

CERTIFICATION MENTORSHIP TOOLKIT

Commit to excellence



CANADIAN
NURSES
ASSOCIATION®

All rights reserved. No part of this document may be reproduced, stored in a retrieval system, or transcribed, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher.

© Canadian Nurses Association
50 Driveway
Ottawa, ON K2P 1E2

Tel.: 613-237-2133 or 1-800-361-8404
Fax: 613-237-3520
Website: www.cna-aic.ca

September 2018

Contents

About CNA certification	1
About mentorship	2
CNA's objectives for mentorship	2
Mentorship program details	1
Benefits for mentor	1
Phases	1
1) Build the relationship.....	1
2) Negotiate agreements	1
3) Assist the certification candidate.....	2
4) Conclude the mentorship	2
The nature of the mentoring relationship.....	3
How to become a mentor	4
Basic eligibility requirements	4
Required competencies and attributes	4
1) Personal attributes	4
2) Modelling excellence in professional practice	5
3) Fostering an effective mentor/mentee relationship	5
4) Fostering growth.....	6
Mentoring a group	7
1) Do your prep before creating a study group	7
2) Assess needs and develop a study program.....	7
3) Conduct study groups & mentorship sessions (before exam)	7
4) Wrap up study groups & mentorship sessions (after exam)	8
Distance mentoring	9
Tips for distance mentoring	9
Take it more slowly.....	9
Sharpen sensitivity to your tone in all types of communication	9
Eliminate distractions.....	9
Celebrate small successes.....	10
Recognize your many potential roles	10
Connect meaningfully	11
Create a contract.....	11
Listen effectively.....	11
Appendix 1: Adult Learning Principles and Mentoring Practices.....	13
Appendix 2: Mentoring Program Satisfaction Survey — Completed by the Mentor	14
Appendix 3: Mentor Evaluation — Completed by the Mentee	15
Appendix 4: Mentor Self-Evaluation — Completed by the Mentor	16

Appendix 5: Application Form — CNA-Certified Nurses Interested in participating in CNA Credentialing Centre Mentorship Program.....	17
Appendix 6: Mentor and Mentee Contact Form.....	20
Appendix 7: Mentor’s Annual Reporting Form	21
References	26

About CNA certification

The Canadian Nurses Association (CNA) Credentialing Centre provides voluntary, lifelong learning opportunities to nurses in Canada. Its centrepiece is the CNA Certification Program, which offers Canada's only nationally recognized nursing credential, available in 23 nursing specialties. Nurses who meet the eligibility criteria must pass an exam to achieve their initial certification, which is valid for five years. After five years, certified nurses must renew their credential by either submitting a record of their continuous learning or accumulating sufficient hours in their specialty and rewriting their exam. Most nurses choose the former option.

About mentorship

As a mentor, your role will be to provide support and guidance to one or more candidates during their preparation to write the certification exam. Mentoring typically occurs before the certification exam-writing windows (i.e., January to April or June to October).

Mentoring is a mutually beneficial process. Both of you will likely form a long-term professional relationship that will be highly rewarding.

“Mentoring is a reciprocal and collaborative learning relationship between two, sometimes more, individuals with mutual goals and shared accountability for the outcomes and success of the relationship” (Academy of Medical-Surgical Nurses, 2012, p. 3).

CNA’s mentorship program is closely aligned with the certification process. Many mentors have advocated within their nursing speciality for certification and have participated in the development of practice standards, competencies and examination questions.

CNA’s objectives for mentorship

- ▶ Access — certification candidates who need and/or want a mentor get one for their specialty
- ▶ Information-sharing — all mentors receive a helpful information package, which will include this toolkit
- ▶ Confidentiality — mentors, candidates and CNA maintain strict confidentiality
- ▶ Feedback — obtained yearly from mentors and mentees to monitor the effectiveness of the mentorship program

Mentorship program details

Benefits for mentor

- ▶ Development of new knowledge and skills
- ▶ Personal and professional growth
- ▶ Professional networking
- ▶ Ability to contribute to the nursing specialty and professional practice
- ▶ Accumulation of 10 continuous learning hours per year for use toward certification renewal
- ▶ Opportunity to meet provincial/territorial, college or association requirements for continuing competence/quality assurance in leadership and education

