

Mentoring Guide

**Minnesota Organization of Leaders
in Nursing**

**Committee on
Professional Development**

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INTRODUCTION

The Committee on Professional Development of the Minnesota Organization of Leaders in Nursing (MOLN) has prepared this mentoring guide as a tool to facilitate the development of nursing leaders in Minnesota. This document is the result of a literature review and discussion of the subject by members of this committee. It represents some general information on the subject of mentoring and the recommendations of this committee to members who are seeking, or are asked to be, a mentor. A review of the literature and definitions of mentoring will introduce the subject. Sections which follow address specific actions to take if you are seeking a mentor, as well as options for response should you be invited to be a mentor. The goals and expectations of the persons in a mentoring relationship are critical to its success, and these are discussed along with some specific suggestions for developing and maintaining the relationship. The remainder of this guide presents some practical advice for the "moving on" phase in the relationship and some suggestions on where to turn if you need some help.

The literature discusses many definitions of mentorship, mentors and mentees. Hunt and Michael (1983) describe mentoring as a career training and development tool. Kovach and Moore (1992), in a document discussing the application of the mentoring process to development of leaders in the American Speech Language and Hearing Association, describe the mentorship process as a formal way to develop leaders by offering them the opportunity to "...spend time with such leaders, to emulate their techniques, to learn from them, and to create an opportunity for them to share their expertise and experience with us." They go on to say that the mentoring process is "a means of identifying and cultivating future leaders on an individual, one-to-one basis." Further, they state "The mentor serves as an advisor, coach, tutor, resource, confidant, colleague, or friend to the mentee." The 'mentee' articulates personal and professional goals and seeks opportunities to benefit from the mentor's knowledge, experience, and often, wisdom." Vance (1982) describes a mentor as someone who serves as a career role model and who actively advises, guides, and promotes another's career and training. These definitions reflect the essential meaning of these words as they are used in this document.

There is significant agreement in the literature about characteristics of positive mentorship relationships. Collins (1983) identifies a willingness to commit time and emotion to a relationship that can promote career advancement as an important characteristic of a mentor. Others identify that a mentor needs to have a broad extensive knowledge base in key positions at high levels in the organization. Carey and Campbell (1994) state "The mentor role involves listening, seeking input, helping the nurse gain expert status, and developing career direction within the system." The concept of "power of belief" which "infused the mentee with the confidence and inspiration drawn from the sense that, if this more experienced, successful person believed in her, then she (the mentee) must be worth the investment," was described by Holloran (1993) in an article discussing the concept in reference to nursing service executives. Wilson (1998) states, "mentoring focuses more on assisting entrepreneurs to become their best as well as teaching business strategies and techniques. Mentors can be called upon to help individuals deal with the new challenges of managing a business, expose new options for a project, and develop new behaviors."

A common theme was that a mentoring relationship was an intense and emotional one, involving a significant time commitment. In a study by Chao, Waltz and Gardner (1992) it was found that mentored individuals in informal relationships reported more positive outcomes than those in formalized relationships.

Positive outcomes are found to exist for mentors, for mentees, and for the organizations in which both work. According to Aryee and Chay (1994) these include career success, higher performance ratings, salary, and promotions for mentees (Scandura, 1992; Whitely and other people, 1992; Burke, 1984; Fagenson, 1989; Dreher and Ash, 1990; Kanter, 1977). Carey and Campbell (1994) also identify work satisfaction and the development of social and political skill as positive outcomes for the mentee. Organizations can benefit from the improvements in job performance as well as the integration of newcomers into the culture and norms of the organization, improved management continuity, and low turnover rates among managers (Burke, 1984; Zey, 1988; Bernstein and Kaye, 1986). Kovach and Moore (1992) describe benefits to the mentor of recognition for the things one does well, as well as increased feelings of self-worth, confidence, and improved job performance.

The Committee on Professional Development believes that an appropriate role exists for MOLN to support mentoring relationships among members. Based on this review and committee discussion, it was felt that a primary role for the organization is to educate members about mentoring and to provide opportunities for mentoring relationships to develop. We believe that these relationships are most likely to develop when there exists ongoing exposure to one another in activities that involve professional leadership issues. For example, members who actively participate in their own district and/or in committee work interact about professional leadership issues on an ongoing basis. This is felt to provide some opportunity for the development of such relationships over time and may be particularly important to members who lack such opportunity in their own organizations. Because the future of nursing in Minnesota will depend heavily on the development of leaders, ongoing attention to mentorship activities in a worthy and appropriate role for MOLN. The exciting opportunity to share your talents and skills with another or to benefit from a mentoring relationship with a nurse you respect awaits you!

