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Mentoring Staff: A Key Tool for Retention

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ABOUT THE COURSE AUTHOR

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POST-TEST

1. Mentorship and Preceptorship are not the same thing. Mentorship differs in that it is:
 - a) Only applicable for a new job or orientation
 - b) Always from Authority to Subordinate
 - c) A non-supervisory relationship
 - d) All of the Above
2. Which of the following is characteristic of contemporary mentoring?
 - a) Collaborative relationship
 - b) Development of insights between peers
 - c) Developed through professional support networks
 - d) All of the above

3. Who is responsible for identifying his or her weaknesses and articulating a vision focused on goals?
 - a) Mentor
 - b) Protégé'
 - c) Supervisor
 - d) HR Professional
4. Which of the following is NOT a role for a Mentor?
 - a) Coach
 - b) Protector
 - c) Challenger
 - d) Supervisor
5. Which stage of one's career would it be appropriate for a mentor to establish professional identity as well as develop attitudes related to professionalism?
 - a) Early stage
 - b) Middle Stage
 - c) Later Stage
 - d) None of the above

The post-test and corresponding course evaluation can be accessed at:
https://www.surveymonkey.com/r/Mentoring_Staff_OnDemand_Course

Or by using the following QR Code:



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Any questions or issues related to this course should be directed to Dr. Kathleen Weissberg, National Director of Education for Select Rehabilitation at kweissberg@selectrehab.com

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Mentoring Staff: A Key Tool for Retention

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Learning Objectives

As a result of this course, participants will be able to:

- 1) Define the components of a mentoring relationship.
- 2) Compare/contrast evidence based effective nurse mentor programs
- 3) Explore best practices of how healthcare professionals can be effective mentors / mentees



Why do Nurses need Mentoring

- Demand for Health Care is Growing – Baby Boomers aging
- By year 2030, projected nursing shortage of 500,000
- Workforce post-COVID is significantly different than pre-pandemic.
- Travel or Temp nurses less familiar with organizational culture
- Skills need to developed in nurses in new situations

Mentorship is NOT Preceptorship

- Preceptorship is a temporary relationship where nurse teacher shares skills with novice (student) nurse
 - Skills related to a new job or orientation
 - Authority to Subordinate
- Mentorship is more permanent sharing knowledge as well as guidance and support to help mentee grow professionally and personally
 - Non-supervisory
 - Promote cultural integration

Mentoring

- Mentoring is a concept dating back as far as the ancient Greek mythology
- Development / Transition of the mentor role from hierarchical model to a more collaborative model.
- During the late 1970's and well into the 1980's, mentoring was seen as a means to provide career advancement.
- Typically, this was enacted by a more experienced person serving as a role model in the same workplace.



Contemporary Mentoring

- Since 2000, mentoring is seen as a *collaborative relationship* that provides opportunities to develop dispositions and abilities that are invaluable in strengthening capacities to *grow personally and professionally* for both the protégé and mentor.
- Mentoring is a *creative, democratic relationship* which promotes the development of insights and understandings *between peers*.



Collaborative Mentoring

- is developed through professional support networks and is practitioner centered, reflective, and empowering.
- is an opportunity for professionals to become directly involved in each other's learning and to provide ***feedback*** while developing along a mutually agreed upon set of goals.



Mentor as “Critical Friend”



- A critical friend is defined as “a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person’s work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward” (Costa & Kallick, 1993, p. 50).

Working Definition of “Mentor”

- Not a supervisor or assessor of the protégé
- Capable of providing “critical feedback”
- Deliberately chosen based on skills and goal of the protégé
- Invested in building a relationship to develop the protégé’s skill base



Protégé / Mentee

- Although the protégé is an equal partner in the relationship, their role is different.
- The protégé or Mentee must identify his or her weaknesses and articulate a vision so that the work with the mentor is focused on the protégé’s goals.



Mentor Roles

Advisor -Suggest opportunities for development

Teacher -Share clinical expertise; facilitate application of knowledge to practice

Coach -Provide feedback on how to improve in specific areas

Protector-Foster socialization; provide guidance in setting limits

Sponsor- Introduce to others in network; assist in navigating workplace politics

Resource-Share information about organizational and external resources

Sounding Board-Create a safe environment to share concerns and ideas

Challenger- Encourage reflection and problem -solving

Role Model- Model professional standards and values



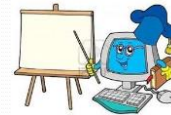
Working Mentor Model

- Daloz's Mentor / Protégé Interaction Model
 - **Support** refers to activities that affirm the value of the individual such as demonstrating respect or trust
 - **Challenge** forces the protégé to reflect on his or her values, competencies and visions.
 - **Vision** defined as looking to the future and establishing realistic goals



Mentor: Competencies

- Patience/ skill communicating with protege
- Flexibility in time availability to protégé, especially with new tasks and deadlines
- Skill in anticipating what course-related information protégé needs to know, but may not ask about in a timely manner



What is Mentorship?