Phases

Although certification mentorship is typically a short-term time investment, there are many similarities to the long-term, intensive commitment that is a characteristic of a formal mentorship program. Potential mentors should ensure they can commit to providing a quality mentoring experience. You might want to consider this commitment in terms of the phases of mentorship (Simpson, Beynon & Simpson, 2005) which include:

- 1) Build the relationship
- 2) Negotiate agreements
- 3) Assist the certification candidate
- 4) Conclude the mentorship

1) Build the relationship

- ▶ Introduce yourselves and provide background information.
- ▶ Clarify roles. Will the mentor provide information and support to an individual certification candidate or is a more time intensive role required (e.g., working with study groups)?
- ▶ Ensure agreement on details, establish a virtual space for learning and define terms of confidentiality.

2) Negotiate agreements

- ▶ Establish specific commitments and expectations. For example:

-
- ▶ The mentor agrees to provide further information and practice questions and will forward them by e-mail to the certification candidate(s) within a week.
 - ▶ The certification candidate agrees to email the mentor to confirm the receipt of the information and confirm that it is helpful.
 - ▶ The certification candidate agrees to take responsibility for their own learning.
 - ▶ Determine time commitments that suit the mentor and certification candidate. This will be based on the candidate's learning needs and the mentor's available time. There is no required time commitment, although three contacts with the candidate are suggested as a minimum.
 - ▶ Ensure ongoing feedback between both parties that meet each other's requirements.

3) Assist the certification candidate

- ▶ Provide support (e.g., promote and encourage confidence) to establish a supportive learning environment.
- ▶ Apply the principles of adult learning theory to the mentoring experience (see Appendix 1).
- ▶ Increase the certification candidate's understanding of the exam writing process and aid with strategies for studying, following the study guide and completing the forms.
- ▶ Provide feedback.
- ▶ Obtain and forward educational resources.
- ▶ Establish learning opportunities with other experts in the specialty.
- ▶ Broaden the candidate's networks and help them connect with peers.

4) Conclude the mentorship

- ▶ Review accomplishments and achievements from the perspective of the certification candidate.
- ▶ Congratulate each other on a job well done.
- ▶ Realign the relationship (shift to a more personal or professional interaction, if desirable) or politely terminate.
- ▶ Complete the satisfaction survey and evaluation forms:
 - ▶ Appendix 2: Mentoring Program Satisfaction Survey — Completed by the Mentor
 - ▶ Appendix 3: Mentor Evaluation — Completed by the Mentee
 - ▶ Appendix 4: Mentor Self-Evaluation — Completed by the Mentor

The nature of the mentoring relationship

If you become a mentor for the CNA Certification Program, you'll find that it is less formal than other organizations, where human resource policies and procedures require a rigorous matching and reporting process. We recognize that certification mentors and candidates prefer a less strict process. Our mentoring program is voluntary and can be conducted outside of workplaces, although most employers should endorse and support certification. Mentorship can and should be accomplished with the least amount of burden to the mentor and mentee.

Nurses often question the difference between mentoring and the more common experience of preceptoring. As Debra Fawcett explained (2002), while mentors and preceptors share some of the same roles, a mentorship is typically a longer-term relationship with a teaching/learning component whereas a preceptorship is more strictly a teacher/student relationship (as cited in Kanaskie, 2006).

Mentorship follows the CNA Certification Program's vision of "build on what you know." We want you to volunteer to be a mentor because you're committed to your nursing specialty and the certification process. We want you to become a mentor to foster improvements in nursing professional practice. By helping others achieve certification, you will build on what *you* know and build on what *they* know.

How to become a mentor

We are always looking to increase the number of certification mentors across Canada and we hope you apply for this rewarding professional opportunity. If you meet the requirements as outlined below, we urge you to complete and submit the application form (see Appendix 5).

