



THE NIGHTINGALE CHALLENGE INITIATIVE

Mentoring the Young Nurses and Midwives Professional Leaders in Malawi

Ministry of Health - Malawi, 2020



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Acronyms

AMREF	African Medical and Research Foundation
CHAM	Christian Health Association of Malawi
CHAI	Clinton Health Accesses Initiative
DWYSYWD	Doing what you say you will do
QUAD	Four Pillars of Nursing & Midwifery Professions (Education, practice/policy, regulation and professional associations)
GIZ	Gesellschaft für Internationale Zusammenarbeit
MoH	Ministry of Health
MoH	Ministry of Health
SWOT	Strengths, Weaknesses, Opportunities and Threats
UK	United Kingdom
UNFPA	United Nations Population Fund
WHO	World Health Organisation
YONM	Year of Nurses and Midwives

Acknowledgements

The design and planning of this Program has been collaboratively developed by the nursing and midwifery leadership representatives from training institutions; regulatory body; professional associations and Policy/Clinical practice and development partners (Seed Global Health, WHO, CHAI, GIZ, AMREF, UNFPA) under the leadership of Directorate of Nursing and Midwifery Services.

Representation from the Four Pillars (QUAD) of nursing and midwifery professions i.e. Education, Regulation, Professional associations, Policy and practice formed a Steering Committee which provided strategic direction for the 2020 YONM including Nightingale Challenge Initiative (focusing on leadership development) and facilitated resource mobilization for the initiative

Special thanks to Seed Global Health for technical and financial support in putting the Mentorship Programme together and Brudett Trust for Nursing for funding the programme.

1. Introduction and Background

The Nursing Now's Nightingale Challenge Initiative is a global initiative which aims to develop Nurse and Midwifery Leaders for the Future. In Malawi the initiative will focus on developing future Young Nurse and Midwifery Leaders aged 35 years or younger from clinical practice and education sectors through the Mentoring program.

Mentoring is an exchange of knowledge gained through personal experiences. It is designed to build individual relationships between experienced employees and employees striving to succeed within an organization. It is structured to identify and meet the developmental and professional growth needs of the inexperienced professionals within an organization.

The Mentoring program in Malawi will enable the young nurses and midwives to develop and work to their full potential as leaders, innovators, and advocates within the multi-disciplinary team.

Organizations employing nurses and midwives are encouraged to join the Nightingale Challenge for 2020 so that they can develop their own workforce's capability among other things..

2. Goals and Objectives

The goal of the programme is to develop 50 Young Nurses and Midwives aged 35 years and younger as leaders, innovators, and advocates in 27 health institutions (Public and CHAM) within the multi-disciplinary team in Malawi.

The Objectives of the programme are multifaceted and will contribute to:

- *Skills Enhancement* - Sharing the skills and knowledge of successful, experienced, and highly competent staff to pass their expertise on to others who need to acquire specified skills.
- *Organizational Development and Culture Change* – Helping communicate the values, vision, and mission of the health organizations the mentees and mentors are working in. A one-on-one relationship will help employees understand the organizational culture and contribute to making any necessary changes.

- *Professional Identity* – Contribute to understanding of what it means to be a professional in the working environment. Professionals embody the values of the profession and are self-initiating and self-regulating.
- *Career Development* – Help Mentees to plan, develop, grow, and manage their careers. Mentoring will also help mentees (employees) become resilient in times of change, more self-reliant in their careers, and more responsible as self-directed learners.
- *Leadership and Management Development* – Encouraging the development of leadership competencies. These competencies are often more easily gained through application and guided practice rather than by education and training.
- *Education Support* – Help to bridge the gap between theory and practice. Formal education and training are complemented by the knowledge and hands-on experience of a competent practitioner.
- *Customer Service* – Assist in modeling desired behaviors, encouraging the development of competencies in support of customer service and, above all, cultivating the right attitudes.
- *Knowledge Management/Knowledge Transfer* – Provide for the interchange/exchange of information and knowledge between mentors and mentees from different health facilities within public health and CHAM institutions.

