

# ACCP Academy Leadership and Management Newsletter

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## A Guide to Mentoring— and to Being Mentored

A mentor can be defined as an “experienced and trusted person who gives another person advice and help, especially related to work, over a period of time.” Synonyms for “mentor” might include “tutor” or “coach.” The word is Latin with a Greek origin (Mentor), referring to the friend of Odysseus who was entrusted with the education of Odysseus’ son Telemachus in Homer’s *Odyssey*.

Mentors are often assigned to new employees, new faculty, new students and new fraternity or sorority pledges. The intent is the same in each case. That is, to guide, coach, advise, and tutor younger members of an organization, enabling less seasoned associates to mature professionally and personally. When mentors are not assigned, many persons gravitate to specific individuals with whom they develop a trusting relationship. This mentorship may go both ways with the younger or less experienced individual occasionally mentoring the more mature person. This type of relationship has been termed a mentoring partnership, thus eliminating the hierarchical image of one person being above another. The two individuals are equal in this relationship with mentoring behavior potentially being bidirectional. A mentor and a mentee are therefore termed simply “mentoring partners.”

Mentors must give of themselves to their mentoring partners, realizing that true mentorship requires time and energy to be done properly. It is critical that the mentor meet the needs of the mentored individual and not the personal needs of the mentor. David Stoddard in his book, *The Heart of Mentoring*, describes ten principles that can bring out the fullest potential in others. These principles, while primarily meant to help mentors assist their mentoring partners, also provide

insights into what might be expected from a mentoring relationship. He states that effective mentors:

**Understand that living is about giving.** Giving of yourself during the mentoring process often enables self-renewal.

**See mentoring as a process that requires perseverance.** Mentoring is a process, not a program or project. You must want to make a difference in the life of someone else. This is not an easy pursuit; it requires significant time and effort.

**Open your world to your mentoring partner.** Meet your mentoring partner where she is, not where you are. Share your experiences, successes, and failures; tell stories.

**Help mentoring partners align passion and work.** Mentors connect the need for making a difference in the lives of others with the work that need to be done. Ask your mentoring partner, “If you lived in a perfect world, and money was not a need, what would you be most interested in dedicating your life to?”

**“Mentors must give of themselves to their mentoring partners, realizing that true mentorship requires time and energy when done properly.”**

**Are comforters who share the load.** Great mentors are great listeners. They get into the lives of their mentoring partners by inviting the mentoring partners into their lives. This role has been likened to the “spotter” in weight lifting.

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**Help turn personal values into practice.** Have your mentoring partner prepare a personal mission statement. Kouzes and Posner, in *The Leadership Challenge*, state “the first milestone on the journey to leadership credibility is a clarity of personal values.”

**Model character.** The most important role of the mentor is the formation of character. The core quality of character is humility.

**Affirm the value of spirituality.** This does not refer to a discussion of religion. *Spirituality* embodies the idea of interconnectedness between humans. It makes us aware that there is something bigger than ourselves.

**Realize that mentoring + reproduction = legacy.** Mentors realize that those they mentor will affect others. Anne Sullivan, Helen Keller’s only teacher for many years, still has impact today through Helen Keller’s influence on countless individuals.

**Go for it.** “Just do it,” as the Nike slogan says. Mentors change, too, as they work with their mentoring partners.

**“Leadership is as much a way of being as it is a way of doing. Who you are may be more important than what you do.”**

Reading Stoddard’s book and applying the principles above to mentoring activities should greatly enhance one’s effectiveness as a mentor, as well as assist mentoring partners in knowing what might be expected from a mentor.

The ACCP Leadership and Management Certificate Program incorporates a mentoring activity whereby each participant selects a mentor with whom to work throughout the program. This mentor may be an immediate supervisor, a pharmacy manager, or a director of pharmacy where the participant is employed; a hospital administrator within one’s own institution or from another institution; or any individual with whom the participant wishes to develop a mentoring relationship. When asking an individual to serve as your mentor, it would be appropriate to mention the ACCP Leadership and Management Program, and that successful completion of this curriculum requires one to enter into a formal mentoring experience. A sample letter requesting this relationship is [available on the ACCP Academy Web site](#).