Basic eligibility requirements

- ▶ CNA certification in one of the 23 nursing specialties.
- ▶ Adherence to the confidentiality requirements of the mentor program.
- ▶ Commitment to the professional development of colleagues in a specialty and to the CNA Certification Program.
- ▶ Willingness to mentor one or more individuals or groups of certification candidates per year.
- ▶ Participation in activities to keep current in your specialty.
- ▶ Willingness to connect with other certification mentors to share information about resources, post resources in a password-protected area of the CNA certification website and serve as a resource for other mentors.
- ▶ Membership in a national nursing specialty association is an asset.

Required competencies and attributes

Competencies are the knowledge, skills, judgment and personal attributes required for a person to practise safely and ethically in a designated role and setting. In the context of mentorship, competencies are divided into four main categories:

- 1) Personal attributes
- 2) Modelling excellence in professional practice
- 3) Fostering an effective mentor/mentee relationship
- 4) Fostering growth

1) Personal attributes

- ▶ Demonstrates effective communication skills.
- ▶ Displays respect, patience and good listening skills.
- ▶ Demonstrates trustworthiness in working relationships.
- ▶ Demonstrates a positive attitude, enthusiasm, optimism and energy about the work.

-
- ▶ Expresses belief in the value and potential of others.
 - ▶ Is open and accepting of the diversity of others.
 - ▶ Demonstrates confidence.

2) Modelling excellence in professional practice

- ▶ Displays commitment to nurses and to the nursing profession.
- ▶ Displays commitment to the goals of the organization or the team.
- ▶ Demonstrates strong knowledge, judgment, skill and caring in the practice specialty.
- ▶ Is credible and respected by colleagues, the organization and the community.
- ▶ Demonstrates critical thinking by challenging ideas, knowledge and practice (as appropriate).
- ▶ Actively expands knowledge base using research evidence and remains current with latest thinking and best practices in area of expertise.
- ▶ Uses an ethical framework to guide professional practice and interpersonal relationships.
- ▶ Uses socio-political knowledge of the organization to work effectively within and beyond the system.
- ▶ Conveys ability to see the “big picture” (historical, political or systems context).
- ▶ Uses a strong and diverse network to collaborate with others in the work setting and the broader system (i.e., health-care system and wider community, where relevant).
- ▶ Demonstrates effective negotiation and conflict-resolution skills.

3) Fostering an effective mentor/mentee relationship

- ▶ Establishes trust and maintains confidentiality.
- ▶ Makes time for the mentoring relationship, is approachable and welcoming.
- ▶ Demonstrates respect for the mentee as an individual and belief in the mentee’s potential.
- ▶ Demonstrates caring for the well-being of the mentee.
- ▶ Nurtures the mentee by providing support and encouragement.
- ▶ Provides honest feedback and constructive criticism.
- ▶ Engages mutually in the mentoring relationship.
- ▶ Reflects on own interactions to challenge, stimulate and support the mentee.
- ▶ Collaborates and negotiates in setting the goals and plan to achieve the mentoring relationship.
- ▶ Plans for appropriate closure or transition of the relationship.
- ▶ Celebrates achievements and successes with the mentee.

4) Fostering growth

- ▶ Coaches the mentee towards goal achievement:
 - ▶ Encourages the mentee to identify own strengths, gaps and learning needs to ensure the mentee's growth potential.
 - ▶ Supports the mentee in identifying the development of a realistic learning plan.
 - ▶ Guides the mentee to identify options/activities to meet goals.
 - ▶ Guides the mentee to identify, clarify and manage barriers as they arise in achieving the goals of the learning plan.
- ▶ Facilitates the mentee's access to a variety of resources and opportunities to meet goals.
- ▶ Encourages independence and autonomy:
 - ▶ Encourages the mentee to reflect on own growth or achievements and future actions.
 - ▶ Questions, probes and guides the mentee to explore new perspectives and insights.
 - ▶ Knows when to provide direction and when to challenge the mentee.
- ▶ Challenges the mentee by offering new ideas, knowledge and practices.

Mentoring a group

If you're mentoring a group, the principles of mentoring an individual also apply. The biggest difference is that we recommend you establish a formal study group. It will serve as an effective mechanism to ensure mentees get the most benefit from the relationship. Refer to the following steps for guidance on how to set up a group and follow it through until after the exam.

