Practices and Outcomes that Benefit a Mentoring Culture
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About Akron Children’s

• Ranked a Best Children’s Hospital by *U.S. News & World Report*

• Magnet® Recognition
  – Nursing research exemplars

• Largest Northeast Ohio pediatric provider
  – 2 hospital campuses
  – 20+ primary care locations
  – 60+ specialty locations
  – 600,000+ patient visits a year

• More than 5,000 employees
• 1,600+ nurses
Objective

• Describe research on mentoring practices and benefits and their role in building a mentoring culture in nursing
  – Describe a model of mentoring
  – Describe the science of mentoring practices and benefits
  – Discuss the mentoring practice of 'equipping for leadership'
Why study mentoring?

- Emerged as essential element of:
  - nursing satisfaction
  - workforce recruitment and retention efforts
- Identified as key element of the work environment in Magnet® recognized organizations
- Value for individuals and organizations evident
Mentoring in the Lifespan of a Nurse – Definitions and Timing

Onboarding, Orientation, Residency - Transition to Practice, Mentoring
Where does mentoring fit?

Career continuum of a nurse

- **Onboarding**: Weeks to months
- **Orientation**: Weeks to months
- **Residency**: 6 to 18 months
- **Mentoring**: 1 year exp. to retirement

Where does mentoring fit for a student?
Onboarding

• Organizational socialization
• Mechanism through which new employees acquire the necessary:
  – knowledge,
  – skills,
  – behaviors
to become effective organizational members and insiders
Precepted Orientation

• Ensure consistent information regarding policies, procedures, standards and documentation to support practice and familiarize with vision, mission, values, goals and organizational structure
• Often through a structured preceptor program
  – Short term relationship
Definition of Mentor

- From Greek word meaning enduring
- Sustained relationship between less experienced and more experienced
- Close, trusted, experienced counselor or guide
- Teacher, tutor
- Process of professional growth
- Helps novice become expert
- Length of relationship varies depending on goals and growth
## Mentor vs. Preceptor

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Preceptor</th>
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<tbody>
<tr>
<td>• Guide</td>
<td>• Structured program</td>
</tr>
<tr>
<td>• Focused on professional growth</td>
<td>• Focused on job training</td>
</tr>
<tr>
<td>• Sustained relationship</td>
<td>• Short term in length to meet task for job training</td>
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<tr>
<td>• Listening and providing counseling</td>
<td>• Teaching and training</td>
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Mentor vs. Coach

Mentor
• Relationship oriented
• Long term, sustained relationship
• Development driven

Coach
• Task oriented
• Short term
• Performance driven
Mentor vs. Coach
When to consider coaching

- to develop employees in specific competencies using performance management tools involving manager
- have a number of talented employees who are not meeting expectations
- introducing a new system or program
- a small group (5-8) in need of increased competency in specific areas
- leader or executive needs assistance in acquiring a new skill as an additional responsibility
Mentor vs. Coach
When to consider mentoring

• develop leaders or talent pool as part of succession planning
• develop diverse employees to remove barriers that hinder their success
• more completely develop employees in ways that are additional to the acquisition of specific skills/competencies
• retain internal expertise and experience residing in baby boomer employees for future generations
• create a workforce that balances the professional and the personal
Mentoring Relationship

• Involves the Mentor, Mentee/Protégé and Organization
  – Mentor: experienced guide
  – Mentee/Protégé: novice or protégé
  – Organization: enterprise, department, unit, university, college, school, course, etc.
    • an organized body of people with a particular or similar purpose, especially a business, society, association, educational, etc.
Mentoring Relationship

• Usually lasts longer than preceptor relationships
• Do not focus solely on education
• Are not a part of performance monitoring
• Ideally mentors and mentees have similar interests
Characteristics of Mentor

• Experienced, competent
  – Role model and resource person
• Desire to promote excellence
  – Views improvement and change positively
• Commitment to personal relationship
  – Willing to invest time to make relationship successful
• Shows genuine interest and belief in mentee capabilities
• Encourage on-going, confidential and constructive communication
  – Actively listen and give feedback
Characteristics of Mentor