- *Mentorship* is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person
- True mentoring is more than just answering occasional questions or providing ad hoc help
- Ongoing relationship of learning, dialogue, and challenge
- *Mentor*: the provider of mentorship
- *Mentee*: the recipient of mentorship



Mentorship is:

- A dynamic **partnership** both are equal yet have different responsibilities
- A **relationship** based upon solid communication
- An opportunity to learn from one another
- A place to give and receive honest feedback in a safe and constructive place
- An opportunity to reflect upon professional contributions

Benefits of a Mentor Program

Effective Mentor Programs have been shown to:

Increase job satisfaction for both mentor and mentee

Stabilize retention - decrease turnover

○ Mentors report

- Pride in developing the next generation
- Building a network of professional collaborators
- Sharing expertise and skills to mentees
- Self- Realization (Reflection on skills developed and able to share)



A Good Mentor

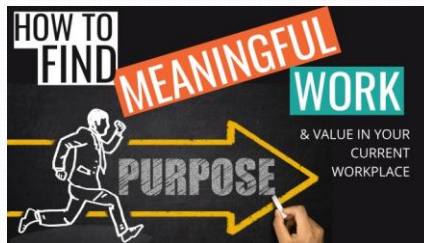
- Encourages their mentee to communicate openly
- Sets firm guidelines and expectations from the beginning
- Provides clear performance measures
- Practices active listening
- Is serious and has the time to devote to the relationship



Meaningful Work is the Key

*“Meaningless activity
corrodes the human spirit.
The opportunity to do
things that we find
meaningful is essential to
human health.”*

*Dr. Bill Thomas,
Founder of The Eden
Alternative*



Meaning making at Work

- The more aware a person is, the more they will experience their work as meaningful.
- When people are intentionally aware of their actions, reactions, and thoughts, they naturally become more attentive of the environment
- The more aware people are, the more flexible they are in their thinking, leading to more meaningfulness.
- When people are in a focused state of awareness, they pay greater attention to their relationships with coworkers

Measure of
workers'
contentedness
with their job

Based upon
Strengths

Productivity-
Workload

Feelings of
Control

Recognition or
Reward

Job Satisfaction

Mentoring Programs for all levels

- **Early stages of career**
 - Mentoring serves to establish professional identity as well as develop attitudes related to professionalism and professional commitment
- **Middle stages of career**
 - Mentoring serves to increase job satisfaction, improve professional confidence, support achievement of professional goals and skills, and increase opportunities for networking within the profession
- **Later stages of career**
 - Mentoring solidifies knowledge/creates collaborations between mentor and mentee and improves competency in significant areas of practice

Mentor

- Seeking out a mentor may assist in identifying strategies that will help cope with the current work situation or provide guidance for future aspirations
- Examples of helpful strategies might include: changing the work assignment; recommending time off; encouraging attendance at a conference; or becoming involved in a project of interest, gaining additional certifications

Mentee

- Look for the Right Mentor
- May need more than one person
- Be clear about your goals and expectations
- Not passive role rather one where you must be prepared with questions and realistic plan
- Have the right Attitude- ready to learn and be challenged
 - Able to integrate feedback
 - Use time wisely
 - Meet consistently

A Successful Mentor-Mentee Relationship

- Can't be forced
- Needs to be built on mutual respect and trust
- Both parties need to be willing to share personal stories to build a relationship
- Needs to have frequent and regular interactions
- Both parties need to be committed to their roles and know the expectations of each person

A Good Mentee

- Is serious about seeking a mentor
- Is open and straightforward with their mentor
- Is not overly deferential but proactive
- Does their “homework”
- Reaches out

Establishing Mentoring programs

- Mentorship is defined as a working alliance between individuals in which the more experienced people support the growth and development of those with less experience
NOT equivalent with supervision
- Formal vs Informal- Structure within an organization
 - Assigned due to hierarchy vs requested due to respect
 - May be a group peer model
- Relationship should be nonauthoritarian in nature offering guidance, support, and encouragement towards professional development and improvement of the mentee

Tips for a successful program

- 1. Set expectations upfront= write measurable goals for the partnership
- 2. Give and receive honest feedback- Establish the commitment to respectfully provide both positive and constructive feedback for the purpose of improvement
- 3. Recognize accomplishments – point out what is going well
- 4. Hold one another accountable- if a goal or task or meeting was not met or upheld, discuss why and move forward- Don't ignore missed opportunities



Tips for a successful program

- 5. Be willing to make a change if the relationship is not working
- 6. Think of yourself as Role Model- Do not expect the other member of the relationship to behave professionally if you are not.
- 7. Allow Mentee to solve problems- facilitates learning- discuss the outcome and alternatives for next opportunity
- 8. Listen – ensures both members are being heard, neither should dominate the conversation. Use repeating back strategies



Tips for a successful program

- 9. Suggest Don't Solve- It can be tempting for a mentor to answer the questions or solve problems immediately. Ask Mentee for input
- 10. Assign and Delegate – Give appropriate assignments to further develop skills
- 11. Know when to End or Exit the Relationship- Have a plan for when the relationship should be over (6 month, 1 year) or acknowledge if something is not working without blame

Evaluating Mentoring outcomes

- Describe the mentoring culture at our healthcare organization?
- What were the benefits and barriers of the mentoring relationship?
- What areas of professional growth were achieved as a result of the mentoring relationship?
 - This can come from the goals established at the start of the program- Another reason well established measurable goals are important

Case Application

- You have been a nurse for almost a decade and have a background in long-term care and medical-surgical nursing. You have always wanted to be a critical care nurse, so you're excited that you were approved for the transfer to a new ICU. You have a wealth of knowledge and believe that you will be a strong asset for this organization.
- In your few weeks in the new role, you can't believe how horrible you feel at work. You thought that with your many years of experience, you would be an extremely knowledgeable nurse on this unit. Each day, you're seeing new things and levels of acuity, and you currently don't have the high-level skills to meet these needs. You're frustrated and have left work several times in tears. You have also had the nurse preceptor on your new unit question your skills on several occasions in front of other nurses. You want to be successful and just need help accomplishing this professional goal.



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