

## Background

- ❑ In my PhD thesis, I constantly recommend that research and scholarship should apply to the development of innovative strategies to support nurse academics improving productivity and retention (Jayasekara, 2008).
- ❑ My recent systematic review identified that the early introduction of mentorship resulted in increased confidence, workplace socialisation and professional development (Jayasekara *et al.*, 2018).
- ❑ As a novice lecturer in nursing at the University of South Australia, I have been given an excellent working environment, in particular, providing two mentors for improving my teaching and research (2010-2013) and I have found working with them was very rewarding.
- ❑ Contemporary nurse academics should continually seek and update new knowledge and skills to strive for excellence in teaching and research (Jayasekara, 2008; Kunaviktikul *et al.*, 2018).
- ❑ To this end, I was selected as the Leadership Mentor for the 2018-2019 cohort of the Emerging Educational Administrator Institute (EEAI) of Sigma Theta Tau International Honor Society of Nursing in the USA.

## Purpose

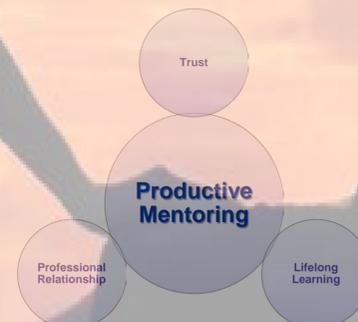
- ❑ The purpose of this study was to explore my experience as a Sigma leadership mentor in guiding an international leadership scholar to plan and develop the first Master of Nursing program in Sri Lanka using mentored-leadership experience program utilising the Triad Model.

## Methods

- ❑ EEA I offers an 18-month mentored-leadership experience program utilising the Triad Model (EEAI, 2018).
- ❑ The Triad Model consists of the Leadership Scholar, Leadership Mentor, and Faculty Advisor working collaboratively to plan, implement, and lead a leadership research project.
- ❑ In addition, this program includes online learning activities, two face-to-face workshops, monthly teleconferences, webinar, and a final project presentation.
- ❑ As the Leadership Mentor, I worked with a Faculty Advisor from a USA university, to facilitate the leadership research project of the Leadership Scholar from Sri Lanka.

## Key Findings

- ❑ This study explored three major themes; trust, professional relationship, and lifelong learning which defined productive mentoring relationships.



## Discussion

- ❑ During the last 18 months, I learnt that the mentors should not be judgmental or critical; instead, they develop relationships that create a trusting environment for instructional improvement.
- ❑ It is learnt that the scholar (mentee) has engaged deeply in professional learning to explore common challenges and issues, and subsequently develop trust, and professional friendship.
- ❑ The effective relationship building between mentor and mentee will assist both parties to see future development needs enabling them to achieve the desired professional goals.
- ❑ It is also essential to meet the mutually agreed objectives of the leadership project and assisting the scholar/mentee transition into the role of emerging educational administrator.

## References

- ❑ EEA I 2018, *Outcomes of the Emerging Educational Administrator Institute*, Emerging Educational Administrator Institute (EEAI)
- ❑ Jayasekara, R 2008, *'The development of an evidence-based conceptual framework for undergraduate nursing curricula in Sri Lanka: PhD Thesis'*, Faculty of Health Sciences, University of Adelaide, Adelaide
- ❑ Jayasekara, R, Smith, C, Hall, C, Rankin, E, Smith, M, Visvanathan, V & Friebe, TR 2018, 'The effectiveness of clinical education models for undergraduate nursing programs: A systematic review', *Nurse Educ Pract*, vol. 29, Mar, pp. 116-126
- ❑ Kunaviktikul, W, Turale, S & Stone, TE 2018, 'Developing leadership and capacity building: Reflections of a nurse leader', *Nurs Health Sci*, vol. 20, no. 4, Dec, pp. 411-414.