



Army Nurse Corps

Mentoring Program Handbook
Version 2008

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A Tool for Professional & Personal Growth and Development

Program Sponsor
Chief, Army Nurse Corps

Program Coordinator
Chief of Nursing Science Division

Background-U.S. Army Support

The Mentoring Program supports the AMEDD Balanced Scorecard initiative, to “train and develop AMEDD personnel.” The program has the potential to:

- Optimize medical readiness
- Foster alliances
- Support Army physical and mental well-being

Effective mentorship of ANC officers will help to deploy a trained and equipped Medical Force that supports Army and DoD future forces worldwide.

The C.J. Reddy Conference for Junior Nurse Corps leaders from all four service branches identified a need for mentoring. The mentorship work group formed at that conference recommended to the Corps Chiefs that the need for mentors be addressed.

The Army Nurse Corps Strategic Issues Conference (2005) identified that Nurse Corps officers at all levels perceive a lack of mentoring. The group described the effects on the current and future status of the Nurse Corps to include challenges with:

- Leader development
- Quality patient care
- Morale
- Satisfaction
- Retention

Officer recruitment

The group set goals to include “coaching” as a core ANC value and continual, comprehensive development of Nurse Corps officers at all levels.

Army Nurse Corps concerns regarding the need for mentoring reflect the military (Martin, et al, 2002; Reed, Military Review, 2004) and civilian (Tourigny and Pulich, 2005; Wong, 2002) literature, where specific needs were identified for mentorship programs for the military, women, minorities and between the generations. Military unique challenges which apply to Army Nurse Corps mentorship include:

- Challenges in beginning effective mentoring relationships
- Availability of senior officers willing and prepared to serve as mentors
- Frequent transfers and deployments which can strain or sever potential relationships

The Army Nurse Corps Mentorship Program builds upon the Program Analysis and Evaluation Mentorship Program sponsored by COL Denise Anderson, MSC, and coordinated by Ms. Sylvia Pere, who shared their program’s Handbook for modification to meet the needs of the ANC.



"...it is the men and women of America who will fill the need. One Mentor, one person, can change a life forever. And I urge you to be that one person."

President George W. Bush, State of the Union Speech, 28 Jan 2003



DEPARTMENT OF THE ARMY
WASHINGTON DC 20310

Leaving a Legacy through Mentorship

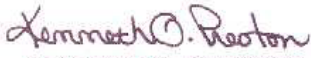
At this time in history, our Nation has asked the Army, as part of the Joint team, to fight and win the Global War on Terrorism. No one could ask more of our Soldiers, especially of those who have made the ultimate sacrifice in war. They will never be forgotten, and we are eternally grateful for their service to the Nation. They have left a legacy that will be passed on for generations to come; we are proud to have served with them.


There are many honorable ways to leave a legacy; our focus for 2005 is on leaving a legacy through mentorship. Mentorship is an extremely powerful tool for personal and professional development; it improves technical and tactical competence, leadership skills, self-awareness, and morale. The Army's definition of mentorship is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.


Mentoring is not a new concept and has been a part of professional and leader development programs for some time. Army leaders have always been expected to mentor those junior to them. However, in order to leave a legacy, a concerted effort and commitment are required. What we, together, are asking each military and civilian leader is to make a commitment to mentor one person beyond the chain of command starting this year and carrying this practice on into future years.

We acknowledge that we've already asked much of you given our current responsibilities in the Global War on Terrorism. However, in order to pass on the hard lessons you have learned and to keep others from making the same mistakes you may have made, we ask for a commitment from each of you to begin mentoring someone of lesser experience. We believe that in doing so, you will pass on a legacy that will be carried on for generations to come. As President George W. Bush put it, "...it is the men and women of America who will fill the need. One mentor, one person, can change a life forever. And I urge you to be that one person."

The Army's Mentorship Resource Center, www.armyg1.army.mil/hr/mrc.asp, and the Army's AKO Mentorship Community pilot (under Personnel Community) are two great resources available to all Soldiers, civilians, spouses, retirees, and veterans to help facilitate bringing mentors and individuals seeking mentors together in person and online.