There are probably as many mentoring approaches as there are mentors, but a few guidelines are helpful as you and your mentor plan your experience. Leadership development involves a lifetime of planned or serendipitous activities that prepare one for the next position (a position

**“It’s about a shift from seeing a world made up of things to seeing a world that’s open and primarily made up of relationships.”**

-Peter Senge, from *Synchronicity*,  
by Joseph Jaworsky

that one may or may not know how to do!). When you reconstruct the sequence of your own experiences, it is possible to re-create the path you took to reach your current position. The mentoring associated with this ACCP program will be one of these experiences. Below are some ideas for planning the mentoring experience.

- ◆ Set a regular time when you and your mentor will meet. This could be weekly, biweekly, or monthly—whatever best fits your schedules.
- ◆ Recognize that the mentoring process will take time but that it may be one of your most important regular activities. Create an inventory of expectations for the mentoring experience and have your mentor do the same. This listing can serve as a framework that directs you forward in the mentoring process.
- ◆ Begin your mentoring journey with a conceptual “end in mind.” Have a sense of where you are going, what you want to do, and how you and your mentoring partner want to change. The inventory step listed above will assist in this process.
- ◆ Have a purpose for each meeting. You might decide to review a leadership book or an article from a leading business journal that you or your mentor have found particularly helpful.
- ◆ Some mentoring partners create a 1-year curriculum. They select 12 articles from the literature and review one article each month.
- ◆ Ask your mentor to share current dilemmas that she is currently facing and seek to identify possible courses of action. Consider preparing written analyses or case studies of some of these dilemmas.
- ◆ Accept responsibility for a special project that would be helpful to your mentor.
- ◆ Ask to spend time with your mentor’s immediate supervisor or the CEO or President of your organization. A 30 to 60 minute meeting may suffice, or perhaps you could spend some extended time with this individual.
- ◆ Develop a trusting relationship with your mentor such that you can discuss professional problems openly and without fear of judgment.

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- ◆ Ask your mentor to tell stories about specific successes and failures.
- ◆ Re-create your current leadership development path and determine what additional activities will be needed to achieve your projected “end in mind.” What was your mentor’s leadership development path? What experiences enabled him to attain his present position? (See the sample leadership pathway on the next page).
- ◆ As noted above, you and your mentor should read Stoddard’s, *The Heart of Mentoring*. It will stimulate conversations about important aspects of your professional and personal lives.
- ◆ Develop a relationship with your mentoring partner that allows the two of you walk beside each other. Strive to reach a point where your mentor can step into your life and you into hers. Try to see the world from your mentoring partner’s perspective.
- ◆ *Leadership and Self-Deception* is an important required reading for all participants in the ACCP Leadership and Management Certificate Program (see “Participant Assignments” to the right). You are encouraged to read and discuss this book with your mentor.
- ◆ Another critically acclaimed required reading for each program participant is Warren Bennis’ *On Becoming a Leader*. This book is a great place to start developing a definition of leadership and management. As you read the book, you and your mentor may want to discuss some of the following questions:

- Is leadership a way of *being* or a way of *doing*?
- What are the essential elements of leadership?

The chapter titles in *On Becoming a Leader* contain some critical material for this discussion. You might discuss one of these chapters each time you meet:

- Mastering the Context
- Understanding the Basics
- Knowing Yourself
- Knowing the World
- Operate on Instinct
- Deploying Yourself: Strike Hard, Try Everything
- Moving Through Chaos
- Getting People on Your Side
- Organizations Can Help or Hinder
- Forging the Future

*Don’t forget to enroll in the ACCP Leadership and Management Certificate Program to receive all program benefits, including regular issues of this newsletter.*