• Uses networking and refers mentee to support systems.
  – Invite them to committees and work/organization social functions

• Visionary who encourages mentee to see possibilities
  – Share articles, attend a forum that relates to your common professional goals

• Helps and guides another individual’s development
  – This guidance is not done for mentor’s personal gain
Characteristics of Mentor

• Culturally sensitive to mentee’s needs and potential conflicts
• Advocates for the mentee
  – Learn to be non-threatening and non-judgmental
• Willing to progress to role of a consultant who gives advice only when asked
Summary: Comparison

- Competency-driven
  - Skill and knowledge outcomes
- Time limited
  - Defined start and end
  - Weeks to months
- Formal within a specific area of the hospital (OR, PICU, Surgical Care, etc.)
- Goal: training to produce a competent employee

- Retention-focused
  - Skill and knowledge outcomes
- Time limited
  - Typically, 1 year from date of hire
- Formal, either within a specific area of the hospital or nursing department-wide
- Goal: retention, role transition, support, unit/organizational acculturation

- Role and career development focused
- Time varies
  - Months to years
- Formal or informal
  - Within or across units or organizations
- Goal: lifelong learning, professional advancement, succession planning

Precepted Orientation

Residency Program

Mentoring
A Model of Mentoring
Model of Mentoring

- Traditional Model in Nursing and Service Professions
  - Dyad Relationship (Mentor & Protégé)
    - A Relational Phenomenon
Model of Mentoring

- **Business**
  - Triad Relationship (Mentor, Protégé, Organization)
    - An Organizational Phenomenon
    - Zey’s Mutual Benefits Model

- **Contemporary Nursing Model**
  - First conceptualized by Jakubik
  - Combines perspectives:
    - Triad relationship
    - that is BOTH a relational and organizational phenomenon
The Science of Mentoring Practices and Benefits in Nursing
Background

• Mentoring established as beneficial to professional development of student and staff nurse protégé

• Previous studies demonstrate:
  – Specific benefits of mentoring for student and staff nurse protégés
  – Protégé perception of mentoring quality as the most significant predictor of mentoring benefits

• Gap in the literature regarding specific mentoring practices that predict mentoring benefits
Yet there is limited evidence regarding "HOW" to mentor.
Our Mentoring Study Findings

Jakubik, Eliades, Gavriloff, & Weese, (2011)

- **Mentoring quality** predicted **mentoring benefits**
  (individual site and national samples, 2007, 2009)

- **Mentoring practices** predicted **mentoring benefits**
  (3 national studies, 2012)

- **Being mentored** led to **becoming a mentor**
  (3 studies – 74%, 76%, 81% of protégés became mentors)
Predictors of Mentoring Benefits

- **Quality of mentoring** explained 37% of the variance in mentoring benefits.
- **Length of Employment** explained 4% of the variance in mentoring benefits.
- **Quantity and Type of Mentoring** were not statistically significant.
- **Combined relationship of mentoring quality and length of employment** explained 40% of the variance in mentoring benefits.

Jakubik et al, 2011
What we know…

• Individual and organizational benefits of mentoring among nurse protégés
• Value of mentoring
• Characteristics of a mentor
• Outcomes of mentoring
• Specific practices that elicit specific benefits for individual nurses and organizations
Instruments

• Mentoring Practices Inventory (MPI)
  – 36-item instrument developed in 2011
  – Validated using panel of 7 expert judges
  – $\alpha \geq .97$ in 4 studies: 2011 (1), 2012 (3)

• Mentoring Benefits Inventory (MBI)
  – 36-item instrument developed in 2006
  – Validated using panel of 6 expert judges
  – $\alpha \geq .96$ in multiple studies
Six Practices and Benefits of Mentoring©

• ...outlines six specific mentoring practices and their associated mentoring benefits

• ...presents six quantifiable mentoring practices measured using the valid and reliable Mentoring Practices Inventory

• ...defines six associated mentoring benefits measured using the valid and reliable Mentoring Benefits Inventory
Mentoring Definitions

- **Mentoring Practices** ...are specific career developmental phenomena that are facilitated by the individual mentor and the workplace.