KENNETH O. PRESTON
Sergeant Major of the Army


PETER J. SCHOOMAKER
General, US Army
Chief of Staff


FRANCIS J. HARVEY
Secretary of the Army

Mentorship Defined

The Army's definition of mentorship is as follows: "Mentorship refers to the *voluntary*, developmental relationship that exists between a person of greater experience and a person of lesser experience."

Mentoring begins when a person strategically affects the professional life of someone else by fostering insight, identifying needed knowledge, and expanding the other person's horizons.

Mentoring is a method of teaching and fostering growth. It involves an experienced individual who teaches and guides someone with less knowledge in given areas with mutual trust and respect.

A developmental, caring, sharing, and helping relationship in which one person invests time, know-how, and effort to enhancing another person's growth, knowledge, and skills, and responds to critical needs in the life of the person in ways that prepare the individual for greater productivity or achievement in the future.

- Mentoring is NOT**
- Casual advice
 - Necessarily for everyone
 - On-the-job training
 - A guarantee of a successful career
 - A substitute for Army and/or AMEDD leadership programs

- Why Mentoring is Important**
- Accelerates leadership development
 - Builds morale
 - Provides ongoing career development
 - Helps grow and build teams
 - Improves retention
 - Facilitates organizational learning

Program Goals

- To create a mentoring culture that unlocks potential
- To generate and sustain a learning organization
- Create a "team" out of a staff

Program Overview

- MG Pollock sets mentorship opportunities as a focus of each Military Treatment Facility (MTF) and FORSCOM unit to which Army Nurses are assigned.
- Program Sponsor- Chief, Army Nurse Corps.
- Program Coordinator - Deputy Commander for Nursing/Chief Nurse or Designee ensures consistency and continuity in the mentoring program (i.e., develops, markets, monitors, and evaluates the program at the MTF level).
- Chief, Department of Nursing Science, AMEDD Center and School monitors and evaluates the mentorship program and reports findings directly to the Program Sponsor. Provides corps-wide coordination of training opportunities for preparation of mentors and introduction of mentorship concepts to potential protégés.
- Participation in the program is voluntary, but encouraged
- Program focuses on mentoring as a way for Army Nurse Corps and perspective officers to share knowledge and information
- Consider: One year pilot project - Upon yearly completion, a determination will be made about continuation
- Open to all Army Nurse Corps Officers & ROTC Cadets
- One-To-One Mentoring
- No one is excluded from participating
- An approximate 12-month commitment
- An approximate 3 to 4 hours per month commitment.
- Both the mentor and protégé establish the goals and objectives for the relationship.
- Both mentor and protégé provide timely feedback to the Program Coordinator on what works and what does not work in the mentoring process.
- Long-distance matches are not viewed as a challenge; mentoring via telephone and email have proven successful
- A mentor can chose to accommodate more than one protégé.
- Program is flexible enough to allow the participants to accommodate their goals, preferences, and personal styles.

Definitions of a Mentor

A positive mentor is one who "...challenges me, is objective, follows through, celebrates my successes, inspires my loyalty, reassures me, is optimistic, is courageous, is perceptive, and empowers me".

-Anderson and Ramey (1990)

A mentor is a kind of guide who, despite having been far enough to know something of what's down the path, comes back to walk with you and thus leads without leaving you to follow...

-Boyd (1998)

A mentor is a guide who leads a traveler on a pilgrimage of discovery.
-Harris-Schenz (1990)

Definitions of a Protégé

A Protégé is an individual willing to learn from someone else's knowledge and experience in order to reach his/her full professional potential.

A Protégé is a person being mentored by another person: especially one who makes an effort to assess, internalize and use effectively the knowledge, skills, insights, perspectives, and wisdom offered by the mentor.

A Protégé is a recipient of a mentor's help, especially a person who seeks out such help and uses it appropriately for developmental purposes whenever needed.

