

Mentor Quick Reference Guide

Establishing a Relationship



Created & Developed by:
Lisa Jang, RN, BScN, MHLP-CE

Updated July 2023

What is a Mentor?

Thank you for volunteering to be a mentor! As you develop your leadership skills, you'll find a lot of information that can propel you forward as you continue your career.

Mentorship is a mutually beneficial relationship focused on sharing expertise, resources, values and perspectives. This can include:

- Goal Setting
- Reflecting
- Feedback



You can make the difference...

Inspirational Video- Be a Mr. Jensen
3:12 minutes
~Clint Pulver

Guides the new hire beyond the initial transition and may last long after the formal relationship is concluded

Increased learning, personal growth and leadership skills

Enhanced self-fulfillment & Self-efficacy

Increased job satisfaction and feeling of value

Professional growth (long term)

Motivation for new ideas

Potential for career advancement



For more information on Mentorship

Neil deGrasse Tyson's Life Advice Will Leave You SPEECHLESS
16:40 minutes
~MotivationHub



Why We Should Never Stop Learning
3:46 minutes
~Jay Shetty

Fun Fact:
"A combination of leader empowering behaviours and work place empowerment" leads to lowered stress at work, increased effectiveness, and improved job satisfaction not only for you, but your mentee as well (Greco et al., 2006).

Ultimately, you'll be the key in creating a legacy of strong leaders as you build the team and advance your career.

A mentor guides a less experienced person by building trust and modeling positive behaviours. You'll provide guidance, motivation and emotional support while coaching and empowering your mentee to where they want to be.

Your Commitment

Time Investment

- Gaining trust and building a foundational relationship requires about five meetings. Start your momentum strong and ensure about 30 mins of time together for the first few sessions.
- This formal mentor-mentee relationship is recommended to be at least six months with regular meeting intervals with sufficient time to actively listen.

Leadership Building

- As you gain traction and build trust, you may be taking the lead role in coaching your mentee to identify their goals and aspirations. For the first few meetings, the mentor may need to take the lead by planning/scheduling meetings, developing meeting content (i.e. goal setting) and keeping a record of reflections/goals that can be discussed at the next meeting.
- As you build and develop your relationship, start giving your mentee more of the leading role in the conversation and coordinating the next meetings. Refer to "Leader Empowering Behaviours" on page 14.

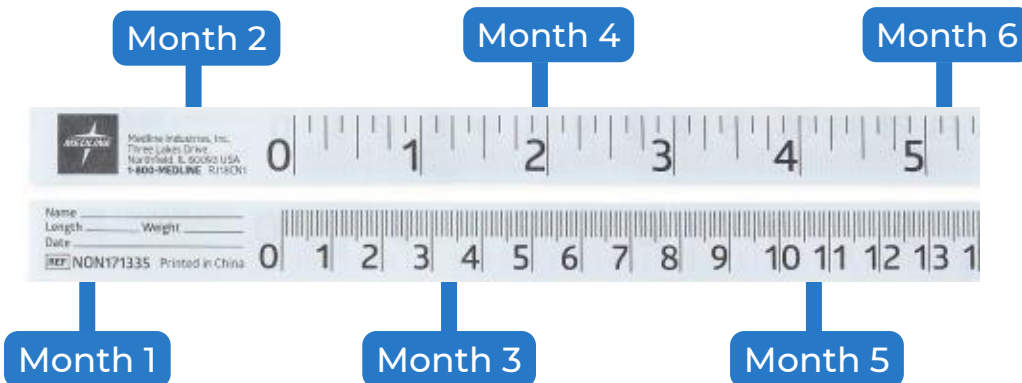
Being Present

- This role will help you build and develop your leadership skills. It's critical that you're present by:
 - Actively listening
 - Providing genuine interest in building up your mentee and overall team
 - Giving your full attention and care



