



Taking Your Mentoring Program to the Next Level



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November 6, 2011

Understanding the Differences: What Mentoring Is/Is Not

Mentoring	Includes but is Not Coaching	Is Not Counseling
<ul style="list-style-type: none"> • Future • Voluntary • Organic • Focus on development • Intangibles • Soft skills • Range of learning opportunities • Multiple forms • Self-directed 	<ul style="list-style-type: none"> • Present • Contractual • Emerging field of practice • Focus on boosting performance • Tangibles • 1:1 • Processes and procedures • Short-term • Coach-driven process 	<ul style="list-style-type: none"> • Past • Uses intervention techniques • Focus on career issues and providing emotional support • Usually 1:1 • Confidentiality a priority

Mentee Role	From passive receiver to <u>active learner</u>
Mentor Role	From authority to <u>facilitator</u>
Learning Process	From mentor-directed to <u>self-directed</u> ; from face-to-face to <u>multiple and varied opportunities</u>
Focus	From knowledge transfer and acquisition to <u>critical reflection and application</u>

Mentoring Success Model



Readiness

How do we go about creating (and recreating) mentoring readiness for ourselves, each other and our institutions?

Getting everyone on the same page
Defining mentoring program goals
Identifying success factors
Articulating roles and responsibilities
Establishing criteria for mentors
Developing pairing protocols
Selling the program
Ensuring visible support
Creating demand

Opportunity

How are you engaging your people in mentoring? What specific opportunities have you built in to foster cognitive, affective and behavioral learning?

Formal
Informal
One to one
Group
Mentoring networks
Situational mentoring
Flash mentoring
Peer mentoring
Supervisory mentoring
Virtual mentoring

Opportunity (continued)

Taking advantage of opportunity by **connecting on a deeper level** (2007, Palloff & Pratt):

7 Essential Elements©	What You Can Do
Honesty	Make it safe
Responsiveness	Make it regular and timely
Relevance	Make it learner-centered
Respect	Make an effort to listen for and learn from difference
Openness	Make sure you demonstrate openness
Empowerment	Make it context appropriate
Time	Make space and place for mentoring a priority

Design Education and Training Opportunities

Awareness education	Mentoring coaching
Understanding	Networking
Training	Renewal opportunities
Videoconferencing	Intranet support
Newsletters	Just-in-time support
Toolkits	Other

Opportunity (continued)

The Mentoring Cycle



1. What support do mentors and mentees need as they move through the four phases of the mentoring cycle?

2. What resources are currently in place that you can draw on?

What education and training will you need to facilitate **your own growth and development** in your current mentoring leadership role?

Support

Mentoring support is multilayered and requires a continuum of support.

Supporting mentoring
Leadership succession
Staying on track
Monitoring progress
Establishing continuous feedback loops
Measuring results
Sharing stories and best practices
Setting up a reward, recognition and celebration plan
Reflecting on practice

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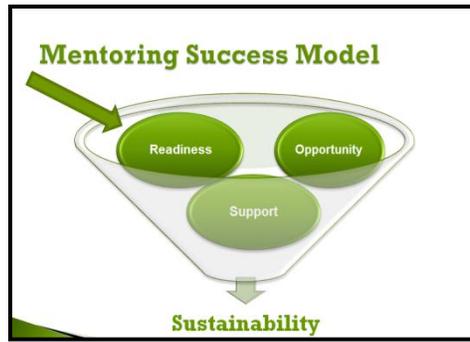
Nebraska Methodist College's accelerated nursing program (ACE) integrates NMC's Educated Citizen Philosophy and has a community based curriculum. The main outcome for our students is that they become licensed professional registered nurses who provide safe and professional care to people across the life-span in a variety of settings.

Learning Centered Mentoring Process

Mentoring is now an essential part of the accelerated nursing program at Nebraska Methodist College (NMC). The NMC learning centered mentoring process provides an avenue to assist the RWJF-NCIN scholarship recipients through the transformative process of being student nurses to becoming professional nurse leaders.

Definition of Mentoring

Mentoring is a reciprocal learning relationship in which mentor and mentee agree to a partnership where they will work collaboratively toward achievement of mutually defined goals that will develop a mentee's skills, abilities, knowledge and/or thinking (Robert Wood Johnson Foundation New Careers in Nursing Mentoring Program Toolkit and Handbook, 2011).



Nebraska Methodist College

How did you go about developing your mentoring program?

Who was involved and what was your process?

What are your criteria for mentoring program success?