1) Do your prep before creating a study group

- ▶ Identify a certification champion and/or study group facilitator (if not yourself)
- ▶ Use CNA's certification marketing materials (see next section) to generate interest
- ▶ Identify a network of certification champions to help promote certification
- ▶ Identify the potential study group members (remember, CNA offers lower exam fees for groups of 10 or more nurses)

2) Assess needs and develop a study program

The CNA Certification Program has tools and resources for each specialty for the following action items:

- ▶ Review our exam blueprints and resources
- ▶ Consult our full list of cooperative specialty associations, liaise with the relevant group and review their exam resources
- ▶ Establish a list of mentors and post on the mentor page
- ▶ Establish a community of practice for the study group
- ▶ Invite subject matter expert(s) to the study group sessions (if necessary, contact us for assistance)

Following the above steps will help you develop the study program, which should be based on the needs assessment and feedback from potential participants.

3) Conduct study groups & mentorship sessions (before exam)

- ▶ Begin your sessions based on the schedule you established in Step 2; stick with it, but be open to adjustments based on participants' needs and availability
- ▶ Emphasize peer to peer support within group
- ▶ Connect regularly with participants outside of the scheduled sessions
- ▶ Make optimal use of technology
- ▶ Be available right up until participants write the certification exam

4) Wrap up study groups & mentorship sessions (after exam)

- ▶ Conduct debrief session
- ▶ Encourage participants to fill out a formal evaluation
- ▶ Share results with participants, mentees and CNA
- ▶ Connect with nurses who did not pass the exam to identify strategies to help them succeed in the future
- ▶ Celebrate a job well done!

Acknowledgement: Steps for mentoring a group based on model from DWHLI Leadership Atlantic Region Project (H. MacDonald & J. MacDonald, 2017).

Distance mentoring

Most likely, your mentoring will be conducted over large geographical areas and will therefore be considered “distance” mentoring. This often occurs because, for instance, there may only be one mentor per province or territory for a particular nursing specialty. Face-to-face meetings are possible, but unlikely. Mentoring therefore most often takes place by e-mail, telephone or other technology (Skype, FaceTime, Facebook, Messenger, etc.).

Distance mentoring is often qualitatively different than face-to-face mentoring. You may even ask, “Is it really mentoring?” Phillips-Jones (2007), a noted author on mentoring, says:

Yes, if the [m]entor is using an intentional mentoring process and a set of mentoring skills to help the mentee identify learning goals and build competence to reach them. Mentors find ways to maximize its benefits and reduce disadvantages.

Tips for distance mentoring

Take it more slowly

Allow time to build the relationship. Keep a “cheat sheet” of your certification candidate’s information handy to refresh your memory when you are in contact.

Sharpen sensitivity to your tone in all types of communication

There is a loss of non-verbal communication cues when speaking over the phone or communicating by e-mail. If the usual pattern of the certification candidate’s voice changes, ask “I noticed when we started talking about this subject, your voice became quieter. I’m wondering if there’s something about this subject that is bothering you?” By its nature, email leads to terse exchanges. Again, check in with the mentee. Don’t just make sure the candidate has understood your message, check for reactions to that message. You might ask: “What do you think about what I have just said?” “I’d like to check that you agree.”

Eliminate distractions

Mentoring time needs to be respected — a sign on your door may prevent disruptions from colleagues while you are speaking to the certification candidate. Resist the temptation to continue working; turn your chair away from your desk when speaking to your long-distance mentee if necessary.

Celebrate small successes

Recognize your mentee's successes and praise them for their accomplishments by sending them an email note, e-card, etc.

Recognize your many potential roles

As a mentor, you will likely find yourself taking on different roles. These may include:

- ▶ *Counsellor*— provides guidance and advice, assists in planning strategies and establishes a support system in stressful times
- ▶ *Communicator*— listens, interprets and provides feedback
- ▶ *Coach or advisor*— clarifies goals and shares open, honest feedback

These roles are highlighted in this case study:

Mentor: Hi, thanks for contacting me. How can I help you with today?

Certification candidate: Well, I don't exactly know right now. I was hoping you could help me define what my learning needs may be related to the perinatal certification exam. I'm a bit overwhelmed with the thought of all that I need to do to prepare.

