NOVA Empower
Mentoring
Resources
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Overview

NOVA has developed the Empower Mentorship Program to help you meet your professional goals. NOVA members can take advantage of this program to pursue their dreams related to professional advancement within the Department of Veterans Affairs.

This program will help new NOVA members to connect with seasoned NOVA members to benefit from their expertise and experience. It will provide mentees with specific assistance related to current needs, and it will help seasoned NOVA members not only serve as mentors, but also as resources which can help meet requirements for advancement related to proficiency, education, evidence based practice and research, as well as professional development.

In addition, NOVA chapters can benefit from mentoring regarding chapter development and potential programs. The Mentorship Program offers additional support for NOVA members providing excellent care to veterans and family members.

Purpose

The NOVA Empower Mentoring Program is designed to guide a mutual relationship between an experienced VA nurse (mentor) and a new nurse or nurse who is new to the VA system transitioning to a new role (mentee). It is a framework for the passage of wisdom, caring, and confidence between new/new to VA and experienced VA nurses. The program is based on principles of adult learning with a focus on meeting the needs of the mentee.

The ultimate goal of this mentoring program is to contribute to the personal and professional development of VA nurses through relationships that are nurturing and supportive.

Objectives

The objectives of NOVA’s Empower Mentoring Program are:

- Develop supportive and encouraging relationships in the Department of Veterans Affairs
- Guide NOVA nurses in their professional, personal, and interpersonal growth within the Department of Veterans Affairs
- Provide and promote mutual support, collaboration, and sharing based on needs of NOVA VA nurses
- Communicate information concerning expectations, learning opportunities, and stressors in VA Nursing
**Introduction to Mentoring**

Mentoring is a reciprocal and collaborative learning relationship between two individuals with mutual goals and shared accountability for the outcomes and success of the relationship. It is a process where the more experienced person assists in the learning and development of the less experienced individual. The mentor often serves as a guide, expert, counselor, wise teacher, and role model.

Mentoring can occur through structured programs where a mentor-mentee pair is matched. Both mentor and mentee must be committed to the mentoring relationship and agree to identify and meet the needs of the individual being mentored.

A mentoring program can help to:

- Develop supportive and encouraging relationships
- Guide VA nurses in their professional, personal, and interpersonal growth
- Promote mutuality and sharing based on the needs of the mentor and mentee
- Communicate information concerning expectations, learning opportunities, and stressors

A good fit between a mentor and mentee occurs when mentors are caring, compassionate, genuine, and willing to disclose information about themselves and about what they know. Mentees need to be open to accept feedback and be willing to learn more about themselves and their expected role.

Inherent in mentoring are two important foundational concepts, principles of adult learning and the novice to expert continuum. These concepts can help both mentors and mentees gain a better understanding of the mentoring relationship.

The mentoring relationship involves the mentee as an adult learner engaged in a life experience that presents new opportunities for growth and development. The quality of this partnership determines the true value of the learning experience. As adult learners, mentees assume responsibility for their own learning and behaviors. As teachers, mentors act as guides and facilitators of learning. The partnership must be based on the belief that the learner is at the center of any significant adult learning activity. Learners must be involved in all phases of the learning process, including needs identification, planning, participation, and evaluating the learning outcome.

As facilitators of adult learning, mentors approach mentoring as a development sequence, which requires an awareness of the mentees’ learning, needs and their stages on the learning curve. In considering mentees as unique adult learners, mentors must be flexible and willing to make adjustments in the learning experience based on the mentees’ maturity and learning styles. Effective mentoring becomes a
continuous learning process that is a synthesis of events, experiences, thoughts, observations, feedback, and analyses.

