224: Making the Most of Mentoring

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Speaker Introduction
• Dr. Susan Van Cleve is a pediatric nurse practitioner who has extensive experience working with children and families in primary care settings as well as with children with special needs. She is the director of the pediatric nurse practitioner primary care program at the University of Iowa College of Nursing. She also works part time as a pediatric mental health specialist in a private pediatric practice in Pittsburgh where she provides comprehensive assessment and treatment to children and adolescents with developmental, behavioral and mental health disorders.
• Dr. Cathy Haut has been a nurse practitioner for more than 20 years and is currently employed by Nemours Ai Dupont Hospital for Children in Wilmington, Del., as the coordinator of nursing research and evidence based practice. She is certified as both a primary and acute care pediatric nurse practitioner. She has experience mentoring students and peers and has had the benefit of being mentored throughout her career.

Disclosures
Neither Susan Van Cleve, nor Cathy Haut, have any conflicts of interest to disclose in relation to this presentation.

Learning Objectives
• Identify the importance of the role of mentoring for Advanced Practice Registered Nurses who work in pediatrics.
• Explore characteristics of mentees and how to make the best of the mentor/mentee relationship.
• Discuss how mentorship is part of leadership development.

Identify Your Mentors and your Mentoring Experiences!!

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Mentoring:

- Oprah Winfrey: “A mentor is someone who allows you to see the hope inside yourself”
- Ralph Waldo Emerson: “Our chief want in life is somebody who will make us do what we can”
- Winston Churchill: “We make a living by what we get, we make a life by what we give”
- Steven Spielberg: “The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves”
- Denzel Washington: “Show me a successful individual and I’ll show you someone who had real positive influences in his or her life. I don’t care what you do for a living – if you do it well, I’m sure there was someone cheering you on or showing the way. A mentor”

Mentoring: Raji Koppolu, MSN, RN, CPNP, MSL current NAPNAP President

- A lot of people have gone further than they thought they could because someone else thought they could. (unknown)
- We are lucky to identify a mentor in our lives. Whether that mentor be a faculty member, family, close friend or just someone who reached out to us and identified a promise that we didn’t even know we had.
- On being a nurse practitioner: Along the way, mentors helped guide and shape the way I looked at these situations, and there is no doubt I would not be where I am today without their guidance.

Mentoring: Raji Koppolu

- Mentors do not tell you something is right or wrong, but tap into strengths, foster growth and build our own capacities.
- In times of change, chaos or uncertainty, it is these individuals who are there to support us...

Mentoring: Best Mentor Behaviors

- Best leaders practice a form of leadership that is less about creating followers, more about creating leaders.
- Relationships should come before mentorship; mentoring requires rapport
- Too many mentors see mentoring as a job-focused role
- Mentors should be givers of energy; focus on exploration of unconventional success
- Mentorship is about “good people” and having the right “good people around us”

Anthony Tjan (2017)

What is Mentoring?

- Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.
- A mentor is a coach who provides advice to enhance the mentee’s professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee.
- Mentoring is a professional relationship in which an experienced person assists another in developing specific skills and knowledge that will enhance the person’s professional and personal growth.
Mentoring Basics

• Mentoring is a professional responsibility - we should all be mentors
• Mentoring does not imply power between two individuals; it is based on respect.
• Mentoring involves a constructive, supportive relationship where the mentor's primary goal is to empower the mentee to become competent and confident.
• Once this is established, the role of the mentor is to promote other skills such as leadership, scholarship, advancement, further knowledge or education.

Historical and Successful Aspects of Mentoring

• Historically viewed as a dyad, mentoring relationship between two people
• Often cited with new graduate nurses or in new work environments.
• Formal nursing mentoring in workplace-sponsored situations.
• Newer models include the organization or association where the mentor/mentee relationship takes place.
• Quality of mentoring is related to success.
• Mentoring often results in increased satisfaction and retention of professionals.

Qualities/Characteristics of Good Mentors

• Possess ethical and moral integrity and have advanced personal, social and professional development.
• Display empathetic and nonjudgmental understanding, sensitive to mentee's needs.
• Are positive and willing to take time to talk, listen, encourage, clarify, recommend, and guide.
• Provide affirmation and validation, support, trust, advice, encouragement, and counsel.
• Trusted and respected; are regarded as positive role models or experts.
• Mentors are present; they are great listeners, motivated, inspiring and are committed.
• Empower mentees to be the best they can be.

Smith-Trudeau, 2014

Characteristics of Mentees

• We are all mentees!
• Mentees are aware of personal and professional strengths and weaknesses; have a dose of humility.
• Mentees are willing to seek advice, direction, support.
• Mentees are willing to assume responsibility for their own learning and growth.
• Mentees are receptive to feedback and coaching.
• Mentees seek challenges and increased responsibility.

