

Mentoring in nursing practice

By

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GRN Skills sharing research workshop for
Research nurses

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Famous Mentors in the Media



Objectives

- *On completion of this course, participant will be able to:*
- Demonstrate an understanding of the concept of mentoring
- Recognise the differences in terminology used within healthcare
- Appraise the characteristics required by an effective mentor
- Appreciate the difficulties in distinguishing between the terms 'mentoring' 'precepting' and 'coaching'
- Apply knowledge to clinical nursing scenarios and roles as a leader

Related Concepts

- Precepting
- Coaching
- Supervising
- Mentoring

Preceptor or Mentor – what's the difference?

Preceptor

- A formal, one-to-one relationship of pre-determined length,
- between an experienced nurse (preceptor) and a novice (preceptee)
- designed to assist the novice in
- Successfully adjusting to and performing a new role.

Case Scenario

- When a nurse is hired or transfers to a new unit, they are intentionally paired with a trained preceptor for a set amount of time
- What is the purpose?

Preceptorship contd

- Purpose
- To introduce the new staff to policies, procedures and the social milieu of the environment (hospital) and
- to ensure competency with skill sets so that safe, competent care is delivered.
- The keys for success: preceptor and the precepting process

Preceptor Roles

- a role model,
- educator,
- socializer,
- friend and
- confidant.

Precepting process

Preceptors

- model new skills,
- observe and
- help the new nurse with these skills and
- evaluate the new nurse accomplishing these skills

Precepting

- has intense time commitment and
- has well-defined outcomes.
- relationship is formal & ends with the completion of orientation, although the relationship may continue.

Illustrate this process with clinical scenarios

A Coach Is...

- “Someone who helps another person reach higher effectiveness by creating a dialogue that leads to awareness and action.”
- An individual who helps another come to their own decision
- An observer, a guide

Coaching

- Assists an individual in reaching goals faster
- Several types of coaching:
 - Peer
 - Career
 - Performance
 - Life
 - Health

Co-Active Coaching Model



Co-Active Coaching Model



Supervising

	Arrangement	Status	Focus	Tools	Relationship Driver
Supervisor	Formal	Higher	Career Advancement, Team Mission	Experiences, Advice/Feedback, Guidance, Support, Network, Skills	Supervisor

Mentoring

- Ideally, after a nurse completes orientation, he/she will be mentored.
- Mentoring may be a formal or informal
- Process works best when it is intentional.

Purpose is to:

- encourage, support and guide nurses in their positions so that they will continue to grow personally and professionally.

Roles of Mentors: coaches, supervisors, advisors, friends, cheerleaders and counselors.

Mentoring defined

- A voluntary, mutually beneficial and usually long-term professional relationship.
- In this relationship one person is an experienced and knowledgeable leader (mentor)
- Who supports the maturation of a less-experienced person (mentee).

Canadian Nurses Association, 2004

Mentoring contd

- mentoring relationship is built on trust and is confidential.
- With experiences and expertise, mentors can help the mentee determine what steps to take and appropriate resources.
- Mentors do not solve problems , but support mentees in their problem solving process.

Successful Actions of a Mentor

Listens

Provides
constructive
feedback

Supports and
challenges the
mentee

Develops a
personal
relationship

Designates
time for the
mentee

Principles of Mentoring

Focus on the needs of the mentee

Demonstrate perseverance

Mentors must give of themselves

Align passion and work

Model character

Classic mentoring relationship

develops and grows between two individuals over a long period of time.