- **Mentoring Benefits** ...are those positive outcomes of the mentoring relationship that are experienced by the protégé, the mentor, and/or the workplace.
Mentoring Activities

• Actions or behaviors engaged in by the mentor and workplace to facilitate each mentoring practice

• Can be operationalized and embedded into:
  – Practice
  – Education
  – Systems and Structures

• Suggest use of a Mentoring Action Plan (MAP)
Hypothesized Predictive Relationships of Mentoring Practices on Mentoring Benefits:

- **Welcoming** -> **Belonging**
- **Mapping the Future** -> **Career Optimism**
- **Teaching the Job** -> **Competence**
- **Supporting the Transition** -> **Professional Growth**
- **Providing Protection** -> **Security**
- **Equipping for Leadership** -> **Leadership Readiness**

Statistically Confirmed Predictive Relationships of Mentoring Practices on Mentoring Benefits:

- **Teaching the Job** -> **Belonging**
- **Equipping for Leadership** -> **Belonging**
- **Welcoming** -> **Career Optimism**
- **Mapping the Future** -> **Career Optimism**
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- **Supporting the Transition** -> **Professional Growth**
- **Teaching the Job** -> **Professional Growth**
- **Equipping for Leadership** -> **Security**
- **Equipping for Leadership** -> **Leadership Readiness**
- **Providing Protection** -> **Leadership Readiness**
Mentoring benefits predicted by equipping for leadership mentoring practice

Equipping for Leadership

- Belonging: adjusted $R^2=0.591$, $p=0.049$
- Career Optimism: adjusted $R^2=0.747$, $p=0.003$
- Professional Growth: adjusted $R^2=0.373$, $p=0.000$
- Leadership Readiness: adjusted $R^2=0.567$, $p=0.000$
- Security: adjusted $R^2=0.771$, $p=0.000$
Mentoring Practices and Benefits
Mentoring Practice #1: Welcoming

People need to know the social and cultural norms and feel both valued and included.
Mentoring Practice #1: “Welcoming”

- The mentor and workplace serve as hosts for the protégé in order for the protégé to learn about the workplace and to become incorporated into its culture.

Mentoring Benefit #1: “Belonging”

- The protégé learns about and becomes incorporated into the workplace culture.
Mentoring Practice #2: Mapping the Future

People need to know what the future can hold and become engaged in an optimistic about it.
Mapping the Future → Career Optimism

Mentoring Practice #2: “Mapping the Future”

• The **mentor** leads by example and shows the protégé the way for the future. The **workplace** provides career paths to unlock the protégé’s potential for career development.

Mentoring Benefit #2: “Career Optimism”

• This mentoring benefit is future-oriented and involves the protégé becoming engaged in and optimistic about plans for his or her career path.
Mentoring Practice #3: Teaching the Job

People need to attain ongoing knowledge and skills to do their jobs and learn their roles and resources.
Teaching the job \(\rightarrow\) Competence

Mentoring Practice #3: “Teaching the Job”

- The mentor teaches the protégé skills and information regarding his/her job, profession, career, and workplace. The workplace provides the context for a learning environment.

Mentoring Benefit #3: “Competence”

- The protégé receives accurate information regarding one’s job, profession, career, and workplace.
Mentoring Practice #4: Supporting the Transition

People need to attain communication and problem-solving skills to be successful in their roles and to grow into advanced roles in the future.
Supporting the Transition →
Professional Growth

**Mentoring Practice #4: “Supporting the Transition”**

- The *mentor* supports the protégé in the development of confidence, communication skills, problem-solving skills, decision-making skills, and an improved perception of the image of the profession. The *workplace* fosters good communication, professional behavior, and a positive image of nursing.