3. Design and Planning of the Programme

The design and planning of this Program has been a collaborative effort between the nursing and midwifery leadership from training institutions; regulatory body; professional associations and Policy and clinical practice. The design and planning of the Programme has provided the structure of how the mentorship programme will be *managed, delivered, and evaluated*. These elements are described in detail in the next sections.

3.1 Organizational Structure of the Program

The organizational structure of the mentoring program comprises the following key and major activities

1. Setting up of Mentoring Committee which will comprise representation of members from the Four Pillars (QUAD) of nursing and midwifery professions i.e. Education, Regulation,

Professional associations, Policy and practice. The Committee will set strategic direction for the mentorship program and facilitate resource mobilization for the initiative

2. Training Needs Assessment for leadership development through consultations with key stakeholders Nurse and Midwifery leaders from training institutions; regulatory body; professional associations; MoH policy and clinical practice. Consultations have also been with major employers – MoH and CHAM to confirm leadership development of nurses and midwives in Malawi.
3. Identification of Leadership Core Competences in line with the expected roles of the Young Nurse and Midwifery leaders within the context of multidisciplinary team
4. Promotion of the mentorship program to as many people as possible including development partners to arouse interest and garner support
5. Identification of both potential mentors and mentees from different facilities both clinical and education sectors and assigning mentors to mentees
6. Determination of resources required for the mentoring program
7. Identification of Coordinator and Facilitators to champion coordination and facilitation of program implementation
8. Establishment of a list of confirmed mentors and their areas of expertise and experience and the mentees to be mentored and notifying them
9. Orientation / briefing of facility managers, mentors and mentees on the program and its expectations
10. Conduct follow up supervisory visits to the mentors and mentees by the Facilitators
11. Monitoring and Evaluating the program

3.2. Programme Delivery and Management

The Mentorship Programme Management Team

The Mentorship programme Committee representing leadership from four pillars of nursing and midwifery professions (training, regulation, professional associations and policy/practice) and two young nurse/midwife leaders was set up to provide strategic direction for the initiative including resource mobilization. A Coordinator who will coordinate the set-out procedures for identification of Mentors and Mentees, set the matching criteria, arrange the training and development of the

mentors, and the briefing of the mentees was identified. The Coordinator will be part of the team of Facilitators who will be Champions of the mentoring process.

The Target Audience

The target group will be Young nurses and midwives aged 35 years and below ready to be trained as young leaders for the future. These will be the Mentees. They will be selected from clinical facilities of both government and CHAM institutions and the academia.

The Mentees will be mentored by Mentors with similar professional experiences to the mentees. These will be selected from similar institutions the mentees will be coming from

Type of Mentoring Approaches

There will be one mentor from the identified facility who will be responsible for two mentees. Both the mentor and the mentees will be provided with appropriate support to undertake the mentoring activities.

This mentoring programme will mainly utilize person-in- person contact (formal), e-mentoring, and group mentoring approaches. *Formal mentoring* will have an agreed structure (*identification of experienced mentors who are matched with mentees from same institution and scheduling of their meetings*) to achieve clear goals and outcomes.

E-mentoring will take place virtually and not involve regular face-to-face meetings. It will be set up in the same way as formal mentoring to enable mentors and mentees continue with mentoring activities when they are not able to meet regularly to overcome geographical and other logistical barriers

Group mentoring will also be promoted and supported based on the prevailing circumstances including need to limit travel. Group mentoring will work well for the mentees as they will gain greater exposure to group thinking and problem-solving

Resources Required

The Mentorship Core Committee solicited funding from Nursing Now Campaign organization (Burdett Trust for Nursing) in the UK. Funds have been provided to support coordination of programme; orientation meetings; implementation of mentoring activities, monitoring and evaluation. More funding is required and is being mobilized to meet quality implementation of the programme.

Orientation / Training mentors and briefing mentees

Provision of training support to mentors and mentees provides them with an opportunity to meet with other participants in an informal setting. The Facilitators/ management group will also attend the sessions to help establish their commitment to the programme from the start.

