Mentoring Novice Nursing Faculty: Working Together for Successful Role Transitioning

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Learner Objectives

1. To describe three effective mentoring behaviours when supporting novice faculty
2. To identify four ambient conditions integral to the mentoring process

* No funding was received
* Ethics approval was obtained
* No conflict of interest was identified
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Context and Assumptions

* A current shortage of experienced nursing faculty
* An increasing number of clinicians being hired as sessional faculty

Assumptions

* That novice faculty are mentored, guided, and supported while transitioning into the educator role

Purpose of the Study

To generate a substantive theory that could contribute to our understanding of mentoring novice nursing faculty during their transitioning to the academic role, specifically as faculty lecturer or sessional faculty

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Research Questions

* What is the process involved in mentoring novice nursing faculty in a baccalaureate program?

* How do novice faculty describe the characteristics of an effective mentor?

* How do these characteristics contribute to the mentoring process?

* How is the transition of novice faculty to the educator role facilitated by the mentoring process?

Method: Grounded Theory

* Grounded Theory
  * Goal of grounded theory: To generate a substantive theory that emerges systematically and directly from the data.

* Central to grounded theory are;
  * Symbolic interactionism
  * Constant comparative analysis
  * Theoretical sampling

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Novice: Two Descriptions

* **An interim novice**
    * A faculty member with prior teaching experience who had *assumed a new teaching position within the last three years* in the faculty where the study was conducted

* **A bona fide novice**
    * A newly hired faculty who had *assumed the teaching role for the very first time in his/her nursing career*

Sample: 13 Participants

Mentors: 7

* Female: 6
* Male: 1
* Faculty lecturer: 6
* Sessional faculty: 1
* Ages: 40 – 62 years
* Faculty member: 2 – 17 years
* Role: Formal or informal

Mentees: 6

* Female: 6
* Interim novice: 5
* Bona fide novice: 1
* Ages: 30 - over 50 years
* Faculty member: 9 months – 9 years
* Interim novice: New course (3); new position (2)

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Data Collection: Interviews

* Audio-taped semi-structured interviews.

* Questions: Open-ended, guiding, and probing.

* First interview: 60 – 90 minutes.

* Second and third interviews: 15 – 45 minutes.

* Between 2 – 3 interviews per participant.

* Total interviews: 37 (15 with mentees and 22 with mentors)

Data Analysis

* Constant Comparative Analysis

    * Substantive Coding
        * Open coding - 39 categories
        * Selective coding - 12 categories

    * Theoretical Coding
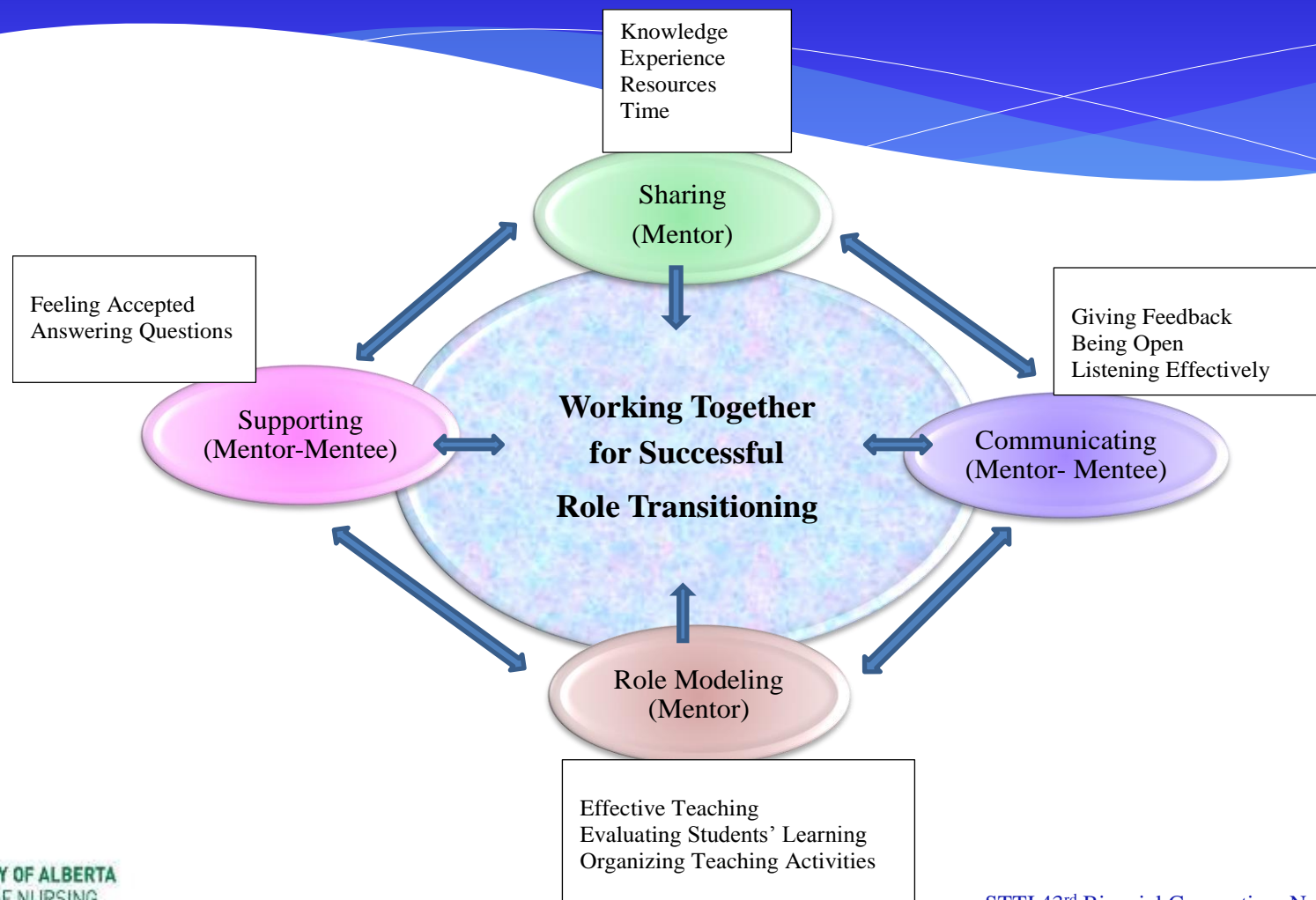   * Core category: ***Working Together***

