Equipping for Leadership: A Key Mentoring Practice
Presenters

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About Akron Children’s

• Ranked a Best Children’s Hospital by *U.S. News & World Report*
• 8th largest children’s hospital in country*
• Magnet® Recognition
  – Nursing research exemplars
• Largest pediatric provider in NE Ohio
  – 2 hospital campuses
  – 20+ primary care locations
  – 60+ specialty locations
  – 600,000+ patient visits a year
• Awarded a NorthCoast99 top employer
  – Nearly 4,500 employees
  – 1,600+ nurses

*Source: 2012 Becker's Hospital Review*
Objective 1

• Describe a research study that found the mentoring practice of 'equipping for leadership' predicted five mentoring benefits among pediatric nurse protégés.
Background

• Mentoring established as beneficial to staff nurse protégé professional development

• Previous studies demonstrate:
  – Specific **benefits of mentoring** for staff nurse protégés
  – Protégé perception of **mentoring quality** as the most significant predictor of mentoring benefits

• Gap in the literature regarding specific **mentoring practices** that predict mentoring benefits
Conceptual Framework

- **Nursing and Service Professions**
  - Dyad Relationship (Mentor & Protégé)
    - A Relational Phenomenon

- **Business**
  - Triad Relationship (Mentor, Protégé, Organization)
    - An Organizational Phenomenon
    - Zey’s Mutual Benefits Model

- **Jakubik et al. Nurse Studies**
  - Combine these perspectives to be a Triad relationship that is BOTH a relational and organizational phenomenon
Hypothesized Predictive Relationships of Mentoring Practices on Mentoring Benefits

<table>
<thead>
<tr>
<th>Mentoring Practice</th>
<th>Mentoring Benefit</th>
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<tbody>
<tr>
<td>Welcoming</td>
<td>Belonging</td>
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<tr>
<td>Mapping the Future</td>
<td>Career Optimism</td>
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<tr>
<td>Teaching the Job</td>
<td>Competence</td>
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<td>Supporting the Transition</td>
<td>Professional Growth</td>
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<tr>
<td>Providing Protection</td>
<td>Security</td>
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<tr>
<td>Equipping for Leadership</td>
<td>Leadership Readiness</td>
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Study Aims

• Determine if mentoring practices predict mentoring benefits
• Explore the relationship between the subscales of mentoring practices and benefits
Study Design and Sample

• Study Design:
  – quantitative, correlational design
  – descriptive study

• Human Subjects Protection:
  – Reviewed by IRB and determined to present minimal risk with no direct benefits

• Convenience sample of nurses who reported being mentored as a pediatric staff nurse protégé

• Sample size minimum of 100 (based on Cohen’s Power Analysis)
Sample: Inclusion and Exclusion Criteria

Inclusion

– Current employment at Akron Children’s Hospital
– Minimum 1 year experience as RN
– Self-identified experience as a pediatric staff nurse protégé in a mentoring relationship occurring at Akron Children’s Hospital

Exclusion

– Subjects engaged in mentoring relationships in which the protégé and mentor work for different organizations
– Nurses engaged in mentoring relationships as a mentor rather than a protégé
– Protégés in roles other than pediatric staff nurse during the time of the mentoring relationship
Sample:
Position, Experience and Work Setting

**Position**
- Staff nurse: 60%
- Charge nurse/nurse supervisor: 19%
- Nursing development or education: 14%
- Administration: 6%
- Advanced Practice Nurse: 5%
- Case Manager: 7%
- Other: 2%

**Work Setting**
- Outpatient: 20%
- Inpatient: 66%
- Combination of inpatient and outpatient: 14%

**Experience**
- 1-5 years: 45%
- 5-10 years: 20%
- 10-20 years: 20%
- >20 years: 14%
Methods

Electronic survey
  – sent to nurses on hospital email list
  – Dillman’s “Tailored Design Method”
  – Incentive to participate
  – Survey included:
    • Demographic questionnaire
    • Mentoring Practices Inventory (MPI)
      – 36-item valid and reliable instrument
      – Current study (n= 186) Cronbach’s alpha = 0.98
    • Mentoring Benefits Inventory (MBI)
      – 36-item valid and reliable instrument
      – Current study (n=186) Cronbach’s alpha = 0.98
Results: Mentoring Experience

