., Ed. M. Axis Publishing Limited 2007

Darling's Major Mentoring Potential Scale

The following characteristics have been identified by nurses as significant in their guidance and growth. These characteristics are based around a quality and explained with a descriptor. Use this questionnaire to assess your mentoring potential. Review the list carefully and check (✓) the qualities that best describe you as a mentor.

- Model**— “I’m impressed with her ability to ...”, “Really respected her...”, “Admired her...”
- Envisioner**— “Gave me a picture of what nursing care can be”, “Enthusiastic about opportunities in...”, “Sparked my interest in...”, “Showed me possibilities”
- Energizer**— “Enthusiastic and exciting”, “Very dynamic”, “Made it fascinating”
- Investor**— “Spotted me and worked with me more than other nurses”, “Invested a lot in me”, “Saw my capabilities and pushed me”, “Trusted me and put me in charge of a unit”, “Saw something in me”
- Supporter**— “Willing to listen and help”, “Warm and caring”, “Extremely encouraging”, “Available to me if I got discouraged and wondered if I was doing the right thing”
- Standard-Prodder**— “Very clear what she wanted from me”, “Pushed me to achieve high standards”, “Kept prodding me if I allowed myself to slack off”
- Teacher-Coach**— “Taught me how to set priorities”, “To develop interpersonal skills”, “Guided me on patient problems”, “Said let’s see how you could have done it better”
- Feedback-Giver**— “Gave me a lot of positive and negative feedback”, “Let me know if I was not doing right and helped me examine it”

- ❑ **Eye-Opener**— “Opened my eyes”, “Got me interested in research”, “Helped me understand the politics of the hospital,” “Helped me understand why you had to look at the total impact something has on the hospital”
- ❑ **Door-Opener**— “Made in-services available”, “Included me in discussions”, “Said I want you to represent me on this committee”, “This is the information”, “This is our view”, “Would delegate to you”
- ❑ **Idea-Bouncer**— “Bouncing ideas off her brings things into focus”, “Eloquently speaks for professional issues”, “I like to discuss things with her”, “We would discuss issues, problems and goals”
- ❑ **Problem-Solver**— “Let me try new things and helped me figure it out”, “Always had a pencil and calculator”, “We looked at my strengths and created a way to use them to benefit nursing”
- ❑ **Career Counselor**— “Got me started on a 5-year career plan”, “I went to her when I was trying to sort out what I wanted to go in my career”, “I could trust her”
- ❑ **Challenger**— “Made me really look at my decisions and grow up a little bit”, She’d challenge me and I’d be forced to prove my point”

Darling , L.A.W. (1984), What do nurses want in a mentor?
Journal of Nursing Administration 14(10), 42-44



The Seven Layers of Mentoring

Dialogue in mentoring and in related disciplines, such as coaching, can be regarded as having seven layers of increasing depth and impact. Here are some guidelines on how to develop the skills of dialogue at each level.



Social dialogue is about developing friendship and providing support/encouragement.

How to develop social dialogue

- Demonstrate interest in the other person, in learning about them
- Actively seek points of common interest
- Accept the other person for who they are - virtues and faults, strengths and weaknesses
- Be open in talking about your own interests and concerns

Technical dialogue meets the mentee's needs for learning about work processes, policies and systems.

How to develop technical dialogue

- Clarify the task and the learner's current level of knowledge
- Be available when needed (just in time advice is always best)
- Be precise
- Explain the how, as well as, the why
- Check understanding

Tactical dialogue helps the mentee work out practical ways of dealing with issues in their workplace or personal life (for example, managing time or dealing with a difficult colleague)

How to develop tactical dialogue

- Clarify the situation (what do and don't we know?)
- Clarify the desired and undesirable outcomes
- Identify barriers and drivers/potential sources of help
- Establish fall-back positions
- Provide a sounding board
- Be clear about the first and subsequent steps (develop a plan, with timelines and milestones)

Strategic dialogue takes the broader perspective, helping the mentee to put problems, opportunities and ambitions into context (e.g. putting together a career development plan). Develops a vision of what they want to achieve through the relationship and through their own endeavours.

How to develop strategic dialogue

The mentor uses the same skills as for tactical dialogue plus:

- Clarify the broader context (e.g. who are the other players in this issue?)
- Assess strengths, weaknesses, opportunities and threats (SWOT summary)
- Explore a variety of scenarios (e.g. What would happen if..?)
- Link decisions and plans closely to long-term goals and fundamental values
- Consider radical alternatives that might change the game (e.g. Could you achieve faster career growth by taking a sideways move into a completely different function?)



Self-insight dialogue enables the mentee to understand their own drives, ambitions, fears and thinking patterns.

How to develop dialogue for self-insight

- Ensure the mentee is willing to be open and honest with himself/herself
- The mentor merely opens doors — it is the mentee’s journey of discovery
- Give time and space for them to think through and come to terms with each item of self-knowledge
- Be aware of and follow up vague statements or descriptions — help the mentee be rigorous in their analysis
- Explore the reasons behind statements — wherever possible, help the mentee establish the link between what they say/do and their underlying values/needs
- Introduce tools for self-discovery — for example, self-diagnostics on learning styles, communication styles, emotional intelligence or personality type
- Challenge constructively — (“Help me to understand how/why...”)
- Give feedback from your own impressions, where it will help the mentee reflect on how they are seen by others
- Helping the mentee interpret and internalize feedback from other people (e.g. 360 appraisal)

Behavioural change dialogue allows the mentee to meld insight, strategy and tactics into a coherent program of personal adaptation.

