

The Development of a Formal Mentoring Model and Program in a Faith-Based School of Nursing

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Background

Mentoring is a dynamic, evolving, ever changing relationship between individuals. Mentoring is the foundation of self-development and launching of a professional career trajectory (Hunt & Ellison, 2010; Meier, 2013). The mentoring process involves one individual guiding another to develop both personally and professionally (Grossman, 2013). Mentoring within a workplace setting is helpful to increase employee positive attitudes, motivation, and career outcomes (Meier, 2013)

Purpose

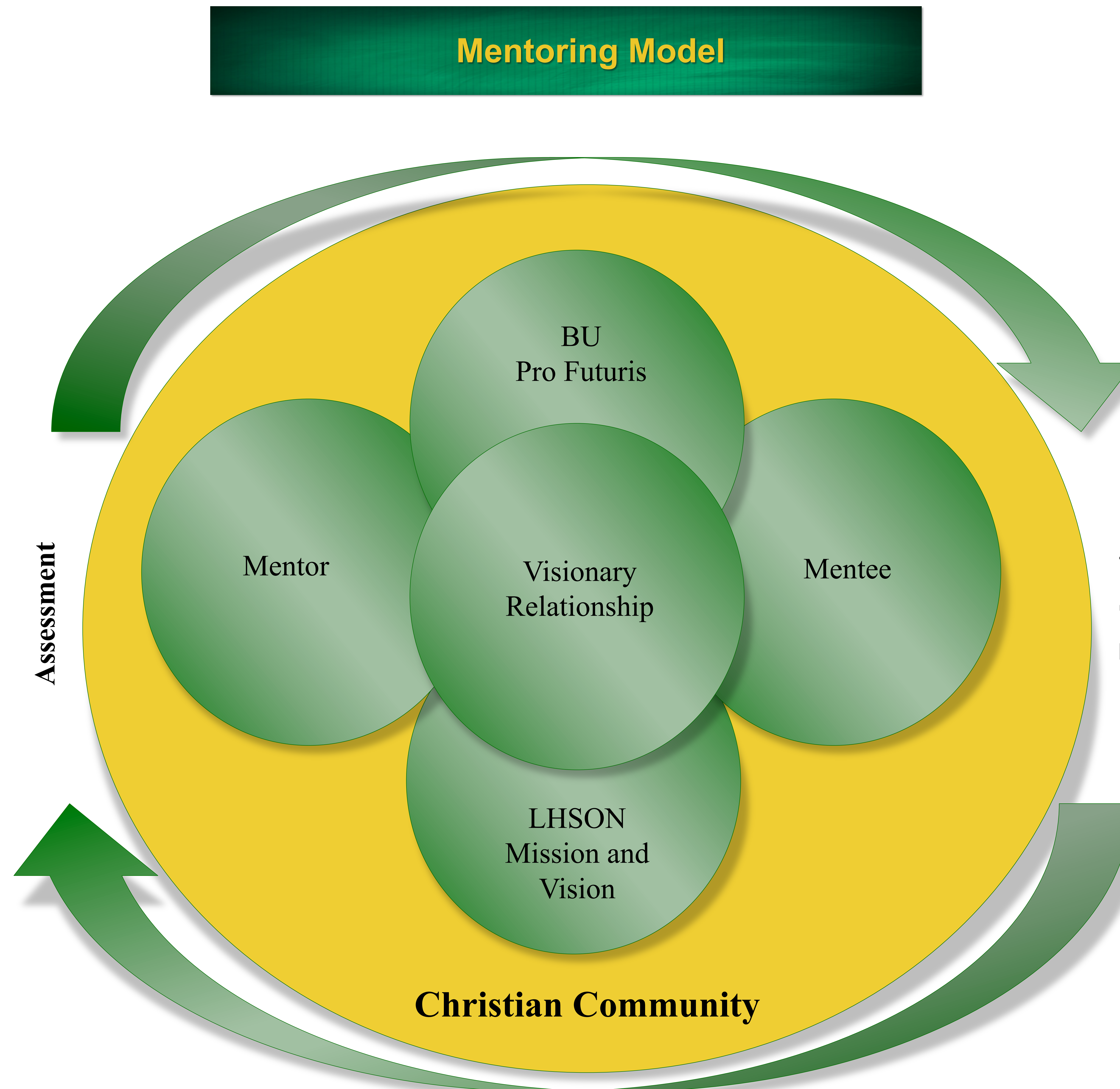
The purpose of this poster presentation is to present the Formal Mentoring Model and Program developed by the Mentoring Task Force at Baylor University Louise Herrington School of Nursing (BULHSON)

Goal of Mentoring Program

The goal of the mentoring program is a transformational mentorship, culminating in the outcomes of Christian excellence in teaching, leadership, service, professional practice, scholarship, and research.

Mentor-Mentee Agreement
SMART Goals
Organizing Scheme
Policy
Procedure

Mentoring Model



Transformational Mentorship

Theoretical Framework

The theoretical framework for the Model is based on the System Theory of input, throughput, and output.

Input information

- Mentor-Mentee Agreement
- SMART Goals
- Policies
- Procedures

Contiguous interacting circles of entities

- Baylor University Pro Futuris (2012)
- Mission, values and vision of BULHSON
- Mentor and mentee relationship
- Visionary relationship

Desired outcomes

- Teaching
- Leadership
- Service
- Professional practice
- Scholarship
- Research

References

- Grossman, S. (2013). *Mentoring in nursing: A dynamic and collaborative process*. Springer Publishing Company.
- Hunt, C. W., & Ellison, K. J. (2010). Enhancing faculty resources through peer mentoring. *Nurse Educator*, 35(5), 192-196. doi:10.1097/NNE.0b013e3181ed8143 [doi]
- Meier, S. R. (2013). Concept analysis of mentoring. *Advances in Neonatal Care*, 13(5), 341-345.

Teaching
Leadership
Service
Professional Practice
Scholarship
Research