**Adult Learning Principles**

- Adults need time to learn at their own pace
- Adults have unlimited potential for growth and development
- Moving from the simple to the complex gives the adult a sense of achievement
- Learning involves moving from dependency on the teacher/facilitator to increasing self-directedness, but at different rates for different people
- The learning environment is characterized by physical comfort, mutual respect and trust, freedom of expression, and acceptance of differences
- Learning must be based on learners’ needs; facilitators help learners diagnose the gap between what they know and what they need to know or do
- Adults are motivated by the desire to immediately use or apply their new knowledge or skills; when learners need to do something now that they do not know how to do, they have a readiness to learn which is the most teachable moment
- Adults are responsible for their own learning and take an active role in the learning process
- Adult education is learner-centered; it begins with the learners and where they are, and takes into consideration what will be meaningful for them
- Adults are what they have done; they have a deep investment in the value of their life experiences; adult education includes and builds on the life experience of learners
- Learning should begin at a level equal to the learner’s comprehension level
- Adult education fosters critical reflective thinking
- Problem posing and problem solving are fundamental aspects of adult education
- Adult education is concerned with the development of the whole person, including attitudes, feelings, and emotions
- Learning can happen anywhere
- Learning is enhanced by repetition
- Much significant learning is acquired through doing
- A positive or negative self-concept can promote or inhibit learning respectively
- Stress reduces a person’s ability to learn
- Learners need to know how they are progressing on their learning goals; this is accomplished through self-evaluation and feedback

New nurses and nurses new to the VA function at a novice level in that environment. Through experience they learn and progress to higher levels of performance. Most nurses move along the novice to expert continuum several times in a career. They reach expert level and change positions or organizations, and find themselves in a novice role again.
Becoming a novice can be frustrating for individuals who are new to a position, or new to the VA. They may have been very comfortable in a previous position or organization, and find themselves in a novice role in the Department of Veterans Affairs. When nurses take on a new role or are new to the VA, things change. The new role/new role in VA requires a new skill set. A mentoring relationship will help the nurse accelerate through the novice to expert continuum.

**Novice to Expert**

Benner’s Novice to Expert Model explains how the acquisition of new skills requires a progression through stages or levels, and discrete capabilities distinguish the stage of development reached. There are five levels that individuals pass through in the acquisition and development of a skill:

- Novice
- Advanced beginner
- Competent
- Proficient
- Expert

This model fits with the stages of growth for nurses who assume new roles or are new to the VA. As they learn their new roles and grow, they progress along the novice to expert continuum.

**Novice** – When nurses take on new and unfamiliar roles, they often begin at the novice stage. Novices use rules and facts to guide their actions. They adhere to these rules without consideration for the context of the situation. These rules are limiting since no rule can tell the novice which tasks are the most relevant in an actual situation and when it is acceptable to make exceptions to the rule. Novice nurses have difficulty viewing situations as a whole but see individual parts. It is difficult or nearly impossible for them to put all the parts together and see the big picture. They are concerned with the tasks at hand and can’t do more than one thing at a time.

**Advanced Beginner** – Advanced beginners demonstrate marginally acceptable performance. They have encountered enough real situations to realize there is recurrent meaning in the components of the situation. Nurses at the advanced beginner stage need assistance in determining priorities because they can’t readily sort out what is significant in complex situations. Their work centers on organizing and completing tasks. They become anxious when feel they are losing control of the task environment. They are concerned with the current situation with little regard for past or future. They relay on protocols or procedures to guide their actions and believe the protocols are appropriate for all contexts. Advanced beginners are often working at the edges of their safety and knowledge. They are fully responsible for their actions, while at the same time feel largely dependent on more experienced

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individuals such as the mentor. Guidelines and applicable examples are helpful for them.

**Competent** – As advanced beginners gain confidence through experience with actual situations, they move to the competent stage of performance. Nurses at the competent stage begin to see their role in terms of long-range plans or goals. They focus their energy on accomplishing what they planned and controlling the activities and events in the situation. They are able to differentiate between important and insignificant components of a situation. These nurses are able to set priorities. They feel responsible for and emotionally attached to the decisions they make. Decisions are analytical, and they are invested in the outcome. Successful outcomes can be very satisfying while unsuccessful outcomes are not easily forgotten. Since nurses at the competent stage are emotionally invested in their decisions, it is important at this stage to encourage them to talk about their feelings and anxieties and verbalize the questions they have. The competent stage is characterized by not needing help, putting tasks in order, and planning based on goals and predictions. At the competent level, the nurse’s abilities to view the whole situation may be hampered by their emphasis on structuring their work by specific plans and goals. They may lack speed and flexibility. However, it is at this stage that they feel they have mastered their roles.

