



Mentoring: Building Your Leadership Potential





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 Richard Friend, Ph.D.

How important is mentoring to the professional development of oncology nurses?

Not Very Important		Somewhat Important		Very Important
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Why?

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Why mentoring is important:

- Life long learning beyond technical knowledge
 - The art of nursing
 - Nursing is a “calling” and goes beyond facts and information
- The field and contexts of nursing are changing and dynamic
 - Need guidance in navigating the complexity



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Why mentoring is important:


- Build the leadership pipeline
 - Nurses are known to “eat their young” so we need to mentor the next generation of leaders if this is going to change
 - Young nurses are leaving the field in unprecedented numbers and boomers are retiring
- Mentoring at its best is an exchange
 - An opportunity to learn from each other (e.g. across generations and groups)




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Polling Question

- Of the reasons discussed, which is **THE MOST IMPORTANT** reason mentoring matters to you?



- Life long learning beyond technical knowledge
- The field and contexts of nursing are changing and dynamic
- Build the leadership pipeline
- Mentoring as an exchange between mentor and mentee
- Other

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Best Mentor

- Who stands out for you as having been your “best “ mentor?
 - Someone real from any context
 - What characteristics or traits best describe this person and your relationship?
 - What did they teach you about mentoring?



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How were you defining “mentoring?”

“Mentoring in nursing encompasses a guided, non-evaluated experience, formal or informal, assigned over a mutually agreed-on period of time that empowers the mentor and mentee to develop personally and professionally within the auspices of a caring, collaborative, and respectful environment.”



Mentoring in Nursing: A Dynamic and Collaborative Process by Sheila Grossman, 2007

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How were you defining “mentoring?”

“...a developmental caring, sharing and helping relationship where one person invests time, know-how, and effort in enhancing another person’s growth, knowledge and skills.”



Making the Most of Being Mentored
G. Shea, 1999

“A trusted counselor or guide, tutor, coach.”
Merriam-Webster’s
Collegiate Dictionary

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Mentoring vs. Coaching

- Is there a difference? If so, what is it?
 - Mentoring is generally more **career focused** and coaching is usually more **job focused**
 - Mentoring
 - Career advancement
 - May be part of a formal program (e.g. mentoring exchanges, peer mentoring) or informal (e.g. ad hoc/situational)
 - Coaching
 - Performance focused
 - Often within a reporting relationship



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Mentoring and Coaching

- Same skills used for both (e.g. listening fully, asking powerful questions, providing feedback, setting goals, assess progress)
- Both benefit when there is a shift from:
 - Directing → Facilitating
 - Telling/Pushing → Asking/Pulling
 - Blaming and Past Focus → Learning and Forward Focus



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Factors Contributing to Successful Mentoring

- Mutual trust and respect
- Mutual willingness, commitment and availability
- Clear expectations (goals set formally or informally)
- Mentor’s belief in mentee
- Consistent interaction

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Polling Question

- Which of these success factors have been **MOST IMPORTANT** to you as a mentor or mentee?



- Mutual trust and respect
- Mutual willingness, commitment and availability
- Clear expectations (goals set)
- Mentor’s belief in mentee
- Consistent interaction
- Other

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Barriers to Successful Mentoring

- Limited access, time and/or energy
- Limited self-confidence
- Lack of clear direction (mentoring goals not clearly set)
- Lack of follow through/accountability
- Role shift – mentor became boss or leader within mentee's organization and candor suffered

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Steps for Successful Mentoring



- Given these enablers and barriers, **if someone approached you to be their mentor what steps would you follow** to ensure that the mentoring is successful?

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Steps for Successful Mentoring*

1. **Prepare Yourself** – Look Inward & Examine Your Motivation
2. **Initiate the Mentoring Relationship:** Listen Fully and Ask Powerful Questions to Discover the Issues/Opportunities and Agree on Logistics
3. **Build Commitment: Set Specific Goals that Engage (S.M.A.R.T.)**
4. **Develop a Plan:** Be Creative and Expansive
5. **Assess Success:** Adjoin or Set New Goals



* These steps are offered as a guide to be followed "loosely." While there is a logical order, mentoring at its best is an organic process that often requires certain steps to be revisited and the sequence does not always flow linearly. Have focus, but be flexible.