The training and briefing sessions will include the following:

- An overview of the programme
- An outline of the programme aims and objectives
- Details about how mentors and mentees have been selected and matched
- Details about the commitment required, including time, frequency and the need to be flexible
- Benefits and rewards
- Programme policy and procedures
- What is expected of the mentor / mentee
- Programme paperwork
- Feedback and evaluation process

Specifically, the mentor training will aim to help the mentors to:

- Become more skilled in developing their role
- Understand the challenges their mentees may be facing
- Provide advice on goal setting and problem solving
- Understand the impact they will have on their mentee
- Develop a professional mentor relationship
- Manage expectations
- Understand what they can and can't do in their role

The mentee briefing will help to:

- Address any concerns they have
- Discuss the expectations of the mentees
- Explain what the mentors can and cannot do
- Help them to start to think about their own goal- setting
- Inform them about what to do if the programme is not working out

4. Leadership Core Competences to be acquired

The need for leadership development for young nurses and midwives was confirmed through consultations with key stakeholders- Nurse and Midwifery leaders from training institutions; regulatory body; professional associations; MoH policy and clinical practice. Consultations were also done with major employers – MoH and CHAM to confirm the need for leadership development of young nurses and midwives in Malawi.

Based on the review and discussion of different leadership competency frameworks, the following core leadership competencies were identified and agreed upon:

Figure 1: Summary of Core Competencies

Core Area	Competency	Description of specific competencies
<i>Managing Self</i>		Integrity/Honesty: Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics. Interpersonal Skills: Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations. Continual Learning: Assesses and recognizes own strengths and weaknesses; pursues self-development.

	Resilience: Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Oral Communication: Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed. Written Communication: Writes in a clear, concise, organized, and convincing manner for the intended audience. Flexibility: Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles. Problem Solving: Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.
<i>Managing Projects</i>	Team Building: Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals. Customer Service: Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement. Technical Credibility: Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise. Accountability: Holds self and others accountable for measurable high-quality, timely, and cost effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules. Decisiveness: Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions. Influencing / Negotiating: Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.
<i>Managing People</i>	Human Capital Management: Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations. Leveraging Diversity: Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

	Conflict Management: Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner. Public Service Motivation: Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests. Developing Others: Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods
<i>Managing Programs</i>	Technology Management: Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to, and security of, technology systems. Financial Management: Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities. Creativity / Innovation: Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes. Partnering: Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals. Political Savvy: Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.
<i>Leading Organizations</i>	External Awareness: Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment. Vision: Takes a long-term view and builds a shared vision with others; acts as a catalyst for organization change. Influences others to translate vision into action. Strategic Thinking: Formulates objectives and priorities and implements plans consistent with the long-term interest of the organization in a global environment, Capitalizes on opportunities and manages risks.

	Entrepreneurship: Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.
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Proposed detailed to content of Leadership core competencies (related to above competencies) which mentors can discuss and share their experiences with mentees each session adapted from the Institute for Leadership Coaching.

- + **Character of the leader**
- + **Personal Capability**
- + **Focus on Results**
- + **Interpersonal Relationship Skills**
- + **Leading Organizational Change**

Details of appropriate knowledge, attitudes and skills are elaborated below:

Session 1: Character of a Leader

Most important quality people look for and admire in a leader is **personal credibility**. “*Credibility is the foundation of leadership. If we don’t believe in the messenger, we won’t believe the message.*” (Howard Morgan (2005): In brief, this is all about “Doing what you say you will do” or “DWYSYWD” for short. This sounds like the following:

- Practice what you preach
- Walk the talk
- Put your money where your mouth is
- Actions speak louder than words
- You have to have the courage of your convictions

How does Character of an Effective Leader get Defined?