Mentorship Program

Mentor and Protégé

- Promotes leadership and career development
- Enhances personal growth and development
- Increases self-awareness, self-esteem, and confidence
- Increases communication, performance and leadership skill enhancement
- Broadens expertise
- Optimizes talents and capabilities

General

- Provides the ability to look at situations from different perspectives.
- A win-win situation
- Creates a mentoring culture which promotes ongoing individual growth and development
- A strategy to share intellectual and other resources
- "Being mentored gives you the opportunity to have the clear attention of another person with more or different experience. You can do all right without a mentor, but you can do a lot better with one." Health Leaders January 2004 issue (The Health Leaders Survival Guide)

Organizational

- Great medium to be seen as a leadership organization
- Cultivates future leadership
- Improves morale and organizational capacity
- Helps build teams by decreasing isolation
- Promotes support in workplace
- Extends network and support systems
- Expands the organization's talent pool
- Improves commitment, recruitment and retention
- Promotes the organization's well-being

Qualities of a Mentor

- Volunteers who demonstrate an active interest and commitment to helping others grow.
- Genuinely interested and receive satisfaction from helping others succeed.
- Role models who espouse the values of the Army Nurse Corps and of the Army.
- Accessible to the protégé; allowing for uninterrupted time with the protégé. Professional role models who suggest learning opportunities and provide insight through personal experience gained.
- Display a mutual respect for each other's technical, professional and intellectual knowledge.
- Good listeners who provide honest feedback on blind spots, suggesting corrective steps.
- Catalysts that facilitate someone else's problem-solving capacity.

Responsibilities of a Mentor

- Read the ANC Mentoring Handbook.
- Agree to a progressive ongoing commitment to the program.
- Be committed to the program and willing and able to commit the necessary time for both the success of the program and the mentoring relationship.
- Ensure confidentiality.
- Complete (a goal-oriented) worksheet with the Protégé and review periodically to ensure that you are on course.
- Be available to communicate with your protégé.
- Communicate regularly for 3-4 hours per month.
- Keep track of the hours that you meet - this is important for the existence and improvement of the program (provides documentation that the program is working and that you are meeting regularly).
- Support the Evaluation Process administered by the Program Coordinator and Program Evaluator.
- Remember that Mentor is a title that is earned.

Qualities of a Protégé

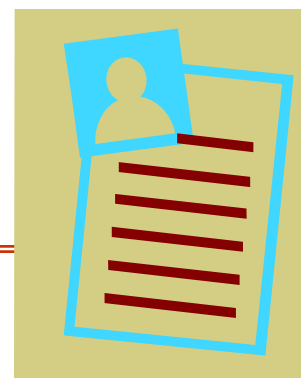
- Willing to take responsibility for his/her growth and development.
- Willing to learn and grow through new challenges and opportunities.
- Open to receiving constructed feedback and sharing personal information with their Mentor.
- Clear about what areas they need development in and what kind of help they need from their Mentor.
- Display a mutual respect for each other's technical, professional and intellectual knowledge.
- Willing to take responsibility and accountability for his/her goals by actively pursuing self-development.
- Be willing to seek out and accept broader responsibilities.

Responsibilities of a Protégé

- Read the ANC Mentoring Handbook.
- Agree to a progressive ongoing commitment to the program.
- Be committed to the program and willing and able to commit the necessary time for both the success of both the program and the mentoring relationship.
- Ensure confidentiality.
- Assume responsibility for initiating and proactively maintaining contact with your Mentor.
- Takes responsibility for own growth and success.
- Provide your Mentor with an explicit goal-oriented worksheet and review periodically to ensure that you are on course.
- Utilize some of your own time and resources to accomplish your goals.
- Be motivated to achieve maximum benefits of mentoring programs.
- Make it easy for your Mentor to give you honest, specific feedback.
- Be available to communicate with your Mentor.
- Communicate regularly for 3-4 hours per month.
- Provides documentation for evaluation.
- Support the Evaluation Process administered by the Program Coordinator and Program Evaluator.
- Decide, with your Mentor, if you will continue or discontinue with the mentoring relationship.