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Data Analysis - Continued

* Member Checking

* Literature Review

* Memoing

* Diagramming

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Findings: The Core Category

* ***Working Together*** emerged as the core category
  * A dynamic and interactive process
  * Fosters successful mentee role transitioning

* ***Working Together*** includes four ambient conditions;
  1. ***Sharing***
  2. ***Communicating***
  3. ***Role modeling***
  4. ***Supporting***

Working Together for Successful Role Transitioning

Knowledge
Experience
Resources
Time

Sharing
(Mentor)

Feeling Accepted
Answering Questions

Giving Feedback
Being Open
Listening Effectively

Supporting
(Mentor-Mentee)

Working Together for Successful Role Transitioning

Communicating
(Mentor- Mentee)

Role Modeling
(Mentor)

Effective Teaching
Evaluating Students' Learning
Organizing Teaching Activities

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Sharing

* *Knowledge*

* *Experience*

* *Resources*

* *Time*

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Communicating

* *Giving Feedback*

* *Being Open*

* *Listening Effectively*

Role Modeling

* *Teaching Effectively*

* *Evaluating Student's Learning*

* *Organizing Teaching-Learning Activities*

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Supporting

* *Feeling Accepted*

* *Answering Mentees' Questions*

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A Negative Case: P13

* *Lack of mentor communication*
    * *I should probably share with her [Mentor]. But **I don't feel like she cares because she never email me back…** (Interview #1, p. 18, lines 889-898).*

* *The mentee feeling lost*
    * ***I kind of do feel a little bit lost on my own…** I don't know what I am supposed to do… I like very structured things… (Interview #1, p. 2, lines 82-94).*

* *Lack of support and emotional intelligence*
    * *Just a little more sharing … and **asking, like somebody who is interested in how I am doing in the course…** (Interview #1, p. 29, lines 1448-1460).*

Conclusion

* *Working Together* emerged as a dynamic and interactive process that occurred between the mentor and the mentee during an effective mentoring relationship

* *Working Together* fostered successful mentee role transitioning along with four ambient conditions:

   a) sharing; b) communicating; c) role modeling, and

   d) supporting

Implications for Nursing Education

While mentor support of novice faculty do contribute to role transitioning, a more structured mentoring program could potentially:

1. Facilitate the transitioning process
2. Help to establish key pillars for effective mentoring
3. Promote an environment in which novice faculty are nurtured and therefore can flourish

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Recommendations – That …

1. Bona fide and interim novices be recognized, supported, and nurtured

2. Mentor and mentee are assigned to teach in the same course and with clinical courses, are located at the same clinical site

3. Regular site visits conducted with mentors and mentees teaching in clinical courses

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Mentoring: A Gift of Wisdom

"We make a living by what we get.
We make a life by what we give."
Winston Churchill

Thank you!

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