Mentor: That feeling is understandable. I felt overwhelmed and needed to reach out for assistance. I obtained my certification but my anxiety levels were certainly high when I began my preparation.

Certification candidate: Could you tell me how you began to prepare? That may be helpful right now.

Mentor: I began to collect the resources that were recommended. I soon began to realize that I couldn't review in detail all these resources myself. I knew of two other nurses (and one other that I convinced needed to become certified with me!) who were preparing themselves in the perinatal speciality and we began a study group. The first thing we did was divide up the recommended resources to be reviewed.

Certification candidate: That's a good idea. I will ask the nurse responsible for professional development at my health-care agency if she knows of other nurses who may be writing the examinations and contact them.

Mentor: That sounds great. I'll be interested to hear how you make out with this during our next meeting. May I ask you a question about your present experiences?

Connect meaningfully

Regular contact with your mentee is required, but not sufficient on its own. The key to successful long-distance mentoring is taking time to connect and understand each other. Here are some ways to help ensure this happens:

- ▶ Talk to the certification candidate about his or her learning needs and your own time limitations: be up front with this information.
- ▶ Establish ground rules for communication between yourself and certification candidate. These rules will help foster trust, familiarity and comfort to ensure you and the candidate feel open to both giving and receiving advice and feedback.
- ▶ If you are located within a reasonable distance of each other, try to meet at least once in person. Meeting face-to-face may speed up the development of the relationship. If an in-person meeting is not feasible, arrange a telephone call. Remember that it is the mentor's duty to ensure meetings happen during a mentoring relationship.
- ▶ Try to understand each other's context to help ensure the success of your relationship. For instance, if a certification candidate is consistently late for your arranged meetings, ask him or her why this is so. It may be that in his or her institution or agency, meetings regularly run late and no one expects another meeting to begin exactly on time. It may be that you and your mentee live in different time zones and finding mutually agreeable time to schedule a conversation that works well for both partners is difficult. Negotiate how the two of you may wish to address this to each other's mutual satisfaction.

Create a contract

Consider using the Mentor and Mentee Contact Form (see Appendix 6) to establish what you and your candidate agree should happen and who will be responsible in the mentorship relationship. This form is helpful because, compared with face-to-face mentoring, distance mentoring requires exceptionally clear ground rules, consistent communication and a commitment to accountability. The form will help ensure that both parties clarify, at the outset, any limits placed on the relationship in terms of subject matter, time or confidentiality.

Listen effectively

Certification mentors should be aware of their listening skills. Listening will be important to developing an effective distance mentoring relationship. Here are three types of listening that can help:

- ▶ ***Mindful listening*** occurs when you give someone your undivided attention. Most importantly, keep the certification candidate the focus of the conversation.

-
- ▶ ***Empathetic listening*** is viewing the conversation through the perspective and feelings of the person to whom you are listening rather than through our own eyes. According to the Australian Mentor Centre (2007), it's one of the key skills for mentoring.
 - ▶ The keys to empathetic listening are:
 - ▶ Be focused on the speaker; don't project your own feelings and ideas onto another person.
 - ▶ Be non-defensive.
 - ▶ Imagine the perspectives and/or experiences of the other person.
 - ▶ Listen with the goal of understanding the other person, rather than judging or criticizing them.

 - ▶ ***Active listening*** is the ability to become absorbed in what another person is saying and not interject your views, opinions or suggestions (McKinley, 2004).
In addition to listening skills, the mentor should try to promote an interactive process rather than an information exchange:
 - ▶ Check that your assumptions are correct during the conversation. Ask direct questions such as "am I understanding today's conversation correctly?"
 - ▶ Share your thoughts and feelings candidly.
 - ▶ Reflect on the learning taking place.
 - ▶ Focus on the mentee's learning goals.