Chapter 1

In Search of a Mentor

You may have changed roles or you may aspire or need to prepare for a new leadership position. Or it could be you have identified a specific need for more information or require professional development. A mentoring relationship may be just what will help you in any of these situations. But, how to identify the right person to help you can be confusing. Contacting someone to ask for help can be intimidating. What if the answer is "no!?" These are all valid concerns for which one needs to be prepared.

Where do I find a mentor?

Where do you find the person with the knowledge, experience and skills you need? Generally you're looking for someone who has "been there, done that". Never fear! There are many resources you may tap to help you find that person.

Review the literature on a specific topic. Identifying authors with the experience through this literature review is one option. Each article will usually list the qualifications and home institution of the author. It may be as easy as picking up the phone and calling the person. Let him/her know who you are, what information you are seeking and what you are asking of him/her. Be respectful of him/her time and ask if they have time to discuss this with you at the time of your call or could you schedule another time.

Speakers at conferences are another source. MOLN or other conferences, such as those sponsored by specialty organizations, feature "experts" in the field. There usually is an opportunity after the presentation to stop and talk to the speaker. Occasionally, you may be able to join speakers at break or lunch time and then to discuss more specifically what information you need. Again, the same courtesies exist here. Be respectful of the "expert's" time, be specific regarding the information you need and ask specific questions. You may ask to contact the speaker at a later time. If this is to occur, make sure the speaker has written information about you. A business card, if you have one available, is often sufficient.

The MOLN resource list is a third possibility. The resource list has been organized by topic and therefore would be helpful in identifying someone in your special area of need. Once you've identified someone, call them and follow the same process described for calling authors. A resource list can be obtained through the MOLN office.

Other general places to look for mentors include:

- Other hospitals or health care organizations similar to yours. Seek out someone in the same position or fulfilling the function for which you aspire or are seeking information. Ask your peers if they know someone. A peer may not be able to address your specific area of need but often may have a contact.

- A university with a program or class offering specific to your need (e.g. Advanced Practice, Nursing Administration, Ethics, etc.) will have a professor with a wealth of information.
- The Internet now has subscriptions to specific interest groups. Check it out with the information services department or, if you have one, the medical library in your institution. Surfing these special interest topics on the Internet may provide you a potential resource if the information itself is not provided.

Making Contact

Once you have identified a possible mentor, contacting the individual, as described earlier, may be as easy as picking up the phone, talking to him/her at a conference or writing an E-mail message. Be prepared when you make your initial contact. This includes being clear in your own mind what it is you need. Are you seeking role development or is there a specific issue you are addressing? In either case, it is unlikely the person will be able to provide you with all the information you require in an initial contact. Some additional points to consider when soliciting a mentor include:

- Identify who you are, current position (provide a business card if you have one and the contact is in person).
- Explain how you came to contact him/her.
- Briefly identify your need.
- Ask if the individual would be willing to dialogue with you about your needs.
- Be respectful, ask if this is a good time or offer to set up an appointment to confer with him/her on the topic, either by telephone or in person.
- If the person is unsure if he/she could help you, you may ask if there is someone else in the institution or the field he/she could recommend you contact.
- If you are asking the individual to be a mentor over a period of time, then an informational meeting might be pursued. Provide this mentoring guide to assist in outlining and discussing the mentoring process.
- If you are asking the person to assist you in role development, an informational interview about his/her role, requirements for such a position, how to prepare yourself for such a position, and goal setting would be appropriate. Setting up the structure for you to "check in" with the mentor at specific times related to your progress could be built into the mentoring relationship.
- Once someone has helped you, thank the individual for his/her time informally on the phone and more formally by letter.

Not everyone will be able to serve as a mentor

In our rapidly changing health care environment, positions and job responsibilities change more often than in the past. This rapidly changing environment has placed increasing demands on our work life and time. For these reasons, or many others, you may find your contact declining the invitation to serve as a mentor. When this happens, don't take it personally and don't get discouraged. Recognize and respect that the contact has other demands. There are others who are able to fulfill your mentoring need. Possibly your initial contact can refer you to another expert or maybe you identified another person in your initial stages of trying to locate this mentor. Just begin the process again. You will find someone to help or maybe you will find several people to help you in a variety of ways. Just be patient and persevere!

