

**FUTURE OF NURSING™**

Campaign for Action

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## Module 3.2 Mentor Recruitment

Virtual Workshop  
February 11, 2021  
Jose Alejandro, PhD, RN, FAAN

# Learning Objectives

1. Describe mentor competencies;
2. Develop a mentor recruitment and selection plan; and
3. Identify mentor training resources.

# What Is Mentoring?

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.



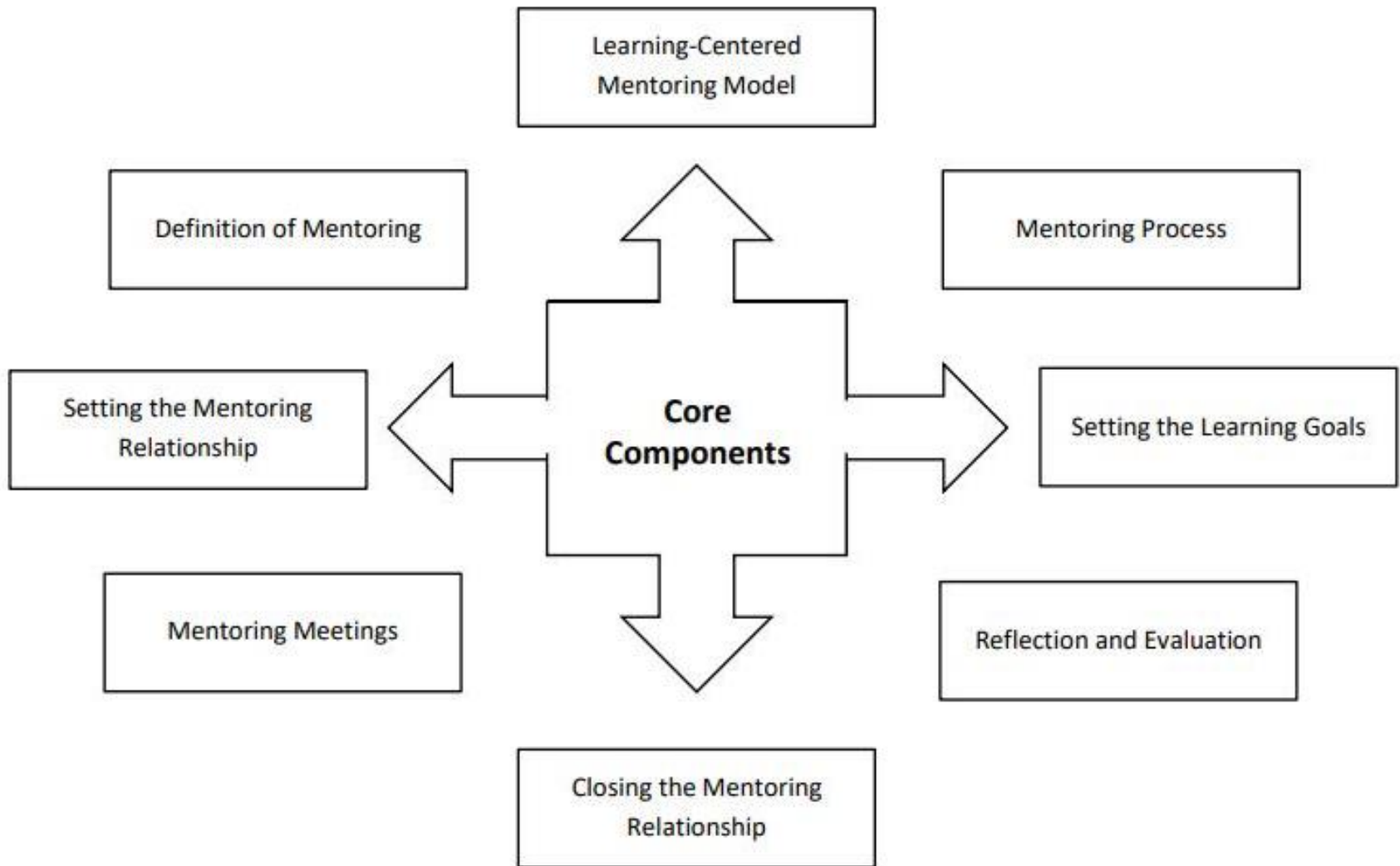
# Mentoring Requirements: Commitment

- Committing time to mentoring — making it a priority
- Building a relationship with the student(s) you mentor
- At least 2 meetings per month, at least 1 hour in length each
- Being available by phone/email/text (within reason)
- Communicating openly
- Facilitating the student's learning
- Actively listening and giving feedback without judgment
- Working through any issues that arise in the mentoring relationship
- Evaluating the process
- Learning about yourself

# Mentoring Requirements: Expect to Gain

- Pride in being a part of someone else's growth and development in the nursing profession
- Growth and development for yourself
- A relationship with a new person
- Satisfaction of sharing your knowledge and experiences
- Practice in listening and giving feedback
- Insights on how others struggle with issues and make choices
- Practice working through issues with others
- Feedback on how you facilitate growth for others
- A chance to inspire others to be mentors while practicing your mentoring skills
- A relationship with a new person

