DEVELOPMENT OF A FORMAL MENTORING PROGRAM FOR VARIED PROFESSIONAL SETTINGS

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To view the slides, go to www.bit.ly/LC16Repository and search for LEAD16N02
### FACULTY DISCLOSURE

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Patty Brady</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicts of Interest:</td>
<td>None</td>
</tr>
<tr>
<td>Employer:</td>
<td>IU Health Academic Health Center; Methodist Hospital</td>
</tr>
<tr>
<td>Sponsorship / Commercial Support:</td>
<td>None</td>
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### Purpose

This presentation will discuss the factors involved in developing a formal mentoring programs for the nursing profession.

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Who was your first mentor?
• Personally
• Academically
• Professionally
• Socially

Many definitions in the Literature
WHAT IS MENTORING

• A synchronously beneficial social interaction that gives 2 or more people the opportunity to:
  • Identify interests
  • Grow
  • Support one another in the creation of shared meaning
  • Facilitate progress of the other’s personal and professional qualities
  • Positively or negatively impact the other
  • Recreate identifying characteristics
TYPES OF MENTORING

Formal
• Organizational Support
• Assigned Pairs
• Mentor Qualifications
• Goal Responsibility
• Diversity of Pairs

Informal
• Pairing
• More Flexible
• Length of Relationship
• Psychological and Professional Support
<table>
<thead>
<tr>
<th>BENEFITS</th>
<th>Organizational</th>
<th>Mentor Benefits</th>
<th>Mentee/Protégé Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recruitment Strategies</td>
<td>• Job Satisfaction</td>
<td>• Socialization</td>
<td></td>
</tr>
<tr>
<td>• Corporate Capital</td>
<td>• Career Success</td>
<td>• Retention</td>
<td></td>
</tr>
<tr>
<td>• Leadership</td>
<td>• Advancement</td>
<td>• Confidence</td>
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</tbody>
</table>

- • Confidence
- • Friendship
- • Goal Clarity
DEVELOPING A MENTORING PROGRAM

• Assessment
  • Organizational Culture
  • Transformational Leadership
  • Financial Considerations

• Diagnosis
  • Problem Oriented
  • Related Factors
  • Build a Team
DEVELOPING A MENTORING PROGRAM

• Planning
  • Objectives
  • SMART

• Implementation
  • Supporting Evidence
  • Supporting Cast
  • Create a Project Plan

• Evaluation
MENTORS

- Personalities
- Professional Experience
- Life Stage
- Self-Awareness
- Roles
WHAT TO LOOK FOR IN A MENTOR

- Nurturer
- Caring
- Confident, mature
- Encouraging
- Teacher qualities
- Guides others gently
- Respectful, trustworthy
- Aware of organizational culture
WHAT TO LOOK FOR IN A MENTOR

- Respected by their peers
- Evidence-based practice as applicable
- Culturally and generationally competent-open minded
- Strong knowledge, judgement and skill in their areas of expertise
- Committed to nursing
- Open to mutual benefit of the relationship
- Committed to nursing
## SKILLS FOR GREAT MENTORING

<table>
<thead>
<tr>
<th>Active listening</th>
<th>Building relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating</td>
<td>Facilitating</td>
</tr>
<tr>
<td>Goal setting</td>
<td>Guiding</td>
</tr>
<tr>
<td>Feedback</td>
<td>Encouraging</td>
</tr>
<tr>
<td>Reflecting</td>
<td>Problem solving</td>
</tr>
<tr>
<td>Negotiating/Conflict resolution</td>
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</tbody>
</table>
WHAT MENTORS WANT AND NEED

• Feedback from the mentee
• Don’t let me overdrive
• Hold me accountable
• Share their experiences, and give back to the profession
• Develop contacts
MENTEE/PROTÉGÉ

• Open to learning
• Self-directed
• Motivated
• Long and short term goals
• What do they need?
  • Orientation
  • Job specific Skills
  • Skill level
  • Personalities
WHAT MENTEES WANT AND NEED

• Advice
• Skill development
• Work relationship advice
• Network building
• Advice on navigation of workplace career advancement
TEACH THE TEACHER

• Expectations
• Self-Reflection
• Skills
  • Communication
  • Boundaries
• Calculated Risks
• Tools
MENTEE PROTÉGÉ TRAINING

- Mentee Assessment
- Accepting feedback
- Driving force
MENTORING ENVIRONMENT

• Active listening
  • Attention—Undivided
  • Understanding—Everyone wants to be understood
  • Judgement—Leave it at the door
  • Silence—Effective use
  • Actively prevent interruptions—Face the wall quiet the environment visually and auditorily
MENTORING ENVIRONMENT

Safe environment—
  • Active listening helps create a trusting environment
  • When the mentor’s colleague is the mentee’s problem
  • Don’t throw anyone under the bus
  • Establish boundaries—times, methods of contact
THE MENTORING PROCESS

• Introduction or request for mentoring
• Negotiation of boundaries and expectations
• Protégé drives
• Challenge the mentee or protégé
• Providing feedback
• Closure
GOALS

• SMART goals:
  • Specific
  • Measurable
  • Achievable
  • Realistic
  • Timely
WHAT IT’S NOT

• Avoid asking for personal relationship advice
• Immediate job search
• Overly negative or critical
• Financial gain
• Personal therapy
• Pity party or gripe sessions
LEADERSHIP AND MENTORING

• How does it differ from coaching or precepting?
• Consulting—content experts
• How to initiate a mentoring relationship
  • By Mentor—I see (positive attribute) in you, and I’d been thinking about giving back professionally, would you be open to exploring development together? – write it down what you want to say
  • By Mentee—how to find a mentor:
    • Why have you chosen this mentor
    • Not your manager
    • Possibly a unit or area of the establishment you’d like to transition into
SCHEDULING INTERACTIONS

- Social and digital—Skype, Face Time, Go To Meetings
- Face-to-face
- Telephone
- Find a way
FEEDBACK

• How does protégé want to receive it?
• Receive with curiosity vs. defensiveness
• Can they hear or receive it?
• Focus on behavior or specific tasks
• Caring feedback
• Think about it, plan for it
• Don’t always give it when you think it's needed, but should be close to the event
GENERATIONAL DIFFERENCES

• Boomers: 1946-64
• Gen Xer 1965-1985
• Gen Y 1978-1990
• Millennials
MENTORING WITH CULTURAL COMPETENCY

• Don’t assume—ASK
• Regional differences—always some differences
  • Both parties have much to gain
ENDING A MENTORSHIP

• When it’s not working
  • No chemistry/personality conflicts
  • Lack of caring or listening
  • No progress

• Project completion
• Debrief
• When not to end
PROGRAM COORDINATOR

• Role
• Duties
• Frequency of check-ins
• Documentation
IMPLEMENTATION PHASE

- Albuquerque
- Create dyads
- Facilitate meetings
- Encourage
EVALUATION

• Metrics
• Sustain
  • Continuing Education for Pairs
  • Evidence-based revisions
• Areas for Improvement
• Success Factors
QUESTIONS
Thank you
RESOURCES


RESOURCES

• Keene, J., Mentoring and coaching others webinar retrieved Sept 2016 from
  https://cfainstitute.adobeconnect.com/_a1110526595/p6oqmjbqx17/?launch
  her=false&fcsContent=true&pbMode=normal

• Race, T. K., & Skees, J. (2010). Changing tides: Improving outcomes through
  doi:10.1097/CNQ.0b013e3181d8fe5d