## Participant Assignments

**Individuals enrolled in the ACCP Leadership and Management Certificate Program should begin work on the following assignments.**

1. Complete your personal mission statement. The guidelines for completing this important document were distributed at the Personal Leadership Development session and are also [available on the ACCP Academy Web site](#).
2. Create a personal definition of leadership. This should be constructed from your readings and personal philosophies about leadership and management. When you complete the program, you may want to rewrite a the definition and compare it with your original version.
3. Select a mentor. This can be an individual at your current practice locale or someone at another site. Your current “unofficial” mentor could serve in this role. Use the mentoring guide and construct a program that allows you and your mentor to meet regularly.
4. Create and keep a leadership journal in which you reflect on the leadership experiences obtained through readings, leadership activities, and insights you glean from your work and personal activities. You should write between 150 and 250 words each time you make an entry into your journal. This compendium will become extremely valuable as you move into new positions. It will also create a memory of activities undertaken in this program.
5. The following three books are required reading during the program: *On Becoming a Leader* by Warren Bennis; *Good to Great* by Jim Collins; and *Leadership and Self-Deception* by the Arbinger Institute. As you read these books, record in your journal your impressions and reflections.
6. There will also be 3 Harvard Business Review articles assigned during the program: “What Makes a Leader,” by Daniel Goleman, Nov/Dec 1998; “What Leaders Really Do,” By John C. Kotter, Dec 2001; and “Narcissistic Leaders,” by Michael Maccoby, Jan/Feb 2000. You will be given these assignments as you progress through the curriculum.

# The Career Track of a Future Pharmacy Practice Leader

(As you read this sample career track, reflect on your own professional development.

Are you where you want to be? Are you leading your career where you want it to go?)

- Receives terminal degree and complete post doctoral residency/fellowship training.
  - Secures first clinical practice or academic position.
  - Attends at least two professional meetings a year.
  - Reads extensively in other areas besides area of specialty (throughout career).
  - Publishes at least two refereed publications each year.
  - Promoted at first institution (clinical track promotion).
  - Takes university courses in areas of interest (i.e., healthcare administration, organizational behavior, foreign language).
  - Elected chair of a professional association specialty interest group.
  - Appointed chair of the college curriculum committee. Also appointed chair of a major hospital committee.
  - Completes Dale Carnegie basic course.
  - Completes Outward Bound survival training.
  - Participates in institution-sponsored leadership training.
  - Receives a college award for research, practice, or teaching accomplishments.
  - Appointed to the editorial board of a national professional/scientific journal.
  - Participates in a 3-week mission health care trip to South American country.
  - Attends a 2-week leadership conference at a major university.
- Receives fourth grant rejection; has had only two grants funded (each for under \$100,000).
  - Promoted to Clinical Manager or Associate Director for Clinical Services.
  - Active in professional association; selected as a committee chair for several committees.
  - Completes 6-month leadership development assignment with institution Vice President.
  - Promoted to full professor (clinical track appointment).
  - Serves as interim pharmacy department head for one year.
  - Accepts position at another institution as Director of Pharmacy Services.
  - Develops patient care assessment plan and begins implementation.
  - Continues taking university courses to broaden knowledge base.
  - Elected President of national professional association.
  - Chairs CEO's institutional strategic planning committee.
  - Steps down as Pharmacy Director after six years, at the request of the new CEO.
  - Takes second 6-month sabbatical with local/regional hospital corporation. Completes major sabbatical project.
  - Selected as Vice President for Clinical Services at new institution; responsibilities include pharmacy.

**The Power of Commitment:** Until one is committed there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative (and creation) there is one elementary truth, the ignorance of which kills countless ideas and splendid plans: **The moment one definitely commits oneself, then providence moves too.**

All sorts of things occur to help one that would otherwise never have occurred. A whole stream of events issues from the decision, raising in one's favor all manner of unforeseen incidents and meetings and material assistance, which no man could have dreamed would have come his way.

*W.N. Murray, The Scottish Himalayan Expedition*

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