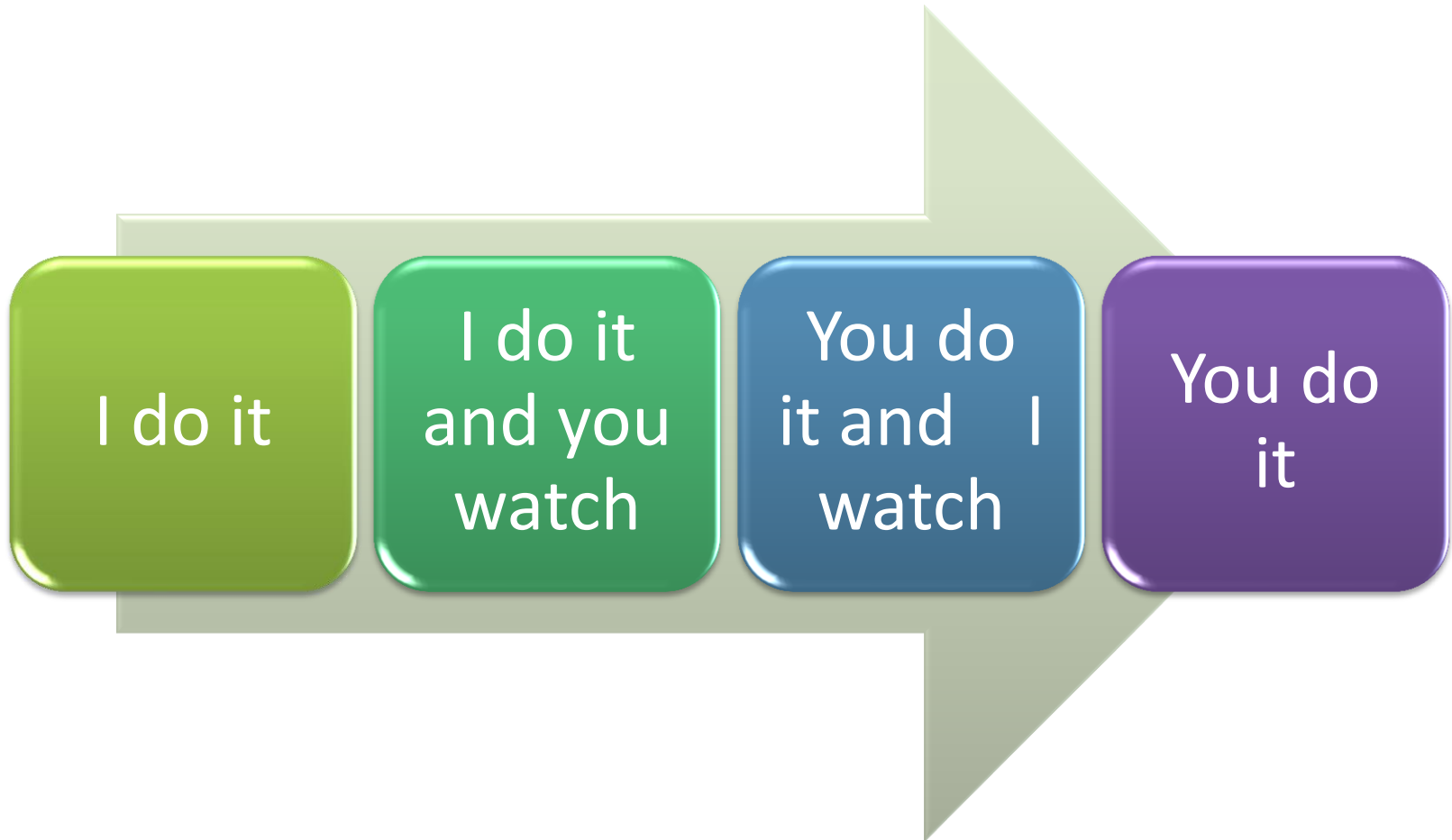
lasts for 2–15 years

provided professional and emotional support for both individuals.