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Steps for Successful Mentoring

1. Prepare Yourself – Look Inward & Examine Your Motivation

- Examine your motivation/passion for mentoring in general and with this person in particular
- Know your unique skills and what competencies you lack
- Determine if you are able and willing to make and keep this commitment



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Steps for Successful Mentoring

2. **Initiate the Mentoring Relationship:** Listen Fully and Ask Powerful Questions to Discover the Issues/Opportunities and Agree on Logistics
 - Find out about each other – discover if there is a "fit" between their needs and your areas of excellence. Are you the "best" person given their needs?
 - you may be the only person or you may be able to refer to a better "right" person
 - Discuss logistics and set expectations
 - Anticipate challenges and agree on how you will address them



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Steps for Successful Mentoring

3. Build Commitment: Set Specific Goals that Engage (S.M.A.R.T.)

- Clarify the focus and outcomes desired
- Examine what success will look like and how mentee will know that success has been achieved
- Discuss how accountability to these goals will be exercised
- Focus on outcomes and possibilities
- Set S.M.A.R.T. goals:
 - Specific
 - Measurable
 - Aligned with purpose
 - Realistic
 - Time Bound



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Steps for Successful Mentoring



4. Develop a Plan: Be Creative and Expansive

- Consider MANY options before deciding on a path
- Provide developmental assignments and be available between session
- Break down change/transformation into manageable steps
- Plan quick wins and celebrate success along the way
- Address inevitable bumps using approaches agreed in step #2
- Regularly assess progress and adjust as necessary

Steps for Successful Mentoring



5. Assess Success: Adjourn or Set New Goals

- Assess what has been learned/achieved – both expected and unexpected
- Acknowledge and celebrate efforts and successes
- Discuss future goals if appropriate

Finding a Mentor

- What have you done that has worked to find a mentor?



- Look inward
- Look outward
- Ask

Finding a Mentor



- Look inward
 - Know your general goals and needs – be clear on “why?” and “why now?”
 - Know your communication and learning styles, and think about what kind of mentor would serve you best
- Look outward
 - Spread the word: ask trusted colleagues, friends and associates for referrals
 - Look for someone who exemplifies the skills, abilities and traits you are looking to develop
 - Scan your circles widely and widen your circles (e.g. professional organizations, family, friends, community, faith based groups, volunteer agencies/boards)
 - Consider all the various forms mentoring can take (e.g. formal, informal, peer, virtual)
 - Consider a committee of mentors – you don’t have to limit yourself to just one if there are various areas in which you want to grow

Finding a Mentor



- Ask
 - Be prepared - know your expectations and make sure they’re reasonable
 - Be clear why you’re asking, what you want from the relationship, and why you’re approaching them
 - Before asking someone to be your mentor consider asking for feedback or advice on a specific issue/topic so you can “test the water”
 - Make a direct ask (e.g. *I admire the skillful way you delegate. I’d like to get better at this, would you be willing to work with me in this area for a short while?*)
 - Make an indirect ask (e.g. *I admire the skillful way you delegate. I am looking to improve my skills in this area. I’d like to pick your brain and see if there is someone you might recommend as a mentor in this area. Can I take you to lunch?*)
 - Show gratitude and give back

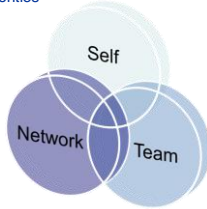
When it’s not working

- Remember Step 2 and be proactive
 - Anticipate inevitable changes (in priorities, roles, time commitments), conflicts and/or unmet expectations;
 - and have a strategy for managing them or gracefully exiting BEFORE it’s not working
- Regularly assess
 - During each “session” it’s useful to discuss what’s working and what’s not working
 - During Step 3, when setting up goals, defining “success” and discussing accountabilities, determine logical “formative evaluation points” and use them
- Be clear on the time lines from the start – shorter is better than longer, they can always be extended