Timeline Guide: Two (2) meetings/month

Meeting 1	Meeting 2	Meeting 3
<ul style="list-style-type: none"> Develop common ground Discuss confidentiality Create meeting plan (Set 2 dates) Determine each person's expectations and what they'd like to get out of the relationship, what are their grand aims in their current career. Where do they want to go? Mentee to create a goal for next meeting 	<ul style="list-style-type: none"> Re-address the open safe space between both parties Building trust, share stories Speak about their goal(s) for this day's session Listen 	<ul style="list-style-type: none"> Continue building trust Create individual meeting with mentor facilitator for quick review of relationship before 5th meeting
Meeting 4	Meeting 5	Meeting 6
<ul style="list-style-type: none"> Start giving mentee the lead role of making a plan for their own learning for future meetings Email leadership for a check-in" 	<ul style="list-style-type: none"> Mentee takes more lead in the discussion Ensure reflection is complete and sent including: what was discussed and next steps forward. Has the goal of the relationship evolved or changed? As a mentor reflect on what went well and what you could do better in future meetings 	<ul style="list-style-type: none"> Mentee continues to lead, reflect, and share next steps with you post-meeting within 24-48 hours You continue to evaluate your growth and learning as a mentor
Meeting 7	Meeting 8	Meeting 9
<ul style="list-style-type: none"> What else can be done to support your mentee? Higher level thinking goals? What are their ultimate aspirations? You and your mentee continue your reflective practices 		
Meeting 10	Meeting 11	Meeting 12
		<ul style="list-style-type: none"> Refer to your "Conversation Closure" for debrief Email leadership for follow-up 'check-out' & next steps



Meeting Outline

Formal mentorship relationships will be initiated by the mentor. Gradually, as the relationship progresses, the mentee should start feeling more comfortable in taking more ownership and lead role in initiating the reflections, meetings, reaching out, etc.

GROW Model*

Table from Grant (2011).

Acronym	Description	Example Questions
G – Goal	Coachee is asked to clarify what they want to achieve from each session. Determines the focus of coaching.	What do you want to achieve this session? How would you like to feel afterwards? What would be the best use of this time?
R – Reality	Raise awareness of present realities. Examine how current situation is impacting coachee's goals.	How have things gone in the past week? How have you handled any problems? What worked? What didn't work?
O – Options	Identify and assess available options. Encourage solution-focused thinking and brainstorming.	What possible options do you have? What has worked for you in the past? What haven't you tried yet that might work?
W – Wrap-Up	Assists the coachee determine next steps. Develops an action plan and builds motivation.	What is the most important thing to do next? What might get in the way? Who might be able to support you? How will you feel when this is done?

Sources: Grant & Greene, 2004; Landsberg, 1997; Spence & Grant, 2007; Whitmore, 1992.



Explanation of
The Choice Map
5:38 minutes
~Marilee Adams
(Adams, 2015/2016;
Inquiry Institute, 2011)



Brené Brown's "Dare to Lead" Engaged Feedback Checklist

I know that I'm ready to give feedback when ...

- _____ I'm ready to sit next to you rather than across from you.
- _____ I'm willing to put the problem in front of us rather than between us (or sliding it toward you).
- _____ I'm ready to listen, ask questions, and accept that I may not fully understand the issue.
- _____ I'm ready to acknowledge what you do well instead of picking apart your mistakes.
- _____ I recognize your strengths and how you can use them to address your challenges.
- _____ I can hold you accountable without shaming or blaming.
- _____ I am open to owning my part.
- _____ I can genuinely thank someone for their efforts rather than criticize them for their failings.
- _____ I can talk about how resolving these challenges will lead to growth and opportunity.
- _____ I can model the vulnerability and openness that I expect to see from you.
- _____ I am aware of power dynamics, implicit bias, and stereotypes.



Free & printable online copies available
directly from Brené Brown's website



Taken directly from Brené Brown's website and book Brown, B. (2018).

Feedback Strategies

Approach giving your feedback with the intention to help support your mentee. Start with curiosity.

Three (3) YouTube Videos: excellent resources supporting the evidence-based literature to developing your skills as empowering leaders:



[How to Tame your Advice Monster](#)
14:29 minutes
~Michael Bungay Stainer



[The secret to giving great feedback | The Way We Work](#)
5:02 minutes
~TED

Research supporting the Situation-Behaviour-Impact (SBI) Model & "Ask, Tell, Ask" Sandwich.

1. "Micro-Yes" - Prepares the recipient psychologically
2. Data-Point reference - be specific with examples
3. Address the impact - connects the data point with a purpose
4. End with a Question
 - i. "How do you see it?"
 - ii. "These are my thoughts, what are yours?" -Creates commitment and joint partnership

Learning Hub
Leadership Course
Opportunity:
1-Hour Giving &
Receiving Feedback
Course # 16285



[What is "Ask, Tell, Ask"?](#)
1:17 minutes
~IHI Open School

Reverse Mentoring

Listen and learn from your mentee as they also have a wealth of knowledge and skills to share. This is a mutually beneficial relationship. Ask for feedback for your own learning too. This is shown to:

- Increasing team retention & engagement
- Increasing belongingness
- Sharing digital skills
- Driving culture change
- Promoting diversity
- Fosters commitment