How to develop dialogue for behavioral change

All the skills above, plus:

- Help the mentee to envision outcomes — both intellectually and emotionally
- Clarify and reinforce why the change is important to the mentee and to other stakeholders
- Establish how the mentee will know they are making progress
- Assess commitment to change (and if appropriate, be the person to whom the mentee makes the commitment)
- Encourage, support and express belief in their ability to achieve what they have committed to

Integrative dialogue helps the mentee develop a clearer sense of who they are, what they contribute and how they fit in. It enables the mentee to gain a clearer sense of self and the world around them, to develop greater balance in his or her life, and to resolve inner conflict. It explores personal meaning and a holistic approach to living.

How to develop integrative dialogue

More than any other form of dialogue, this is usefully characterised as a dance, in which both partners take the lead in turns, often exchanging rapidly. It involves:

- Exploring multiple, often radically different perspectives
- Shifting frequently from the big picture to the immediate issue and back again
- Asking and answering both profound and naïve questions (often it is difficult to distinguish between them!)
- Encouraging the mentee to build a broader and more complex picture of himself or herself, through word, picture and analogy
- Helping them write their story - past, present and future
- Analysing issues together to identify common strands and connections
- Identifying anomalies between values/what is important to the mentee, and how the mentee behaves
- Making choices about what to hang on to and what to let go
- Helping the mentee develop an understanding of and make use of inner restlessness, and/or helping them become more content with who and what they are



While these are not seven steps to mentoring heaven, they do represent increasing depth of reflection on the part of the mentee and a corresponding need for skills on the part of the mentor. A single mentoring session might delve into several layers. In general, establishing dialogue at the social level assists dialogue at the technical level; technical dialogue can evolve into strategic - and so on up the ladder.

The most effective mentors and coaches invest considerable time and effort in building their repertoire of skills, so they can both recognize the appropriate level of dialogue to apply at a particular point, and engage the mentee appropriately. It may take many sessions of building trust and practicing dialogue, before the mentor can even begin to explore deeper issues with the mentee. This is one argument for extending the length of such relationships, so that there is time to build the mentee's skills of dialogue.

David Clutterbuck (Jan 2004) and his colleagues at the Mentoring and Coaching Research Group would welcome participation by others in developing the body of knowledge around mentoring dialogue and in establishing practical methods of teaching mentors and mentees to use dialogue more effectively.

"Knowledge speaks and wisdom listens"

-Jimi Hendrix



Reflection Activity

Reflect on your own personal history and think about your experiences at the different stages of your career or during your education. Think about your first day on the job/or at school, first week, first month, 6 months, 1 year and beyond. Now think about what you needed and wanted to know and how you felt at those different milestones.

First Day?

First Week?

1 Month?

6 Months?

1 Year?

Beyond?

What mentoring role could you take with a new employee at each of these stages?

What role would you want your mentor to take?

What topics would you address?

Work with a partner and chart your results to share with the rest of the group.

Tips for Mentees Asking Questions

Some times when asking questions it is important to think about what you ask to ensure that you get the information that you need.

What questions tend to develop a list of answers, using this question results in the mentor providing a number of options to pursue.

How questions lead to answers that are accompanied by demonstrations and/or other teaching techniques. You can get examples through diagrams or practice sessions immediately after asking the question. This too enhances learning.

Apply caution when using **Why** questions. Why questions can put the receiver of the question (teacher, mentor...) in a very defensive position. This results in being ignored, or in some cases becoming involved in an **a r g u m e n t**.
Why question should only be used when seeking meaning or values.

Tip: Ask open ended questions that require more than a yes or no answer. Remember

Who?

What?

When?

Where?

And How?

Tip: You can summarize your mentee's points by saying, "Let me make sure I'm with you so far," or "The way you see the problem is..."

Respectful Listening in Mentoring

Have you ever wished you had someone to talk to about things that were bothering you? How many times have you experienced the therapeutic relief of being able to get something off your chest by talking it out?

Mentoring partners benefit from this same experience. *Respectful listening* is probably the most powerful activity in the mentoring relationship. Respectful listening means providing an ear without taking on the other person's problems, giving advice or joining them in the "ain't it awful" game.

Respectful listening is the ability to become absorbed in what another person is saying about a problem, treating that person's words as confidential communication, and not injecting your own subjective views, opinions, or suggestions. This gives the other person an opportunity to gain insight into the problem by articulating it, to sort things out, perhaps to develop a solution, and almost always to gain emotional release and relief.

Respectful listening means allowing your mentee to talk without interruption and accepting that what is said is genuine, at least to the speaker. Listening to another person for that person's sake is not a discussion. You also listen during a discussion, but during respectful listening your role is to help another person unload their troubles.

Shea, G.F. (1999). *Making the most of being mentored: How to grow from a mentoring partnership*. Menlo Park, Ca: Crisp Learning



Using Trust Building Behaviour

Trust Building Behaviours	Trust Breaking Behaviours
Encourages others	Discourages others
Speaks honestly and with respect	Uses indirect or dishonest language
Focuses on positive behaviours	Focuses on negatives behaviours
Verbal and nonverbal messages are consistent	Sends mixed messages that are confusing
Treats people as unique individuals	Uses stereotypes to identify members of groups
Cooperates with others	Competes with others, needs to win
Remains calm under stress	Over-reacts when stressed, seeks to blame others
Empowers others to be independent and accountable	Belittles others using insults and ridicule
Open to new ideas and information	Close-minded, anxious about changes
Shares thoughts, opinions and ideas openly	Hides thoughts, feelings and ideas
Concentrates on resolving conflicts and problems	Threatens, punishes and seeks revenge
Accepts and tolerates most behaviours	Critical and judgemental of others behaviours

Shea, G.F. (1999). *Making the most of being mentored: How to grow from a mentoring partnership*. Menlo Park, Ca: Crisp Learning



What is Feedback?

