Mentoring: A Workshop for Nurses

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Key Elements of Mentoring
Creating your “Livacy”

Your Living Legacy
The Key Elements

- Formal Relationship
- Informal Relationship
- Mentees are a Mentor’s ‘Livacy’
- Having a Structure
“... After a mentoring program for nurses was implemented, turnover rates dropped nearly 20% in three years.”

(Fox 2010)
"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do.

Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."
Bandura and Mentoring in Nursing

Novice nurses learn by emulating behaviors
• Mentors
  • Teach new skills
  • Impart outlooks of the profession
Bandura and Mentoring in Nursing

Novice nurses copy role models

• Without questioning the theory
• Assume mentor is correct
• Do not ‘think through’ problems for themselves
What we do for ourselves dies with us. What we do for others and the world remains and is immortal.

- Albert Pike
Importance of a Structured Mentor Program
A complex system considered from the point of view of the whole, rather than of any single part.
Roadblocks to a strong foundation

• Lack of Continuity
• Increased demand from mentor and mentee
• Standstill from mentoring relationships
• Confusion of formal versus informal relationship
• Decreased follow up
The Key Structural Elements

Mentorship Program

- Recruitment and Screening
- Orientation for BOTH Mentors and Mentees
- Matching of Mentors and Mentees
- Continual Support of Mentors and Mentees
- Mandatory Session Attendance
- Recognition of Mentors
- Closure of Relationships
... Mentors need to motivate learners and successfully facilitate learning as opposed to simply dictating what the adult learner needs to know...

(Vinales 2015)
Transition from Mentees to New Leaders
How does a Mentorship Relationship Drive One to become a Leader?
Leadership

- Unifying people and their values
- Helping people get through change
- Constructing social world for others around those values
Becoming Great Leaders

Courage, Resilience, Commitment

Leadership Theories

- Great Man
- Trait
- Situational - Contingency
- Transactional
- Transformational

Retrieved From: http://k20center.ou.edu/files/1413/7000/5635/democratic.jpg
Great Man Theory

Leaders are born, not made

Leaders will come at a time of need

Aristocracy

Male
Trait Theory

Leaders are born with Inherited traits

Personality and behavioral characteristics

- Assertiveness
- Adaptability
- Confidence
- Intelligence
- Social Skills
Situational – Contingency Theory

Factors and ability to lead is contingent upon the situation

3 significant areas: Situation, Leader, Follower

Different leadership styles for different situations
Transactional Leadership

- Leader is in control
- Motivation comes from money and simple rewards
- Supervision, organization and group performance are the focus
- Strives to work effectively within current system
- Maximize efficiency and guarantee short term profits
Transformational Leadership

- Relationships are of critical importance
  - Especially of leader and follower
- Emphasis on empowerment and development of potential
- Change is a key focus
  - Builds a shared vision
  - Sees the big picture
  - Deal with Complex issues
- Encourages participation and motivation
Benner’s Stages of Clinical Competence

Novice ➔ Advanced Beginner ➔ Competent ➔ Proficient ➔ Expert
Stage 1: Novice

Has no experience in the situations in which they are expected to perform

Lacks confidence to demonstrate safe practice

Requires continual verbal and physical cues
Stage 2: Advanced Beginner

Demonstrate marginally acceptable performance due to prior experience

Is efficient and skillful in parts of the practice area

Requires occasional supportive cues

Knowledge is developing
Stage 3: Competent

Competence is demonstrated by the nurse who has been on the job in the same or similar situations for two or three years.

Able to demonstrate efficiency and is coordinated.

Has confidence in his/her actions.
Stage 4: Proficient

Perceives situations as wholes rather than chopped up parts or aspects

Learns from experience what typical events to expect in a given situation

Understands how plans need to be modified in response to these events
Stage 5: Expert

Has an intuitive grasp of each situation

Zeroes in on the accurate region of the problem without wasteful consideration

Operates from a deep understanding of the total situation

Highly skilled analytic ability is necessary and used for situations with which the nurse has had no previous experience

Retrieved From:
Adaptation of Stages of Nursing Clinical Competence to Stages of Nursing Leadership

Novice Leader → Beginning Leader → Proficient Leader
Stage 1: Novice Leader

No prior experience

Willingly accepts supervision, shows creativity, initiative and drive when performing clinically oriented tasks

Beginning to understand leadership roles and how groups operates and performs
  
  - Staff nurse routinely carries out duties with ease
  - Accepts charge nurse supervision and ideas without hesitation

**Stage 2: Beginning Leader**

Assumes more responsibilities for clinical situations

Relies less upon direct supervision and more upon independent practice

Is able to contribute ideas and knowledge to others

Begins to develop credibility and a positive reputation amongst coworkers

Is involved as a mentor to help and develop other nurses

- Staff nurse begins suggesting performance improvement projects to the nurse manager
- Is being called upon to train and mentor newer nurses

Stage 3: Proficient Leader

Understands situations as a whole, quickly strategize and delegate appropriate responsibilities to others

Utilizes leadership skills to effectively unify individuals around a central goal and can motivate to create change

- Staff nurse creates performance improvement project
- Delegates appropriate roles for assistance in project to newer nurses
- Becomes an ambassador of the unit for the hospital

Developed leadership skills through trial & error with guidance from mentors.

Leadership Experience
NYC Men in Nursing President
STTI UN Youth Representative
MSKCC Nursing Talent Ambassador

Mentored by former nursing faculty
Developed leadership skills through observation, motivation for increased responsibility and increased experience.

Leadership Experience
STTI NYU Chapter President
STTI Region 14 Global Initiatives Co-Chair
NIGH UN Youth Representative
STTI Next Generation Leaders Task Force

Leadership Experience
STTI William Paterson University Chapter President
STTI Region 14 Global Initiatives Co-Chair
STTI UN Youth Representative
The potential of the average person is like a huge ocean unsailed, a new continent unexplored, a world of possibilities waiting to be released and channeled toward some great good.

Brian Tracy
Why have this workshop?
Workshop Objectives

The learner will be able to engage Youth Members into participating in STTI at the local, regional, national, and international levels

• Showcase the leadership of STTI youths and strategies to increase involvement
• Showing active STTI Youth would provide examples to other chapter and regional leaders on how to engage their youth in a meaningful way

The learner will be able to facilitate networking sessions and mentoring partnerships to increase youth leadership.
• Will include a demonstration on the power of networking and mentoring sessions
• Will demonstrate to learners on how to create a networking workshop geared toward new members and initiating a mentoring relationship for experienced members
“Yarn Network” Ice Breaker

Things You’ll Need:
• Large ball of yarn
• Form in a large circle

Instructions:
• Facilitator begins by stating his/her name, followed by job title (nursing student, RN, NP, manager, CRNA, etc), related department/university, nursing specialty/interest
• Ex: My name is Raissa, I’m a cardiothoracic nurse at New York Presbyterian-Columbia, and I’m also interested in global health
“Yarn Network” Ice Breaker Goal

To visualize the mutual interests nurses may share

To open the conversation between potential mentor/mentee relationships

Can be done in the before networking workshop begins to ease newcomers’ anxieties

Can be done in the middle of workshop to break up the time spent after explanation of networking’s importance
Leadership is as much about knowing when to lead as it is about knowing when Not to Follow

~Chris Efessiou
References