**Proficient** – With continued practice and experience, nurses at the competent stage move to the proficient level. This stage is characterized by the ability to recognize the big picture and think systematically. Proficient nurses are guided by their experience to anticipate what to expect in a given situation and how to modify their plans to respond to these events. Systems thinking improves their decision-making ability. Proficient nurses are able to organize and analyze, interpret and understand, and manipulate the environment to respond to the situation at hand. Their actions are now ordered by the situation as it unfolds rather than by preset plans. Proficient nurses read situations well and are able to set priorities. Leaving things out is no longer a worry because they are confident in their ability to notice the important things and filter out those that are unimportant.

**Expert** – Proficient nurses may make the transition to the expert stage, although not all individuals will attain the expert level of practice. This may be a matter of choice or a matter of ability. Experts function much differently from the other stages of development. When things are running smoothly and experts find themselves in familiar territory, they are immediately and directly able to grasp the situation. Important aspects of a situation stand out, and they are able to readily dismiss those that are unimportant. They know when they have a firm grasp of the situation and when they don’t. Expert nurses are often great historians and can explain why decisions were made in the past. They are often a rich source of information and quite capable of providing sound advice. Expert nurses possess a sense of intuition about certain situations as a result of extensive experience. Experts are quick and skillful in their actions. They zero in on problems and are fluid, flexible, and highly proficient. They are able to manage a variety of tasks or activities at the same time.
They display a sense of calmness and control. Experts selectively filter information and pass on the important aspects to appropriate individuals. Experts no longer rely on rules to govern their practice. It is often difficult for experts to explain the thinking process they use in reaching a decision. They no longer think in steps or increments. Often the expert nurse is not the best teacher for the novice because it is difficult for the expert to explain decisions or actions in enough detail for the novice to grasp and learn.

Most novices want to feel and be seen as competent immediately upon taking on a new role. It is uncomfortable knowing that you don't have a firm grasp of a new role. Both mentees and mentors need to realize that there are developmental stages to pass through before actually reaching a high level of performance. This is normal, and patience is the key to maintaining control of the situation. Not only do mentors need to be patient with their mentees, but mentees must be patient with themselves as well. Mentees will more quickly become successful in their roles when they listen actively to what is going on and are willing to act like sponges, soaking up as much learning as possible.

Mentors can best help their mentees by using adult learning principles to help them learn, grow, and progress through the novice to higher level stages. Knowing the characteristics of these stages helps to understand the development process and realize the time and commitment needed to progress to the next levels. Patience and a willingness to share and learn are the keys. With time and experience, novice nurses continue to experience the real world and progress to the advanced beginner stage and beyond.
Phases of the Mentoring Relationship

The mentoring relationship can be characterized in three phases: beginning, middle, and closing.

**Beginning Phase** – Mentors and mentees focus on interpersonal relationship building through established trust and nonjudgmental acceptance, articulating expectations of the relationship and each other, engaging in meaningful dialogue, determining well-defined learning goals, and initiating relevant self-disclosure. Mentees tend to put mentors on a pedestal and emulate behaviors. Mentors feel rewarded by the mentor role and value and nurture the development of the mentees. They may exchange initial ideas and discuss their backgrounds.

**Middle Phase** – A safe and positive psychological climate is established and nurtured. Mentors request detailed information from the mentees and offer specific suggestions about current plans and progress in achieving goals. Mentees feel enhanced self-esteem due to the coaching and progress made. Mentees develop and confirm new skills. This phase is characterized by a high degree of interaction and intellectual exchange. Mentors progressively suggest new avenues for learning then move toward tactics for solving new and more complex situations and problems. As the relationship builds, feedback (positive, but especially constructive) is given and taken in a more comfortable and growth-producing way. Mentors encourage less and less reliance and the mentees become more autonomous in their roles.