- *Making decisions with the organization paramount in mind* versus allowing a personal agenda to influence decisions

- ***Keeping commitments*** that are made
- ***Practicing self-development***; constantly learning
- ***Being receptive*** to and specifically asking for, feedback from others
- ***Being approachable*** by anyone
- ***Treating everyone the same*** – knows smiling up and kicking down behaviour
- ***Treading the waitress and concierge with dignity*** as well as people of high status
- ***Trusting other people***; assuming they have good intentions
- ***Working collaboratively*** with others, versus seeing everyone as a competitor
- ***Not acting in an arrogant manner*** towards others
- ***Being tenacious and not giving up*** because something is difficult
- ***Having emotional resilience***; adjusting rapidly to changing environments

Session 2: Personal Capability

This is all about whether you *have direct knowledge or hands-on skills in relation to the country's health care system or area in which you might lead.*

Some individual capabilities include:

- ***Technical knowledge*** – having the know how
- ***Product or service knowledge*** – a thorough understanding of what health services/training the organization is offering and why it is superior to competitive products or services
- ***Problem analysis and problem-solving skills*** – the ability to define a problem, analyze it, and come up with solid recommendations for resolving it
- ***Professional skills*** – the ability to write an intelligent, concise report; the ability to make a compelling presentation in front of a group; the ability to organise one's work inefficient manner, to monitor progress, and to act without being told by someone in authority
- ***Innovation*** – the ability to have a fresh outlook and approaching a problem, to shake loose old methods and processes and see new possibilities. Innovation means being able to climb out of ruts and do things in a different fashion
- ***Initiative*** – the person who sees something falling in the cracks between one department and another and who immediately takes steps to make certain it is handled. It involves volunteering that something needs to be done and no one currently is doing it

- ***Effective use of information technology*** – this person sets an example in the consistent use of e-mail, powerful software applications, and any technology that escalates performance.

Session 3: Focus on Results

It is one thing to set the vision for the organization or group, it is another to assist them to get there. ***Setting goals and providing the necessary support for the team to meet the targets is a key role for any leader.***

How do leaders focus on results?

- ***Establish stretch goals*** for their people
- ***Take personal responsibility*** for the outcomes of the group
- ***Provide ongoing feedback*** and coaching to their people
- ***Set loftier targets*** for the group to achieve
- ***Personally, sponsor*** an initiative or action
- ***Initiate new programs***, projects, processes, client relationships, or technology
- ***Focus on the organization goals*** and ensure that they are translated into actions by their department
- ***Operate with speed and intensity***; accelerate the pace of the group
- ***Champion the cause*** of the customer or client
- ***Balance long-term and short-term*** objectives

Session 4: Interpersonal Skills

Leaders need to ***be able to connect with their followers*** – and connect well.

A leader with strong interpersonal skills would include the following

- ***Communicating powerfully*** and prolifically
- ***Inspiring others*** to high-performance
- ***Building positive relationships*** with others
- ***Developing the skills and talents*** of subordinates
- ***Working in a collaborative manner*** with others

- ***Being an effective team member***
- ***Recognizing and rewarding the contributions*** of others
- ***Being open and receptive*** to new ideas
- ***Responding positively*** to feedback
- ***Effectively resolving conflicts*** within their own department and with other groups outside
- ***Influencing people upward in the organization***, in addition to peers and subordinates
- ***Building the self-esteem of others***, giving positive indications of their ability to succeed
- ***Teaching others*** in a helpful manner

Session 5: Leading Organizational Change

Anything that does not grow on the planet dies. And that goes for businesses as well. Leaders need to be able to provide the vision to their people, as well as the strategy about how to arrive and achieve the final result

Specific skills required for leading organizational change?

- Has the ***ability to be a champion for change*** in the organization
- ***Leads projects or programs***, presenting them so that others support them
- Is ***an effective marketer*** for his or her work group's projects, programs or products
- Has a ***strategic perspective***
- ***Knows his or her work*** relates to the organization's business strategy (line of sight connection)
- ***Translates the organization's vision*** and objectives into challenging and meaningful goals for others
- ***Takes the long view; can be trusted*** to balance short-term and long-term needs of the organization
- ***Connects the outside world*** with internal groups
- ***Represents work group*** to key groups outside the group or department
- ***Effectively resolving conflicts*** within their own department and with other groups outside
- ***Helps people understand how meeting customer's needs is central to the mission*** and goals of the organization,

- ***Effectively manages human, capital, financial and information resources*** so that organizational objectives are achieved;
- ***Promotes compliance*** with accreditation standards and ethical and legal requirements;
- ***Maintains political awareness of issues*** and the health environment and their impact; furthering health services through active involvement.