(Jordan & Sorell, 2019)



Mentor Self-Evaluation & Mid-Point Check-in

- Have we established a regular pattern of conduct?
- What's working? What's not? How can this be pivoted to help?
- How well are we communicating with one another?
- What kinds of development opportunities am I providing to support fulfillment of my mentee's goals?
- How can I improve the quality of the mentoring partnership?
- Are we continuing to work at maintaining the trust in this partnership? How?
- Am I providing thoughtful, candid and constructive feedback?
- Is my mentee using the feedback to take action?
- Are there some lurking dangers or "undiscussables" in our mentoring partnership?
- What additional learning opportunities, resources and venues should we add to enhance the learning experience?
- Are we taking time to reflect on our partnership?
- Is the quality of our meetings satisfactory?

1. Please take a few moments to reflect and write out the answers.

2. Submit your responses to your clinical educator leads **after meeting #4** with your mentee.

3. From there, we can plan a formal check-in as you progress in your leadership journey.

(Mentoring LINX, n.d.)



Mentor End Evaluation

Part 1: Who are you?

What profession do you best identify with?

How long was your formal mentorship relationship before the closure conversation?

How long have you been practicing in your profession?

Have you been a formal mentor in the past? When?

Part 2: Description of Relationship

What was your role as a mentor? (e.g. Teacher, counselor, sponsor, advocate, resource?)

How long have you had this relationship?

Do you believe your relationship will continue?

How would you characterize your strengths and weaknesses of your relationship?

Part 3: Evaluating your Development

What worked best in building your relationship?

What supports did you need?

What was helpful in your ability to be a mentor?

What did you take away from this experience? What did you learn?

What skills will you take forward as a leader?

How would you characterize the strengths and weaknesses of your relationship?

Would you be a mentor again? Why or why not?

What did your meeting schedule look like? Could have it gone better?

(Berk et al., 2008)

Formal Mentorship Debrief

Conversation Closure FINAL MEETING

1. What you've learned:

- Did I achieve my goals? If yes, what did I learn as a result? If no, what might have got in the way? In what ways might I have contributed to the lack of progress?
- What was the most valuable things I learned from this partnership?
- What specific insight, approach or perspective did I gain?
- What else do I still need to learn?
- What did I learn about mentoring? About being a mentee?
- What did I learn about myself as a person?
- What has being in this partnership taught me about myself as a learner?
- What would I do differently in the next mentoring partnership?

2. How you'll apply what you learned:

- What will you do now that's different
- What are the next steps you'll take?

3. Celebration and appreciation:

- Brainstorm together a way to meaningfully celebrate your mentorship partnership
- Tie it into your mutual areas of interest

Formal Mentorship Debrief

Conversation Closure FINAL MEETING

4. What you've learned:

- Your relationship will be different after the mentorship partnership formally ends
- Do you wish to continue to be in contact? If so, on what basis?
- If you decide to continue your mentoring partnership, what will be different? What will be the same?

After your thorough conversation closure together, please each email your leadership to have a 'check-out' follow-up. We would like the opportunity to celebrate and talk about your next steps.

(Mentoring LINX, n.d.)