**Mentoring Benefit #4: “Professional Growth”**

- It involves the development of confidence in taking on new challenges, improved communication, the development of new problem-solving and decision making skills, and an improved perception of the image of the profession.
Mentoring Practice #5: Providing Protection

People need safe places and safe people to work through professional issues and organizational politics.
Mentoring Practice #5: “Providing Protection”

- The **mentor** creates a favorable environment for the protégé's career development by working on behalf of the protégé to provide a supportive practice environment and conveying to the protégé that the mentor really cares about the protégé's success. The **workplace** provides a supportive, non-judgmental practice environment that fosters open communication.

Mentoring Benefit #5: “Security”

- The protégé perceives that someone works on his/her behalf to provide a supportive practice environment and that someone at work really cares about his/her success.
Mentoring Practice #6: Equipping for Leadership

People need leadership skills and opportunities to develop as leaders.
Mentoring Practice #6: “Equipping for Leadership”

- The mentor promotes opportunities for the protégé to lead others and to develop leadership abilities. The workplace provides an environment that fosters leadership development, encourages taking on leadership roles, and sets a positive image of leadership in clinical practice.

Mentoring Benefit #6: “Leadership Readiness”

- Protégés demonstrate improved confidence in their leadership abilities, improved leadership/management competency, and actively seek out opportunities to lead others.
Mentoring culture requires a set of values and skills.

As a value, mentoring can be adopted personally and corporately.

As a skill, mentoring can be learned, measured, and leveraged for both individual and organizational success.

Louise Jakubik, PhD, RN-BC
Author of The Mentoring Difference
Do Mentoring Practices Predict Mentoring Benefits?

Answer: YES!

The correlation between total mentoring practices and total mentoring benefits was positive and significant in each site and for the combined sample (N=504)

- Akron Children’s Hospital (N = 186): \(0.89\) (\(p<0.01\))
- Phoenix Children’s Hospital (N = 218): \(0.71\) (\(p<0.01\))
- National Study (N = 100): \(0.84\) (\(p<0.0001\)).

Does Mentoring Beget Mentoring?

Answer: YES!

Influence of Being Mentored on Becoming a Mentor

- Became a Mentor:
  - National: 89%
  - Phoenix: 75%
  - Akron: 81%

- Influence of Being Mentored on Becoming a Mentor:
  - National: 75%
  - Phoenix: 65%
  - Akron: 66%

(N=504)

Mentoring Culture

- 96% (n = 171) were mentored as a pediatric staff nurse
- Mean length of mentoring relationship 4.4 years
- Types of mentoring relationships:
  - 28% informal
  - 34.4% formal workplace sponsored
  - 34.9% both formal and informal

Weese, Jakubik, Eliades & Huth, 2015
Components of Building a Mentoring Culture

• Development of:
  – Individual mentoring practices (i.e. behaviors)
  – Workplace mentoring practices (i.e. cultural norms)

• Resulting in:
  – Individual protégé mentoring benefits
  – Workplace mentoring benefits
Components of Building a Mentoring Culture

• Challenging for a mentoring culture to exist in an environment of:
  – Incivility
  – Lateral or vertical violence
  – Bullying
  OR
  – In a highly competitive atmosphere
Conclusions

Specific practices on how to mentor are now known
Conclusions

Concrete
Teachable
Measurable
Mentoring practices and resulting mentoring benefits

*Reinforces the paradigm shift from the dyad to triad perspective of mentoring*
Conclusions

Support the value of mentoring and associated benefits
Conclusions

Suggest a connection between the science of developing people through mentoring and the science of leadership development

Meghan Weese
2013 recipient of the Aspiring Nurse Leader “40 Under 40” Award
The Ohio Organization for Nurse Executives
Conclusions

Lays the groundwork for creating a mentoring culture in nursing practice that demonstrates the structurally empowering work environment of a Magnet® organization.
Questions and Discussion

All the flowers of all tomorrows are in the seeds of today

American Proverb

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