Information provided to a learner for the purpose of improving performance toward the goal.

Why Do We Give Feedback?

Students who receive regular feedback about their performance:

- ❖ Perform at a higher level
- ❖ Have improved judgment
- ❖ Have improved knowledge retention

Feedback is one of the most important qualities of a mentor

Giving Effective Feedback

In the mentoring relationship feedback is most effective when you ensure that:

- ❖ It addresses behaviour that can be changed
- ❖ It describes the behaviour observed rather than judges the person
- ❖ It is specific and factual rather than general and based on assumptions
- ❖ It is intended to be helpful
- ❖ It reinforces positive new behaviour and supports the mentee to change
- ❖ It suggests rather than prescribes ways to improve
- ❖ It is requested by the mentee
- ❖ It is shared in an appropriate place and time
- ❖ It contributes to the relationship between the mentor and mentee
- ❖ When the individual accepts responsibility for the behaviours being discussed
- ❖ The giver is open to receiving feedback on their feedback

Barriers to Giving Effective Feedback

- ❖ Fear of upsetting the individual
- ❖ Fear of causing harm
- ❖ Creating defensiveness
- ❖ Feedback that is not specific
- ❖ Feedback without solutions or options
- ❖ Inconsistent feedback
- ❖ Lack of respect

Receiving Feedback

- ❖ Listen to it, don't respond or defend it right away
- ❖ Ask to have it repeated if you didn't hear it clearly
- ❖ Assume it is constructive until it is proven otherwise, then consider and use the elements that are constructive
- ❖ Pause and think before responding
- ❖ Ask for clarification and examples if statements seem unclear or not supported
- ❖ Accept it positively rather than dismissively
- ❖ Ask for suggestions of ways you might modify or change your behaviour
- ❖ Respect and thank the person for giving feedback

Tip: Always provide honest feedback. Individuals deserve the truth, and honest feedback helps to keep a realistic self-perception.



Reflection Activity

Think about a time you have received feedback.

Answer the following questions: Why is feedback important?

List the characteristics of effective feedback.

List the characteristics of ineffective feedback.

Making Mentoring Sessions Work

Ground rules that mentor and mentee should discuss before they start:

- ❖ Expectations of mentor and mentee
- ❖ Main purpose and focus of meetings
- ❖ Commitment of mentor and mentee to the mentoring process
- ❖ Confidentiality and any exceptions
- ❖ How to exit or opt out
- ❖ Frequency of meetings (recommended at least once a week to start)
- ❖ Length and location of meetings (e.g. 60-120 min)
- ❖ Who has the responsibility for arranging the meetings
- ❖ Number of cancellations before mentoring contract is reviewed
- ❖ Length of time the mentoring contract will span
- ❖ Personal boundaries
- ❖ Any potential conflicts of interests

Common Pitfalls

- ❖ Failure to establish rapport
- ❖ Poor setting of objectives
- ❖ Lack of time
- ❖ Breach of confidentiality
- ❖ Under or over managing
- ❖ Independence vs. protectiveness
- ❖ Collegiality vs. exploitation
- ❖ Mentee autonomy vs. mentor status— be autonomous, not clones of mentor
- ❖ Queen Bees—“I have not had it easy, why should you”

Suggestions for Initial Meeting

- ❖ Icebreaker— Recount your previous mentoring experiences. Explain what worked and what did not

Discuss Your Needs

- ❖ “This is what I hope to achieve through this mentoring relationship”
- ❖ Seek mutual agreement on responsibilities and ground rules for the relationship
- ❖ Review and develop mentor agreement

Schedule Meeting

- ❖ Agree on time and date for next meeting, try to meet at regular intervals

Subsequent Meetings Prompt List

1. What happened since the last meeting?
 - a. Update on learning: shifts, wins and insights
 - b. New situations/issues that need dealing with
 - c. New choices or decisions made
2. What am I currently working on?
 - a. Progress report on goals, problems and activities
 - b. What you are most proud of that you have achieved
 - c. What barriers you are coming up against
3. How can the mentor help?
 - a. Where you are stuck
 - b. A plan of action
 - c. A strategy or mechanism
4. Next Steps
 - a. What is the next learning outcome/development area you wish to tackle
 - b. List agenda items for next time

TIP- Keep a learning log to track the outcomes from your discussions

*The ‘**imposter syndrome**’ where mentees are not welcomed, they are made to feel inadequate, and have to prove themselves worthy to work in a specific area. They are set up for failure. If the mentor-mentee match is not right, the mentee feels a lack of control over their situation.*

*‘**Mother Teresa gene**’. This is where the mentor takes a parental role and does all the work, making all the decisions, letting the mentee only observe. The mentor is unwilling to trust, and continually rescues the mentee .*

Developing the Relationship

Effective Mentee Behaviours	Ineffective Mentee Behaviours
<ul style="list-style-type: none">• Ask questions• Take action based on feedback and new learning• Honestly assess yourself and what you have learned• Practice what you have learned	<ul style="list-style-type: none">• Becoming a “copy cat”• Being passive—relying on your mentor for your success• Being dishonest with yourself or your mentor• Avoiding your time commitment and not taking action

Effective Mentor Behaviours	Ineffective Mentor Behaviours
<ul style="list-style-type: none">• Role model desired behaviours• Empower the mentee• Honestly evaluate your own behaviour in the mentorship relationship• Promote confidence in the mentee	<ul style="list-style-type: none">• Avoiding your time commitment• Projecting negativity• Parenting the mentee• Controlling or micromanaging the mentees goal and growth



Tips for Mentorship:

Tips from Previous Mentors	Tips from Previous Mentees
<ul style="list-style-type: none"> ❖ Remember what it was like for you when you first started. Do your best to give them room, to find their way, without letting them down. Do not push your way on them—there are a lot of ‘right’ ways to do something. ❖ Get to know your mentee, what skills they need to learn and provide support. ❖ Have a learning plan ready. ❖ We, as mentors, are there to keep a watchful eye, be supportive and encouraging, and share helpful tips. We are not instructors, and are best role models through our own actions and attitudes rather than our words. ❖ Take your time to explain things then permit them to do the work, giving them the room that they need to make decisions, otherwise their knowledge won’t crystallize. ❖ Think positive; convey sincerity to them having to take on a new challenge, do not forget what it was like being new. Be sensitive how you critique. Do not be a negative Nelly. Take pride in what you do, set a good example. ❖ Support their decision making, but challenge their critical thinking so they understand fully why they are making the decision they made and to ensure they have examined all options. ❖ Listen, support and have some fun with them. 	<ul style="list-style-type: none"> ❖ Find a project or a class to work on to allow the mentee to spread his/her wings. Recognize that mistakes will be made and that these are good teachable moments. When the mentor is constantly around, the mentee is not given the opportunity to test what they know and do not know. ❖ I would recommend having 2 mentors. You get to see different styles and it’s not as big of a commitment for the mentors either. ❖ Be a support—we have lots of knowledge, we just need you there to encourage us to use our knowledge so we don’t doubt our skills! If you are sick, phone in (if possible) to arrange for the mentee to be with someone so you can still advocate for them even when you are not there. ❖ Be their friend and let them ask questions without judging ❖ Patience and wanting to be a mentor. ❖ Do not treat them like students, let them do everything and provide help when required, especially when dealing with doctors. ❖ Be understanding. Do not accuse them, teach them. Provide regular feedback. Provide positive as well as negative feedback to them. Give them the benefit of the doubt. ❖ Encourage and believe in them; support them in front of other staff.

Mentee Self Assessment Checklist

A successful mentee is self empowered and takes action to get the most out of mentoring. Review the following list carefully and mark the items that would be beneficial to your development and goal setting. These items can become topics for your mentoring sessions and personal goal setting.

- Improving time management skills
- Increasing education
- Accessing educational/professional development opportunities
- Balancing life/work
- Managing shift work
- Developing hobbies/outside interests
- Organizing workload
- Working on team building skills—bringing people to consensus
- Learning when and how to ask for help
- Learning and practicing conflict resolution skills
- Giving positive feedback
- Receiving constructive feedback
- Dealing with difficult situations
- Working on position related tasks
- Exploring other career options within SHR
- Choosing a career path
- Viewing myself as a professional and not as a student
- Prioritizing the realities of a full patient load
- Finding supportive experienced co-workers
- Dealing with the fear of making an error
- Seeking ways to build personal empathy and better understanding of others
- Identifying personal negative habits and reducing them
- Developing and practice assertiveness (versus aggressive) skills
- Dealing with intimidating physicians and other colleagues

- Learning and practicing conflict resolution skills
 - Focusing on the learning and growing that is occurring
 - Managing sleep
 - Learning to give positive feedback to colleagues
 - Socializing with friends and colleagues
 - Practicing positive self-projection (in speech, dress, self-image and so on)
 - Finding an exercise/activity program
 - Dealing with physical exhaustion
 - Relishing and using positive and constructive humor
 - Managing ward gossip
 - Focusing on quality care and helping patients
 - Dealing with contradictions in evidence based care
 - Telling manager/others when workloads are not realistic
 - Delegating to the next shift
 - Challenging/confronting/questioning of inadequate care
 - Fitting in your breaks
 - Exploring other specialities/areas
 - Dealing with difficult patients/families
 - Coping with death and dying
 - Understanding the roles of other professions
 - Accessing continuing education
 - Managing critically ill patients
 - Coping in a code
 - Choosing a career path
 - Incorporating patient/family education into the workload
 - Developing/perfecting specific clinical skills.
- List: _____

Goal Development

Goals

Mentor and mentee will want to work together to set goals. When writing goals you will want to describe the results you want to achieve. Some goals may have short-term timelines and others may be longer term.

When developing your goals, you may find it helpful to consider the following types of goals:

- 1) **Routine Goals:** these are basic objectives that are standard expectations for your job
- 2) **Problem Solving Goals:** activities that require substantial problem resolution, steps or efforts to change the current situation
- 3) **Innovative Goals:** creative efforts directed toward special challenges, developing something for the future, or taking advantage of an opportunity. These goals are not in response to a problem, instead they are creating something new to achieve.
- 4) **Career Goals:** involves putting into writing everything you are trying to achieve with your career. Such as: where do you see yourself at the Saskatoon Health Region in one year, three years, five years?



How to Write Goals

Goals must be clear in order to be meaningful to the mentee and mentor. When writing your goals, make them SMART goals, as follows:

- S** make the goal **SPECIFIC**. It should be stated clearly in one or two sentences. The words you choose should be specific and measurable.
- M** make the goal **MEASURABLE** by stating a specific outcome(s) which is to be achieved. Measurement is then simply an assessment of whether or not you have achieved the outcome(s).
- A** make the goal **ACTION ORIENTED** and **ACHIEVABLE**. What results should you be able to see when the goal is accomplished? What concrete things will be able to be done as a result of accomplishing the identified goal?
- R** make the goal **REALISTIC** and **REWARDING**. Are the goals achievable within the available time? Are there other resources that need to be available in order to achieve the goals? The goal needs to be hard enough to stretch you, but realistic in its consideration of the resources. Most importantly the goals must be important to you!
- T** make the goal **TIME LIMITED** There should be a specific date by which you are expected to achieve the goal.