Programme monitoring and evaluation

Programme management also includes monitoring and feedback from the mentors and mentees throughout the programme. This information will form the cornerstone of the evaluation process. It is important therefore that both mentors and mentees are aware of the need to complete this work as part of the overall programme. It is important to monitor the programme to make sure it is delivering the stated aims and objectives. If for any reason the programme is not delivering the desired mentorship program outcomes, then the management team will need to address this and put in place changes to bring the programme back on track.

Programme evaluation will include an evaluation at the end of the programme to:

- increase understanding of the effectiveness of the programme in relation to the goals set at the start of the programme
- provide useful information for the running of future programmes
- provide both mentors and mentees with a method to feedback and evaluate their performance

The criteria for programme evaluation has been clearly set out at the start to ensure everyone knows what is expected of them and how success will be measured. It is important that any evaluation process includes a form of reporting which can then be used to establish the effectiveness of the mentoring programme for the practice, mentors and mentees.

5. Detailed Roles and Responsibilities of the Mentor and Mentee

A mentor provides guidance and recommendations to help the mentee develop his or her leadership professional skills and serves as a resource to the leadership development process. A mentor also asks the tough questions, communicates the unwritten rules of how Malawi health care system works and assimilates the mentee into the nursing and midwifery leadership development process within broader context of health care delivery system for the country.

The Mentorship Program is designed primarily for the benefit of the mentee who is a Young nurse and midwife aspiring to be a transformative leader for the future generation. Therefore, the mentee will assume most of the responsibility for the quality of outcomes in a mentoring partnership. A mentee seeks constructive feedback as well as encouragement and has a strong commitment to professional growth and the ambition to succeed.

Figure 2: Summary of roles and responsibilities

Role	Responsibilities
Organization Mentoring Program Champion/Facilitators	Commit resources to train, direct, mentor, and coach participants
Organization Mentoring Program Coordinator/	• Provide interactive and challenging sessions that entail involvement • Review and make thorough and consistent evaluations of the participants' progress • Provide support to guide and direct efforts of mentors and mentees to ensure successful program completion • Facilitate planning and managing participant's assessments, tracking and scheduling activities, documentation of reporting requirements • Continuously review and evaluate program assignments and activities throughout the program cycles and ensure instructions are organized and procedures match relevant forms and checklists
Mentor	• Work with the mentee in developing an Individual Development Plan (IDP) • Understand how the organization manages its programs, create realistic work products, and model behavior • Study key core competencies needed to sustain a strong leadership environment

	• Ensure mentee work projects have start and end dates, and do not distract from the mentee's official duties • Meet routinely with the mentee to discuss and monitor progress • Provide feedback and recommendations for program improvement • Meet with your mentee and/or engage in mentoring activities in-person (or on the telephone as a backup) • Willingly share your experience and professional success in the organization • Explain how the organization is structured • Support the organization's mission, vision, and goals • Look for experiences that will stretch the mentee (i.e., shadowing during meetings, suggested readings, etc.) • Stay accessible, committed, and engaged during the length of the program • Listen well • Provide open and candid feedback • Offer encouragement through genuine positive reinforcement • Be a positive role model • Share "lessons learned" from your own experiences • Be a resource and a sounding board • Keep your conversations confidential
Mentee	Meet routinely with mentor • Actively participate in mentoring activities and goal accomplishment • Provide feedback and recommendations for program improvement • Meet with your mentor each month and/or engage in mentoring activities in person (or on the telephone as a backup) • Be proactive about contacting your mentor and scheduling meetings • Commit to self- development • Assume responsibility for acquiring or improving skills and knowledge • Discuss individual development planning with the mentor • Be open and honest on goals, expectations, challenges, and concerns so others can help you • Prepare for meetings and come with an agenda • Actively listen and ask questions