Appendix 1: Adult Learning Principles and Mentoring Practices

Adult learning principles	Mentor	Mentee
Adults learn best when they are involved in diagnosing, planning, implementing and evaluating their own learning.	Facilitates learning activities and encourages the mentee to share, question and practise knowledge and skills.	Actively plans and carries out learning activities.
The role of the CNA mentorship program is to create and maintain a supportive climate that promotes conditions necessary for learning to take place.	Creates a climate of respect and a physical and social climate conducive to learning. Acknowledges the experiences each bring to the learning environment.	Acts in partnership to share ideas, content and experience.
Adult learners have a need to be self-directed.	Assists mentee in determining learning needs and to incorporate these into a learning plan. Uses these resources to guide discussion and agree to mentee's goals and objectives.	Determines own learning needs and discusses how best to incorporate these into a learning plan.
Readiness for learning increases when there is a specific need to know.	Works with the mentee to clearly state the learning goals at the beginning of the activity.	Commits to the learning goals and understands how the learning event will help achieve them.
Life's experiences are a primary learning resource; the life experiences of others add enrichment to the learning process.	Relates new material to the mentee's existing knowledge and experience. Guides learning by helping the mentee connect their life experiences and prior learning to the new information.	Brings valuable personal and professional experience to the relationship. Relates experiences to the new learning event.
Adult learners have an inherent need for immediacy of application.	Ensures learning is applicable to the mentee's work or other responsibilities.	Learns effectively when there is a specific, work-related problem to be solved.
Adults respond best to learning when they are internally motivated to learn.	Recognizes different learning styles (influenced by personality, intelligence, experiences, education, culture, etc.). Adjusts communication strategies to accommodate mentee's learning style.	Aware of own learning style and is willing to adopt and change learning style to accomplish learning goals.

Adapted from Health PEI, nursing education: <http://www.healthpei.ca/nursingeducation/index.php3/number=1044082&lang=E>

Appendix 2: Mentoring Program Satisfaction Survey — Completed by the Mentor

We want the mentoring experience to be as positive as possible for our mentors. Please evaluate the program by checking your degree of satisfaction for each item on a scale of 1 (low satisfaction) to 5 (high satisfaction).

How satisfied are you with...	Level of satisfaction
1. The extent to which the mentoring experience enhanced your professional contributions to professional nursing?	Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> High
2. The extent to which mentoring fulfilled you as a professional nurse?	Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> High
3. The relationship you developed with your mentee?	Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> High
4. The communication you had with your mentee?	Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> High
5. The extent to which mentoring helped the mentee earn their certification?	Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> High
6. The mentorship program overall?	Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> High
7. Additional comments	

Adapted from the Academy of Medical-Surgical Nurses (2012)

Please complete this form and return to the CNA certification team at certification@cna-aiic.ca.

If you have any questions, contact us toll-free at 1-800-361-8404.

Appendix 3: Mentor Evaluation — Completed by the Mentee

We want the mentoring experience to be as positive as possible for our mentees. Please evaluate the program by checking your degree of satisfaction for each item on a scale of 1 (low satisfaction) to 5 (high satisfaction).

How satisfied are you with...	Level of satisfaction
1. The relationship you developed with your mentor?	Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> High
2. The communication you had with your mentor?	Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> High
3. The extent to which mentoring helped you earn your certification?	Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> High
4. The mentorship program overall?	Low 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> High
5. Additional comments	

Adapted from the Academy of Medical-Surgical Nurses (2012)

Please complete this form and return to the CNA certification team at certification@cna-aiic.ca.

If you have any questions, contact us toll-free at 1-800-361-8404.

Appendix 4: Mentor Self-Evaluation — Completed by the Mentor

Answer the questions in the table below to evaluate your strengths and areas for improvement. Read each mentor behaviour and rate yourself on a 5-point scale (1 = poor, 5 = excellent). Look at items you scored 1-3 and develop a plan to increase your mentoring effectiveness.

If you have been a mentor before the certification program, incorporate that experience into your answers.