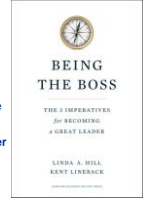
Leadership Competencies Needing Development

- **Intrapersonal**
 - Building self-confidence without bragging
 - Time management and setting priorities
 - Delegation
- **Interpersonal**
 - Providing feedback
 - Dealing with conflict
- **Organizational**
 - Influencing and inspiring others
 - Managing politics
 - Building business acumen



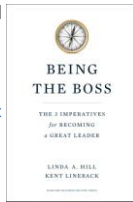
Being the Boss: The 3 Imperatives for Becoming a Great Leader

- **Manage yourself**
 - Productive influence comes from people's trust in your **competence and character**
 - Great leaders possess the **self-awareness and self-management** required to influence others productively
- **Manage your team**
 - Effective leaders forge a high performing "we" out of all those who report to them
 - **Inspire a shared common purpose** and work to build a mutual commitment whereby team members **hold each other jointly accountable** for the team's performance
- **Manage your network**
 - The organization as a whole must be engaged to create the conditions for your own and your team's success
 - Great leaders **build and nurture a broad network of on-going relationships** with those they need and those who need them; that is how they influence people over whom they have no formal authority



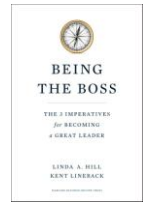
“Playing politics’ and wielding influence in a political environment aren’t the same.”

- Many developing leaders resist the need to operate in their organization's political environment and consider politics a sign of dysfunction
 - Politics arises from three features inherent in all organizations:
 - **Division of labor** which creates disparate groups with different and even conflicting goals and priorities
 - **Interdependence** which means none of these groups can do their work without the others
 - **Scarce resources** for which groups necessarily compete



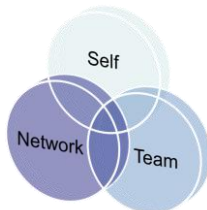
“Playing politics’ and wielding influence in a political environment aren’t the same.”

- Many developing leaders see building relationships with people they're not naturally drawn to and may not like as "dishonest." Great leaders understand the importance of building and nurturing their network of influence.
 - *“The simple fact is this: you must influence others – people and groups over whom you have no formal control – to get what your group needs and to work for what's best and right... The right approach, then, is not to avoid the political aspects of your organization but to take part in positive ways for good ends... influence is inherently neutral.”*



Self, Team, Network

- How do you see mentoring help build your leadership potential in any or all of these areas?



Richard Friend, Ph.D.

Since the early 1980's Richard Friend has committed his life's work to building a world that works by helping individuals and organizations develop their leadership capacity through giving voice to the power of inclusion. Richard partners with clients to develop leadership potential in order to transform workplaces and communities into places where people thrive and game changing results are achieved. He helps visionary organizations, leaders and health care practitioners understand and strategize about how promoting inclusion can enhance efforts to increase employee engagement, patient satisfaction and address the challenges of health disparities. He has worked in almost every sector throughout the United States, Canada and Central America, including education, health care, engineering, utilities, manufacturing, technology, communications, professional services, government and not for profit.

As a member of the faculty of the University of Pennsylvania's Graduate School of Education for nearly fifteen years, Dr. Friend conducted research on educational leadership and consulted with organizations on how the power of inclusion can be harnessed to create innovation to reach shared goals. Richard served on the faculty of Thomas Jefferson University's College of Allied Health and currently serves on the faculty for Carnegie Mellon University's Heinz College Executive Education Programs.

His major clients include the University of Chicago Hospitals, Brigham & Women's Hospital, Duke University & Health Systems, University of Arizona Healthcare, University of Iowa Health Care, Oncology Nursing Society, BP, Pfizer, Inc., American Bar Association, Ernst & Young, PPG Industries, PricewaterhouseCoopers, United Technologies, the University of Michigan, Department of Justice, U.S. Census Bureau and Wright Patterson Air Force Base.