

Title:

Global Perspectives on Leadership: Mentors' Experiences

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Session Title:

Global Leadership Mentoring Community: Online STTI Community of Interest for Mentoring Emerging Global Nurse Leaders

Slot:

D 15: Sunday, 29 October 2017: 2:45 PM-4:00 PM

Scheduled Time:

3:15 PM

Keywords:

Global mentor, Leadership and Mentor relationships

References:

Chen, Y, Watson, R., Hilton, A. (2016) A review of mentorship measurement tools. *Nurse Education Today*, 40, 20-28.

Myrick, F., Caplan, W., Smitten, J., & Rusk, K. (2011). Preceptor/mentor education: A world of possibilities through e-learning technology. *Nurse Education Today*, 31(3), 263–267. <https://doi.org/10.1016/j.nedt.2010.10.026>

Vance C. (1999). The global mentor connection. *Korean Nurse*, 38(3), 75–76.

Wilson, L. L., Somerall, D., Theus, L., Rankin, S., Ngoma, C., & Chimwaza, A. (2014). Enhancing global health and education in Malawi, Zambia, and the United States through an interprofessional global health exchange program. *Applied Nursing Research*, 27(2), 97–103.

Abstract Summary:

An online STTI Community of Interest was begun to create opportunities for mentoring emerging global nurse leaders. Twelve mentor-mentee pairs were recruited with every STTI Global Region represented and connected through The Circle. This panel presentation by mentors describes their experiences in developing future leaders with global perspectives.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
To describe the mentors' experiences of achieving success in global mentoring relationships.	Successes experienced by mentors varied depending on the agreed objectives; mentors generally experienced excellent relationship with their mentee witnessed the growth as a leader; the mentees achieved milestones in developing their own research gaining more focus and within their own leadership development.
To describe the benefits and challenges experienced with global mentoring relationships.	Challenges experienced were: synchronizing time difference for virtual meetings, recognizing commonalities and cultural differences across the regions, potential collaborations opportunities, recognizing clear objectives, learning to manage their time effectively, and keeping the spirits high to maintain motivation for continuing their work in teaching and research and/or their leadership journey.
From a mentor perspective, to describe the benefits and challenges of sustaining relationship between STTI members that may facilitate leadership activities in nursing.	Mentors individual perspectives will be shared through this panel presentation.

Abstract Text:

Introduction: Mentorship has been well recognized in nursing at all levels for over 30 years with advantages for both mentors and mentees (Chen, Watson & Hilton 2016). Whilst widely accepted to support undergraduate nurses learn the craft of nursing and reduce the threat of 'reality shock' as they enter the profession, there are few formal examples of mentorship on the global perspective. The Global Leadership Mentoring Community paired experienced nurse leaders with those emerging leaders in either research, education or professional practice.

The aim of this panel presentation is to explore the experience of expert mentors after one year of partnership with a chosen mentee from another global region. Mentors perspectives and vision for sustaining the mentoring processes will be explored.

Method: All 12 mentors were invited to express their views on the successes and challenges of the process and any identified culturally significant issues that may help future mentors should the program expand. Five of the total twelve mentors responded to the request. The data were analyzed using a thematic analysis identifying a number of themes. Additional surveys are planned for the end of the year.

Findings: Successes varied depending on the agreed objectives of each pair. Overwhelmingly, mentors seemed to feel they gained an excellent relationship with their mentee, witnessing their growth as a leader of either research, teaching or of their workforce. In addition to having some fun, seeing their mentee shape their leadership and become focused, achieve significant milestones in their research and seek their own solutions from the complex problems that they have faced were identified as the main successes. Challenges included synchronizing the time difference to 'meet', recognizing their commonalities and potential opportunities to collaborate, keeping the spirits high to maintain motivation and recognizing their lack of clear objectives at the outset. All mentors acknowledged the need to agree on clear objectives at the outset to maintain the commitment to each other and recognized the limitations of a one year trajectory. Whilst not all participants used a recognized leadership model for their mentoring, they all acknowledged the need to support their mentee in a solutions-focused outcome. There were no clearly identified cultural differences experienced during the year long relationship.

Conclusion: The data collected to date illustrate that there were gains on both sides. Mentors recognized the need to set ground rules and clear objectives at the outset to maximize the returns, though acknowledged that being limited to the one year relationship restricted what could be achieved in the time. All achieved some sense of satisfaction in their role and experienced gains in witnessing growth in their mentee's leadership.