

# Aspiring Protégé Toolkit

## **Northern Metropolitan Region of the New York State Action Coalition**

*A self-directed mentorship program for registered nurses working or residing in New York State and are enrolled in a Bachelor of Science in Nursing program.*



*We believe that strong mentor connections will empower and expand our work as nurses and as caring women and men.*

*Vance & Olsen, 1998*



# **Future of Nursing Northern Metropolitan Region (NORMET)**

## **Aspiring Protégé Toolkit**

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## NORMET BSN 80/20 TASK FORCE

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Dear Aspiring Protégés and Nursing Mentors,

In the spring of 2013 a Northern Metropolitan Region (NORMET) BSN 80/20 Task Force was formed to focus on the Future of Nursing initiative, to increase the number of Bachelor of Science in Nursing workforce in New York.

Recognizing that the profession of nursing cultivates lifelong learning strategies and values higher education, the BSN 80/20 Task Force provided support and facilitation to implement the nursing mentorship initiative.

The Aspiring Protégé Toolkit was developed to guide independent mentor relationships. The self-governing toolkit guides both the protégé and mentor through a partnership journey to achieve continued educational growth as a professional nurse.

We are proud to introduce a self-directed mentorship program for registered nurses (RN) who are enrolled in a Bachelor of Science in Nursing program. This document denotes Bachelor of Science in Nursing and Bachelors in Nursing as a BSN program.

Congratulations on initiating your first step to engage and benefit from a nursing mentor relationship. We wish all the best with your academic and professional nursing pursuits.

Sincerely,

Joanne Ritter-Teitel, PhD, RN, CEA-BC



Lisa Summers-Gibson, MSN/Ed, RN, CDE



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## Background

- The Institute of Medicine (2011) and the Carnegie Foundation for the Advancement of Teaching (2009) report a definitive association between nursing education level and enhanced patient outcomes. (American Association of Colleges of Nursing, 2012)
- 37% of licensed nurses in the Northern Metropolitan Region (NORMET) are bachelors prepared (BSN). (Healthcare Association of New York State and Greater New York Hospital Associations, 2013)
- Research shows that barriers preventing registered nurses (RN) from becoming prepared bachelors of science in nursing (BSN) includes a lack of time, fear, insufficient recognition for past educational and life accomplishments, no distinction or differentiation between bachelor prepared or associate prepared nurses and a previous negative experience in school. (Meggison, 2008)
- Research shows that nursing mentorship programs improve self-confidence, job satisfaction, competence, nursing judgment, personal growth, professional growth, satisfaction with nursing career and improved leadership skills. (Block, 2005)
- Student journal writing contributes positively to the development of nursing knowledge, skills and attitudes because writing is a process that accentuates favorable conditions for learning. (Ross et al., 2014; Liuliene & Metiuiene, 2009)

## Vision

Eighty percent of RNs in NORMET Region will be BSN prepared by 2020 as proposed by the Institute of Medicine report: The Future of Nursing Leading Change, Advancing Health.

## Mission

To provide a self-directed mentorship program and toolkit that fosters the professional development of registered nurses pursuing a bachelor degree.