Learning Plan (2 samples)

Instead of writing your goals as sentences, the following format can be used. Create a chart for each goal you set.

First Major Goal: _____

Knowledge to gain/skills to develop	Proof (how will I know I did it)	Developmental Activities (task to complete)	Date for Completion
1.			
2.			
3.			

SRNA Continuing Competence Program

What are you going to learn	How are you going to learn (identify resources)	How will you know you have learned it	Timelines with target dates	Relevance to your practice (statement of examples)

APPENDICES

Need for a Mentoring Agreement

Mentorship Agreement

Self-Directed Mentorship for New Managers

Generational Differences

Horizontal Violence

Mentoring Sessions Guidelines

Goal Setting Learning Journals

PEER RESOURCES

Papers

The Need for a Mentoring Agreement

The complexity of relationships today coupled with the demands on workers to do more with less can place considerable strain on any work place relationship. In the older paradigms for mentoring an informal relationship was common and mentoring was more of a spontaneous and haphazard occurrence. Formal agreements were seldom needed and the highly voluntary nature of the connection hardly ever led to any misunderstandings or miscommunication.

Current models of mentoring are more likely to include some type of formal agreement. Mostly the agreement serves as a way of clarifying expectations, establishing concrete roles and tasks, and ensuring a higher level of communication about the purpose, process and procedures associated with mentoring. Given potential confusion in normal work place reporting procedures, the lack of clarity about supervision, coaching and managing roles, or the changing nature of policies, mentors and their partners probably benefit from spelling out who is to do what for whom.

Over the years I have been asked by many of our clients and mentor program workshop participants for copies or samples of forms that I have

used in my mentoring relationships. I have been reluctant to provide such copies because I believe the content and structure of my forms may interfere with the important task of tailoring the form for the particular relationship or culture within which that relationship takes place. At the same time, I don't use an agreement form in most of my mentoring relationships. This doesn't mean there is no agreement about the roles and tasks, and such to be accomplished or policies to practice. Typically I tend to develop such an agreement orally, take notes, and on some occasions provide a copy of the notes to my partner.

The form at the bottom of this page reflects a different approach to creating a written agreement. It is not actually an agreement, but is more of a template for encouraging both parties to contribute ideas about what should be considered in the agreement. A number of other agreements can be viewed on our website <www.mentors.ca/Docs.html>. These agreements have been created by various organizations, but we have changed some details to protect the privacy of our sources. Other sample agreements can be found in various mentoring books listed in our Top Books in Mentoring.

AN OPEN ENDED TEMPLATE FOR A MENTORING AGREEMENT

1. As a mentor what key points do I think should be included in this mentoring agreement?
2. As a partner what key points should this mentoring agreement address?
3. How might we adjust these points after a one-month period?
4. How might we adjust these points after a three-, six- or twelve-month period?
5. What form should our mentoring agreement take?

Sample Mentorship Agreement

This mentorship agreement is between Jane Smith (the mentee) and Kelly Jones (the mentor).

As mentor, I think the most important parts of our agreement are:

1. Establish when and how often we will meet
2. Determine how we will check in with each other and the frequency
3. Identify areas that you need help with

As mentee I think the most important parts of our agreement are:

1. What I want to work on/need help with
2. How and when we will meet/stay in contact
3. What we will do if we feel it is not working out

Conditions of Agreement

We agree to meet once a week in a neutral/public location for coffee on Wednesday morning for 45 minutes. If we need to get in touch with each other we will use email. We agree to check our email daily for messages.

The goals we agree to are:

1. To promote networking with other employees in the Saskatoon Health Region
2. To assist with getting to know organizational policies and procedures, e.g.
 - How to inquire about my pay deductions
 - How to be successful at growing and developing myself in a large organization

We agree that at times we will be sharing confidential and personal information. We will honour and respect each other's privacy by not repeating this information outside the confines of the mentorship pairing without prior approval of one another.

If we find that things do not seem to be working out we will do the following:

1. Express our concern with each other
2. Agree to make an appointment/contact the Mentorship Consultant
3. Agree to remain respectful of each other

Length of agreement/date of review:

This agreement will remain in effect from January 2 to July 2, 2010.

We will meet to review the conditions and goals to see if would like to make changes on February 15, 2010. If there are changes to be made we will make the changes to the agreement at that time. If there are no changes to be made, the agreement will remain as is. In addition, we will set the next date to review the agreement.

Signed and agreed to on January 2, 2010 by:
(date)

Jane Smith
Mentor

Kelly Jones
Mentee



Mentorship Agreement

This mentorship agreement is between

_____ and _____
(mentee) (mentor)

As mentor, I think the most important parts of our agreement are:

1. _____
2. _____
3. _____

As mentee I think the most important parts of our agreement are:

1. _____
2. _____
3. _____

Conditions of Agreement

The goals we agree to are:

We agree that at times we will be sharing confidential and personal information. We will honor and respect each other's privacy by not repeating this information outside the confines of the mentorship pairing without prior approval of one another.

If we find that things do not seem to be working out we will do the following:

- Express our concern with each other
- Agree to make an appointment/contact the Mentorship Consultant
- Agree to remain respectful of each other

Length of agreement/date of review:

This agreement will remain in effect from _____ to _____. We will meet to review the conditions and goals to see if we would like to make changes on _____. If there are changes to be made we will make the changes to the agreement at that time. If there are no changes to be made, the agreement will remain as is. In addition, we will set the next date to review the agreement.

Signed and agreed to on _____ by:
(date)

Mentor

Mentee

Self-Directed Mentorship for New Managers:

Becoming a manager is a huge transition for most people as it represents a shift from being an individual contributor to becoming a team leader. This transition requires the development of a new set of skills.