References

- Adams, M. G., & O'Reilly for Higher Education. (2015;2016;). *Change your questions, change your life: 12 powerful tools for leadership, coaching, and life* (Third ed.). Berrett-Koehler Publishers.
- Bally, J. M. (2007). The role of nursing leadership in creating a mentoring culture in acute care environments. *Nursing economics*, 25(3), 143.
- Berk, R. A., Berg, J., Mortimer, R., Walton-Moss, B., & Yeo, T. P. (2005). Measuring the effectiveness of faculty mentoring relationships. *Academic Medicine*, 80(1), 66-71. <https://doi.org/10.1097/00001888-200501000-00017>
- Brown, B. (2018). *Dare to lead: Brave work, tough conversations, whole hearts*. Random House.
- Choi, B., Zachary, L., Vernell, P.D., (2017, April). *Mentorship: A student success strategy mentoring program toolkit*. New Careers in Nursing. <https://campaignforaction.org/wp-content/uploads/2020/04/Mentoring-Toolkit-2017.pdf>
- Clint Pulver. (2017 May 04). *Inspirational Video- Be a mr. Jensen- must watch!!* [Video]. YouTube. https://www.youtube.com/watch?v=4p5286T_kn0
- Cooke, M., van Eps, M. A., Creedy, D. K., & Walker, R. (2006). Mentor evaluation of a year-long mentorship program: A quality improvement initiative. *Collegian (Royal College of Nursing, Australia)*, 13(2), 26-30. [https://doi.org/10.1016/S1322-7696\(08\)60521-1](https://doi.org/10.1016/S1322-7696(08)60521-1)
- Cooper, M., & Wheeler, M. M. (2010). *Building successful mentoring relationships*. *Canadian Nurse* (1924), 106(7), 34-35.
- Cummings, G., Tate, K., Lee, S., Wong, C., Paananen, T., Micaroni, S., & Chatterjee, G. (2018). Leadership styles and outcome patterns for the nursing workforce and work environment: A systematic review. *International Journal of Nursing Studies*, 85: 19-60. <https://doi.org/10.1016/j.ijnurstu.2018.04.016>
- Doctor Ali. (2019 December 23). *How to listen like a therapist: 4 secret skills*. [Video]. YouTube. <https://www.youtube.com/watch?v=UVN96JhDOmg>
- Eller, L. S., Lev, E. L., & Feurer, A. (2014). Key components of an effective mentoring relationship: A qualitative study. *Nurse education today*, 34(5), 815-820.
- Grant, A. M. (2011). Is it time to REGROW the GROW model? issues related to teaching coaching session structures. *Coaching Psychologist*, 7(2), 118-126.
- Greco, P., Laschinger, H., & Wong, C. (2006). Leader empowering behaviours, staff empowerment and work engagement/burnout. *Canadian Journal of Nursing Leadership*, 19(4), 41-56.
- Hieker, C., & Rushby, M. (2020). Key success factors in implementing sustainable mentor programmes in large organisations. *International Journal of Evidence Based Coaching and Mentoring*, 18(2), 197-208. <https://doi.org/10.24384/sx88-eh86>
- IHI Open School. (2016 February 04). *What is "ask, tell, ask"?* [Video]. YouTube. <https://www.youtube.com/watch?v=cTwektQpxUg>
- Inquiry Institute. (2011 September 16). *Explanation of the choice map from "change Your questions, change your life" by Marilee Adams*. [Video]. YouTube. https://www.youtube.com/watch?v=azN9_jTbdmI&t=43s
- Institute for Healthcare Improvement. (2017 July 30). *What is bias, and what can medical professionals do to address it?* [Video]. YouTube. https://www.youtube.com/watch?v=E_qERP-Y0Jw
- Jackevicius, C. A., Le, J., Nazer, L., Hess, K., Wang, J., & Law, A. V. (2014). A formal mentorship program for faculty development. *American Journal of Pharmaceutical Education*, 78(5), 100-100. <https://doi.org/10.5688/ajpe785100>