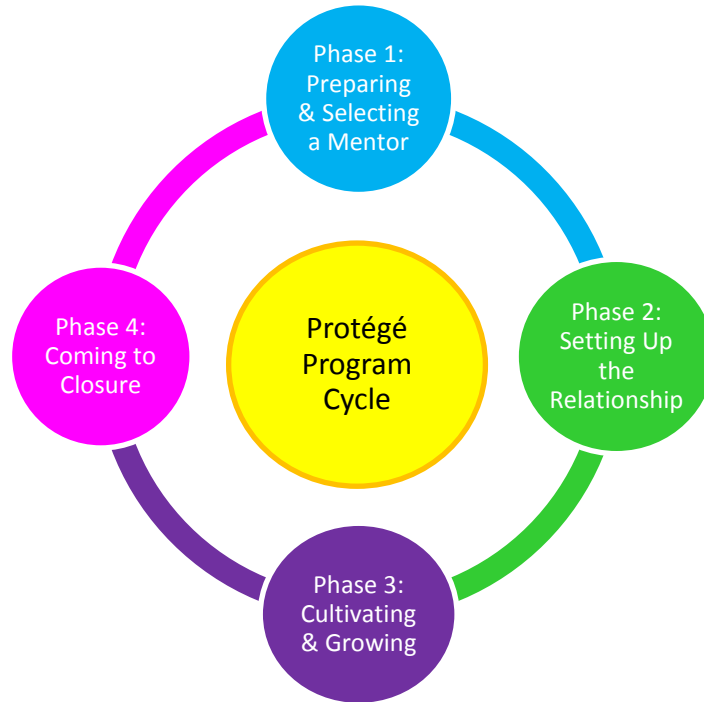
## *Purpose of the Aspiring Protégé Toolkit*

- The Aspiring Protégé Toolkit will guide your mentor relationship to successfully complete your BSN.
- The Aspiring Protégé Toolkit will provide you with the framework to develop an independent mentor relationship to enhance your learning.
- The Aspiring Protégé Toolkit Meeting Journaling process encourages independent learning through reflection, self-assessment and self-management.
- At the conclusion of this program, the protégé and mentor will experience professional growth.





## Aspiring Protégé Program Cycle



### Phase One: Preparing and Selecting a Mentor

- Protégé to review the qualities mentors
- Protégé seeks out and select a mentor based on guidelines

### Phase Two: Setting Up the Relationship

- Protégé and mentor establish their initial meeting
- Protégé and mentor review Aspiring Protégé Program Agreement
- Protégé and mentor to discuss the protégé's goals and mutual expectations of the relationship

### Phase Three: Cultivating and Growing

- Protégé and mentor meet regularly to build a trusting relationship.
- Protégé meeting journals are an essential tool to the development of knowledge, skills and evaluation of learning outcomes.
- Protégé and mentor to demonstrate trusting behaviors, such as proactive listening, non-judging, respecting confidentiality, authenticity, freely admitting mistakes, sharing opening and encouraging positive outlooks.

### Phase Four: Coming to Closure

- Protégé and mentor bring relationship to closure and celebrate successes of relationship.



## PHASE ONE

Phase 1:  
Preparing  
& Selecting  
a Mentor

### Preparing and Selecting a Mentor

Selection Process:	Identify your goal for participating in the Aspiring Protégé Program:
Determine Criteria:	Identify mentor qualities that are most important to you (see qualities of protégé and mentor table, page 5) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Potential Candidates:	List possible mentors from your organization, school and professional networks. Identify successful people who achieved what you hope to achieve. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Engagement:	Communicate with potential mentor to gauge their interest and availability to participate. Communicate via initial e-mail and follow-up with a phone call if they express an interest. <u>Date/e-mail/ phone number:</u> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Selection:	Make a decision based upon your assessment of the potential mentor's qualities, e-mail response and phone call discussion. Consider: <input type="checkbox"/> Will this mentor challenge me? <input type="checkbox"/> Will this mentor provide me with honest feedback? <input type="checkbox"/> Does this mentor have the knowledge and expertise that I need? <input type="checkbox"/> Is this mentor a positive role model? <input type="checkbox"/> Will this mentor have sufficient time to work with me? <input type="checkbox"/> Is this mentor accessible?
Confirmation:	Send a professional e-mail to confirm mutual participation. Include your contact information within e-mail. <input type="checkbox"/> Confirmation completed

