

Mentoring Experiences of Male Faculty in Nursing Programs

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Disclosure Slide

Researcher: Cristina P. Ortiz EdD, MSN, RN, CNE

Objectives:

1. Identify themes related to the mentoring experience described by male faculty in nursing programs.
2. Examine recommendations for practice related to mentoring.

Employer: Allen College
Waterloo, Iowa

Conflict of Interest: None

Sponsorship/Commercial Support: None

Background

“A guided, nonevaluated experience, formal or informal, assigned over a mutually agreed-on period of time that empowers the mentor and mentee to develop personally and professionally within the auspices of a caring, collaborative, and respectful relationship” (Grossman, 2007, p. 2).

- Recruit and retain male nurses in academia to reflect societal demographics.
- How do male faculty in nursing programs experience mentoring?
- Sparse literature

Study Purpose

To gain an understanding of mentoring related to career and psychosocial development as experienced by male nurses in academia.

Significance

- Nursing Practice

- Shortage of 260,000 nurses by 2025

(Robert Wood Johnson Foundation, 2010)

- Diverse workforce is an important goal

(Institute of Medicine, 2011)

- Education

- Males encouraged by male faculty more likely to enter academia

(Evans, 2013)

- Balancing responsibilities and workplace relationships

(Gazza, 2009)

Methods

- Qualitative Descriptive
- Participant Selection
 - IRB approval
 - Purposive Sampling (Email via AAMN), Snowball, Personal email
- Data Collection: Interviews
- Data Analysis: Constant Comparative

Sample

- Sample n=10
 - Age: 31-40 years = 2
41-50 years = 3
51-60 years = 2
61-70 years = 1
Over 70 = 2
 - Highest degree : MSN = 1
DNP = 3
PhD = 6
 - Years in academia : 6-10 years = 4
11-15 years = 2
more than 20 years = 4

Early
Supporters

Paying It
Forward

Themes

Figuring
It Out

The Role of
Gender*

Making
Connections*

Research Questions 1 & 2

- What are the experiences with formal or informal mentoring related to career development of male nurses in academia who are teaching or who have previously been in a teaching role?
- What are the experiences with formal or informal mentoring related to psychosocial development of male nurses in academia who are teaching or who have previously been in a teaching role?

Theme: Early Supporters

- Unexpected theme
- Important to career related decisions
- Importance of family members and friends

(Meadus & Twomey, 2011; Mott & Lee, 2018; Rajacich et al., 2013)

“But I can identify important people that probably helped me take steps that would have been very useful. One of the first was a friend of the family.” (William)

“I had my friend, who was a teacher...he said you know you might make a good nurse. You should look into the program and I started in the nursing program and I loved it.” (Steve)

Theme: Figuring it Out

- Known theme
- Ways to adapt to the academic role and culture
- Guidance about the faculty role
(Jeffers & Mariani, 2017; Turnbull, 2010)
- Learn about demands of research & teaching
(Singh, Pilkington & Patrick, 2014)

“It was rewarding. It kind of clarified the mystery of this faculty thing, the tenure. It was nice to hear about the process and how it needed to happen.”
(Paul)

“Everything in the academic world is very different, so you really talk about how do you become a member of the tribe so to speak.” (Nick)

Theme: Making Connections

- Known theme
- Fostered relationships and socialization
- Develop collegial relationships

(Sawatzky & Enns, 2009; White et al., 2010)

“I think it’s your mentors that open the door...making the right connections and having the people who have the power to help you along the way, clear the path for you. And I do think that’s part of mentorship.” (Nick)

“So through him he has connected me with people so I can do different things and further myself through publication and things like that.” (Alex)

Subtheme: Vulnerabilities

- New finding: Dearth of literature
- Need to be comfortable sharing

“I think it is human nature for neophytes necessarily not to share what their knowledge gaps are because it may make them more vulnerable and they feel like they are inadequate.” (Bill)

“There were always people that I felt comfortable that I could be vulnerable in front of...if there was somebody that I didn't feel like I could show that vulnerable side or be comfortable to say I really don't know, I'm really confused, I have no idea where to go with this. I tended to not reach out to them.” (Ted)