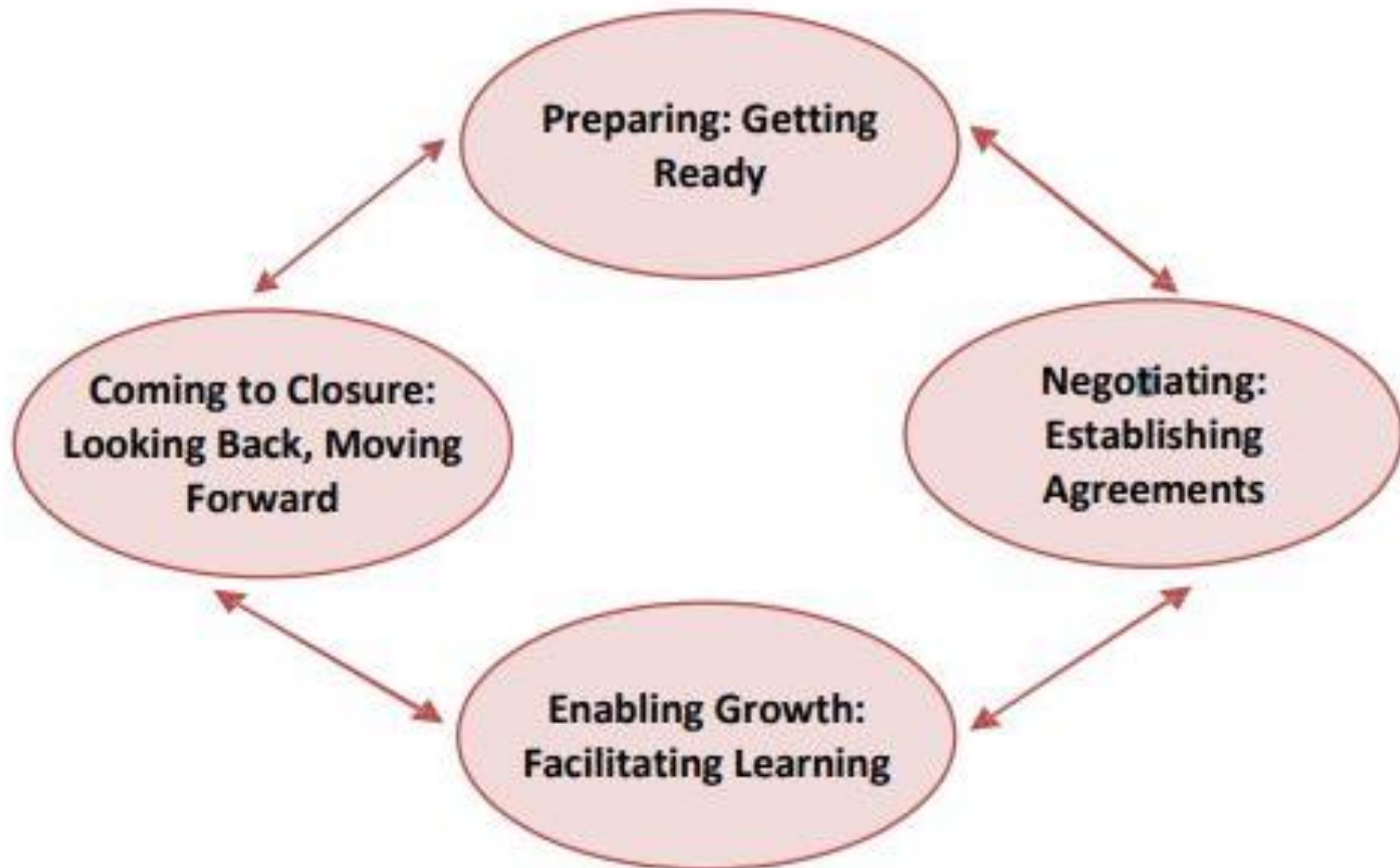
# Mentor Competencies



# Learner-Centered Mentoring Model

Mentoring Element	Characteristics	Adult Learner Principal
Mentee Role	Active partner	Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning
Mentor Role	Facilitator	The role of the facilitator is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place
Learning Process	Self-directed (mentee is responsible for their own learning)	Adult learners have a need to be selfdirecting
Length of Relationship	Goal-determined	Readiness for learning increases when there is a specific need to know
Mentoring Relationship	The mentor will be one of many over the mentee's lifetime. Mentoring may also occur concurrently within the mentee's other groups or with mentee's peers.	Life's reservoir of experience is a primary learning resource; the life experiences of others add enrichment to the learning process
Setting	Multiple and varied venues and opportunities (face to face, phone, electronic methods)	Adult learners have an inherent need for immediacy of application
Focus	Process-oriented (knowledge acquisition, application, and critical reflection)	Adults respond best to learning when they are internally motivated to learn