## Benefits of Relationships

Identify what you hope to achieve by participating in the program. Protégé will:	Identify what you hope to achieve by participating in the program. Mentor will:
Protégé	Mentor
<input type="checkbox"/> Receive valuable direction regarding managing work, school and personal	<input type="checkbox"/> Share his/her successes and achievements with the protégé
<input type="checkbox"/> Gain an active listening ear	<input type="checkbox"/> Bring interpersonal and management insights related to completing BSN studies
<input type="checkbox"/> Learn a different perspective	<input type="checkbox"/> Gain satisfaction for impacting the life of another
<input type="checkbox"/> Gain from the mentor's experience	<input type="checkbox"/> Expand horizons thru a new formal role
<input type="checkbox"/> Receive critical feedback in key areas	<input type="checkbox"/> Gain insights from the protégé's background
<input type="checkbox"/> Develop a sharper focus to help complete RN to BSN studies	<input type="checkbox"/> Re-energize one's career
<input type="checkbox"/> Learn specific knowledge and skills that may help to stay on track to complete RN to BSN studies	<input type="checkbox"/> Increase network of colleagues
<input type="checkbox"/> Expand network of professional support	<input type="checkbox"/> Increase skill at leadership and coaching

## Notes:

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## Qualities of Protégé and Mentor

### Review Qualities for Success:

Protégé	Mentor
<ul style="list-style-type: none"> <li><input type="checkbox"/> Open and eager to learn how to be successful in a BSN program</li> <li><input type="checkbox"/> Invest time and energy into the protégé mentor relationship</li> <li><input type="checkbox"/> Take initiative to set up meetings and follow up as suggested by mentor</li> <li><input type="checkbox"/> Respect the time and efforts of the mentor</li> <li><input type="checkbox"/> Act on information from the mentor</li> <li><input type="checkbox"/> Allow the mentor to guide protégé in professional matters</li> <li><input type="checkbox"/> Acknowledgement when needs further development</li> <li><input type="checkbox"/> Demonstrate a willingness to learn thru the mentorship process</li> <li><input type="checkbox"/> Demonstrate loyalty and respect for the evolving mentor relationship</li> <li><input type="checkbox"/> Demonstrate the ability to participate in a collaborative relationship</li> <li><input type="checkbox"/> Understand the broader goals of the Aspiring Protégé Program</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate understanding of RN to BSN nursing program requirements</li> <li><input type="checkbox"/> Demonstrate the willingness and ability to motivate RNs to advance their education</li> <li><input type="checkbox"/> Demonstrate interest in mentoring BSN students</li> <li><input type="checkbox"/> Acknowledge own limitations</li> <li><input type="checkbox"/> Demonstrate ability to teach others</li> <li><input type="checkbox"/> Demonstrate ability to accept others</li> <li><input type="checkbox"/> Respect the time and efforts of the protégé</li> <li><input type="checkbox"/> Willing to invest time in building the relationship</li> <li><input type="checkbox"/> Demonstrate empathy for the protégé</li> <li><input type="checkbox"/> Foster independence and allows protégé to struggle with the unknown and search for answers</li> <li><input type="checkbox"/> Identify areas for further development</li> <li><input type="checkbox"/> Recognize accomplishments</li> <li><input type="checkbox"/> Understand the broader goals of the Aspiring Protégé Program</li> </ul>

## Self- Selection Process

- ☐ Adult learning theory empowers adults to be responsible for their own learning, and the self-selection process gives the protégé control to initiate the relationship.
- ☐ Protégé is to seek out a nursing professional mentor that is agreeable to participate in a yearlong mentorship program (suggested duration).

## Suggested Pre-Reading or Viewing

- ☐ What Does Mentoring Offer Nurses? <http://www.youtube.com/watch?v=Eu9mIxCPEU>
- ☐ Building the Mentoring Relationship <http://www.youtube.com/watch?v=7NG-YGGFWow>
- ☐ Coaching and Mentoring: A Five Minute Training Course by Richard Barton <http://www.youtube.com/watch?v=769WZCfl26o>
- ☐ Vance, C. (2011). Fast Facts for Career Success in Nursing: Making the Most of Mentoring in a Nutshell. New York: Springer Publishing Company.
- ☐ Vance, C. and Olsen, R. (1998). The Mentor Connection in Nursing. New York: Springer Publishing Company.

