Mentoring the Next Generation of Nurse Leaders

Engaging in a Transpersonal Caring Mentoring Relationship

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DISCLOSURES

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Learning Outcomes:

Outline the collaboration to re-design an existing mentoring program to include mentoring at all levels of nursing based on Watson caring science philosophy and 10 caritas processes.

Disclosures:

✓ No Presence of conflict of interest
✓ No Commercial Support
✓ No Sponsorship

Stanford HEALTH CARE
STANFORD MEDICINE
SHC Mentoring Program Journey

2004-2009
SHC Mentoring Program for New Graduate Nurses
- 2009
  SHC Nursing Alumni Funds were diverted

2011
Start of Program Redesign
- Wisdom Council decided on reviving Mentorship Program as a way of: “giving back” and “leaving a legacy”

2012
Informal Mentoring occurring on different units and at all levels
- CNO support for broadening the scope of the program/program to Magnet and Professional Growth Development council

2014
Redesign of Nurse Mentoring Program
- Established Formalized Program
- Kick off/Roll Out
- Sustain/Maintain Strategies

Stanford HEALTH CARE
STANFORD MEDICINE

MAGNET RECOGNIZED
AMERICAN NURSES CREDENTIALING CENTER
Goals of Nursing Mentoring Program

- Co-create meaningful caring relationships that develops/changes over time. (CP1: Practice of Lovingkindness; CP2: Authentic Presence; CP3: Transpersonal Use of Self; CP4: Trusting/Helping Relationships)

- Encourage & allow caring communication. (CP5: Authentic Listening)

- Transpersonal teaching/learning/supporting roles. (CP6: Creative Use of Self/All Ways of Knowing; CP7: Transpersonal Teaching/Learning)

- Healing environment that supports co-creation and growth touching mind-body-spirit and sustaining human dignity. About being healing environment for each other. (CP8: Self as Healing Environment; CP9: Meeting Basic Needs)

- Being open to new possibilities and discoveries about self and other. (CP10: Soul Care/Open to Miracles)

Adapted from Lynne Wagner’s Caring Mentorship Model, 2007 based on Watson Caring Science Caritas Processes (CP)
Target Audience

- Nurses at All Levels
  - Chief Nursing Officer
  - Associate Chief Nursing Officer
  - Nurse Leaders
    - Directors
  - Advanced Practice Nurses
    - Nurse Practitioners
    - Clinical Nurse Specialists
    - Nursing Professional Development Specialists
- Patient Care Managers
- Assistant Patient Care Managers
- Clinical Nurses
Mentoring Relationship Process

Stage 1
Preparing For Success/Getting Ready

Stage 2
Getting Connected

Stage 3
Negotiating: Establishing Agreements

Stage 4
Enabling Growth: Facilitating Learning

Stage 5
Coming to Closure: Looking Back, Moving Forward

Co-creating a Successful, Meaningful, Transpersonal Caring Mentoring Experience at all Levels
Mentoring Expectations in Nursing Profession

ANA Scope & Standards of Practice
- Career guidance & exploration (Standard #11. Leadership)
- Skill development (Standard #16. Resource Utilization)
- Setting behavioral models (Standard #13. Collaboration)
- Self-reflection (Standard #15. Professional Practice Evaluation)
- Opportunity to build working relationships (Standard #9. & #12. Leadership)

ANA Code of Ethics for Nurses
- Provision 5: The nurse owes the same duties to self as to others, including the responsibility to reserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Transformational Leadership (TL6)
- The CNO advocates for organizational support for ongoing leadership development for all nurses, with a focus on mentoring and succession planning
- Source of Evidence (SE) Provide one example, with supporting evidence, of each of the following activities:
  - 1. clinical nurses
  - 2. nurse managers
  - 3. nurse leaders
  - 4. CNO
Nurse Mentorship Conceptual Framework
Mentor/Mentee Selection Dimensions

- Knowledge of Health Care Environment
- Communication & Relationship Building
- Business/Financial Management
- Leadership Skills
- Professionalism
- Patient Centered Care
- Technology/Informatics