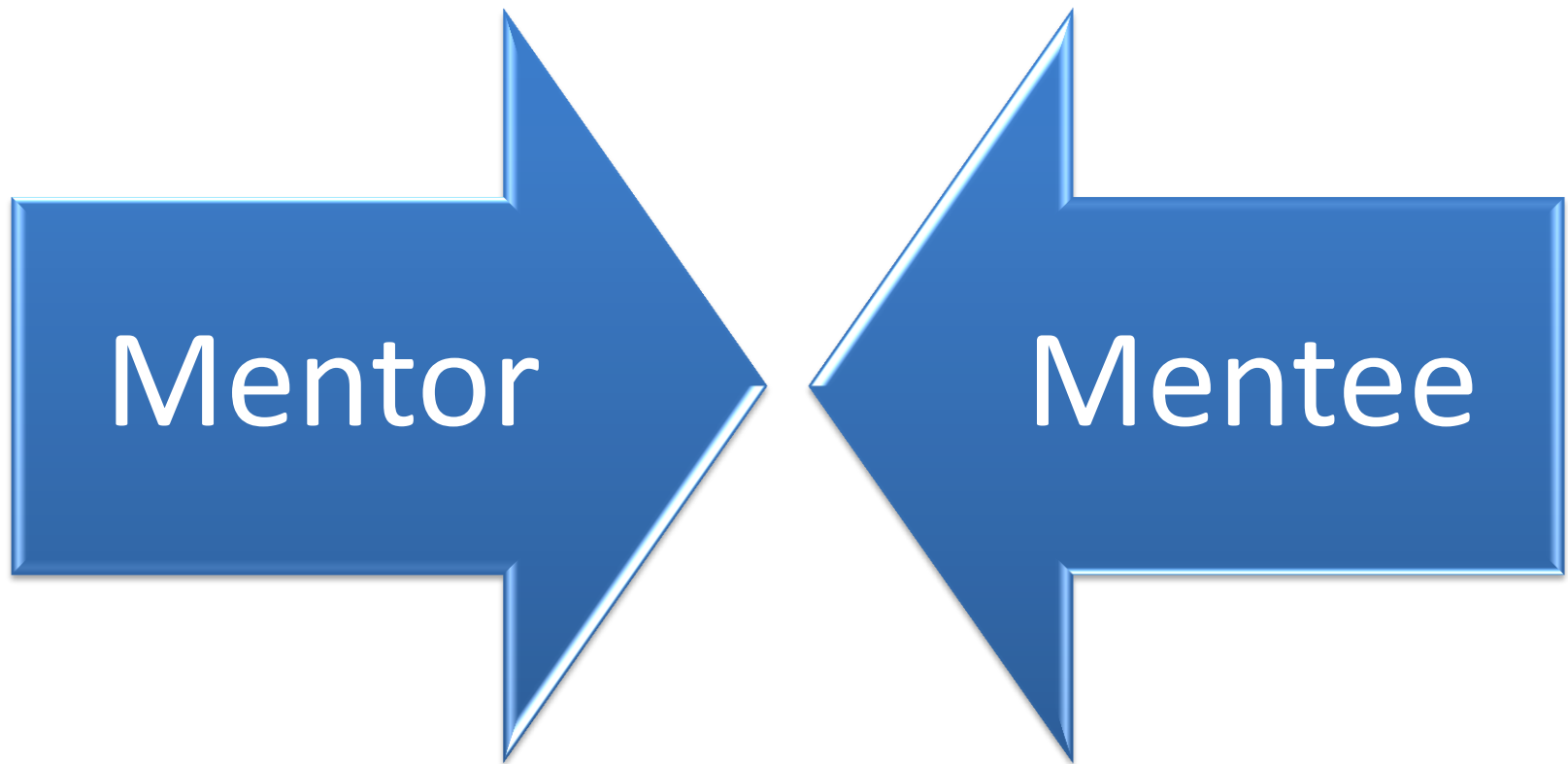
Classic mentoring Contd

- provides an informal link
- between two people who are willing to work with each other and provide wise advice
- with no financial gain on either side

Apprenticeship Model



Collaboration



Key to success in mentoring

Creating a Positive Experience

- Set expectations
 - Frequency of meetings
 - Responsibilities of mentor *and* mentee
- Evaluate, evaluate, evaluate

Characteristics of a Good Mentor (QUINN & Hughes, 2007)

- Approachable
- Knowledgeable and motivated to teach
- Supporting
- Good listener and trustworthy
- Patient and friendly
- Experienced and enthusiastic
- Demonstrates interest in the mentee/student
- Committed to the mentoring process

Characteristics of a poor Mentor (Quinn & Hughes, 2007)

- Intimidating to mentee/student
- Unapproachable
- Poor communicator
- Promise breaker
- Lacking in knowledge and expertise
- Unwilling to spend time with mentee/student

What NOT to Do

- Attempt to solve the mentee's problems
- Violate confidentiality
- Force opinions on a mentee
- Share “war stories”
- Attempt to create a “clone”

Mentors do not always have all the answers

- Mentors may give advice
- It's up to the mentee/protégé to consider the advice
- Decide to act or not
- If you don't have the answers, do you know who might?
- Always providing the answer does not help the mentee/protégé learn



Protégé/Mentee is Relationship Driver
what do you gain? What does mentor
gain?

- If you don't ask questions, won't gain full benefit of a mentoring relationship.

The benefits of mentoring for the student

- Several benefits have been identified for the student who has a mentor:
- Improved performance and productivity
- Enhanced career opportunities and career advancement
- Improved knowledge and skills development
- Greater confidence, wellbeing, commitment and motivation.

Morton-Cooper and Palmer (2000)

reasons for mentoring students

- As a defence against feelings of disorientation, disillusionment and burn-out
- As a sounding board to clarify values
- For skill rehearsing and for role modelling in practice
- To help the student develop an ability to deal with emotions in a beneficial way
- To demonstrate best practice
- To develop relationships within practice with other team members.
- Benefits for the practitioner acting as the mentor have also been recognised.

The benefits of mentoring for the mentor

- Include (Alred et al 2006):
- Improved performance
- Greater job satisfaction, loyalty, commitment and self-awareness
- New knowledge and skills acquired; the mentor learns from the student as well as the student learning from the mentor
- Leadership development
- Improved relationships with colleagues, students and patients/clients as communication
- across boundaries between disciplines and teams is improved as the mentor identifies learning opportunities for the student in practice.

Mentoring, Coaching, Precepting: Similarities and Differences

Mentoring

- Involves sharing of knowledge
- Longer time investment
- Facilitates decisions
- Focused on the mentee

Coaching

- Involves questioning and assessing
- Limited investment
- Reflective listening
- Focused on tasks

Precepting

- Involves teaching and evaluation
- Limited time investment
- Focused on the learner and tasks

Communicating as a Preceptor/Mentor/Coach

- Regular contact is essential
- Set *clear* expectations early
- Ask open-ended questions
- Maintain open lines of communication
- Utilize active listening
- Be vigilant of body language

Summary

- The roles of preceptor, mentor, and coach often overlap
- Clear and open communication is key
- Feedback is essential to the development of a student/resident/mentee
- Various feedback methods exist
- Tailor the approach to the student/resident