*“Personal satisfaction and self-development are promoted by the mentor relationship.” (Vance & Olsen, 1998)*



## PHASE TWO

Phase 2:  
Setting Up  
the  
Relationship

### Setting Up the Relationship

#### Meeting Structure

1. Schedule a mutually convenient 60 to 90 minute meeting to launch your mentor protégé relationship. A face-to-face meeting is recommended.
2. Trust takes time to develop, foster the growth of the relationship by limiting the information in the initial contact. One strategy is to talk about your professional side. This type of predictable conversation should help ease the partners into a comfortable dialogue. At this early stage “a professional past-present-future” approach may be most comfortable and effective.
  - ☐ Past – general background such as where you were born and grew up. What lead to you to healthcare?
  - ☐ Present – Describe your current job and responsibilities, what areas you would like to develop in your current role, and how you learn best.
  - ☐ Future – Where do you see yourself in your career over the next five years? How do you anticipate making that happen?
3. As the relationship develops and you feel comfortable, consider sharing your personal side. Typical topics include your family situation, your favorite pastimes, and things important in your life.
4. You may use various media to communicate throughout the relationship, including telephone, e-mail, video chat, and face-to-face. Document communication method on protégé meeting journals. Avoid e-mails when dealing with sensitive topics or when a risk for misinterpretation arises. For these situations, real-time conversations should be considered mandatory.
5. Establish mutual meeting rules (etiquette on re-schedule, delays & confidentiality)
6. Establish a structured meeting framework for initial and ongoing meetings. Consider 10/60/20 meeting structure and document in meeting journals:

Time Management	Topic
<input type="checkbox"/> 10 minutes	Reflection
<input type="checkbox"/> 60 minutes	Discuss goal and progress
<input type="checkbox"/> 20 minutes	Discuss action plan



## Meeting Responsibilities of Protégé and Mentor

### Meeting Responsibility Checklist:

- ☐ Review Aspiring Protégé Toolkit.
- ☐ Review suggested pre-reading or view mentorship resources.
- ☐ Schedule Initial meeting.
- ☐ Review and complete Aspiring Protégé Program Agreement. (page 9)
- ☐ Complete Protégé's Goals - short term and long term. (page 10-11)
- ☐ Establish the goals and roles of the mentoring relationship.
- ☐ Establish method of communications. (phone, e-mail, video chat, or face-to-face)
- ☐ Schedule meeting timeline. (recommend monthly meetings)
- ☐ Review the protégé meeting journals and discuss how to use the forms to enhance the meetings.
- ☐ Summarize each meeting with a review of the action plan.
- ☐ End each meeting with confirmation of next scheduled meeting date, time and method of communication.
- ☐ Journal completion for each meeting is an essential tool in the mentoring process and fosters independent learning.
- ☐ Between Meeting 5 & 6, protégé and mentor completes Self-Evaluation and Mentor Evaluation to gauge and evaluate the relationship progress and effectiveness. (page 19-20)
- ☐ Conclude final meeting with reviewing the Mentoring Relationship Evaluation. (page 27)
- ☐ Discuss and celebrate successes.