Application Process

Individuals who want to be a mentor or protégé should fill out the corresponding Mentor or Protégé worksheet (attached). Submit completed worksheet to your Program Coordinator.



Protégé Application Format

Protégé Application for Matching Process

Name _____

Position Title _____

Organization _____

Telephone Number _____

E-mail Address _____

1. Do you have a Mentor? If yes, submit form to coordinator.
2. What are your short-term (1-2 years from now) and long-term goals (3-5 Years from now)?
3. What knowledge, skills, and abilities should you develop to meet these goals?
4. What outcomes do you want from the mentoring relationship?
5. What do you expect from your mentor?
6. How will you know if the relationship is working?
7. Is there a specific individual that you would like to be your mentor?

Submit the completed Protégé worksheet to your Program Coordinator.

Mentor Application Format

Mentor Application for Matching Process

Name _____

Position Title _____

Organization _____

Telephone Number _____

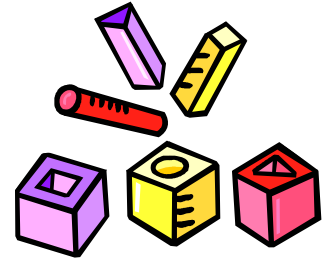
E-mail address _____

1. What do you have to offer your Protégé?
2. What are your areas of strength i.e., skills, knowledge, experience?
3. What outcomes do you want from this relationship?
4. What do you expect from your Protégé?
5. How will you know if the relationship is working?

Submit the completed Mentor worksheet to your Program Coordinator.

Matching Process

1. A Mentoring Program Committee reviews the mentor/protégé application information and makes a match accordingly. Priority consideration is given to a protégé who requests a specific mentor or vice versa.
2. The Program Coordinator will provide a list of available and qualified mentors, and then notify the mentor and protégé of the potential mentor-protégé relationship.
3. Protégé initiates contact with his/her mentor for first meeting (within a week of being matched).
4. At first meeting, complete the Mentoring Link-Up Worksheet (pg. 11). Periodically review the worksheet to ensure that you are on course.
5. If you decide after the first meeting that the assignment is not a good match, please contact the Program Coordinator.



Building the Mentor-Protégé Relationship

The following characteristics are key when building a lasting mentoring relationship:

- Trust and respect
- Reciprocal responsibility
- Dynamics . . . intensity, focus and breadth of your interactions should be maintained as your relationship changes over time.
- Unique . . . every relationship differs from one another. The personalities, styles, and talents that each person contributes make your pair one of a kind. Likewise, your standards and your measures of success may differ from those of other mentoring pairs.
- Long-term . . . relationships that involve mutual initiative, interest, and investment often stand the test of time . . . in these situations both the mentor and the protégé experience great personal gain. Not all relationships are lasting, however, so make sure you communicate if you are no longer interested in maintaining contact with your mentor or protégé.

Goal-Setting and Action Planning: Your First Meeting

Make contact within one week of introduction and schedule your first meeting together (you will need approximately one-hour of uninterrupted time). Planned mentor relationships need clearly focused goals and activities that meet both the needs of the mentor and protégé. At your first meeting, you will complete the Mentoring Link-Up Meeting Worksheet (pg. 17) and ensure that each has a copy. The purpose of the goal setting session is to allow the protégé to articulate a vision for self-empowerment (educational, leadership, career, learning outcomes) and to get to know one another. The mentor should be prepared to listen, support and assist the protégé in identifying the steps necessary to achieve his or her goals.



Implementation Suggestions

Participating in a variety of voluntary experiences helps the protégé acquire the skills, knowledge, and experiences that he or she is seeking. The organization will support these experiences consistency with mission readiness. Some ideas include:

- Shadowing of the mentor
- Attendance at seminars and conferences
- Training and developmental assignments
- Discussions with the mentor
- Completing correspondence courses

- Researching relevant topics
- Reading relevant books, magazine & newspaper articles, professional journals, etc.
- Auditing Center & School Courses/Briefs, including opportunities to be exposed to other AMEDD and service branches.
- Becoming involved in organization and civic activities
- Seeking greater responsibility in their jobs

Listening

Talking and communicating are not the same! Interpersonal communication is complicated. Here are some tips:

Listening & Looking

Listening does not have to be passive – it can be as active as talking if you do it right. To listen effectively:

- Focus on the person who is speaking.
- Don't think ahead to what you are going to say when the other person is talking
- Don't interrupt
- Show that you understand what is being said, content, and the feelings.
- Encourage the speaker to continue or clarify what has been said
- Summarize the main points.
- Avoid roadblocks, especially labeling, judging, or giving advice.