Chapter 2

You're Asked To Be A Mentor

Now what do you do? Naturally the call came when you least expected. You weren't sitting at your desk, counting your pencils and waiting for the phone to ring. But now that it has happened, what do you say? Your whole professional life is passing before you, you're wondering if you're up to the task, if you can do it, whether it will be meaningful, should you say yes, what if you fail!?

Take a deep breath.

Ask yourself and the requester a few basic questions.

- **What do you mean by "mentor"?** Is there some specific skill you are being asked to impart, or is more general assistance in professional growth and development what is being requested here?
- **How much time do you see this taking?** Is it casual, a conversation or coffee once a month, E-mail now and then, OR is it formal and goal directed, such as getting the mentee through national certification, a JCAHO visit or a merger! Know what you're agreeing to do.
- **Do you want to do this?** It's okay for you to have a life too, personal or professional, and perhaps now is simply not the time for you to take on one more thing. Or maybe it is? Would this be a good opportunity? -- the decision is yours.

Then ask yourself...

- Isn't it wonderful that this caller sought me out and respects my skills and abilities enough to ask me to teach him/her?
- Couldn't this turn out to be a grand opportunity for a professional friendship, a mentee who becomes a peer?
- Wouldn't life be more exciting if it had some intellectual challenges like this?
- Why am I hesitating? Isn't this what I believe professional life is all about -- growing others and growing myself?

If you do agree to be a mentor, here are a few suggestions that can set the relationship up for success:

- **Share this guide with the mentee.** Ask him/her to review it and outline some goals for the mentoring and to list the expectations that come to mind.

- **Be honest about your other commitments.** Tell the mentee what you can do and what you cannot do, so that there are not unexpected disappointments later.
- **Lay some ground rules.** When is it okay to call, when is it not okay? How long will you do this and when will the two of you reevaluate? Set some boundaries and stick to them.
- **Determine your primary means of communicating.** Do you run into each other in the hall and at meetings every week? Would it be wise to make appointments? Do you need designated phone time? Is E-mail an option? Determine what will work for the two of you.

But what if you decide, no...This isn't a good time to take on more responsibility. This isn't a good match of needs and abilities. How do you respond?

First, you may not want to jump to this conclusion, so a good strategy once you're sure you understand the request, is to say, "Give me some time to think about this, let me call you in a day or two." And then be sure to return the call!

Next, when you're quite sure this is not a relationship in which you wish to engage, *get clear on your reasons...*

- **Is it a matter of timing?** Maybe in a month or next year would suit the requester just as well -- so maybe your answer isn't "NO", it's simply "NOT NOW".
- **Is it a matter of personality?** Can you say so without hurting his/her feelings? Sure you can! Own the issue for yourself and say, "I don't believe I'm the best person for you to study with, my style is very different from yours".
- **Is it a matter of intimidation -- you don't believe in yourself?** This is the time to bring in reinforcements by saying, "You know, I'm flattered that you should ask me, but I just don't feel qualified. Maybe I could steer you toward some other experts in the field".
- **Is it a matter of priorities?** Perhaps your plate is simply full and taking on one more responsibility would compromise everything you're working on. Be honest, say "I don't believe I could do you justice with all I'm trying to juggle right now!".
- **Is it a private or personal issue that prevents you from saying "yes"?** Maybe you're retiring, moving on to another job, starting a family or moving out of state and you just can't talk about it yet, but you know your plans would compromise any real energy you might put into a mentoring. How do you tell the requester without revealing your personal plans? Simply say, "No, I can't. It's not about you or your request, it's about me and the other issues in my life. But don't be discouraged, perhaps I can help you find someone else who is at a better place in his/her life to take you on!" And then do what you promised, help the requester find someone else who might be willing to mentor him/her.

The key here is to consider how the *requester* feels -- having found the courage to call you, the answer is now going to be a big resounding, rejection-filled NO, and you can do that gently or carelessly, the choice is yours!

Chapter 3

Mentoring Goals and Expectations

What each person expects in a mentoring relationship varies typically with his/her respective role, with the specific circumstance, and can change as the relationship evolves. The important point is that each party must evaluate his/her own expectations regularly and communicate them to the other party. Expectations of mentors and mentees have been identified to better clarify the relationship and the commitment for both (Carey & Campbell, 1994; Holloran, 1993; Madison, 1994).