*"Talents and abilities that have been nurtured and promoted by caring mentors experience professional success easier and faster."  
(Vance & Olsen, 1998)*





## Program Agreement

Phase 2:  
Setting up  
the  
Relationship

### Aspiring Protégée Mentorship Agreement

As a mentor and protégé in the NORMET Aspiring Protégé Program, our relationship will follow the set of guidelines outlined below:

1. We commit to scheduling meetings on a monthly basis for the duration of one year.
2. We value trusting relationships, and commit to keeping our conversations confidential.
3. We commit to a respectful relationship, and will practice active listening.
4. We will complete the Protégé Goals: identify 3 short-term and 1 long-term goals.
5. We will use the Protégé Meeting Journal to guide meeting discussions and promote the journaling process.
6. We commit to constructive learning and will provide each other with honest, direct and respectful feedback.
7. Protégé will commit to completing Meeting Journals to enhance the learning process.
8. Complete Protégé and Mentor Self-Evaluation after Meeting 5 to gauge relationship progress and discuss at Meeting 6.
9. Complete Mentoring Relationship Evaluation Form as the program concludes.
10. Discuss the Mentoring Relationship Evaluation Form at the final meeting.
11. Customize your own guidelines:

Mentor Signature/Date:

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Protégé Signature/Date:

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## Protégé Goals

### Short Term Goals:

List your BSN program goals for the academic year.

Goal #1:	Action Plan:	Expected Outcome:
Goal #2:	Action Plan:	Expected Outcome:
Goal #3:	Action Plan:	Expected Outcome:
<i>Goal Example: Reduce my fear of writing papers</i>	<i>Action Plan: Complete my papers early so others can proof read</i>	<i>Expected Outcome: Successful grades on paper submissions</i>
<i>Goal Example: Reduce my test anxiety</i>	<i>Action Plan: Conduct google search on test taking strategies and select best fit</i>	<i>Expected Outcome: Achieve passing grades on exams</i>
<i>Goal Example: To find quiet time to study at home</i>	<i>Action Plan: It takes a village; identify your support systems that may be of help</i>	<i>Expected Outcome: Successful in achieving defined study time</i>

### Long Term Goal:

List one professional/academic goal to be achieved in the next 3-5 years.

Goal:	Action Plan:	Expected Outcome:
<i>Goal Example: To increase my career options after graduating</i>	<i>Action Plan: Look for career opportunities within my organization</i>	<i>Expected Outcome: Continued professional advancement and job satisfaction</i>

*“We are convinced that even one kind and generous mentor can make a difference in another person’s learning, growth and development.”*  
(Vance & Olsen, 1998)

## PHASE THREE

### Stages of Relationship

Mentoring relationships are about development. The successful protégé and mentor relationship will produce professional and personal growth. We can identify multiple stages through which a mentoring relationship typical evolves.

- Beginning stage: is a period of building trust. Protégé should expect some anxiety and uncertainty as you learn what to expect in the relationship. Mentors will share personal experiences and lessons, and protégés will offer explanations of situations and decisions that challenge them. Mentors will likely take the lead in this stage.
- Honeymoon stage: As a protégé you have established an ongoing relationship that offers a forum for exploring issues, problems, and possibilities. Both partners provide factual information and comfortably explain personal choices and decisions. Together you explore options and alternatives. Mentors may offer views on what is realistic given their newly developed understanding of their protégé. Mentors and protégés often share the leadership role during this stage.
- Relationship-testing stage: Both the mentor and protégés must be willing to address tough issues with candor. For example, protégés may state that a goal is important yet hesitate to act on it. Protégés should be assuming more responsibility for directing the process during this phase.
- Concluding stage: The right way to end the protégé mentor relationship is by revisiting its course of progress and celebrating its achievements. The mentor should provide affirming motivation and the protégé provider affirming appreciation.

### Duration of the Relationship

- Expected duration of protégé mentor relationship is one year to a lifetime.
- In some cases it will make sense to end the relationship before the one-year mark. Sometimes mentors and protégés accomplish their agreed-upon objectives sooner. Other times, a mentor or protégé may discover that the relationship is not meeting expectations. In this case, it would be appropriate to discontinue the connection. Should this happen, the protégé may attempt to seek a new relationship if alternate mentor is available.



- Most mentor relationships do succeed, but not all. If you have growing doubts about your partnership, it may be best to discuss your concern with your partner. Do so in a courteous manner that demonstrates your respect for your partner as a person and a professional. This should help sustain positive feelings between you and your partner and maintain an appreciation of the mentoring process by both of you.