Mentoring Through the Lifespan

• Baby Boomers (1944-1964): retired or planning for retirement
  • Represent knowledge, experience and talent
  • Can be good mentors to support success
  • Important that skills match mentee goals
  • TV, newspaper, magazines, but 90% have Facebook accts
• Generation X (1965-1977):
  • Independent, resourceful, self-sufficient, more education
  • Dislike micromanagement and structure, value work-life balance
  • Technologically adept, flexible
• Generation Y/Millennials (1977-1997): will make up nearly half of work force
  • Work is a key part of life
  • Want feedback – both negative and positive
  • Anxious to be successful, learn new skills, connect to a purpose
  • Most not yet in workforce

Two Types of Mentoring: Formal and Informal

Motivational or NOT????
Two Types of Mentoring

Formal

- Formally mentored programs manage the matching process.
- Good matching programs are sensitive to demographic variables as well as common professional interests.
- A strong program provides a framework for both parties to explore the relationship and evaluate the appropriateness of the mentor-mentee match.
- Utilize a formal mentoring guide if available. Take role seriously.
- These programs can provide validation, encourage problem solving, and help mentees grow and develop.

Informal

Formal Mentoring

- Be self aware of your strengths, style.
- Develop rapport with mentee, learn about the mentee's job, satisfaction, challenges, how mentor manages challenges, communication style, strengths, weaknesses.
- Treat mentee as an adult learner.
- Schedule time with mentee on an ongoing basis.
- Be present, listen, communicate caring, empathy, and understanding.
- Provide validation and encourage problem solving.

Stages in Formal Mentoring

1. Initiation stage - Mentors review mentee profiles or program administrators may match mentors and mentees.

2. Cultivation stage - stage where the mentee learns from the mentor.
   - Mentor coaches the mentee on how to work effectively and efficiently.
   - Mentor and mentee have established an interpersonal bond.
   - Mentor accepts and confirms the mentee's professional identity and the relationship matures into a strong friendship.
   - Stage is generally a positive one for both mentor and mentee.

3. Separation stage - stage that describes the end of a mentoring relationship.
   - May be nothing left to learn, the mentee may want to establish an independent identity, or the mentor may send the mentee off on his or her own.

4. Redefinition stage - stage when mentor and mentee recognize that relationship can continue but will not be the same as their mentoring relationship.
   - If both parties successfully negotiate through the separation stage, the relationship can evolve into a collegial relationship or social friendship.
Informal Mentoring

• Mentoring may be a spontaneous relationship that can occur at any phase of an individual’s career
• Relationships are often identified and established by mentees
• Mentees may have multiple mentors for different purposes
• In the initiation stage, the matching process occurs through professional or social interactions between potential mentors and mentees. Potential mentees search for experienced, successful people whom they admire and perceive as good role models.

• Both parties seek a positive, enjoyable relationship.
• Mentees appreciate the mentor’s knowledge, experience and willingness to share skills and information.
• Over time, mentees become more independent and less reliant on mentors.

Challenges to Mentoring

• Not all mentor/mentee relationships are successful
• Finding time is always challenging.
• One of the parties may lack commitment, follow through.
• Mentor may overburden mentee or vice versa.
• Overdependency may occur.
• Toxic mentors may be detrimental to the success of the mentee.
• Prior to establishing a relationship, agree to a no fault separation if the relationship is not working.

Successes in Mentoring

• Built on trust
• Self-disclosure/willingness to share positive and negative experiences
• Affirmation - mentor believes in the success of the mentee
• Willingness and skill in giving and receiving feedback.
• Constructive feedback should be given with care and at the appropriate time.
• Each makes time for the relationship.
• If this does not occur, find a new mentor.

Mentoring is a way of paying it forward...

- Each of us has had a mentor.
- It is our responsibility to pay it forward and give to upcoming NPs.
- Mentoring supports growth and promotes leadership.
- Give back, be a mentor!

National Mentoring Programs

• Academy of Medical Surgical Nurse Mentoring Program: has an excellent Mentoring Guide
• Sigma Theta Tau has a mentoring program for nurses and Nurse Educators
• The Fellows of the American Association of Nurse Practitioners (FAANP) Mentorship Program connects motivated, less-experienced NPs with Fellows.
• NAPNAP nominates a Mentor!
Resources

- Institute of Pediatric Nursing Resources on Mentoring, Civility & Self-Care http://www.ipedsnursing.org/mentoring-civility-self-care
- Johnson and Johnson Nursing: https://nursing.jnj.com/nursing-mentorship/

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Mentimeter questions

- Based on what you have learned today, rate your first experience as a mentor.
- Based on the presentation today, rank your first experience as a mentee.
- What is your motivation now?
- What are your plans for this evening?