People communicate with verbal and body language. Pay attention to the whole person. Take note of facial gestures, smiles, frowns, forehead wrinkled), body movements (crossed arms, foot tapping, wringing hands, looking at watch). These are clues that will help you more fully understand what the person is saying. Tips include:

- Make eye contact (keep in mind cultural differences).
- Show that you are listening by leaning forward in your chair (if sitting) and saying, "Uh huh" or "Go on."
- Check out what you understand –repeat what you have heard, ask if you are correct.

Skills in Action – Responding to the Speaker to Facilitate Listening

Questioning

- How are you feeling about that?
- Tell me more about what happened.

Clarifying

- Are you saying you are not sure what you want to do?
- It sounds like you are saying you're angry with your supervisor because she _____. Is that it?

Reflecting

- You want to be the lead on this particular project.
- You are really happy about being asked.

Understanding

- It must be hard to make this decision.
- That can be pretty uncomfortable.

Summarizing

- It sounds as if you have mixed feelings about this situation. You are looking forward to your involvement in the project, but are also apprehensive about what may happen.



Open-ended Questioning -

- Give the person the opportunity to talk!
- Ask: what, how or why
- "What makes you say that?"
- "How are you feeling?"
- "Why didn't you show up for our appointment yesterday?"
- "And?"
- "So?"
- "What do you think that means for you?"
- "How about telling me about it?"

Leveling

Leveling means being honest about what you are feeling and thinking. Tips include:

- Be honest in what you say.
- Speak for yourself. Use "I" statements instead of "You" statements.
- Deal with the other person's real feelings. Do not give unwanted advice or try to change someone's feelings. Just

Disclosing Feelings

Disclose your real feelings by telling the other person how you feel about what is happening. This would communicate your opinion about what is going on, and everyone has a right to their own opinions. Take some responsibility for yourself, and for your own feelings, try saying:

• I think...
• I feel...

• I wish...
• I need...

• I'm afraid...
• I see...

• I hear...
• I'm angry...

Resist the temptation to interpret what other people are feeling. This would only be your opinion of what is happening to the other person. And even if your opinion is accurate, voicing your opinion as a fact will only put the other person on the defensive and set the stage for conflict. Try **not** to say:

• You think...
• You feel...

• You're afraid...
• You see...

• You wish...
• You need...

• You hear...
• You're angry...

Try to remember that when you point your finger at someone and start telling them what is happening with them, there are three fingers of your own hand that are pointing back at you.

Saying, "No".

Time Limits

Communicate full support to the person for initiating contact: "I'm glad you came to see me..."

Express your desire to be a good and caring listener for this person.

- o "I'm really concerned about you (or your problem)."
- o "I want to be able to give you my full attention and take as long as we need."

State your limitation.

- o "I have to _____ right now, so I can't meet with you. What about getting together _____?"
- o "The brief starts in 5 minutes and I have to be there. I have some free time _____."

Suggest an alternative – refer to someone else or defer to another time (be specific):

- o Emergency – "This sounds like something you need help with right now. Can I suggest that you see _____?"
- o Non-emergency – "Could you meet me at _____ to talk about this?"

If they are distressed and you will be available soon, ask if they would like to wait for you in a comfortable place (waiting room, office).

Energy Limits

Communicate full support to the person for initiating contact: "I'm glad you came to see me..."

State your limitation: "I am somewhat distracted right now because of a situation I was just involved in." "I want to be able to give you my undivided attention."

Express your desire to be a good and caring listener for this person: "I'm really concerned about you (or your problem)."