# The Mentoring Process





# Mentor Recruitment & Selection Plan

Faculty and Academic Advisors

Staff

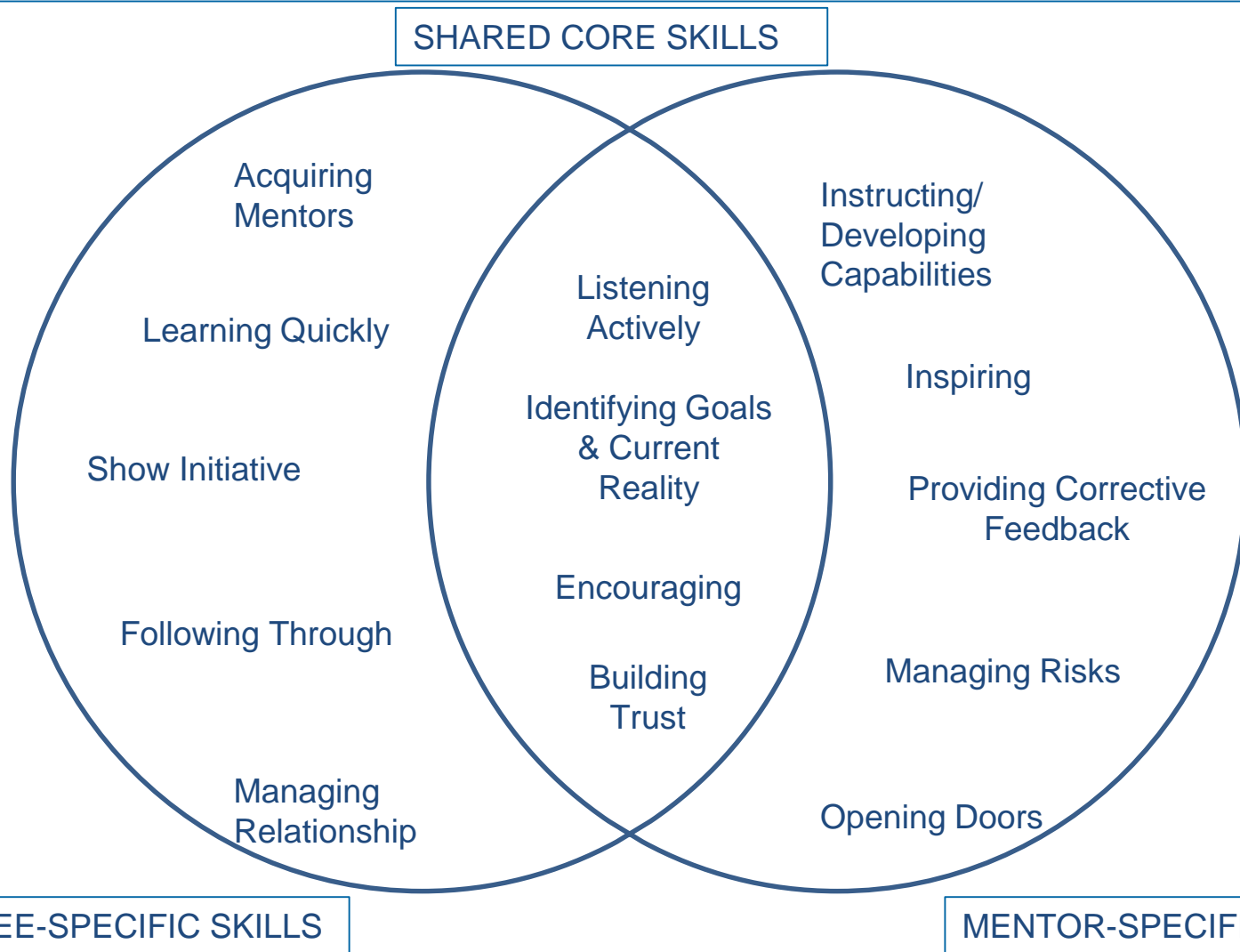
Graduate Students

Community Leaders

Peers

Professional Organizations (NAHN)

# The Mentoring Skills Model



# New Mentor Mentoring

Emotional Support (Lived Experience as Latinx)

Advisement (Resource Identification)

Goal Setting (Personal & Professional)

Academic support (Knowledge)

Role Model (Relationship Building)

Formal & Informal Interactions (Networking)

Salinas, C., Riley, P., Camacho, L., & Floyd, D. (2020). Mentoring experiences and perceptions of latino male faculty in higher education. *Hispanic Journal of Behavioral Sciences*, 42(1), 117–140.  
<https://doi.org/10.1177/0739986319900026>

Zachary, (2012). *The Mentor's Guide: Facilitating Effective Learning Relationships*

# Mentor Training Resources

- Student Organizations & Clubs (Internal)
- Everyday Mentor - <https://everydaymentor.org>
- Mentor - <https://www.mentoring.org>
- Mentoring Central - [www.mentoringcentral.net](http://www.mentoringcentral.net)
- National Mentoring Resource Center - <https://nationalmentoringresourcecenter.org>

DeWitty, V. (2017). Mentoring Program Toolkit, 3rd edition

Salinas, C., Riley, P., Camacho, L., & Floyd, D. (2020). Mentoring experiences and perceptions of latino male faculty in higher education. *Hispanic Journal of Behavioral Sciences*, 42(1), 117–140.  
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Zachary, L. (2012). *The Mentor's Guide: Facilitating Effective Learning Relationships*

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# Module 3.3 Role Modeling A Successful Mentor And Mentee Connection

Virtual Workshop  
February 11, 2021  
Juana Ferrerosa, PhD, PHN, RN

# Learning Objectives

1. Describe the mentor & mentee interaction.
2. Consider the Importance of relationship building.
3. Develop strategies that build trust.
4. Identify goals and current reality.