**Closing Phase** – The formal part of mentoring comes to closure when mentees feel comfortable functioning on their own. Mentors encourage the mentees to reflect critically on outcomes, goal achievements, and future plans. Mentors motivate mentees to take risks, make decisions without certainty of the results, overcome difficulties in the journey to reach their career goals, and become independent adult learners. Mentees achieve greater autonomy and become empowered. Both may mutually seek to dissolve the relationship. They may alternate between feelings of loss and liberation. Mentors remain interested and stay in touch with the mentees to provide continuing support and a safety net if needed. Mentors may feel they have shared everything they know and are proud of the mentees. As separation occurs, the relationship may transform into a friendship or peer mentoring in which both individuals take turns in mentoring each other through their nursing and life experiences. Mentoring that progresses and ends on a positive note will be memorable throughout the lives of both mentors and mentees. Mentees may themselves become mentors some day. Both partners reflect on the success of the mentoring relationship, share best mentoring practices, thoughtfully consider any stumbling blocks and what was learned from them, determine ways to improve future mentoring, and celebrate the successes.
Characteristics of Successful Mentoring

Successful mentoring relationships must be built on trust, openness to self-disclosure, affirmation, and willingness and skill in giving and receiving feedback. Although trust must be earned, a positive mentoring relationship needs to begin with both individuals trusting each other unless or until something happens to erode that trust. Establishing an early psychological foundation of trust is a prerequisite to promoting meaningful reflection and self-disclosure in future interactions.

Self-disclosure is another characteristic of a successful mentoring relationship. Both the mentor and the mentee must be willing to share things about themselves, including those situations that may not have been pleasant experiences. The mentee must reveal vulnerable and weak areas so the mentor may provide support and guidance. The mentor must be willing to share personal mistakes since these real situations can provide valuable learning experiences for the mentee. Sharing mistakes in a humorous way can help alleviate some of the fear and anxiety the mentee may be experiencing.

Another characteristic is affirmation. The mentor must believe that the mentee will be successful and repeatedly make statements that affirm the mentee’s knowledge and expertise. The mentor must believe in the mentee’s capacity for success even though the mentee may be unaware of it. It is equally helpful for the mentor to show respect for the mentee’s past, present, and future accomplishments.

A successful mentoring relationship requires willingness and skill in giving and receiving feedback. This is important for both the mentor and the mentee since one of the greatest learning opportunities occurs through the feedback we give to and receive from others. Both individuals must offer constructive feedback, positive and negative, to assure that common needs and goals are being met. They need to know how the other is doing in the relationship to determine their future direction. It is most helpful if early in the relationship the mentor and mentee agree on how to give each other feedback.

The mentor will be faced with the difficult decision of when it will be appropriate to provide the mentee with negative constructive feedback. In the beginning of the relationship, both individuals may be strangers. Confrontation is difficult enough when two people have an established relationship. The implications of confrontative behavior at the beginning of a relationship must be carefully weighed. Timing on the part of the mentor is critical. Confrontative feedback too early in the relationship when the mentee primarily needs support can be unproductive and detrimental to the relationship.

The mentee also needs to provide feedback to the mentor so the mentor is aware of the behaviors that are contributing to the success of the relationship and those that
need to be altered. Mentors who have achieved success in their own lives learn more about themselves and their own competency through feedback from mentees.

Mentoring fosters mentee competence through mutual respect, trust, and admiration. The mentor brings to the relationship knowledge and expertise. The mentee brings enthusiasm and a desire to learn. Through a common vision and purpose, they blend together their qualities and create a synergistic relationship which helps each rise to a level higher than either could do alone.

