Mentoring Nurses for Success: A Global View

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Mentors help keep your world from spiraling out of control while you move forward.
Purpose

- To provide an overview of mentoring nurses in today’s complex climate.

“There is no greater accomplishment for mentors than when people they develop pass them by!”

John C. Maxwell
Definitions

• Global Mentoring:
  “Reciprocal, mutually beneficial relationship between a mentor and a protégé that challenges and is based on trust, communication, respect, and cultural influences” (Baxley, Ibitayo, & Bond, 2014, p. xxxvii).

• Different meanings for individuals

• May have different role depending on relationship
Global Mentoring Process Model

“The context of global is in a universal mentoring process that encompasses nurses across varied cultures from within and outside the United States” (Baxley, Ibitayo, & Bond, p. 4).

- Essential Components
  - Mutually beneficial
  - Challenge
  - Trust
  - Respect
  - Communication
  - Cultural influences
Global Mentoring Process Model

- Key Factors
  - Knowledge, Personal/emotional support,
  - Advancement, Expertise,
  - Protection, Loyalty,
  - Prestige, Role model

- Mentoring Structures
  - Formal, Informal,
  - Cascade, Co-mentoring,
  - E-mentoring, Coaching
Global Mentoring Process Model

Science of Nursing

“...supporting and providing context for each dyad with the knowledge, culture, professional network, and resources necessary for the mentor and protégé to experience professional and personal growth”

(Baxley, Ibitayo, & Bond, 2014, p. 4).
Systems Thinking

• "Individuals live, work, and study in systems that affect the individuals and that are affected by the individuals" (Burns, 2014, p. 15).

• "...a mentor is one who understands and has successfully navigated the system or role the mentee is beginning" (p. 16).

• "The mentor can fulfill the roles of system coach and guide as the mentee learns the system patterns and ways of behaving in the system to increase likelihood of success in the system" (p. 16).
Challenges for Students

- General challenges
- MSN
- BSN
- Doctoral students
- RN to BSN
- International students
TIPS (Thoughts, Ideas, Present Strategies)

• Getting the most from the relationship

• What can a mentor do for a protégé?
  • Connect to professional network
  • Help assess personal strengths & weaknesses (Hart, 2012)
  • Demonstrate acceptance of protégé (Hart, 2012)
  • Inspire protégé to achieve desired goals
TIPS for Protégés

- Maintain open communication
- Share goals and needs
- Proactively seek advice and give feedback (Hart, 2012)
Challenges and TIPS for Faculty

- Understanding the institution’s culture
  - Mission & vision, handbook
- Challenges for new faculty
  - Proactive learning new system, fit

Forrester, D. A. (2014)
Challenges and TIPS for Faculty

• Challenges for non-tenure and tenure-track
  • Understand criteria for appointment, promotion, and tenure
  • Choose mentor to facilitate development

• Challenges for international faculty
  • Language, classroom culture, popular culture
  • Familiarity with curriculum, cultural literacy
  • Seek “cultural mentor”

Forrester, D. A. (2014)
Academic Mentoring for Faculty

• Mentoring is intentional and individualized so protégé achieves success in faculty role.

• Common behaviors and responsibilities
  • Mutually establish expectations
  • Develop a professional development plan
  • Effective time management and organizational skills
  • Frankness in discussions

Olson, R. (2014)
Academic Mentoring for Faculty

- Role of dean
  - Set expectations
  - Seasoned faculty mentor novice faculty into academic culture

Olson, R. (2014)
Challenges in Healthcare Settings

- Culture of organization
  - Framework for employee’s daily lives
  - Multiple levels
  - Effects success of mentoring program

- Ideal mentors
  - Positive, self-aware, committed to own development
  - Build trust, wiser, more experienced, more authority

- Ineffective mentors
  - Fixer, bureaucrat, pleaser, talker (Tabbron, Macaulay, & Cook, 1997)
TIPS for Mentoring in Healthcare Settings

• Precepting vs. mentoring

• New nurses and nurses in new roles
  • Supportive environment
  • Help protégés focus on “challenges, choices, consequences, creative solutions, and conclusions” (Pegg, 1999, p. 136).
TIPS for Mentoring in Healthcare Settings

• International nurses
  • Language proficiency and/or communication nuances
  • Differences in “nursing education, national health care systems, nursing practice, and culture” (Xu & He, 2012, p. 223).
• Transition programs
• Experienced international nurse mentors

• Mentoring Programs
  • Clear set of objectives, communication and training, matching, evaluation and program review (Tabbron et al., 1997)
Global Aspects of Mentoring

• Concept of mentoring varies across cultures

• Common expectation of student protégés:
  • Willing to learn and responsible for own learning

• Common perception of mentors:
  • Monitors protégé’s progress
  • Identifies strengths and weaknesses
  • Provides opportunities to improve competence

Gray, J., Moreno, M., & Gallegos, E. (2014)
Global Aspects of Mentoring

- Cultural values and traditions - respect
- Barriers in other cultures
- Gender and religious

“Mentoring is the human connection that can bridge and transcend differences across backgrounds and individuals” (p. 119).

Gray, J., Moreno, M., & Gallegos, E. (2014)
## Role of Mentors

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<thead>
<tr>
<th>Roles of Mentors</th>
<th>Australia</th>
<th>Canada</th>
<th>European Countries</th>
<th>Hong Kong</th>
<th>Mexico</th>
<th>Uganda</th>
<th>Spain</th>
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Gray, Moreno, & Gallegos, 2014, p. 113
“Mentoring relationships provide a meaningful structure for nurturing nurses and equip them with the attributes necessary to influence health care around the world”

(Baxley, Ibitayo, & Bond, 2014, p. 143).

“Nurses must mentor and be mentored to influence the science of nursing”
Do you have what it takes? Answer yes or no? If you are unsure, answer what you think is closest to what you actually do. Each yes is worth 2 points. If you are comfortable providing an activity part of them time, it is worth 1 point.

- I serve as a role model and maintain awareness of what I portray.
- I assist protégés in assessing their personal strengths and weaknesses.
- I ask reflective questions so protégés can come up with their own solutions.
- I help protégés understand the system and organizational culture.
- I keep the relationship focused on the protégé’s desired outcomes.
- I connect protégés to my professional network and provide opportunities.
- I provide protection and a buffer, guiding protégés to see potential threats to outcomes.
- I offer compassion by providing a supportive environment.
- I help protégés explore options without providing final solutions.
- I demonstrate acceptance of protégés for who they are.
References


References