We recommend that a crucial first step for a new manager is to assess your competency level using the Saskatoon Health Region's Competency framework* to determine which level you would rate yourself (understanding, performing, or mastery) for each of the Leadership, Management and Individual competencies, assess which are most important for your job and develop a learning plan. Managers need to answer one question: "Given the role I have in the organization and where I need to spend my time, which behaviours in each competency are most important for me to do my job effectively?" Individual managers will start at different places along the skill continuum. This self-assessment is supplemented by feedback from your manager. You are then able to identify your strengths and areas for growth and develop learning goals and strategies.

A skilled mentor is able to help you realize some of your learning goals.

Mentoring provides the confidential opportunity to test out ideas, raise questions and create the space to help you reflect on who you are as a manager, leader and team player in the organization. The personal support offered by a mentor is critical as new managers often feel very overwhelmed.

A Mentor will Fill a Number of Roles:

- Someone who will pull you to achieve high standards and encourage you to take risks
- A confidante who has good listening skills and who allows you to open up with any problems or concerns
- Guidance and insight for specific learning needs
- Networking opportunities
- Environmental awareness

Qualities to Look for in a Mentor Are:

A leader who demonstrates Saskatoon Health Region's Leadership Brand

“A brand that is characterized by a warm compassionate heart that truly cares about people. It's a brand with a strong sense of responsibility and integrity, and a can-do attitude that seeks creative solutions and reflects the Pioneer Prairie Spirit”.

- Maura Davies, President/CEO, SHR

- Track record of developing other people
- Commitment to own personal and professional development
- Time and energy to fulfill a contract with you and flexible enough to develop a relationship that meets your needs
- Respectful and trustworthy
- Supportive
- Willing to challenge
- Skilled in feedback
- Non-judgmental
- Good knowledge of the healthcare sector
- Extensive work experience

* Available on the Infonet: People Strategies/Learning and Leadership/ Programs and Services/Leadership and Management Development/Competency Self Assessment form

Generational Differences

It is really important that we understand generational values so that we can easily communicate, as today we are working with four generations in the workplace (Hammill, 2005). To recruit and retain employees of all ages, we must understand the different motivators of our four distinct generations. Having four generations in the workplace can lead to misperceptions and tensions.

This generational diversity is an important issue in designing a work environment that attracts both the younger generation and hopefully retains the present generation (Hart 2006). Generational diversity challenges are created by differences in:

- Attitudes
- Beliefs
- Work habits
- Expectations of work

What is Generation

- Cohorts or people who share birth years, history and collective personality as a result of their defining experiences (Zemke et al, 2000)
- Typically span 15-20 years
- Historical, political and social events define a generation

Who are the Generations?

Generation	Birth Years	How Many?
Pre-Boomers	1922-1945	52 Million
Boomers	1943-1960	73 Million
Gen-X	1961-1981	70 Million
Gen-Y	1982-2002	70 Million

The three generations that occupy today's workplace and the fourth generation that is entering it are clearly distinguishable by these criteria:

- Their demographics
- Their early life experiences
- The headlines that defined their times
- Their heroes, music and sociology, and
- Their early days in the workplace

Their differences can be a source of creative strength and a source of opportunity or a source of stifling stress and unrelenting conflict. Understanding generational differences is critical to making them work for the organization and not against it. It is critical to creating harmony, mutual respect and joint effort where today there is suspicion, mistrust and isolation.

Pre-Boomers, (also known as the veterans/traditionalists). Entered the workplace in the 1950's. They witnessed such events like the Great Depression, Pearl Harbor, WW11, the Korean War and the Lindbergh Baby Kidnapping. They value dedication, sacrifice, hard work, structure, rules and conservatism. They often place duty before pleasure and have a high respect for loyalty and authority.

Baby Boomers, grew up in optimistic and positive times. The wars had ended and the economy had changed for the better. Historical events such as the Kennedy Assassination, Martin Luther King Jr. Assassination, Woodstock, Kent State Shootings, shaped their lives. Important values of this generation include optimism, team playing, personal gratification, health, wellness and work contributions. They are desperately trying to stay young. They often re-examine their work and life balance. They have put in 30 plus years of work and are opting for career changes that produce a better balance in their lives.

Generation-X, (also known as the pessimistic generation). Some of the historical events leading to this pessimism are things like the Arab Terrorists at Munich Olympics, the Challenger Disaster, Exxon Valdez Oil Spill, Fall of the Berlin Wall, the Clinton and Lewinski Scandal, Operation Desert Storm and the Los Angeles Riots over the Rodney King beating. This generation has few "heroes" and had the term 'latchkey children' in their vocabulary. Gen Xers are self-reliant and seeking a sense of family. They saw the sacrifices their parents made and seek a better balance of

work and lifestyle for themselves. They are skeptical of authority and do not like to be closely managed. As long as they get the job done, how and when do not seem to matter much. Personal computers and cordless phones were introduced during the growing up time of this generation. They have a strong knowledge of technology and are now managing Baby Boomers and Veterans in technology driven businesses.

Generation-Y, (also known as the millennials, echo boomers, nexters and generation speed). They have been called 'Lost Generation'. They were born to an age diverse population that is dedicated to giving their children every possible opportunity. The events that are shaping their values include things like child focus, violence in the nation and schools, the Internet and complicated over-planned lives. They are optimistic high-achievers, have social skills and street smarts. They accept and respect age, gender and racial diversity. This generation may be one day remembered as a combination of the most positive attributes of the previous generations: the get-the-job-done, the teamwork ethic and the technology savvied generation.

It is easy to see why generations often have conflict in the workplace. We need to value each generation and what it brings to the workplace.