# Key Elements of the Relationship

Trust

Reciprocal Relationship

Partnership

Work Collaboratively

Mutually Defined and Agreed Upon Goals



## **Listen to Learn about Current Reality**

- What's important to them?
- Where are they now? What are their obstacles?
- Where do they want to be? (Practice setting)
- What motivates?

## **Interaction Time**

- Committed to sharing time
- Have a purposeful agenda for each meeting
- Have fun - it's ok to laugh

## **Reduce Distractions**

- Focus on the Mentee (not cell phone)
- Meet in a quiet location

# How Can You Build Trust? (cont'd)

## **Connect Purpose with Passion**

- Why do they want to be a nurse?
- What is the driving force?

## **Relatability - Lived Experiences**

- Talk about why you are a nurse.
- What motivates you?

## **Keep Promises**

- Complete any homework prior to meeting
- Be on time

## **Celebrate “Wins”**

- Small Wins are Big Wins
- Build momentum

# Reciprocal Relationship

Two-way street

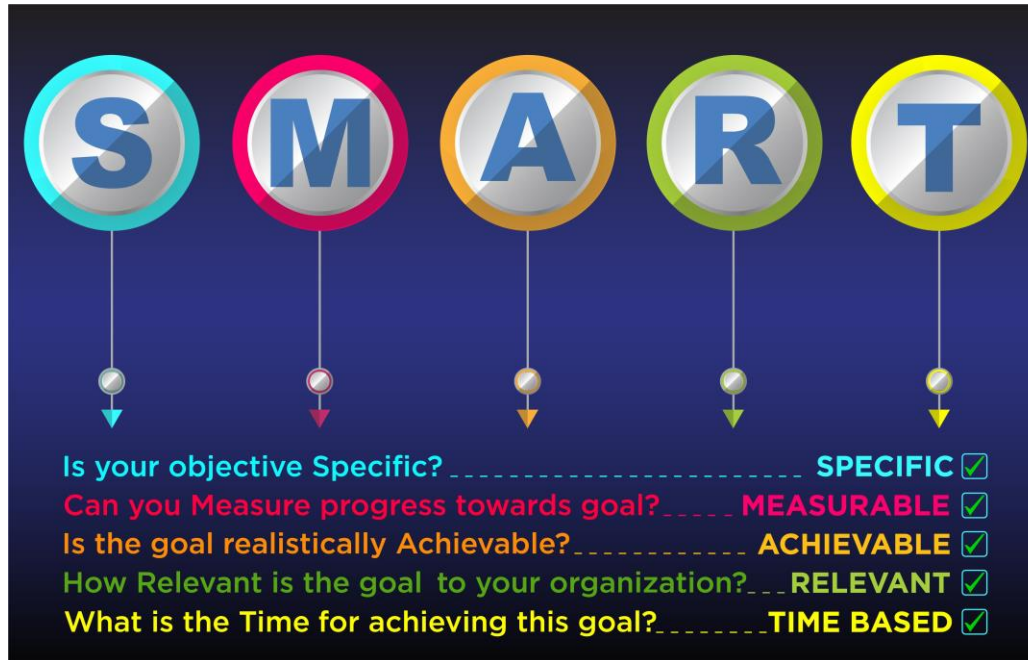
Learn from mistakes - Be open about your past mistakes

Acknowledge implicit and explicit bias exists

It's ok to say you don't know

Everyone comes with baggage

## Establish SMART Goals



Time is an investment

Establish a pathway to attain the vision

## Seek Feedback

- How are things going?
- How can we work together more effectively?

## Explore Perspectives

## Focus on Success

- Start with Small Bite-Sized Pieces
- Small steps over time build endurance

## Build Life Skills

- Don't assume
- Role Model

# Academic Success

Test Taking Strategies

Practice Exams

Study Habits

Reducing Anxiety

Study Groups

Locating and Using  
Resources (Academic  
Advising, Writing  
Assistance, Library, etc.)