Expectations of the mentor include the following:

- Be willing to negotiate openly with the mentee.
- Commit to the mentee for an agreed upon time and role.
- Be reasonably accessible.
- Commit to ongoing interpersonal communication, while maintaining confidentiality.
- Communicate honestly but in a respectful way.
- Provide emotional support.
- Provide career advice.
- Act as a role model, share experiences, successful and otherwise.
- Assist the mentee to expand his/her knowledge base.
- Open doors for new opportunities and relationships.
- Commit to sponsor or to promote the mentee.
- Be committed to develop talent and help to motivate.
- Share personal experiences.
- Assist to develop support systems.

A mentor should not be intimidating, cause anxiety, manipulate the mentee, or have unusually high demands for loyalty. The mentor should not be possessive of, nor reject the mentee. The mentor should also be knowledgeable about their use of power and avoid any exploitation of the mentee.

Expectations of the mentee include the following:

- Honestly identify the needs to be met in the mentoring relationship.
- Be aware of the expectations of the mentor.
- Be realistic in demands of the mentor's time.
- Negotiate openly with the mentor.
- Ask for feedback and demonstrate a willingness to learn.
- Demonstrate risk taking.
- Ask questions assertively.
- Be open to new ideas and different approaches.
- Commit to lifelong learning.
- Commit to developing networks, building community and connecting with others.
- Commit to maintain confidentiality in the relationship.

A mentee should not be demanding of the time and efforts of the mentor or become dependent on the mentor to assist with decision making.

Chapter 4

Developing and Maintaining the Mentoring Relationship

Relationship development and relationship management are challenging skills at any stage in one's career. Minding these issues in a mentoring can be doubly hard because of the number of differences that may exist between the mentor and the mentee. They may be of different age, different position in an organization or employed by different organizations, different gender, different race, different culture and may have very different goals for the mentoring relationship itself. All of these differences can add up to a lot of confusion and potential conflict if they are not taken seriously and addressed up front.

For relationship development to have a solid foundation, a common understanding must be present between the persons involved. One good tool to employ is a set of **Ground Rules**. Such rules set the stage for healthy communication between the mentor and the mentee. These rules can identify the boundaries of the relationship, the number or frequency of contacts, and the amount of time and/or energy each party will be contributing to the joint endeavor. They might give structure to the time together so it is invested and not wasted. The ground rules can also identify how potential disagreements or conflicts might be managed so that the relationship does not bog down in a struggle of wills (as can happen when both the mentor and the mentee are strong-willed people).

A second avenue of assistance for the mentoring relationship to develop on firm ground is for both persons to know the scope and limits of the relationship. This has to do with the **Mentor:Mentee Ratio**. For some of us, the honor of having a mentor all to ourselves has been a splendid treasure. But this is not the case in all mentoring relationships. The mentor may in fact have several mentees. These may be similar relationships, or vastly differing ones, but it is important not to assume, if you are the mentee, that you are the only one. For the mentor's part, it is essential to think about how far you can spread yourself. To do justice to a variety of learners requires enormous commitment, and a sizable piece of time. What can you manage and how will you do justice to the competing demands of several eager students? Always aim for honesty about the mentor:mentee ratio. As a mentee, it will keep you from being disappointed when the mentor is busy with others. As a mentor, it will keep you focused on your priorities and may prevent you from spreading yourself too thin.

Thirdly, know the **Goals** of the relationship. What is it that this mentoring relationship is to accomplish (for each of the parties involved)? How will you know when the goal(s) is (are) achieved? Do you anticipate that this relationship will continue as a mentoring relationship beyond that point, or will it mature to something different, something more egalitarian, like a friendship? By being straight-forward about such intentions from the outset, you can save yourselves a great deal of hardship and heartache.

Relationship management is a skill. It is difficult at best in seasoned, solid relationships. In something as new or nebulous as a mentoring relationship it may become profoundly difficult - especially if the mentoring relationship is conducted over great distance. There are three "rules" that help in the management of any relationship, whether it is within a family, a company or a professional organization. Here they are in a nutshell:

Ask for what you need: it increases the probability that you'll get it

Simply said, don't wait for the other person to read your mind. If you want a conversation, initiate one. If you need more time to complete an assignment, say so. If you can't possibly keep the commitment you made, be honest about it and ask for an arrangement you can live with. In life, we are destined to disappoint each other. To fail to ask for what you need sets the stage for frequent disappointment on all sides.