A little understanding...A lot more harmony

Hart, S. (2006) Generational diversity: Impact on recruitment and retention of registered nurses. *The Journal of Nursing Administration*. 36 (1) 10-12

Hammill, G (2005) Mixing and managing four generations of employees. Retrieved from <http://www.fdu.edu/newspubs/magazine/05ws/generations.htm>.

Johnson, S., A. & Romanello, M. L. (2005) Generational diversity: Teaching and learning approaches. *Nurse Educator* 30(5) 212-216.

Zemke, R., Raines, C., Flipczak, B. Generations at work: Managing the clash of Veterans, Boomers, Xers, and Nexters in your workplace. New York. AMACOM, 2000, pg. 25.

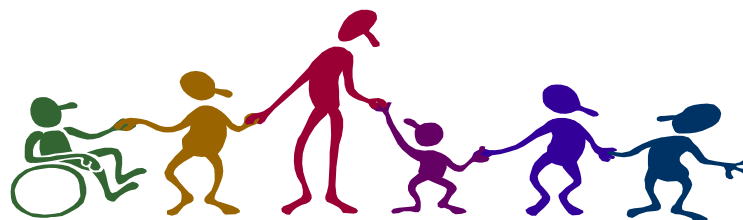
The Way They See the World

	Pre-Boomers	Boomers	Gen-X	Gen-Y
Outlook	Practical	Optimistic	Skeptical	Hopeful
Work Ethic	Dedicated	Driven	Balanced	Determined
View of Authority	Respectful	Love/hate	Unimpressed	Polite
Leadership By	Hierarchy	Consensus	Competence	Pulling together
Relationships	Personal sacrifice	Personal gratifications	Reluctant to commit	Inclusive
Turnoffs	Vulgarity	Political incorrectness	Cliché, hype	Promiscuity

For example: when you pass out a syllabus on the first day of class, the Baby Boomer student will immediately go to the page that depicts how the grade will be determined because Boomers are pre-occupied with grades; the Gen-X student will go to the page that lists all the assignments and tests because they want to know what they have to do to pass the course and the Gen-Y student will go to the course outcomes and teaching methods section because they are hungry for information that is presented in an entertaining way (Johnson, S. & Romanello, M., 2005).

The Challenge

These four generations have unique work ethics, different perspectives on work, distinct and preferred ways of managing and being managed, idiosyncratic styles and unique ways of viewing such work-world issues as quality, service and well... just showing up for work.



Horizontal Violence

Definition: “Hostile and aggressive behaviour by individuals or group members towards another member or group of members of the larger group has been described as inter-group conflict”. (Duffy, 1995).

Violence occurs in all domains of nursing. “Nurses are the healthcare workers most at risk, with female nurses considered the most vulnerable”. (ICN, 2004)

10 Most Common Forms of Horizontal Violence

1. Nonverbal innuendo
2. Verbal affront
3. Undermining activities
4. Withholding information
5. Sabotaging
6. Infighting
7. Scapegoating
8. Backstabbing
9. Failure to respect privacy
10. Broken confidences

Outcomes of Horizontal Violence

Griffin (2004) reports that “Sixty percent of new-to-practice nurses leave their first professional position within six months because... of lateral (horizontal) violence... Twenty percent of (these) new-to-practice nurses... leave the profession forever...” (pg.3). This is only one of the costly outcomes. Others can include:

- Reduction of self confidence, and self esteem
- Fear, anxiety, sadness, depression, frustration, nervousness
- Mistrust
- Headaches, weight loss, and angina
- Disintegration of caring, supportive, kind and empathetic identity
- Low morale
- Irritability
- Burnout

Other outcomes that may have an impact on the unit:

- Errors, accidents, and poor work performance
- High burnout rate

- Use of more sick time
- Increased turnover
- More complaints from patients and families

Staff are a valuable patient resource. They must learn to take a stand and reject this toxic environment which affects them personally and professionally.

What Can We Do About It

Individuals should refuse to tolerate violence and harassment and support those who have encountered this by taking action within the workplace. This may include things such as reporting incidents to their manager or asking other colleagues if they are experiencing the same distress. Some expected professional behaviors that may limit the occurrence of such violence may include the following:

- Accept your fair share of the workload
- Respect the privacy of others
- Be cooperative with regard to the shared physical working conditions
- Be willing to help when requested
- Keep confidences
- Work cooperatively despite feelings of dislike
- Do not speak to superiors negatively about co-workers
- Do address co-workers by their first name, ask for help and advice when necessary
- Do not be too overly inquisitive about each other's lives
- Do repay debts, favors and compliments, no matter how small
- Do not engage in conversation about a co-worker with another co-worker
- Stand up for the "absent member" in a conversation when he/she is not present
- Do not criticize publicly

Responding to Horizontal Violence as a Group

If you witness the bullying interaction:

- Tell victim that you did not like the behaviour
- Help victim take appropriate breaks
- Post information about bullying and its effects
- Raise the topic of bullying at meetings of safety committees

Remember a silent witness is an accomplice!

Suggestions to Respond to Horizontal Violence as an Organization

The organization must incorporate a zero tolerance to violence with organizational training in responding to assertive or confrontive behaviour.

- Value diversity among employees
- Promote EFAP programs
- Policies of zero tolerance about bullying
- Enforce bullying policies
- Provide training in group dynamics and communication skills
- Provide space for employee breaks
- Employee neutral investigators to explore complaints
- Establish ombudsperson at work



Argyle, M. & Henderson, M. (1985). *The anatomy of relationships: And the roles and skills needed to manage them successfully.* Reading, PA: Penguin

Chaska, N. (2001). Mentors or practice educators? *Community Practitioner*, 74(6) 213-215

Duffy, E. (1995). Horizontal violence: A conundrum for nursing. *Collegian: Journal of the Royal College of Nursing Australia*, 2(2) 5-17.