Suggest an alternative – refer to someone else or to another time:

- o "I think _____ would be able to help you better."
- o "Could you meet me at _____ (a specific time and place)?"

Values Conflict

Communicate full support to the person for initiating contact: “I’m glad you came to see me...”

State your limitation:

- o “I am uncomfortable talking about _____ with you because I believe that there is only one right choice in this situation. I think my beliefs might interfere with my helping you to make the choice you believe is right for you.”
- o “I have a difficult time talking with people about _____ because I have a strong bias on this issue. It makes it hard for me to be a really open listener.”

Express your desire to be a good and caring listener for this person: “I’m really concerned about you (or your problem).”

Suggest an alternative – refer to someone else:

- o “I think _____ would be able to help you better with this.”
- o “Do you think you would like to talk with _____ instead of me, or perhaps talk with both of us together?”

Roadblocks. to Communication

- Ignoring (not responding at all)
- Name-calling or put-downs
- Comparing (“Why can’t you be more like...”)
- Advising (“If I were you...”)
- Oughting and shoulding (“You ought to know better...”)
- Speaking for someone else (“Oh, she doesn’t mind.”)
- Saying “you” when you mean “I” (“You shouldn’t do that” when you mean “I want you to stop that.”)
- Not connecting, just talking (requires your presence and attention)
- Not listening for what is said and what is unsaid
- Not asking probing questions: “
 - Tell me what you are going to do”,
 - “How can we make this better?” “What problems are you experiencing?”
 - “What suggestions do you have to make this work better?”



Tips for Helping with Problems

1. All people have problems throughout their lives – some big, some small.
2. We each “own” our own problems and are responsible for our actions. No one else can solve our problems for us.
3. When you take over someone else’s problem and give them a solution, the person learns nothing. Although the person may feel relieved at the time, he/she becomes dependent on you for solutions and doesn’t develop his/her own skills. When you find yourself continually “rescuing” other people from their problems, ask yourself if you are trying to make the world depend on you.
4. When someone talks to you about a problem, listen to what they are asking for – they may want you to just listen. Not everyone is looking for help in solving a problem.
5. Believe in people! We all have wonderful potential for finding and getting what we want and need.
 - *Not all problems can be solved.*
 - *Not all people want help.*
 - *A real helper doesn’t solve other people’s problems for them; he/she helps them find their own solutions!*



Challenges to a Mentoring Relationship—Mentoring Mistakes

The greatest challenges to a mentoring relationship are finding time and energy, selecting goals and objectives, keeping the momentum going, and giving corrective feedback. The following are mistakes to avoid in the mentoring relationship:

- Continuing a mentor/protégé relationship that is not working, or failing to end the relationship when appropriate.
- Failing to set goals, failing to set goals together, failure to put goals in writing, and failure to monitor goal progress.
- Not honoring time commitment.
- Not providing enough feedback, not providing it in a positive manner, lecturing instead of listening.
- Not keeping confidences, not cultivating trust.
- Not recognizing and respecting protégé's relationship with his/her own supervisor.
- Serving as protégé's problem-solver, telling protégé what to do.
- Protégé not initiating communication with the mentor.
- As a Mentor, DO ask: "How can I help?" "How have I helped?" and after meetings, "How did I help?"
- Allowing the appearance of an inappropriate relationship (e.g., Fraternizations, favoritism, etc)



Problems with the Mentoring Relationship

If you are having problems with the relationship, please try to work through the issues. Attempt to communicate with your mentor/protégé; this is the key to a healthy relationship. If for some reason you cannot resolve this matter, need assistance, or would like to terminate the relationship, do not hesitate to call the Program Coordinator. Either party has the option of discontinuing the relationship for any reason, and he or she will discuss the decision with the Program Coordinator before terminating the relationship. Termination of the match will be the decision of the mentor and/or protégé.



Evaluation

Mentors and Protégés need to provide feedback to the Program Coordinator on the effectiveness of the program to enhance the value for all participants. The Program Coordinator will monitor the program and evaluate its success. Evaluations will be sent to the Program Evaluator by the end of the fiscal year (30 September) for review. The Program Evaluator will compile evaluations and send a report on the effectiveness of the program to the Program Sponsor. Methods of evaluation may include anonymous questionnaires and informal feedback.