What action strategies have you/are you using to sell your program?

What have you done to create value and visibility for your program?

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University of Rochester School of Nursing

Implemented an accelerated nursing program in 2002; this contains a 12 month accelerated baccalaureate program and a minimum of 36 months accelerated master's program. The program began with one cohort of 24 students and has grown to three cohorts with 56 students in each cohort (for a total of 168 students). The URSON has been a recipient of 4 rounds of the RWJ/NCIN scholarships for a total of 53 students supported.

Process

Our formal mentoring program began in 2009 with our first round of RWJ Scholars. At that time we held two formal mentoring workshops for faculty and then enlisted volunteers as student mentors. We decided at that time that we would not limit our program to just the RWJ Scholars but would open our program up to all APNN students. All RWJ Scholars chose 1:1 mentors; while others chose either near-peer mentors or mentoring group circles. Every round of RWJ Scholars still choose a 1:1 mentor at the beginning of their second (of three) semesters. With the beginning of this academic year, the RWJ Scholars beginning in January cohort and September cohort have been also offered a near-peer mentor (that is a RWJ Scholar graduate). Six of our RWJ graduates have offered to provide 1:1 near-peer mentorship with current RWJ Scholars. The Mentoring Toolkit was utilized for the initial orientation for these graduates and will further be utilized with faculty mentors and near-peer mentors.

Definition of Mentoring

Mentoring is a mutually beneficial learning relationship in which the mentor and protégé partner in a transformational journey that involves acquiring career related skills and fostering professional and psychosocial development.



University of Rochester School of Nursing

What opportunities for mentoring have you created in your institution/college/program?

How does your program align with other mentoring efforts at your institution?

What kinds of education and training opportunities have you created?

At what points in the program do they kick in?

Any online mentoring going on? If so, please describe.

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Boston College

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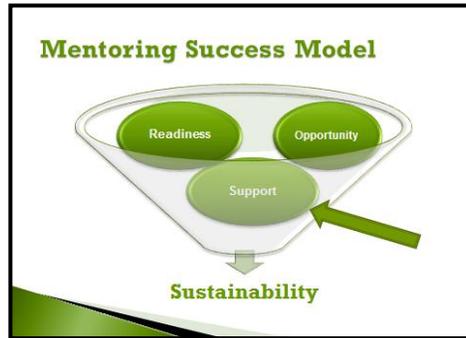
Boston College

The William F. Connell School of Nursing at Boston College launched its accelerated Master's Program in 1998 and provides a competitive option for non-nursing baccalaureate degree holders who have an interest in advanced practice nursing. Each year, we receive applications from as many as 300 students, with almost 10% from underrepresented backgrounds. The RWJ NCIN scholarships have greatly assisted us to achieve our diversity goals. The incremental scholarships expanded student enrollment in spring 2009 by roughly 15%, and overall MSE program diversity from 10% to 26%.

Process

During the first 11 months of full-time study, Masters Entry students complete all requirements to become registered nurses and progress to the master's degree. Specialization at the master's level prepares students to sit for certification examinations in the following nursing areas: Adult-Gerontology Health, Community Health, Family Health, Pediatric Health, Psychiatric Mental Health, and Women's Health. Upon completion of Year I, students are eligible to take the NCLEX-RN examination for licensure. Connell School Masters Entry students consistently reach a 100% pass rate on the NCLEX examination. Once they have completed the NCLEX examination, they enter the second year of the program as full or part-time RN's. Students graduate with a master of science, and are eligible to sit for certification as an advanced practice nurse (nurse practitioner or clinical nurse specialist), where the pass rate on national certification examinations approaches 100%. Study can be completed in 21 full-time months.

Our mentorship process begins with the 2 day PIP program and interpretation of the LASSI scores. Because of the intensity of the pre-licensure year, we implement an individualized approach to mentorship utilizing University resources available to all BCSON students and specially focused mentorship sessions to the RWJ NCIN scholars. These resources are described in Dr. Simonelli's panel presentation.



Boston College

How are you assuring that your program stays on track?

How are you going about measuring your results?

What have you found so far?

Describe your efforts to share stories and best practices.

How are you rewarding, recognizing and celebrating mentoring?

Table Conversation

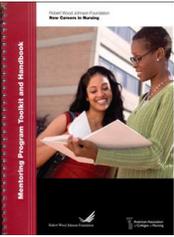
Please take a moment to reflect on what you've just heard from our panelists this afternoon. Jot down some notes in the spaces below. At your table discuss the following questions.