References

- Jones, S. M., Bodie, G. D., & Hughes, S. D. (2019). *The impact of mindfulness on empathy, active listening, and perceived provisions of emotional support*. *communication research*, 46(6), 838–865. <https://doi.org/10.1177/0093650215626983>
- Jordan, J., & Sorell, M. (2019). Why reverse mentoring works and how to do it right. Harvard Business Review. Harvard Business Publishing: Joshua Macht.
- Kelty Mental Health Resource Centre. (n.d.) *Breathr app*. BC Children's Hospital. <https://keltymentalhealth.ca/breathr>
- Korkis, L., Ternavan, K., Ladak, A., Maines, M., Ribeiro, D., & Hickey, S. (2019). Mentoring clinical nurses toward a just culture: Successful implementation of nursing peer case review. *The Journal of Nursing Administration*, 49(7/8), 384–388. <https://doi.org/10.1097/NNA.0000000000000772>
- Liebenberg, L., Reich, J., Denny, J. F., Gould, M. R., & Hutt-MacLeod, D. (2022). Two-eyed seeing for youth wellness: Promoting positive outcomes with interwoven resilience resources. *Transcultural Psychiatry*, 13634615221111025–1363461522111025. <https://doi.org/10.1177/13634615221111025>
- Levett-Jones, T., & Lathlean, J. (2009). The ascent to competence conceptual framework: An outcome of a study of belongingness. *Journal of Clinical Nursing*, 18(20), 2870–2879. <https://doi.org/10.1111/j.1365-2702.2008.02593.x>
- McClain, A. R., Palokas, M., Christian, R., & Arnold, A. (2022). Retention strategies and barriers for millennial nurses: a scoping review. *JBI evidence synthesis*, 20(1), 121–157.
- McCombs School of Business. (2018 October 31). *Implicit bias / concepts unwrapped*. [Video]. YouTube. <https://www.youtube.com/watch?v=OoBvzI-YZf4>
- Mentoring LINX. (n.d.). Mentors. Provincial Health Services Authority. <http://help.leadershipline.ca/resources/mentoring-linx#Mentors>
- MotivationHub. (2020 June 03). *Neil deGrasse Tyson's life advice will leave you speechless - one of the most eye opening interviews*. [Videos]. YouTube. <https://www.youtube.com/watch?v=JtahB1-MNvk>
- Nick, J. M., Delahoyde, T. M., Del Prato, D., Mitchell, C., Ortiz, J., Ottley, C., ... & Siktberg, L. (2012). Best practices in academic mentoring: A model for excellence. *Nursing research and practice*, 2012.
- O'Hara, M. A., & Burke, D. (2019). Assessment of millennial nurses' job satisfaction and professional practice environment. *Journal of Nursing Administration*, 49(9), 411–417.
- Project Implicit Health. (2011). *We only have a small window into how our minds work*. <https://implicit.harvard.edu/implicit/user/pih/pih/index.jsp>
- Race, T. K., & Skees, J. (2010). Changing tides: Improving outcomes through mentorship on all levels of nursing. *Critical Care Nursing Quarterly*, 33(2), 163–174. <https://doi.org/10.1097/CNQ.0b013e3181d91475>
- Radin, D., Hayssen, G., Emoto, M., & Kizu, T. (2006). Double-blind test of the effects of distant intention on water crystal formation. *Explore*, 2(5), 408–411.
- Reid, A. J., Eckert, L. E., Lane, J., Young, N., Hinch, S. G., Darimont, C. T., Cooke, S. J., Ban, N. C., & Marshall, A. (2021). “Two-Eyed seeing”: An indigenous framework to transform fisheries research and management. *Fish and Fisheries* (Oxford, England), 22(2), 243–261. <https://doi.org/10.1111/faf.12516>
- RSA. (2013 December 10). *Brené Brown on Empathy*. [Video]. YouTube. <https://www.youtube.com/watch?v=IEvwgu369Jw>
- Saber, D. A. (2013). Generational differences of the frontline nursing workforce in relation to job satisfaction. *The Health care Manager*, 32(4), 329–335
- Sheri, K., Too, J. Y. J., Chuah, S. E. L., Toh, Y. P., Mason, S., & Radha Krishna, L. K. (2019;2018;). A scoping review of mentor training programs in medicine between 1990 and 2017. *Medical Education Online*, 24(1), 1555435–1555435. <https://doi.org/10.1080/10872981.2018.1555435>

References

Sukhera, J., Wodzinski, M., Teunissen, P. W., Lingard, L., & Watling, C. (2018). Striving while accepting: Exploring the relationship between identity and implicit bias recognition and management. *Academic Medicine*, 93(11S), S82-S88. <https://doi.org/10.1097/ACM.0000000000002382>

TED. (2020 February 10). *The secret to giving great feedback / the way we work, a TED series*. [Video]. YouTube. <https://www.youtube.com/watch?v=wtI5UrrgU8c&t=186s>

TEDx Talks. (2014 March 04). Building a psychologically safe workplace | Amy Edmondson | TEDxHGSE. [Video]. YouTube. <https://www.youtube.com/watch?v=LhoLuui9gX8>

TEDx Talks. (2016 June 13). Etuaptmumk: Two-Eyed Seeing | Rebecca Thomas | TEDxNSCCWaterfront. [Video]. YouTube. <https://www.youtube.com/watch?v=bA9EwcFbVfg>

TEDx Talks. (2020 March 13). How to tame your advice monster | Michael Bungay Stanier | TEDxUniversityofNevada. [Video]. YouTube. <https://www.youtube.com/watch?v=KI0rmx7aa0w>

Treasure, A. M., Hall, S. M., Lesko, I., Moore, D., Sharan, M., van Zaanen, M., Yehudi, Y., & van der Walt, A. (2022). Ten simple rules for establishing a mentorship programme. *PLoS Computational Biology*, 18(5), e1010015-e1010015. <https://doi.org/10.1371/journal.pcbi.1010015>

Voss, J. G., Alfes, C. M., Clark, A., Lilly, K. D., & Moore, S. (2022). Why mentoring matters for new graduates transitioning to practice. *Nurse Leader*, <https://doi.org/10.1016/j.mnl.2022.01.003>

White-Hill, E., & desLibris (2021). *In plain sight: Addressing indigenous-specific racism and discrimination in B.C. health care*. Camosun College.