Thought to Ponder

You have two hands. One to help yourself, the second to help others. - Unknown

MENTORING LINK-UP MEETING WORKSHEET SAMPLE

PROTÉGÉ: _____ MENTOR: _____

1. What are your agreed upon goals and objectives for our mentoring relationship?
2. What are the specific development needs and goals of the protégé?
3. What have we decided to do?
4. What are our first steps?
5. How will we measure how well the relationship is working?
6. What will we need to keep our relationship confidential? How do we ensure that we are aware of confidential items?
7. What are our ground rules?
8. What are the methods/avenues and frequency of communication?
9. Additional expectations and/or agreements:

Mentorship Program Evaluation



This questionnaire remains anonymous. Please share your experience to enhance our program. Return the completed form to your local Mentorship Program Coordinator (Education Office) by the end of your first year mentored year.

Mentorship Program Evaluation Form—Protégé

Use the scale below to indicate your corresponding opinion.

- 1. Strongly disagree
- 2. Disagree
- 3. Neither agree nor disagree
- 4. Agree
- 5. Strongly agree

1. I was able to develop a relationship with my mentor based upon mutual trust and respect.

1 2 3 4 5

2. Based on this mentorship experience, I am aware of potential opportunities for professional growth.

1 2 3 4 5

3. I have new ways to deal with situations based upon my relationship with my mentor.

1 2 3 4 5

4. As a result of this relationship, I feel that I am an important part of the Army Nurse Corps team.

1 2 3 4 5

5. Ideas to improve the program include:

- A.
- B.
- C.

6. Demographic Information

Assigned Military Treatment Facility (MTF): _____

Age: _____ Gender: _____ AOC/ASI: _____

Date mentorship began (by mutual agreement): _____

7. Accession source

____ AECP ____ ROTC ____ Green-to-Gold ____ Direct Commission
____ Reserve Officer Called/Volunteered for Active Duty ____ Other (specify _____)

8. Additional comments: _____

Mentorship Program Evaluation

Completed by Mentor



This questionnaire remains anonymous. Please share your experience to enhance our program. Return the completed form to your local Mentorship Program Coordinator (Education Office) by the end of your first year as a mentor. If you served as a mentor for more than one officer, please complete an evaluation for each mentor/protégé relationship.

Mentorship Program Evaluation Form—Mentor

Use the scale below to indicate your corresponding opinion.

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

1. I was able to develop a relationship with my protégé based upon mutual trust and respect.

1 2 3 4 5

2. I was able to discuss potential opportunities for professional growth

a. Within this organization

1 2 3 4 5

b. Within the Army Nurse Corps

1 2 3 4 5

3. Based on my relationship with my protégé, I was able to discuss alternative ways to deal with situations.

1 2 3 4 5

4. As a result of this relationship, I feel that I am an important part of the Army Nurse Corps team.

1 2 3 4 5

5. Ideas to improve the program include:

- A.
- B.
- C.