**Mentee Role**

Mentoring doesn’t just happen. It involves a significant expenditure of time and energy on the part of the mentor, and especially the mentee. Successful mentees are willing to assume responsibility for their own learning and growth. They seek challenging assignments and responsibilities. While they are receptive to feedback and coaching by the mentor, they also are willing to constructively give feedback. If they are not receiving the feedback they need or desire, mentees assert themselves and ask for it.

The demonstration of accountability, or living up to promises and commitments, is important. Mentees learn to achieve a balance between their own independence and reliance on the mentor. Over time the independence will most likely dominate and the relationship will change. After spending time with a mentor, mentees often feel refueled and inspired to make a difference in their practice. Other benefits of mentoring for the mentee include:

- Increased self-confidence
- Enhanced leadership skills
- Accelerated cultural acclimation
- Advancement opportunities
- Stress reduction
- Improved networking ability
- Political savvy
- Legal and ethical insight

**Mentor Role**

Mentors are willing and committed to assist in the developmental growth of the mentee. This involves a reasonable amount of time and personal investment over an extended period of time. It is not unusual for mentors to believe they don’t have enough time to spend on the mentoring relationship. However, the time invested is well spent for both individuals and the VA as a whole. The mentor’s primary purpose is to help the mentee learn the ropes, their role, the political environment, and the culture of the VA in a formal, yet informal way. Frequent communication offering affirmation and support will help the mentee progress through the mentoring relationship in a timely manner.
The mentor may wear many hats such as teacher, supporter, protector, facilitator, counselor, guide, model, nurturer, predictor, coach, door opener, idea-generator, idea-bouncer, feedback-giver, eye-opener, energizer, standard-prodder, problem-solver, and challenger. These roles demonstrate the importance of the mentor role. To be most effective in this role, mentors must have clear perceptions about themselves and how they are or are not able to wear all of these hats.

Mentors are the guides in establishing the criteria by which a successful relationship is developed and evaluated. They create a warm and accepting environment that allows the mentees to control the relationship, while at the same time permitting the mentees to be themselves and voice relevant concerns and needs. Mentors are not idealized role models. They are personable, approachable, reasonable, and competent individuals who are committed to helping mentees achieve the success of which they are capable.

Effective mentors are confident enough in their own knowledge, skills, and successes that they do not perceive mentees or their accomplishments as threatening. They are committed to seeking situations that will benefit the mentees’ development. They also raise the mentees’ accomplishments and publicize them to others. Mentors often recommend their mentees for significant projects or promotions.

Mentors bring experience and wisdom. They provide their mentees with insights that would otherwise have been gained only through trial and error. They ask a lot of questions, especially “Why,” which encourages mentees to stop and reflect on situations and potential alternatives. Mentors are good at linking together different bits and pieces of their mentees’ lives, such as work and home, thoughts and feelings, successes and failures. They try to look at the bigger picture and the future. At times, this may be difficult for mentees because their focus is the here and now. This type of mentoring can lead to breakthroughs or peak experiences, creating memorable occasions.

Ideal mentor qualifications and characteristics include:

- Commitment to the mission and goals of NOVA and the VA
- Strong interpersonal skills
- Exemplary leadership skills
- Willingness to assist in the mentee’s growth
- Willingness to learn from the mentee
- Personal power and charisma
- Ability to think strategically
- Ability to share credit and successes
- Ability to help the mentee learn from mistakes
- Ability to embrace diversity
- Patience
- Willingness to take risks and share lessons learned
➢ Accountability – living up to expectations and meeting deadlines
➢ Time/availability
➢ Personable and approachable
➢ Respect and consideration of the mentee

Mentors benefit from the mentoring relationship by learning, acquiring insight, and meeting challenges alongside their mentees. Mentors receive much satisfaction in seeing another person grow and be successful, knowing they played a part in making it happen.