### Cultivating and Growing the Relationship

- ☐ Schedule mutually convenient monthly meetings over the next 10 months.
- ☐ Encourage face-to-face meetings and supplement alternative methods of video chat or telephone appropriately.
- ☐ Complete Protégé Meeting Journal after each meeting
- ☐ Use Meeting Journals to guide discussions
- ☐ Between Meeting 5 & 6 protégé and mentor are to complete the Protégé Self-Evaluation and Mentor Evaluation; discuss the progress and effectiveness of relationship at the following meeting.
- ☐ Consider including a discussion of the following concepts and BSN practice outcomes during your meetings:

Concepts	Practice Applications
Nursing Science	How to apply knowledge from nursing science, basic sciences and humanities in your practice?
Evidence Based Research and Practice	How to include evidence-based research into your practices?
Information Management	How to understand information and communication of technology?
Professionalism	What does it mean to be professionally accountable?
Social Advocacy	How to advocate for diverse populations?
Leadership	How to become a nurse leader?
Role Function	How to collaborate with other health care professionals?

## Protégé Meeting Journal: Meeting 1

Meeting journaling is an effective method to improve your professional development & learning outcomes:

**Date:**

**Reflection:**

**Discuss Goals & Progress:**

**Action Plan:**

**Schedule next month's meeting: (date, time and method of communication)**



## Protégé Meeting Journal: Meeting 2

Meeting journaling is an effective method to improve your professional development & learning outcomes:

**Date:**

**Reflection:**

**Discuss Goals & Progress:**

**Plan Action:**

**Schedule next month's meeting: (date, time and method of communication)**

## Protégé Meeting Journal: Meeting 3

Meeting journaling is an effective method to improve your professional development & learning outcomes:

**Date:**

**Reflection:**

**Discuss Goals and Progress:**

**Action Plan:**

**Schedule next month's meeting: (date, time and method of communication)**



## Protégé Meeting Journal: Meeting 4

Meeting journaling is an effective method to improve your professional development & learning outcomes:

**Date:**

**Reflection:**

**Discuss Goals and Progress:**

**Action Plan:**

**Schedule next month's meeting: (date, time and method of communication)**





## Protégé Meeting Journal: Meeting 5

Meeting journaling is an effective method to improve your professional development & learning outcomes:

**Date:**

**Reflection:**

**Discuss Goals and Progress:**

**Action Plan:**

**Schedule next month's meeting: (date, time and method of communication)**



## Protégé Self-Evaluation

Complete between Meeting 5 and 6

Protégé Self- Evaluation	Never	Some- times	Usually	Always
Are my academic goals clear, concise and well defined? Comment:				
Am I comfortable asking for what I need or for re-clarification? Comment:				
Am I keeping an open mind to constructive feedback and new ideas? Comment:				
Am I an active listener? Comment:				
Do I show appreciation when receiving feedback? Comment:				
Am I willing to change or modify my behaviors to achieve my goals? Comment:				
Do I consistently attend my meetings and follow through on my action plans? Comment:				
Do I make a continued effort to build a trusting relationship? Comment:				
Am I progressing toward my expected outcomes to reach my goals? Comment:				
Overall Comment:				

**Mentor Evaluation**

Complete between Meeting 5 and 6

Evaluating Your Protégé's Goals and Relationship	Never	Some-times	Usually	Always
Has your protégé identified action-specific short and long term goals? Comments:				
Are the goals realistic, obtainable and measurable? Comments:				
Is your protégé progressing toward the expected outcomes to reach the defined goals? Comments:				
Is there a specific time-line for the protégé's goals? Comments:				
Has your protégé determined how to measure action plan and goal successes? Comments:				
I am able to provide/advise my protégés with appropriate resources or tools needed to achieve success? Comments:				
My role as a mentor is clear. Comments:				
Are the protégé's action plans requiring you to go beyond your mentor role? Comments:				
Is the mentor relationship helpful to my protégé? Comments:				
Overall Comments:				