Griffin, M. (2004). Teaching cognitive rehearsal as a shield for lateral violence: An intervention for newly licensed nurses. *The Journal of Continuing Education in Nursing*, 35(6), 257-263.

International Council of Nurses (ICN), (2004). *Violence: A world-wide epidemic* [Fact sheet]. Geneva:Author

Mentoring Sessions Guidelines

Suggestions for Initial Meeting

- ❖ Icebreaker- Recount your previous mentoring experiences. Explain what worked and what did not

Discuss your needs

- ❖ “This is what I hope to achieve through this mentoring relationship”
- ❖ Seek mutual agreement on responsibilities & ground rules for the relationship
- ❖ Review and develop mentor agreement

Schedule meeting

- ❖ Agree on time and date for next meeting, try to meet at regular intervals

Subsequent Meetings Prompt List

1. What happened since the last meeting?
 - a. Update on learning: shifts, wins and insights
 - b. New situations/issues that need dealing with
 - c. New choices or decisions made
2. What am I currently working on?
 - a. Progress report on goals, problems and activities
 - b. What you are most proud of that you have achieved
 - c. What barriers you are coming up against
3. How can the mentor help?
 - a. Where you are stuck
 - b. A plan of action
 - c. A strategy or mechanism
4. Next Steps
 - a. What is the next learning outcome/development area you wish to tackle
 - b. List agenda items for next time

Next Meeting	Location	Items for Follow Up/Action Items
Date Time		<ul style="list-style-type: none"> • • •
Date Time		<ul style="list-style-type: none"> • • •
Date Time		<ul style="list-style-type: none"> • • •
Date Time		<ul style="list-style-type: none"> • • •
Date Time		<ul style="list-style-type: none"> • • •

Next Meeting	Location	Items for Follow Up/Action Items
Date Time		<ul style="list-style-type: none"> • • •
Date Time		<ul style="list-style-type: none"> • • •
Date Time		<ul style="list-style-type: none"> • • •
Date Time		<ul style="list-style-type: none"> • • •
Date Time		<ul style="list-style-type: none"> • • •

2010

January 2010						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2010						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28						

March 2010						
Su	M	Tu	W	Th	F	Sa
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April 2010						
S	M	T	W	Th	F	Sa
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May 2010						
S	M	T	W	Th	F	Sa
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23	24	25	26	27	28	29
30	31					

June 2010						
Su	M	Tu	W	Th	F	Sa
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27	28	29	30			

July 2010						
Su	M	Tu	W	Th	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2010						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2010						
Su	M	Tu	W	Th	F	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2010						
Su	M	Tu	W	Th	F	Sa
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2010						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30				

December 2010						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Goal

Setting

Learning

Journal

Samples

(Generic & SRNA)

First Major Goal: _____

Knowledge to gain/skills to develop	Proof (how will I know I did it)	Developmental Activities (task to complete)	Date for Completion
1.			
2.			
3.			

*“Life takes on meaning when you become motivated, set goals and charge after them in an unstoppable manner”
-Les Brown*

Second Major Goal: _____

Knowledge to gain/ skills to develop	Proof (how will I know I did it)	Developmental Ac- tivities (task to complete)	Date for Completion
1.			
2.			
3.			

“Man is a goal seeking animal. His life only had meaning if he is reaching out and striving for his goals.”

- Aristotle

Third Major Goal: _____

Knowledge to gain/ skills to develop	Proof (how will I know I did it)	Developmental Ac- tivities (task to complete)	Date for Completion
1.			
2.			
3.			

“Progress has little to do with speed, but much to do with direction.”

- Author unknown

SRNA Continuing Competence Program:

What are you going to learn	
How are you going to learn (identify resources)	
How will you know you have learned	
Timelines with target dates	
Relevance to your practice (statement of examples)	

SRNA Continuing Competence Program:

What are you going to learn	
How are you going to learn (identify resources)	
How will you know you have learned	
Timelines with target dates	
Relevance to your practice (statement of examples)	

SRNA Continuing Competence Program:

What are you going to learn	
How are you going to learn (identify resources)	
How will you know you have learned	
Timelines with target dates	
Relevance to your practice (statement of examples)	

Reflecting Together



Reflection Activity

Past... at first I thought... (When I arrived today I thought...)

Present... and then I knew (as I went through the sessions, networked, engaged in conversation. What piqued your interest? Your curiosity?)

Future... and now I think... (as you are leaving what is on the top of your mind?)

***Additional Resources Available to
Employees of the Saskatoon Health Region:***

For support in your mentoring relationship, register for the *Mentoring Network Online* at <http://mentoring-works.com> or mentoringnetwork-online.html.

Organizational Learning and Effectiveness offers learning opportunities in the following areas:

- Contagious Kindness
- New Manager Orientation
- In-Scope Leadership
- Leadership & Management School
- Conflict Resolution
- Crucial Conversations
- Succession Management
- Medical Terminology

For more information on these programs, contact Organizational Learning and Effectiveness.

Workforce Planning offers learning opportunities in the following areas:

- Four Generations—One Work Place: Recruiting, Retaining, and Leading the Changing Workforce
- Becoming a People Centered Leader—Retaining and Coaching Employees through Coaching Conversations

For more information on these programs, contact Workforce Planning.

Saskatoon Health Region's Computer Training Department offers a wide variety of Microsoft Office courses at no charge, including day, evening and self study programs. For more information, contact (306) 655-8690.

Additional training opportunities can be found on the Saskatoon Health Region Infonet. Check regularly for updates as new programs and opportunities are posted frequently.