Mentor behaviours	Rating
1. I encourage mentees to express their honest feelings about their experiences. I maintain a non-judgmental, but supportive, attitude.	
2. I refer mentees to other individuals who may offer information and guidance in areas that I may not have the expertise.	
3. I encourage mentees to gather all the facts and define the problem before attempting to solve a problem.	
4. I ask probing questions and encourage mentees to reach their own conclusions and solve problems while providing helpful support. I try not to solve problems for them.	
5. I link mentees with learning resources to expand their knowledge and skills.	
6. I encourage mentees to continually assess their learning needs and provide guidance in meeting those needs.	
7. I communicate my concerns when the mentees' verbal and/or nonverbal behavior is not in agreement.	
8. I express my personal confidence in the mentees' abilities to succeed and their competence as adult learners.	
9. I encourage mentees to use me as a sounding board when handling difficulties. I listen and allow mentees to vent their feelings and frustrations. I then help mentees in exploring ways to deal effectively with their difficulties.	
10. I am proud of my mentees' successes and praise them for their accomplishments.	
11. I encourage mentees to provide me with feedback about how I am doing as a mentor and how I am contributing, or not contributing, to their learning.	
12. I discuss and clarify my role as a mentor as often as needed.	
13. I recognize and value expertise that mentees bring to the relationship. I am open to learn from my mentees.	
14. When engaging in dialogue and decision-making, I encourage mentees to separate facts from feelings, interpretations and opinions.	
15. I can be trusted with sensitive information and I maintain confidentiality.	

Adapted from the Academy of Medical-Surgical Nurses (2012)

Please complete this form and keep for your own reference.
If you have any questions, contact us toll-free at 1-800-361-8404

Appendix 5: Application Form — CNA-Certified Nurses Interested in participating in CNA Credentialing Centre Mentorship Program

Contact Information

Name: _____
CNA Certification #: _____
Address: _____
Telephone: _____
Email: _____
Today's Date: _____

Check your current CNA certification(s)

- | | |
|---|--|
| <input type="checkbox"/> Cardiovascular | <input type="checkbox"/> Nephrology |
| <input type="checkbox"/> Community Health | <input type="checkbox"/> Neuroscience |
| <input type="checkbox"/> Critical Care | <input type="checkbox"/> Occupational Health |
| <input type="checkbox"/> Critical Care Pediatric | <input type="checkbox"/> Oncology |
| <input type="checkbox"/> Emergency | <input type="checkbox"/> Orthopaedic |
| <input type="checkbox"/> Gastroenterology | <input type="checkbox"/> Pediatric |
| <input type="checkbox"/> Gerontological | <input type="checkbox"/> Perianesthesia |
| <input type="checkbox"/> for RNs and NPs | <input type="checkbox"/> Perinatal |
| <input type="checkbox"/> for licensed/registered practical nurses | <input type="checkbox"/> Perioperative |
| <input type="checkbox"/> Hospice Palliative Care | <input type="checkbox"/> Psychiatric and Mental Health |
| <input type="checkbox"/> Medical-Surgical | <input type="checkbox"/> Rehabilitation |
| <input type="checkbox"/> Neonatal | <input type="checkbox"/> Wound, Ostomy and Continence |

Check the province or territory in which you practise:

- | | |
|---|--|
| <input type="checkbox"/> British Columbia | <input type="checkbox"/> Nova Scotia |
| <input type="checkbox"/> Alberta | <input type="checkbox"/> Prince Edward Island |
| <input type="checkbox"/> Manitoba | <input type="checkbox"/> Newfoundland and Labrador |
| <input type="checkbox"/> Saskatchewan | <input type="checkbox"/> Northwest Territories |
| <input type="checkbox"/> Ontario | <input type="checkbox"/> Nunavut |
| <input type="checkbox"/> Quebec | <input type="checkbox"/> Yukon |
| <input type="checkbox"/> New Brunswick | |

Are you a member of national nursing specialty association?

- Yes Which one? _____
- No

Describe your motivation/interest(s) for becoming a certification mentor.

Describe why you would be a good certification mentor (highlight your professional experience, teaching role and/or personal characteristics).

Describe an experience you have had that will help you mentor certification candidates.

Are you willing to promote nursing certification? (i.e., delivering a talk on becoming certified, providing promotional material and/or an educational session in your workplace or at a professional development activity)?

- Yes
- No

Are you willing to mentor one or more nurses within the next year?

- Yes
- No

Are you available to receive questions about certification from nurses by phone or email and respond within 72 hours? When you respond, will you have the time to help these nurses prepare for the exam or accumulate continuous learning activities?