Send the mail to the right address

Having problems with your mentor (or mentee)? Don't talk about him/her with anyone else! That's not to say you'll never need advice on how to broach a topic with the other person or how to remedy a relationship gone wrong, but do not triangulate the situation. Do not drag someone else into the relationship to do your talking for you. Keep the lines of communication open between the two of you and handle differences, problems and conflicts alike without telling other people "stories" about how your mentoring relationship is going. Resentment is bound to build if your mentor (or mentee) learns that he/she has become the topic of your complaint.

To thine own self be true

Shakespeare said it first, but the adage holds true today, take care of yourself! Don't say "yes" every time someone (your mentor/mentee included) asks something of you. Do you have the time? Do you have the talent? Do you have the energy? Should someone else do it instead? Once you give in, it's much harder to change the agreement, so don't over-commit.

Pitfalls to Void

Finally, it might be helpful to discuss what could go wrong, to consider a mentoring relationship not made in heaven, not well grounded, well nurtured and/or well concluded. This is probably not what you want to read, but consider this, such knowledge could be a very useful thing as you venture into new territory. As you look down the road of this mentoring, what do you see? Is it all rosy? What are the potential pitfalls that could litter your path? Taking a prospective look at what they might be could spare you a lot of grief along the way. Being prepared is always better than being caught off guard. Thanks to an author by the name of Hennecke (1983), there is a list of potential potholes that might help you plan your trip more efficiently. In brief, here they are, with some suggestions on what to do about them should they befall you:

A mentor/mentee mis-match

If you did the selecting yourself, just admit the error and let go of the mentoring relationships. Some people just don't work well together, they're like oil and water. A mentoring relationship is intended as a growth opportunity for both parties. If it turns out to be something else, cut it short!

Other potential mentors/mentees resent our relationship

This can be particularly true if the mentoring relationship is highly visible or if it is within your company and many people, who themselves might like to have such a relationship, can see it develop and grow. One strategy is to reduce the visibility of the relationship, and for sure don't flaunt it. You can't take responsibility for the feelings of other people, but you can be sensitive to them.

Conflict with your boss due to the mentoring relationship

Your mentor recommends a strategy your boss doesn't like. Your mentor suggests that you're brighter than your boss. Your mentor is an old school chum of your boss (read rival). Any of these can occur without any intention of causing difficulty and yield enormous grief. What do you do? By all means stay out of the middle! Keep your mentoring relationship separate from your work assignments. Remember that the counsel of a mentor is just that - free advice - you don't have to take it, use it, or let anyone else know where it came from.

Suspicious about an "Heir Apparent" issue within the mentoring relationship

This is probably the most worrisome when the mentoring relationship occurs within a company. Others who are watching may get nervous because they fear that the mentee is being groomed for a position they want for themselves. It can also cause anxiety if a mentor is from outside the corporation and the colleagues of the mentee wonder if corporate raiding is about to occur. The best solution is to keep a very low profile on the mentoring. Both the mentor and the mentee need to keep company with peers as well as each other to offset such anxieties.

Cross-gender mentoring issues

It would be nice if this one would just go away, but it doesn't seem to be ready to recede. This is a circumstance when a higher mentor:mentee ratio might be highly desirable. If the mentor (man or woman) takes on a group of mentees, there is less chance that the rumor mill will generate juicy stories. And this is a case where HIGH visibility is best. Keep meetings public - the cafeteria, the open-door office, the group meeting in the conference room - to discourage active imaginations. Don't avoid teaching/learning opportunities with the opposite gender, just conduct them professionally!

Giving/getting poor advice

What happens when the advice doesn't pan out? You give or get advice that leads to a less than desirable consequence, or worse, a disaster. The best course of action here is to be proactive. The mentor should encourage, and the mentee should always look for advice from a variety of sources. The mentoring relationship is just one source - and the mentor's advice is just that, advice, not gospel. The mentee must remember, his/her business decisions are his/her own, not the mentor's. The responsibility for the use of counsel, wise or not, rests on the mentee.

The mentee advances beyond the mentor

Hello! News Flash - that's the goal! Can you handle that? If not, you don't belong in the mentoring business. Part of the reason we engage in mentoring relationship is to launch career opportunities beyond our own! It's the learner, the mentee, who may sidestep the mentor's mistakes, see the breakthrough opportunity, and seize the day. The mentor doesn't need to retire to the rocking chair, but if seeing the mentee excel doesn't give a thrill of excitement, do something else. If it's making you sour and jealous, reconsider mentoring.