What resonates the most for you about what you've heard from the panel presentations?

What successes have you had at your institution in regard to each of the three components (readiness, opportunity, support)?

Which component is/will be your biggest challenge and why?

Using the Toolkit to Support Mentoring

 <p>How the Program Toolkit is being utilized to support mentoring at our panelist's institutions:</p>	<p>How your table colleagues are using the Program Toolkit:</p>	<p>Ideas to consider:</p>
<p>Nebraska Methodist College</p>		
<p>University of Rochester</p>		
<p>Boston College</p>		

Taking Your Mentoring Program to the Next Level Modified Adobe Peer Mentoring Protocol*

Take a few moments to review one of the challenges you identified at the beginning of our session. Identify three specific action steps will you need to take your mentoring program to the next level. Jot them down in the space below. (5 minutes)

Process Steps:

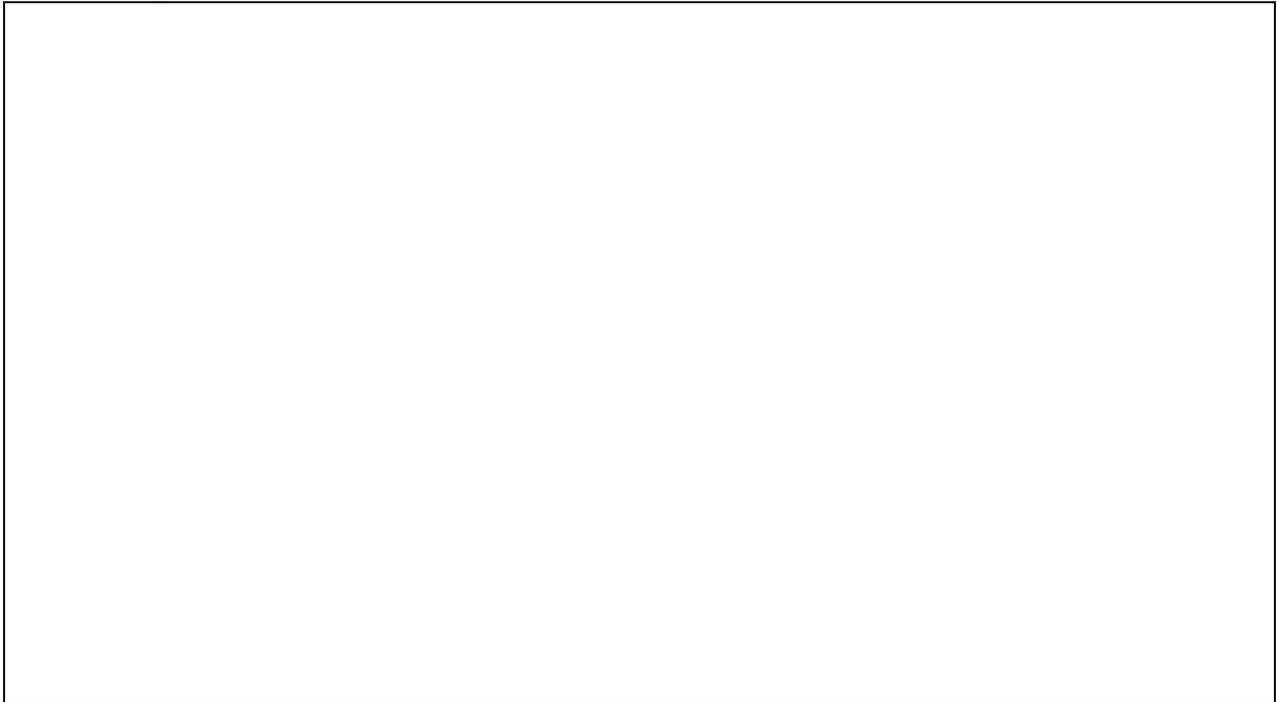
1. Person A describes their challenge and proposed action strategy. (2 minutes)
2. Group members ask questions for clarification only. (1 minute)
3. Each group member, in turn, responds with feedback on Person A's action strategy.
 - Will the action strategy indeed help move the program to the next level?
 - What additional action might they consider to enhance their efforts? (5 minutes)
4. Person A takes notes but does not comment, defend, rebut or criticize the remark.
5. The next person (Person B) reads their challenge and action strategy and the process begins again with each table member taking a turn and getting feedback.

Challenge	Action Strategies
Suggestions from Table Colleagues	

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My Commitment

To Take Myself to the Next Level



To Take My Program to the Next Level