Time Management

Note Taking

Math Skills

# Review Nurse Competencies & Skills

Verbal Communication

Written Communication

Critical Thinking &  
Problem Solving

Teamwork & Collaboration

Professionalism

Emotional Intelligence &  
Resilience

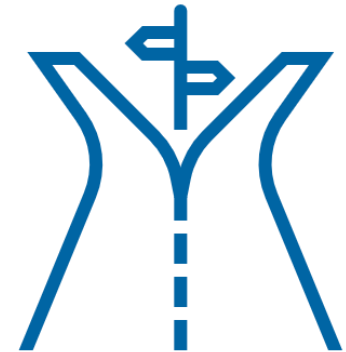
Applying for a Job

- Resume
- Asking for  
References
- Letter Composition
- Netiquette

# Mutually Agreed Upon Goals

Establish a road map with time increments

- Within 1-month we will ...
- Within 3-months we will ...
- Within 6-months we will ...
- Within 12-months we will ...



Take time to review and revise over time

Celebrate success





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# Module 3.4 Guiding The Mentoring Relationship

Virtual Workshop  
February 11, 2021  
Mirian Zavala, DNS, RN

# Learning Objective

1. Describe the characteristics of a mentoring relationship.
2. Describe at least three actions that guide the mentorship relationship.
3. Describe at least three actions that can be taken to work through mentoring relationship issues.

# Characteristics of a Mentorship Relationship

The mentor will be one of many over the mentee's lifetime.

Mentoring may also occur concurrently within the mentee's other groups or with mentee's peers.

Adult learning principle:

- Life's reservoir of experience is a primary learning resource; the life experiences of others add enrichment to the learning process

# Guiding the Mentoring Relationship

Responsibility is to provide support if the mentors or students have questions

Help mentors or students deal with issues that arise during the mentoring relationship

*and/or* otherwise be available to support both the mentors and student mentees as they move through the nursing program

The skills and abilities needed to maintain a mentoring relationship are grounded in communication:

- building rapport
- listening
- resolving differences constructively
- and reflecting on the mentoring process.

While **communication is THE key** to the mentoring relationship on an ongoing basis, **the mentoring relationship** itself needs to **be tended** to from time to time.

**Periodic reflection** about the relationship allows the mentor and student mentee to **fine-tune how they work together** so that the student **mentee gets the support he or she needs**.

From time to time, issues arise during mentoring relationships.

It is always best to try and explore with the mentor and student mentee if a relationship can get back on track.

Remind them that each has made the commitment to keep things moving forward and try to work through issues.

## Review with the mentor and mentee if they:

- Set goals
- Kept to their roles
- Met as agreed
- Discussed learning and communications styles
- Routinely evaluated their mentoring partnership
- Kept confidentiality
- Addressed the boundary/hot button/stumbling blocks that might occur and created processes to solve them



# Maintaining the Mentorship Relationship

Supporting the mentee

Challenge the mentee

Assist the mentee in having a vision

Engaging in feedback

Resolving barriers

# Working through Mentoring Relationship Issues

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Specifically ask what the mentor and student mentees have done to address the issue so far.

Ask if they have set up processes to address stumbling blocks.

Help the mentor and student mentees walk through their process and guide them as necessary.

If the differences cannot be resolved, you may need to reassign mentors and student mentees in order to best serve both the mentor and the student mentee

# “Work in progress” reflection and evaluation

1. A mentoring program is a work in progress and must have continuous feedback.
2. Once the mentoring relationship comes to a close, ask both the mentor and the student mentee to complete a reflection and evaluation form so that you can fine-tune your program.
3. Formal closing of the program after reflection and evaluation is completed.
4. Gather your mentors and student mentees for a celebratory session and have them share some of their insights and growth.

# QUESTIONS?



*Questions are the path to learning*