Selection Process Dimensions/Competencies
# Mentor/Mentee Selection Application

## Stanford Nursing Mentorship Program

### Nurse Mentor Application and Contract Form (page 2 of 4)

**As a Nurse Mentor,** I have these experiences, skills, and capabilities and can help a nurse mentee develop in these areas:

| ☐ Managing Patient Care Delivery | ☐ Teaching | ☐ Obtaining national specialty certification |
| ☐ Preparing at a conference | ☐ Pursuing higher educational opportunities | ☐ Human Resources Management |
| ☐ Publishing an article | ☐ Prioritizing initiatives and projects | ☐ Creating budgets |
| ☐ Conducting nursing research | ☐ Leading effective teams | ☐ Participating in task forces, committees, councils |
| ☐ Integrating nursing research and evidence based into practice | ☐ Integrating and advancing caring sciences | ☐ Utilizing quality data to affect change |

**As a Nurse Mentor,** I can share and help a Nurse Mentee develop these competencies

### Business/Financial Management

| ☐ Understanding of healthcare financing | ☐ Strategic management |
| ☐ Human resource management and development | ☐ Marketing |

### Communication and Relationship Building

| ☐ Effective communication | ☐ Shared decision-making |
| ☐ Relationship management | ☐ Community involvement |
| ☐ Influence of behaviors | ☐ Medical staff relationships |
| ☐ Ability to work with diversity | ☐ Academic relationships |

### Knowledge of the Health Care Environment

| ☐ Clinical practice knowledge | ☐ Understanding of governance | ☐ Understanding of utilization/case management |
| ☐ Patient care delivery models and work design knowledge | ☐ Understanding of evidence-based practice | ☐ Knowledge of quality improvement and metrics |
| ☐ Health care economics knowledge | ☐ Outcome measurement | ☐ Knowledge of risk management |
| ☐ Health care policy knowledge | ☐ Knowledge of, and dedication to patient safety |

### Leadership skills

| ☐ Decision making | ☐ Problem solving skills | ☐ Change management |
| ☐ Reflective practice | ☐ Succession planning | ☐ Systems thinking knowledge and application |
| ☐ Self-awareness | ☐ Self-care |

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Key Partners

- Mentor
- Mentee
- Nurse Manager/Director
- Program Coordinator
Define Mentor/Mentee

- Role Definition
- Eligibility Requirements
- Roles & Responsibilities
Contract/Agreement Form

Expectations

Agreement

Stanford Nursing Mentorship Program
Nurse Mentor Application and Contract Form

Read and sign the following contract. Your signature indicates that you understand and agree to meet the expectations and commitment inherent in the Stanford Health Care Nursing Mentorship Program.

- Consistently model standards of Service Excellence/C-I-CARE with all members of the health care team
- Attend or will attend the next Mentorship Orientation Workshop
- Meet “face to face” with the mentee at least every other month during year 1, quarterly and as needed during year 2
- Maintain records of meetings using forms provided and submit to Mentorship Program Coordinator at mid-year assessment and at completion of each mentoring year
- Evaluate and promote professional development opportunities for the mentee (i.e., PNDP, graduate school, professional organizations, conferences, certifications, etc.)
- Update the nurse manager every 6 months on the mentee’s development during the entire Mentorship Partnership
- Attend mid-year support group for mentors
- Submit a one paragraph Self Biography to the Mentorship Program Coordinator
- Submit Curriculum Vitae to the Mentorship Program Coordinator
- Submit photo (headshot) to the Mentorship Program Coordinator
- I agree that if the partnership is no longer productive that I will, respectfully discuss this with the Mentee and Mentor Program Coordinator and attribute no fault to those involved

Print Name: ____________________________
Unit: ____________________________
Signature: ____________________________
Date: ____________________________

Name of Prospective Mentee, if one available: ____________________________
Mentee Matching Request

Do you have a Mentor in Mind?

