

Title:

Mentorship: The Ultimate Form of Leadership

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Session Title:

Creating Nurse Leaders Through Mentoring

Keywords:

Leadership, Mentor and Nursing

References:

Cziraki, K., McKey, C., Peachey, G., Baxter, P., & Flaherty, B. (2014). Factors that facilitate registered nurses in their first-line nurse manager role. *Journal of Nursing Management* 22, 1005-1014. Frederick, D. (2014). Bullying, mentoring and patient care. *AORN Journal* 99(5), 587-593. Krause-Parello, C.A., Sarcone, A., Samms, K., Boyd, Z.N. (2013). Developing a center for nursing research: An influence on nursing education and research through mentorship. *Nurse Education in Practice* 13, 106-112.

Abstract Summary:

Leadership and mentorship go hand-in-hand if the nurse leader believes in the importance of lifting up new and/or experienced nurses so that they may achieve their full potential. This presentation will examine the pros and cons of the mentor-mentee relationship, the opportunities, and the potential growth these roles offer.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to state the importance of the mentor role to nursing.	There will be a presentation followed by a brief discussion of the mentor role, its history, utilization and importance.
The learner will be able to describe the advantages and opportunities that can be experienced by the mentor and mentee.	A portion of the presentation will be on the current literature describing outcomes from the mentor-mentee relationship.

Abstract Text:

A true leader understands the importance of supporting others to be the best they can be and to achieve their professional goals. Nursing leadership and mentorship go hand-in-hand if the nurse leader believes in the importance of lifting up new and/or established leaders so they may achieve their potential. Some experienced nurse clinicians and academicians consider becoming mentors, yet many do not take on this role. What might be the reasons for this? As the nurse leader transitions to the mentor role there are many things to consider including: what the role entails, how to be effective and how to successfully support the rising nurse.

For both the mentor and mentee there are innumerable opportunities to hone one's personal and professional skills and goals. These can lead to positive outcomes for the mentee, as seen in the literature, but are not limited to: a smooth transition from a nursing student to becoming an RN (Kaihlanen, Lakanmaa & Salminen, 2013); increased desire to move into managerial roles (Cziraki, McKey, Peachey, Baxter & Flaherty, 2014; Wong, et. al., 2013); and a decrease in lateral violence in the nursing workplace (Frederick, 2014). Further, there are benefits for the mentor that include: increased satisfaction in academia (Myler, Buch, Hagerty, Ferrari & Murphy, 2014); breaking down boundaries (Allan, Smith &

Lorentzon, 2007); knowing that mentoring strengthens the nursing profession and workforce in the United States (Frederick, 2014) and globally (Krause-Parello, Sarcone, Samms & Boyd, 2013); and mentor growth in the professional and scholarly realms. With all of this said, why then aren't more nurses offering to be mentors as a path to a meaningful career for themselves and others?

This presentation will examine the proposed questions about the mentor and how a nurse learns, implements, and role models that role. Discussion will include how a mentor is chosen by a mentee, and the differences between the two roles. Specific examples of nurse mentor cases will be presented and discussed.

References

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Kaihlanen, A-M., Lakanmaa, R-L. & Salimen, L. (2013). The transition from nursing student to registered nurse: The mentor's possibilities to act as a supporter. *Nurse Education in Practice* 13, 418-422.

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