	• Seek advice, opinion, feedback, and direction from the mentor • Be receptive to constructive criticism/feedback and ask for it • Keep your conversations confidential • Respect the mentor's time and resources • Stay accessible, committed, and engaged during the length of the program • Comfortably give feedback to the mentor on what is working or not working in the mentoring relationship • Let the Mentoring Program Manager know as soon as possible if you are having a problem connecting with your mentor.
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6. Establishing the Relationship between Mentor and Mentee

Once the match has been made it's important that both the mentor and mentee take ownership of their participation in the programme. They will need to agree regularity and location of meetings. These should be either in the practice or off site during working hours. The regularity of meetings will be determined by the availability of both parties. However, the meetings should take place at least once a month to start with to ensure the mentee is receiving the right amount of support. Meetings can become bi-monthly or quarterly if required, with contact by phone or email in between.

The mentor and mentee will determine the final mix of activities for the programme, but they should include:

- Goal-setting
- Documentation review
- Feedback
- Evaluation and closure

6.1 Role preparation for the Mentor

To prepare for your first meeting, you might want to:

- Summarize your goals and expectations for the mentoring partnership
- Review your mentee's profile and work experience
- Address logistics of quarterly meetings, i.e., "How should we work together? Will we stay in touch between meetings, and how;
- Next, interview your mentee. In preparation for that first one-on-one meeting, review the interview questions below. Use these questions as a guideline to help you begin to get to know your mentee personally and professionally:
 - What is important to you?
 - What is your background and nursing and midwifery experience?
 - Which area have you practiced the most?
 - What areas of nursing and midwifery leadership would you like to develop?
 - What leadership and management skills do you have with which you are confident?
 - How do you use these skills on the job?
 - Which skills do you desire to develop?
 - How can I help you develop these skills?
 - What attracted you to this program?
 - Six months from now, how would you like to have grown as a result of this mentoring relationship?
 - What one thing can I do to ensure a positive experience for you in this relationship?
 - What should I expect from you in this mentoring partnership?

6.2 Role preparation for the Mentee

To prepare for your first meeting, you might want to:

- Prepare an updated résumé and or a detailed summary of your work experience
- Summarize your personal and professional goals
- Identify your goals and expectation of the mentoring relationship
- Prepare a personal SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis to help you and the mentor determine on which areas to focus

Benefits of Mentoring for the Mentor:

- Renews enthusiasm for the role of expert
- Obtains a greater understanding of the barriers experienced at low levels of the organization
- Enhances skills in coaching, counseling, listening, and modeling
- Develops and practices a more personal style of leadership • Demonstrates expertise and shares knowledge
- Increases generational awareness

Benefits of Mentoring for the Mentee:

- Gains sharper focus on what is needed to grow professionally • Furthers development as a professional in a higher level position
- Gains capacity to translate values and strategies into productive actions
- Complements ongoing formal study and/or training and development activities
- Gains career development opportunities

- Gets assistance with ideas and honest feedback
- Demonstrates strengths and explores potential
- Increases career networks and receives greater agency exposure
- Improves ability to express expectations, goals, and concerns
- Receives knowledge of organizational culture

ATTRIBUTES OF A GOOD MENTOR*

- Has a sincere desire and commitment to be a mentor
- Is a good listener
- Provides both critically positive and negative feedback (supportive and challenging)
- Is flexible and able to adapt to mentees' individual needs
- Is available and engaged
- Stays mindful of the needs of the mentee beyond formal mentor meetings
- Is empathic to the mentee's personal and professional needs and cultural background
- Shares/finds some common goals or background with the mentee
- Serves as a role model
- Feel/finds benefit in the relationship with the mentee
- Problem solves collaboratively
- Provides career coaching
- Is respected by peers and leadership
- Celebrates the mentee's accomplishments
- Is humble and self-reflective

- Reflects on how their own cultural background and personal history influence mentoring relationship