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<th>Stanford Nursing Mentorship Program</th>
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<tr>
<td>Mentee Matching Request Form</td>
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<tr>
<td>Mentee Name: __________________________</td>
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<td>My first choice for a Mentor is: __________________________</td>
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<td>Because: __________________________</td>
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<td>Is this Mentor aware of your choice? ____ yes ____ no</td>
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<td>My second choice for a Mentor is: __________________________</td>
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<td>Because: __________________________</td>
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<td>Is this Mentor aware of your choice? ____ yes ____ no</td>
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<td>My third choice for a Mentor is: __________________________</td>
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<td>Because: __________________________</td>
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<td>Is this Mentor aware of your choice? ____ yes ____ no</td>
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<td>□ I do not have a Mentor choice request, please assist me with a Mentorship match.</td>
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<td>□ I have a preference in my Mentor _______ Female _______ Male</td>
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Program Survey

- Pre-Mentorship Program Questionnaire

- Post-Mentorship Program Questionnaire

Stanford Nurse Mentorship Program
Pre-Mentorship Assessment Questionnaire
For the MENTOR

Name: __________________________

1. How long have you worked at SHC?
   - less than 5 years
   - 5 to 7 years
   - 7 to 10 years
   - 10 to 12 years
   - >15 years

2. I am satisfied with being a nurse at SHC.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

3. I have the opportunity to utilize my skills and talents at work.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

4. My work gives me a feeling of accomplishment.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

5. The mentoring partnership will be of value to me.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
Manager Recommendation Form

- An essential piece to the Mentor application
Caring Mentoring Relationship Matching Process

- Manual process completed by Program Coordinators “eHarmony for Nurses”

- Refer to selection application for experiences, skills and capabilities mentee are looking to enhance and match with mentor who possesses similar experiences

- Welcome Email sent to both Mentor and Mentee
  - Confirms that they have a Mentor/ Mentee
  - Provides contact information for both Mentor and Mentee
  - Provides short bio of the Mentor and photos of both Mentor and Mentee
  - Informs the Mentor of interests and areas which the Mentee would like to grow professionally
  - Invites them to the course “The Art of Mentorship”

- Provides Resources during the Mentorship Program
## Mentoring Relationship Meeting Touchpoints

### Needed

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Developing Caring Mentorship Relationships During Meeting Encounters

Structured Mentoring Meeting
• Build caring, trusting relationships
• Set realistic expectations
• Meet basic needs
• Use self-reflection

Conscious Preparation Before Each Mentoring Meeting Encounter

Take Actions
• Suggest options and creative use of self
• Meet basic needs
• Support behavior changes
• Clarify the plan with follow-up milestones
• Offer encouragement

Learning Process
• Authentic presence
• Being purposeful and positive
• Asking questions skillfully
• Authentic listening
• Sharing perceptions gracefully (THINK before you speak)
Meeting Format

- Agenda with Recommended topics
- Establishing Goals
- Ongoing Documentation
  - Meeting Notes which include highlights, milestones since the last meeting.
  - New goals or building blocks to goals are discussed and implemented
Roll Out/Orientation to Key Stakeholders

Presentations at Key Leadership Group Meetings

- Shared Leadership Councils
  - Unit Based Councils
- Managers/Assistant Managers
- NPDS
- CNS
- CNO, Associate CNO, Directors
The Art of Mentoring Workshop

- Nurse Mentorship Workshop
  - Mentor
  - Mentee
  - Managers
Outcome Measures

- Workshop participant satisfaction
  - 69% were extremely satisfied

- Formal Nurse Mentorship program participation satisfaction
  - 67% were extremely satisfied and 33% moderately satisfied

- Increased participation in professional development and leadership activities
  - 100% rated the formal nurse mentorship program moderately to extremely effective to the success of achieving the mentee goals

- Highly recommend the program to their colleagues
  - 83% of participants
LESSONS LEARNED

- Moved from paper to electronic process
- Streamlining application process
- Web-based platform for application and meeting documentation
- Website optimization
- Need robust mentor recruitment process

FUTURE DIRECTION

- Provide key knowledge, skills, and tools to design, implement and manage a successful interprofessional mentoring program.
REFERENCES


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