



Sigma Theta Tau International
Honor Society of Nursing®

2017

44TH BIENNIAL CONVENTION

28 OCTOBER — 1 NOVEMBER | INDIANAPOLIS, INDIANA, USA

A Professional Model for Career Development: Mentoring & Circle of Advisors

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Journal for Health Care Leaders



Conflict Interest

*The author has no conflict of interest regarding this Pre-conference presentation.



Session Overview

- Examine the evidence of what comprises a professional model for good mentoring and for creating a circle of advisors.
- Identify strategic and successful pathways to selecting a mentor(s) and a circle of advisors.

This work was funded in part by the Sigma Theta Tau International/ATI Educational Assessment Nursing Research Grant.



Session Objectives

1. Identify the characteristics of an Ideal Mentor.
2. Analyze the components of mentoring.
3. Describe how a Circle of Advisors moves beyond the traditional expectations of a mentor and expands career development with successful pathways.





Definition



Mentoring

- ...is a process in which one person, usually of superior rank, achievement and prestige, guides the development of or sponsors another person. (National Education Association, 1993).



Mentorship

- “...multifaceted phenomenon that plays a pivotal role in training and maintaining the nursing faculty workforce.”
- “...should be available throughout all career stages to support ongoing professional development.”

(Nowell et al., 2016, p. 540.)



The Role of the Mentor

- Mentors are trustworthy advisors who strive to share the wisdom gained from their own experiences.
- Ideally, a mentor is: An advisor who helps member set and attain career goals.
- Sensitive to the challenges of creating work-life balance.
- Prepared to make a reasonable time commitment.
- A strategist for building relationships that will sustain a successful academic or professional career.
- Skilled at resolving difficult work-related issues.
- Responsive to professional issues associated with identity including gender, race/ethnicity, class, and sexual orientation.



What constitutes a successful mentoring plan?

A successful mentoring model requires recognition of mentoring as essential to career development and progression.



"I'm looking for a mentor who can show me how to get rich without boring me with a lot of advice."

Components of a Mentoring



Finding the Right Mentor-Mentee Fit

What are your core values?

What's the job?

What's the skill?

Who's available?

How much time do I
have to invest?



Where are you and where are you headed?

Five Elements of Mentoring Relationship (Jacobi, 1991)

1. Mentoring focuses on **achievement or acquisition of knowledge.**
2. Consists of **emotional and psychological support, direct assistance with career and professional development, and role modeling.**
3. **Reciprocal**, where both the mentor and mentee **derive emotional or tangible benefits.**
4. **Personal** in nature, involving **direct interaction.**
5. Emphasizes the **mentor's greater experience and/or achievement.**



Creating a Contract:

- **By entering into this mentoring relationship, you agree to:**
 - Respond promptly to your mentor's invitation for monthly meetings.
 - Provide an account of professional activities and experiences by sharing your CV and other relevant information.
 - Agree upon a mutual understanding of confidentiality.



Creating a Contract

- Establish meeting times and modes (email, phone, in-person) that work for both parties.
- Meet regularly with your mentor.
- Communicate your questions and concerns.



Common Issues to Address through the Mentoring Relationship

1. Formulation of career goals and timelines.
2. Time management methods.
3. Strategies for attaining academic and/or leadership positions.
4. Knowing when to say no and how to negotiate effectively.



Managing Mentoring Relationship

1. Prioritizing teaching, publishing, research, and service commitments.
2. Balance and focus on internal funding opportunities and resources for external funding support.
3. Address professional issues related to identity such as gender, race/ethnicity, class, or sexual orientation.



Be an Advocate: It is the way to truly help a mentee

- Serving as an advocate means helping your mentee to:
 - Navigate the —unwritten rules and avoid the pitfalls when dealing with reviewers, editors, and research sponsors.
 - Manage the practicalities of professional setbacks such as manuscript and grant proposal rejections or poor teaching evaluations.
 - Negotiate effectively to avoid overextension in service, advising, or teaching loads.
 - Establish networks of support through introductions to key University administrators, faculty, and staff.



Nurturing the Relationship & Setting Expectations

- **Intentional meetings**

- Monthly
- Type: In-person, Go to Meeting or Zoom, or Conference Calls

- **Structure time: 10/20/60 rule**

- 10 minutes: check in
- 20 minutes: “front burner”
- 60 minutes: current and long term goals and priorities



Communicating Effectively

- Use active listening in discussions with your mentor.
- Be prepared to ask for explicit advice on your skill sets, goals, and challenges.
- Make it easy for your mentor to give you honest and specific feedback. Ask for it early in your relationship.
- Be willing to accept constructive criticism.
- Thank your mentor for being honest with you and request precise recommendations for areas of improvement.



Promoting Effective Communication

- Take advantage of email to keep in touch, though be conscious of the importance of setting aside time to meet face to face.
- Be explicit about your scheduling needs, identifying times that are good for meeting or when you are unavailable. Your mentee will have similar requirements.
- Follow constructive criticism with mutual problem-solving and plans for improvement. When possible, provide specific examples based on your own experiences and expertise.



Effective Communication

- Encourage your mentee to consider your suggestions along with recommendations from other colleagues and advisors.
- Your mentee must trust that anything said to you will be kept private unless instructed otherwise.
- Offer strategies or approaches that have helped you balance work and personal demands. Share instances of your failures as well as your successes.



Who am I as a mentor?

- When I am at my best as a mentor, I am most like
- What does your metaphor tell you about your philosophy of being a mentor?
- How would you describe what you do as a mentor?



Finding a skilled mentor

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“If at first you don’t succeed, press 1. If life gives you lemons, press 2. If you’re a squeaky wheel that needs to be greased, press 3. If your actions don’t speak louder than words, press 4. If you have all of your eggs in one basket, press 5.”