• 96% (n = 171) were mentored as a pediatric staff nurse
• Mean length of mentoring relationship was 4.4 years
• Types of mentoring relationships:
  – 28% informal
  – 34.4% formal workplace sponsored
  – 34.9% both formal and informal
Results

• Do mentoring practices predict benefits? **YES!!!!**
  – 0.89 (p<0.01) Correlation between total mentoring practices and total mentoring benefits
  – Coefficient of determination, $r^2 = .79$
  – Stepwise linear regression $R = .889$
    • 79% variance in benefits explained by practices
      (p<.0001)
Limitations

- Single organization
  - Magnet®-recognized pediatric hospital
- Very high rates of mentoring
- Response rate 22% (n=329)
  - exceeded minimum of 100 sought
Mentoring benefits predicted by equipping for leadership mentoring practice

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Adjusted R²</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>0.591</td>
<td>0.049</td>
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<tr>
<td>Career Optimism</td>
<td>0.747</td>
<td>0.003</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>0.373</td>
<td>0.000</td>
</tr>
<tr>
<td>Leadership Readiness</td>
<td>0.567</td>
<td>0.000</td>
</tr>
<tr>
<td>Security</td>
<td>0.771</td>
<td>0.000</td>
</tr>
</tbody>
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Objective 2

• Discuss the mentoring practice of 'equipping for leadership' and the five mentoring benefits it predicts.
Equipping for Leadership: Definition

- People need leadership skills and opportunities to develop as leaders.

- The *mentor* promotes opportunities for the *protégé* to lead others and to develop leadership abilities. The *workplace* provides an environment that fosters leadership development, encourages taking on leadership roles, and sets a positive image of leadership in clinical practice.
Benefits of Equipping for Leadership

• Belonging:
  – The protégé learns about and becomes incorporated into the workplace culture.

• Career Optimism:
  – This mentoring benefit is future-oriented and involves the protégé becoming engaged in and optimistic about plans for his or her career path.

• Security:
  – The protégé perceives that someone works on his/her behalf to provide a supportive practice environment and that someone at work really cares about his/her success.
Benefits of Equipping for Leadership

• Professional Growth:
  – Involves the development of confidence in taking on new challenges, improved communication, the development of new problem-solving and decision making skills, and an improved perception of the image of the profession.

• Leadership Readiness:
  – Protégés demonstrate improved confidence in their leadership abilities, improved leadership/management competency, and actively seek out opportunities to lead others.
Practice Implications

• Equipping for leadership is the most prevalent mentoring practice promoting the benefits of mentoring.

• Mentoring initiatives should consider the strong role of equipping for leadership in predicting overall mentoring benefits.
Mentoring benefits predicted by equipping for leadership mentoring practice

Consider:
How does your workplace equip staff for leadership?

How are leadership opportunities facilitated in a supportive way in your workplace?
Conclusions

• Specific practices on how to mentor are now known
• Provision of concrete, teachable and measurable mentoring practices, and resulting mentoring benefits reinforces the paradigm shift from the dyad to triad perspective of mentoring.
• Study findings:
  – Suggest a connection between the science of developing people through mentoring and the science of leadership development
  – Support the value of mentoring and associated outcomes.
  – Lay the groundwork for creating a mentoring culture in nursing practice that demonstrates a structurally empowering work environment of a Magnet® organization.
Questions and Discussion

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References


References


References

• Jakubik, L. D. (2012). Development and testing of the Jakubik Mentoring Benefits Questionnaire among pediatric nurses. *Journal of Nursing Measurement*, 20(2), 113-122(10). doi.org/10.1891/1061-3749.20.2.113