The mentor needs to mold the mentee in his/her own image

Mentoring means teaching, counseling, coaching - it's not cloning. If you find yourself attempting to clone the mentee (or be cloned, as the case may be) stop and take a deep breath. This is the place for a very serious review of the goals. Mentoring is generally designed to make the mentee the best he/she can be - not to duplicate the mentor. This raises images of a very unhealthy relationship and deserves careful reconsideration.

Exploitation (either way)

To exploit means to take advantage of - this can occur in either direction. The mentor may take advantage of the mentee by manipulative power plays, by making promises, or by using the mentoring to flaunt his/her own stature in the organization. The mentee may use the mentoring to advance his/her social standing, network his/her way into higher level conversations, or merely seek power by association. Any one of these examples ruins the spirit of a true mentoring relationship. If you find yourself doing this, or being done to, call a halt to it. Nothing you can teach or learn in such a manipulative environment will prove very useful in developing your own business reputation.

Co-dependence

A hip-pocket definition of co-dependence would be: the orchestration of your life and work around the needs of another to the complete neglect of your own needs. This can occur in either direction within mentoring. The mentor may neglect the priorities of his/her own job when caught up in the teaching, counseling and conversations of the mentee. Likewise, the mentee may forget all about work when caught up in the advice, articles and even awe of the mentor. This is totally unhealthy. This may be a very good time to call in a third party to help you do a reality check. Don't let a mentoring relationship sabotage your professional life.

Ever-heightening demands

This could conceivably come from the mentor - driving the mentee to ever greater heights - but usually it is the other way around. The mentee develops an insatiable demand for the mentor's time, wisdom and attention. It begins to feel like you're circling the drain. Every time the phone rings you know it's your mentee wanting something more from you. This is a good time to revisit the ground rules - or to establish some if you failed to do so earlier. Don't let the mentoring relationship become a monster, it's supposed to be fun!

Unhealthy competition between the mentor and mentee

Now this may be one you wouldn't expect, but it happens. It's like playing a little one-on-one basketball with your dad on Sunday afternoon in the driveway, when suddenly, you get the feeling you're in the final four and the championship is at stake. Know when to quit - there are no winners in this game. All you get, whether you're the mentor or the mentee, is winded, and in the end you'll feel very foolish.

So, you might ask, why engage in mentoring at all?

The answer may rest in the summary comment from the research of Jeanne Madison (1994):

"The overwhelmingly positive responses supported the literature, which described a variety of significant positive developments as a result of mentoring relationships. Ninety-seven percent (n=356) indicated changes had occurred in their lives, with a change in self-confidence indicated most frequently. More than eight percent (n=284) indicated the relationship was valuable. Enhancing formal and informal mentoring relationships particularly in the nursing leadership arenas is important."

We engage in mentoring because it builds competency in our profession, and besides, in our hearts, we know it is the right thing to do!

Chapter 5

It's Time To Move On

Celebrate! The relationship is transforming from that of mentor/mentee to a colleague or peer relationship.

Look back and reflect on your achievements. Did you achieve what you intended? Were your goals met? Did your progress at checkpoint reviews meet your expectations? Were you satisfied with the process? These benchmarks tell you that the relationship has progressed to a new level and you are ready to move on.

This is a time for sharing. Mentoring can be more than a learning experience for the persons involved. If the experience is shared, it can be a learning opportunity for many more. Take time to write a paragraph in a newsletter, share your experience with others, or take another step and provide a presentation at a district or state meeting. And then celebrate. Make the success official. A great accomplishment has occurred. Put closure to the mentoring relationship and celebrate the beginnings of a new relationship with your colleague.

Postscript

For Further Help

MOLN is committed to providing leadership opportunities for organizational members. It is hoped that this mentoring guide and mentoring relationship will meet the member's educational needs as well as enhance collegial relationships. Success of a mentoring relationship is dependent on positive experiences from both the mentor and the mentee.

To ensure mentoring relationship success, the Committee on Professional Development is available to assist you, if the need should arise. Please feel free to contact the office of MOLN for a list of resources.

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The Committee on Professional Development Committee would also appreciate your feedback once you have established a mentoring relationship or attained your mentoring goals. Please comment on the strengths/weaknesses of this guide and provide recommendations for improvement in the space provided below. When completed, please detach and return to MOLN at the following address.

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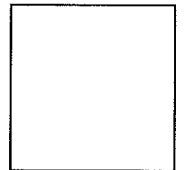
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Briefly describe your mentoring experience, comment on its degree of success and the value of this guide: _____

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