6. Demographic Information

Assigned Military Treatment Facility (MTF): _____

Age: _____ Gender: _____ AOC/ASI: _____

Date mentorship began (by mutual agreement): _____

7. Accession source

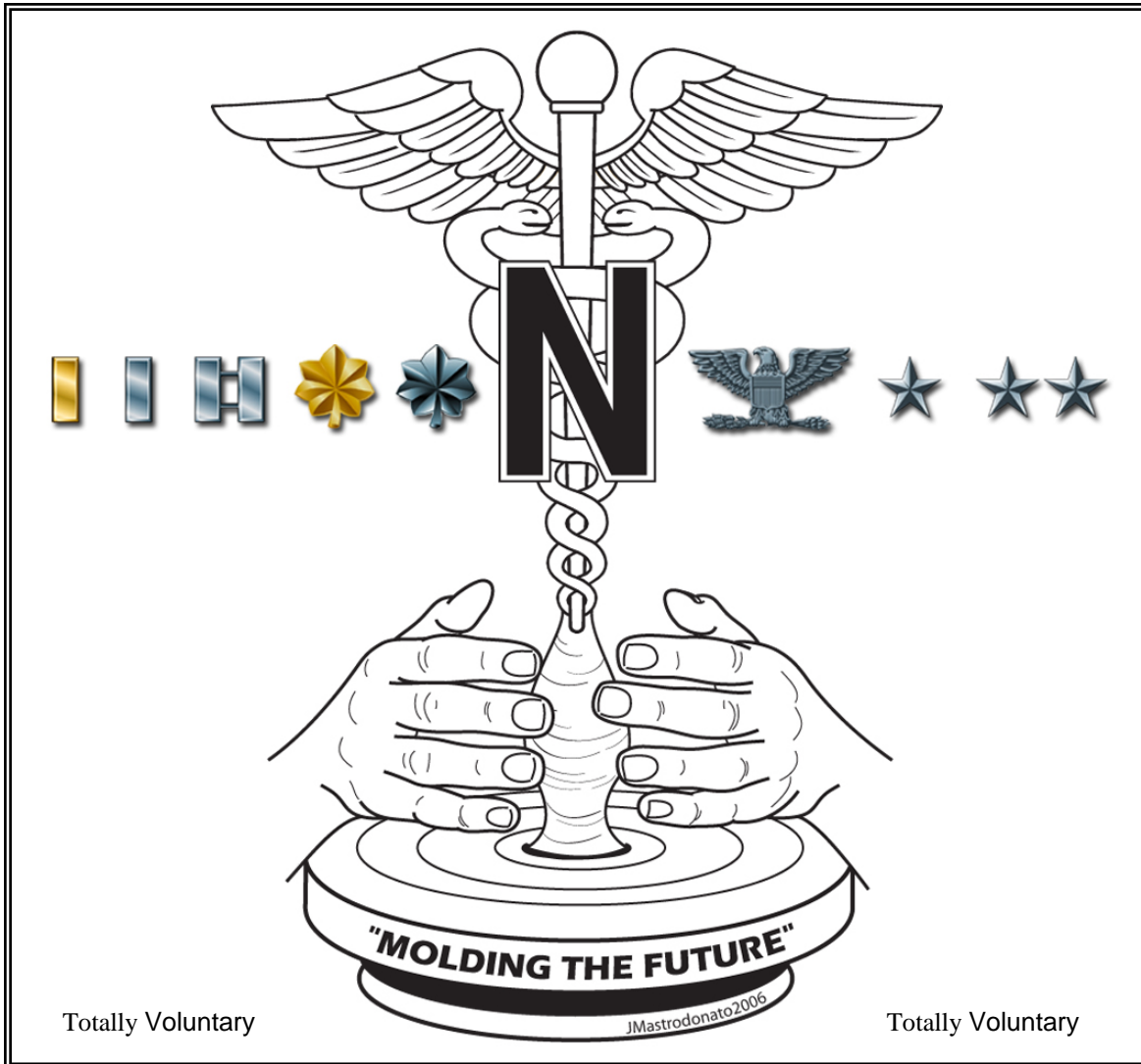
____ AECP ____ ROTC ____ Green-to-Gold ____ Direct Commission

____ Reserve Officer Called/Volunteered for Active Duty ____ Other (specify _____)

8. Additional comments: _____

Acknowledgements

This Handbook is a compilation of internally developed materials, and modified materials from various books, websites, and articles on the subject of mentoring. More information on mentoring can be found in the Army's Mentorship Resource Center at www.armyg1.army.mil/hr/mrc.asp. This guide is a work-in-progress, which is to be updated and revised whenever necessary. In that light, we look forward to your comments and ideas so we may improve the mentoring process. Please send any recommendations for improvement to COL Victoria J. Ransom, Deputy Commander for Nursing, Kimbrough Ambulatory Care Center, (301) 677-8131. Special thanks to COL Denise Anderson, Program Sponsor, PA&E.



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