- Yes
- No

Are you able to connect with other certification mentors through an association or Facebook group to share information related to mentoring and resources?

- Yes
- No

Are you able to complete the yearly mentorship report (see Appendix 7) to be submitted to CNA Credentialing Centre by December 15?

- Yes
- No

Preferred language for correspondence

- English
- French

Preferred language for document distribution

- English
- French
- Both

Please complete this form and return to the
CNA certification team at certification@cna-aiic.ca.
If you have any questions, contact us toll-free at 1-800-361-8404.

Appendix 6: Mentor and Mentee Contact Form

Please fill out information for each mentee contact:

Mentee's information	Method(s) of communication	Nature of inquiry	Reply	Minutes spent responding to inquiry
Date: Province /Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+
Date: Province /Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+
Date: Province /Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+
Date: Province /Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+

Appendix 7: Mentor's Annual Reporting Form

Period covered: _____

(The annual term for reporting mentoring activities is January to November)

Name: _____

Date completed: _____

Nursing practice specialty: _____

CNA certification #: _____

Province/Territory: _____

Check the number of years that you have been a CNA certification mentor.

< 3 years

3-6 years

7+ years

Please fill out information for each mentee contact:

Mentee's information	Method of communication	Nature of inquiry	Reply	Minutes spent responding to inquiry
Date: Province/Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+
Date: Province/Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+
Date: Province/Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+
Date: Province/Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+

Mentee's information	Method of communication	Nature of inquiry	Reply	Minutes spent responding to inquiry
Date: Province/Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+
Date: Province/Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+
Date: Province/Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+
Date: Province/Territory: Specialty:	Email Telephone Face-to-face meeting Other (specify):		Date: Email Telephone Other (specify):	< 5 5-15 15-30 30+

Describe the promotional activities that you undertook on behalf of the CNA Certification Program during the past year.

Activity type and target group	Date	Use of CNA resources	Number of attendees
		PowerPoint presentation Promotional pamphlets Other (specify):	
		PowerPoint presentation Promotional pamphlets Other (specify):	
		PowerPoint presentation Promotional pamphlets Other (specify):	

Have you been involved with a study group in the past year?

Yes As a facilitator As a lecturer Other (specify): _____

No

Did you network with other mentors this year?

Yes

No

If yes, why did you connect? (e.g., to share information, to share resources, to arrange a meeting)

Would you like to continue as a mentor for the program in next year's certification period?

Yes

No

Are there any changes in your contact information since last year?

Yes

No

If yes, please specify: _____

Other information that you would like to share:

If you are unable to complete your CNA mentorship term, or if you have questions, please contact the CNA Certification Program at 1-800-361-8404, ext. 259, or certification@cna-aiic.ca.

References

Academy of Medical-Surgical Nurses. (2012). *AMSN mentoring program: mentor guide*. Retrieved from <https://www.amsn.org/sites/default/files/documents/professional-development/mentoring/AMSN-Mentoring-Mentor-Guide.pdf>

Australian Mentor Centre. (2007). *Meaningful Mentoring* [e-newsletter]. Retrieved from www.australianmentorcentre.com.au/E-Newsletters/

Kanaskie, M. L. (2006). "Mentoring – a staff retention tool." *Critical Care Nursing Quarterly*, 29(3), p. 248-252.

McKinley, M. (2004). "A mentor gap in nursing?" *Critical Care Nurse*, 24(2). Retrieved from <http://ccn.aacnjournals.org/cgi/reprint/24/2/8>

Phillips-Jones, L. (2007). Distance mentoring: the mentoring group. Retrieved from www.mentoringgroup.com/

Simpson, J., Beynon, C., & Simpson, M. A. (2005). *Caring, connecting, empowering: a resource guide for implementing nursing mentorship in public health units in Ontario*. London, Ontario: Middlesex London Health Unit.

For further reading

Canadian Nurses Association. (2004, October). *Achieving excellence in professional practice: A guide to preceptorship and mentoring*.

Health PEI nursing education:

<http://www.healthpei.ca/nursingeducation/index.php3/number=1044082&lang=E>

Rosen, B. (2000). Some partnering tips for distance mentoring. *The Research Assistant: Resources for Behavioral Science Researchers*