Theme: Paying It Forward

- New finding
- Transition from protégé to mentor

- Sharing experiences

(Sawatzky & Enns, 2009)

- Develop future instructors

(Nowell, 2014)

“I was blessed and lucky to find a mentor that cared about me as a person and invested in me. Sometimes that gives me a sense of urgency and responsibility that I need to pay it forward.”
(Carl)

“Because of my bad experiences, I like to turn things around. I like to reframe them and I like to do the flip and so I very much intentionally build mentoring information into my courses.”
(Peter)

Research Questions 3 & 4

- What are the facilitators to formal and informal mentoring experiences among male nurses in academia?
- What are the barriers to formal and informal mentoring experiences among male nurses in academia?

Facilitators

- Supportive person
 - Trusted and provided insight
 - Caring demeanor and willingness to be mentor
(Nowell, 2014; Sawatzky & Enns, 2009)
- Connection with mentor
 - Personal or professional
 - Interest or generational
(Steele, Fisman, & Davidson, 2013)

“A willingness on the part of the mentor to be open to any aspect of support that might be requested and to be very nurturing and supportive.”
(Bill)

“Having some degree of commonality...Not based on race, culture, or ethnics. Just somebody that you have something in common with, whatever that might be. It might be your area of interest.” (Ted)

Barriers

- Time
 - Other responsibilities
 - Took away from life
 - Did not want to intrude
(Nowell, 2014)
- Lack of Support
 - Individual
 - Institution
 - Importance of institutional and administrative support
(Cullen et al., 2017)

“People are just too busy with their own stuff and the thought of adding something onto their plate I think this becomes too overwhelming and they just can’t keep up with a mentor obligation.” (Dennis)

“A lack of understanding that institutions need these mentoring processes for neophyte faculty.” (Bill)

Research Question 5

- How, if at all, does gender affect the mentoring experiences of male nurses in academia?

Theme: The Role of Gender

Subtheme: *Lack of male mentors*

- Missing role models
- May not attract others to profession
- Barrier to males entering profession (O'Lynn, 2004)
- Recruitment and retention (Salvucci and Lawless, 2016)

"I guess you would have to be pretty well goal driven because in my institution there's not any other male faculty within the school of nursing." (Paul)

"There are a lot of male nurses over the years I've been here that really are looking for a male role model and are excited when I am a professor in their course, because they don't have a lot of male role models." (Dennis)

Theme: The Role of Gender

Subtheme: *Pros, cons, neutrals*

- Mixed responses
- Cross-gender mentoring (Allen et al., 2005)
- Gender not an issue (Steele, Fisman, & Davidson, 2013)

“So in some ways I think that men in academia get a break just because they are men...” (Nick)

“In my entire career being a male, at least from my perception, has never been a hindrance or help.” (Bill)

“There was a lot of resentment from other faculty. It was very, as a male, it was very negative towards me...It was really bad.” (Alex)