ATTRIBUTES OF A GOOD MENTEE*

- Current license to practice as registered nurse and midwife
- 35 years old and younger
- Is motivated
- Desire to learn the practice of Transformative nursing and midwifery Leadership within the context of a multi- disciplinary team
- Ambition to succeed as a young Generation Leader
- Both intelligence and common sense
- Strong commitment to goals and personal responsibility
- Ability to listen and follow through with directions
- Is curious and creative
- Is a good listener
- Is responsible and responsive
- Is able to work independently as well as in a team
- Receives feedback effectively and graciously
- Takes an active role in their own learning and professional development
- Engages in problem solving with the mentor
- Is resilient and open to multiple outcomes
- Actively assesses and communicates their changing needs
- Seeks/finds additional informal mentors
- Is humble and self-reflective
- Reflects on how their own cultural background and personal history influence mentoring relationships

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8. Annex

8.1. Leadership Core Competencies

The 28 Leadership Core Competencies are divided into five levels. Definitions are listed below organized by the leadership levels.

8.1.1 Managing Self

Integrity/Honesty: Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.

Interpersonal Skills: Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

Continual Learning: Assesses and recognizes own strengths and weaknesses; pursues self-development.

Resilience: Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

Oral Communication: Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.

Written Communication: Writes in a clear, concise, organized, and convincing manner for the intended audience.

Flexibility: Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

Problem Solving: Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

8.1.2 Managing Projects

Team Building: Inspires and fosters team commitment, spirit, pride, and trust.

Facilitates cooperation and motivates team members to accomplish group goals.

Customer Service: Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

Technical Credibility: Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Accountability: Holds self and others accountable for measurable high-quality, timely, and cost effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Decisiveness: Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.

Influencing / Negotiating: Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

8.1.3 Managing People

Human Capital Management: Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.

Leveraging Diversity: Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Conflict Management: Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Public Service Motivation: Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.

Developing Others: Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods

8.1.4 Managing Programs

Technology Management: Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to, and security of, technology systems.

Financial Management: Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Creativity / Innovation: Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes..

Partnering: Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

Political Savvy: Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

8.2 Leading Organizations

External Awareness: Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment..

Vision: Takes a long-term view and builds a shared vision with others; acts as a catalyst for organization change. Influences others to translate vision into action.

Strategic Thinking: Formulates objectives and priorities, and implements plans consistent with the long-term interest of the organization in a global environment, Capitalizes on opportunities and manages risks.

Entrepreneurship: Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

8.3. Mentoring Agreement Form

We are voluntarily entering into a mentoring partnership, which we expect to benefit both the mentor and mentee. We want this to be a productive and rewarding experience, with most of our time together spent in open, candid discussions.

To minimize the possibility of confusion in the mentoring relationship, the following must be agreed upon:

- a. Duration of the mentoring partnership (recommended minimum is 6 months)
- b. Frequency of the meetings
- c. Approximate amount of time to be invested by the mentor
- d. Estimated ending date of partnership
- e. Specific role of the mentor (model, guide, observe and give feedback, recommend developmental activities, facilitate learning, suggest/provide resources, etc.)
- f. Objective and additional points

The skill areas to be the focus of the current development period are noted on the individual development plan maintained by the mentee.

We agree to a no-fault conclusion of this partnership if, for any reason, it seems appropriate.

Mentor/Date _____

Mentee/Date _____

3. MENTORS ENROLLMENT FORM

Item #	Area of Focus	Response by Mentor
1	Describe your Role in your current Position	
2	How long have you been in your current position	

3	Number of years of experience as a practicing nurse and midwife	
4	Highest Professional qualifications	
5	Would you want to become a mentor	
6	Have you been a mentor before?	
7	What areas do you feel you can provide support to the mentees	
8	contact details	

4.MENTEES ENROLLMENT FORM

Item #	Area of Focus	Response by Mentor
	Describe your role in your current position	
	Indicate your highest qualifications	
	What areas do you feel a mentor can help you develop	
	Why do you want to join the programme	
	What are your goals and aspirations	
	Provide contact details	