**Potential Problems with Mentoring**

Like any relationship, mentoring can have its problems and drawbacks. Sometimes people are in different stages of personal development, and the mentor-mentee relationship just doesn’t work. Personality clashes may exist. Sometimes one partner grows faster than the other or in a different direction, and a strain on the mentoring relationship may occur.

One common problem that occurs is the lack of follow up and commitment to sustain the relationship. Other problems include mentors who overburden the mentees with work and responsibilities and vice versa. Mentees may lose their individuality. Mentees may feel mentors are overly strict or not helpful or neglectful when they need assistance. Mentees may also become too dependent on mentors. An unfavorable incident may occur in which the mentee or mentor feels betrayed or let down. Jealousy and personal or ethical disagreements may also strain the relationship. Differences in communication styles can create misunderstandings. People manage conflict and make decisions differently. These differences can cause the mentoring relationship to separate rather than build. Mentors or mentees who are experiencing failure may cause the other to feel guilty or embarrassed because they are associated with each other.

Both mentors and mentees can learn from the problems that others have encountered in mentoring relationships. If signs of any of these problems begin to develop, both individuals have the responsibility to confront the situation and actively plan a resolution or dissolution. Prior to entering into the mentoring relationship, both parties should agree that the mentoring relationship will not continue if it’s not working effectively.

**Developing Expectations**

The mentee should contact the mentor and initiate the mentoring relationship. Both the mentee and the mentor should learn about each other by exchanging information and discussing pertinent life experiences. Formulating expectations of the relationship and of each other can be a powerful way of planning for the success of the relationship.
Expectations are the perceptions of the way people should behave in their roles or positions. Expectations define what to do under various circumstances. Developing clear expectations can build a strong relationship. It also provides a framework for behaviors that are acceptable and unacceptable. Unclear expectations can break down communication and trust, essential elements of the mentoring relationship. Once expectations are developed, the mentor and mentee must agree to meet those expectations. Developing expectations will help to confront problems head on that are due to not meeting expectations. Expectations are statements of expected behaviors. They are observable, achievable, stated in a positive way, reviewed frequently for currency, important, meaningful, and real to both the mentor and the mentee.

**Examples of Mentor Expectations**

I expect my mentor to:

- Be committed and share in the responsibilities of the relationship
- Encourage me to take risks, support me in these endeavors, and help me learn from my mistakes
- Encourage my progressive independence, but continue to provide guidance and feedback as needed
- Keep all information we discuss confidential unless otherwise agreed

**Examples of Mentee Expectations**

I expect my mentee to:

- Initiate contact and keep in contact with me
- Be willing to try new ideas, make mistakes, and learn from the experience
- Accept my guidance and feedback in the constructive manner in which it is given, but be willing to challenge my thinking and ideas
- Work diligently in progressing through the mentoring relationship to be successful
- Keep all information we discuss confidential unless otherwise agreed

**Evaluating the Mentoring Relationship**

Mentoring is a process of working together as partners to achieve mutually agreed upon goals. This relationship and process should be evaluated on a regular basis to ensure its effectiveness or to resolve conflicts or problems before they are detrimental to the relationship. Throughout the mentoring program, the mentee and mentor should check on the progress of the mentoring process at least quarterly (January, April, July, October). They should provide feedback to each other on the strengths of the mentoring relationship, quality of the interpersonal dynamics, progress made to date, areas for improvement, and future direction.
How to Begin NOVA’s Empower Mentoring Program

Where can I find information about beginning the Mentorship Program?

Please log into the "members only" section of the NOVA website. If you don’t have an account, as a member of NOVA, you may register one. Once you access the "members only" section of the website, please click on "Forums" and select "Mentorship Program." A variety of Mentorship Program topics and forums are available to NOVA members.

How do I become a Mentor?

If you would like to serve as a Mentor or serve as a resource, login to the members only section of the NOVA website vanurse.org and sign in. Click on Education and select Mentorship Program. Click Become a Mentor and complete an electronic NOVA Mentor/Resource Application. The application will be automatically sent to the NOVA National Office and reviewed by the NOVA Education Committee.