Theme: The Role of Gender

Subtheme: *Need for understanding*

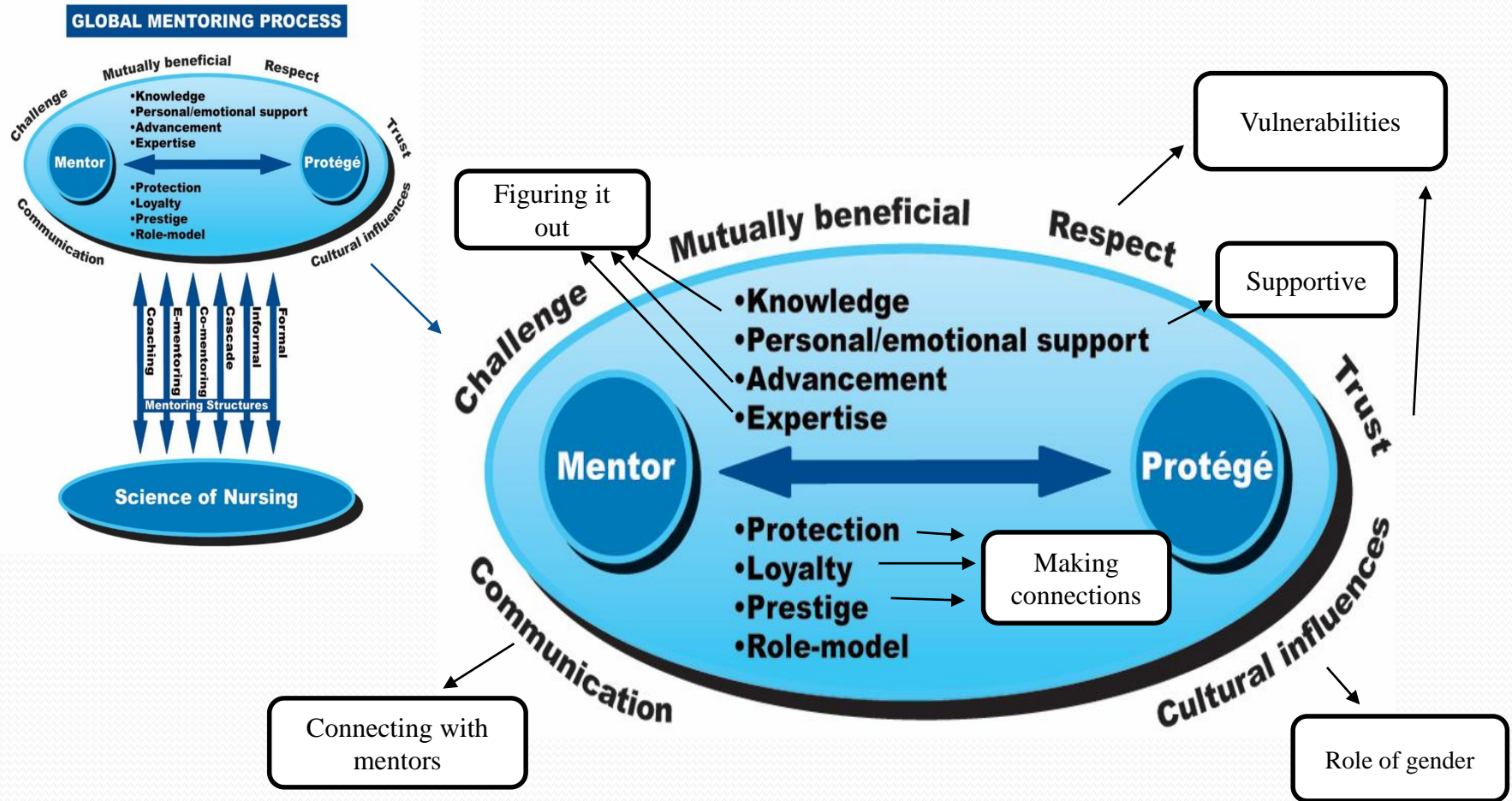
- Embrace differences
- Mentoring for diverse groups

(Zafar, Roberts, & Behar-Horenstein, 2012)

“It’s really important for all faculty who come from underrepresented groups to be embraced and encouraged.” (Bill)

“We’ve got to get beyond the gender thing and I’ve always sort of felt that. I don’t want to say that it’s important one way or another. I think it’s really more relationship about expertise and knowledge and just interpersonal dynamics” (Peter)

Application to Current Model



Global Mentoring Process Model. Baxley & Ibitayo (2012). Adapted from Zey's (1991) Mutual Benefits Model. From unpublished model, by S. Baxley and K. Ibitayo, 2012. Copyright 2012 by copyright holders. Reprinted with permission.

Threats to Validity

- Participant Recollection
- Sampling
- Female Researcher

Practice Recommendations: Nurses

- Role models in brochures, tv, and social media
- Professional organizations
- Information for young males

Practice Recommendations: Education

- Individualized programs with guidelines and role expectations
- Build trust & provide confidentiality
- External peer and informal mentors
- Monetary and non-monetary awards
- Collaborative & inclusive environment

Recommendations for Research

- Mentor experiences
- Responsibility of protégé
- Study of males and other underrepresented groups

Conclusion

- What We Know:

Figuring it out, making connections, facilitators, barriers

- What's New:

Early supporters, vulnerability, paying it forward, need for understanding

- The Challenge:

Commitment to mentoring programs to recruit and retain males and promote an environment inclusive of any underrepresented population in nursing academia to help diversify the workforce.

Thank you!

What questions do you have??



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