## Protégé Meeting Journal: Meeting 6

Meeting journaling is an effective method to improve your professional development & learning outcomes:

**Date:**

**Reflection:**

**Discuss Goals and Progress:**

**Action Plan:**

**Schedule next month's meeting: (date, time and method of communication)**



## Protégé Meeting Journal: Meeting 7

Meeting journaling is an effective method to improve your professional development & learning outcomes:

**Date:**

**Reflection:**

**Discuss Goals and Progress:**

**Action Plan:**

**Schedule next month's meeting: (date, time and method of communication)**



## Protégé Meeting Journal: Meeting 8

Meeting journaling is an effective method to improve your professional development & learning outcomes:

**Date:**

**Reflection:**

**Discuss Goals and Progress:**

**Action Plan:**

**Schedule next month's meeting: (date, time and method of communication)**



## Protégé Meeting Journal: Meeting 9

Meeting journaling is an effective method to improve your professional development & learning outcomes:

**Date:**

**Reflection:**

**Discuss Goals and Progress:**

**Action Plan:**

**Schedule next month's meeting: (date, time and method of communication)**



## Protégé Meeting Journal: Meeting 10

Meeting journaling is an effective method to improve your professional development & learning outcomes:

**Date:**

**Reflection:**

**Discuss Goals and Progress:**

**Action Plan:**

**Schedule next month's meeting: (date, time and method of communication)**





## PHASE FOUR

Stage 4:  
Coming to  
Closure

- ❑ Mutual agreement that the relationship in the Aspiring Protégé Program is concluding; typically one year.
- ❑ A final meeting should be scheduled to review and recognize successes and challenges through the self-directed mentorship program.
- ❑ At the completion of the Aspiring Protégé Program, achievements should be celebrated and existing barriers should be discussed.
- ❑ Protégé and mentor are to complete the Mentoring Relationship Evaluation form and discuss at the final meeting.
- ❑ Protégé will have an accumulation of meeting journals for reflective evaluation; this will contribute to the lifelong learning process by method of self-assessment and self-management.



*“Active mentoring of colleagues and students is an investment in the future.”  
(Vance & Olsen, 1998)*



## Mentoring Relationship Evaluation Form

1. Please indicate your role in the relationship: ☐ Protégé ☐ BSN Mentor

2. What were your overall goals for this relationship?

3. Were your overall goals achieved? ☐ Yes ☐ No; If yes, what goals were most achievable and why? If no, can you identify reasons why the goals were not achieved?

4. Was the Aspiring Protégé Toolkit useful? ☐ Yes ☐ No; If yes, what aspects were most useful, if no why do you feel it was not useful?

5. Please describe the benefits that the mentoring relationship brought to your professional/academic development?

6. What qualities of the mentoring relationship positively impacted your professional/academic growth?



**7. Were there any barriers in the relationship that prevented the relationship from working effectively?**

☐ Yes ☐ No; If yes please explain.

**8. How many months did the mentoring relationship last?**

**9. Was the duration of the relationship sufficient to meet the mentoring needs?**

☐ Yes ☐ No; If no please explain.

**10. Please identify any motivating factors that were influenced by the mentoring relationship?**

**11. Would you consider participating in a mentor program in the future?**

☐ Yes ☐ No; Explain Why?

**12. Any other feedback you would like to share?**



## Mentoring Relationship Evaluation Form

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☐ Yes ☐ No; If yes please explain.

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☐ Yes ☐ No; If no please explain.

**10. Please identify any motivating factors that were influenced by the mentoring relationship?**

**11. Would you consider participating in a mentor program in the future?**

☐ Yes ☐ No; Explain Why?

**12. Any other feedback you would like to share?**



## References

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# Notes



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