What support is available from NOVA?
There are three options currently available through the NOVA Mentoring Program.

Option 1. Help with your proficiency.

Fill out the Proficiency request form in the NOVA Mentoring Program.

Option 2. Contact with a resource to answer questions.

Fill out the Resource request form in the NOVA Mentoring Program.

Option 3. A mentor.

Login to the members only section of the NOVA website vanurse.org and sign in. Click on Education and select Mentorship Program. Click on Request a Mentor and complete an electronic NOVA Mentee Application. The application will be automatically sent to the NOVA National Office. You will be contacted by the Chair, Education Committee to set up a phone call to talk about what you need from NOVA’s Mentoring Program. You will then be connected with an available Mentor.

For more information, please send your requests to nova@vanurse.org
Initiating the Mentoring Relationship

The mentoring process begins as the mentee is assigned to an expert nurse mentor. The Chair, NOVA Education Committee is responsible for assigning mentor/mentee pairs and notifying the mentor and mentee.

Steps:

Step 1. Mentee receives name and email address of Mentor.

Step 2. Mentee contacts Mentor by email within 30 days of receiving Mentor’s email address to set up initial communication.

Step 3. Mentee and Mentor exchange contact information.

Step 4. Mentee and Mentor agree on method of communication (email, phone, meeting) and agree to communicate (by email, phone, or meeting) every month.

Step 5. Mentee identifies at least one goal and action item for the Mentoring experience.

What do you want to do or achieve? If you have multiple goals, which one do you want to start working on first? How much time do you think it will take to achieve this goal? How will you know when you achieve the goal? How will you measure achievement of the goal?

Goals should be SMART: Specific, Measurable, Achievable, Realistic, Time-bound. Mentee should evaluate the goal with the Mentor’s help. Is it specific? Is it measurable? Is it achievable? Is it realistic? Is the time frame to achieve the goal realistic?

Mentee and Mentor together should review the following questions related to the goal. What information do you need to achieve your goal? What individual strengths and weaknesses can you identify related to this goal? Do you need to develop any skills to achieve this goal? What resources do you need to achieve your goal?

Mentee should develop an Action Plan including action items to meet the goal with assistance from the Mentor. What will you do first? What additional steps need to be taken?

Step 5. Mentee and Mentor review progress, future direction, and establish date and time for next contact in the next 30 days.

Step 6. Mentee completes quarterly update and sends to the Chair, Education Committee quarterly (January 10, April 10, July 10, October 10).
Mentee Quarterly Update

Name of Mentee:______________________   Name of Mentor:_____________________________

Date Mentee and Mentor Began Mentoring Program:_________________________

At least one goal and action item have been established __Yes  ___No
Mentee and Mentor have communicated every month ___Yes  ___No
Mentee and Mentor are going to continue Mentoring Program  ___Yes  ___No

Comments:________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________


VA Mentoring Resources

The following information identifies VA resources for coaching and mentoring. Using VA resources is **NOT** part of NOVA’s Mentoring Program, but these are additional tools that can assist you to make the most of your VA journey.

**VHA Certified Mentor Coach Program**

The VHA Certified Mentor Coach Program is a VHA national succession program designed to standardize mentor and/or coach training for all persons serving in this role within VHA Succession initiatives, and nationally recognizes those who become certified.

Completion of NOVA’s Mentoring Program forms provides excellent documentation for mentors to use to complete hours and experiences for all levels through fellow for this VHA mentor program. You can find it on the VA intranet, [http://vaww.va.gov](http://vaww.va.gov)

**VA Individual Development Plan Electronic Instructions**

The VA Individual Development Plan is an excellent resource. You can find it on the VA intranet, [http://vaww.va.gov](http://vaww.va.gov)

**VA Individual Development Plan Crosswalk with VA SF 4692**

The VA Individual Development Plan is also available with the crosswalk to VA SF 4652. You can find it on the VA intranet, [http://vaww.va.gov](http://vaww.va.gov)
References