Effective mentoring

- There is a need to explore mentor qualities and identify those skills and attributes that are more related to mentee satisfaction and progression to deepen the understanding of mentor-mentee relationships.



Assessment



Assessing Mentor Attributes – Ideal Mentor Scale (IMS)

- Anderson & Shannon (1988) model of mentoring consists of relationship components:
 - Role modeling
 - Functions and activities (teaching, sponsoring, encouraging, counseling, and befriending)
 - Dispositions (expressing care and concern)



Mobilizing Resources

- Structure and framework
- Time
- Effort and energy
- Mentor training
- Administrative involvement & commitment
- Mentoring Facilitator



Skilled Mentors are Critical

New York Academy of Medicine, Future of Nursing Program

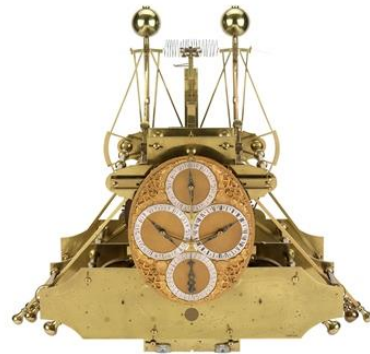
October 6, 2016



Mr. Donald Jonas and Regional Jonas Scholars



A Harrison Longitudinal Clock



Be clear and be honest about the Mentorship Agreement

Be sure to stick to the contract

- Setting goals together
- Commit to making time to meet regularly
- Maintain confidentiality
- Honor ground rules, responsibilities, and goals
- Provide regular, honest feedback and evaluate our program
- No fault opt-out

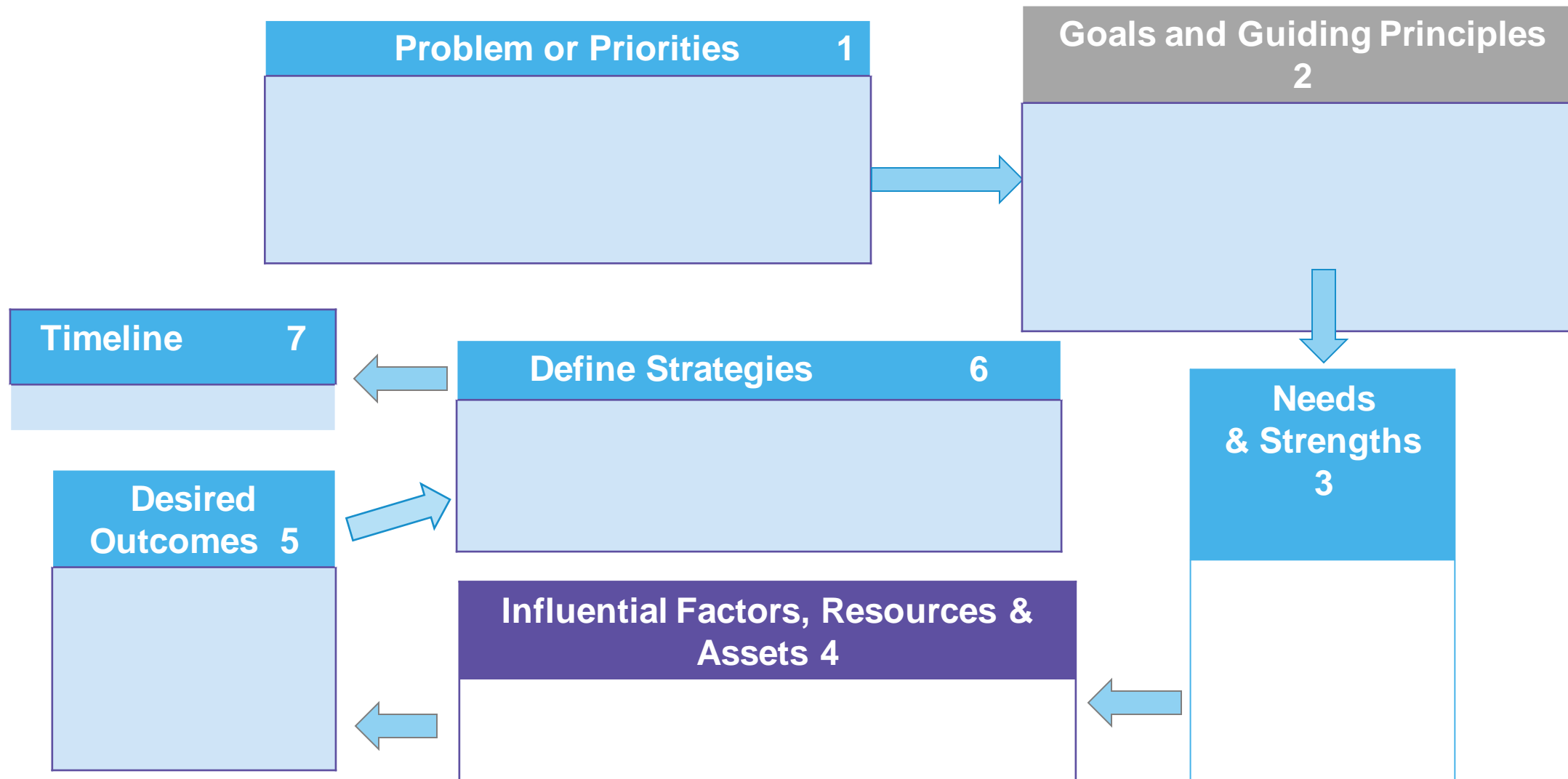


Getting the most out of your mentoring relationship

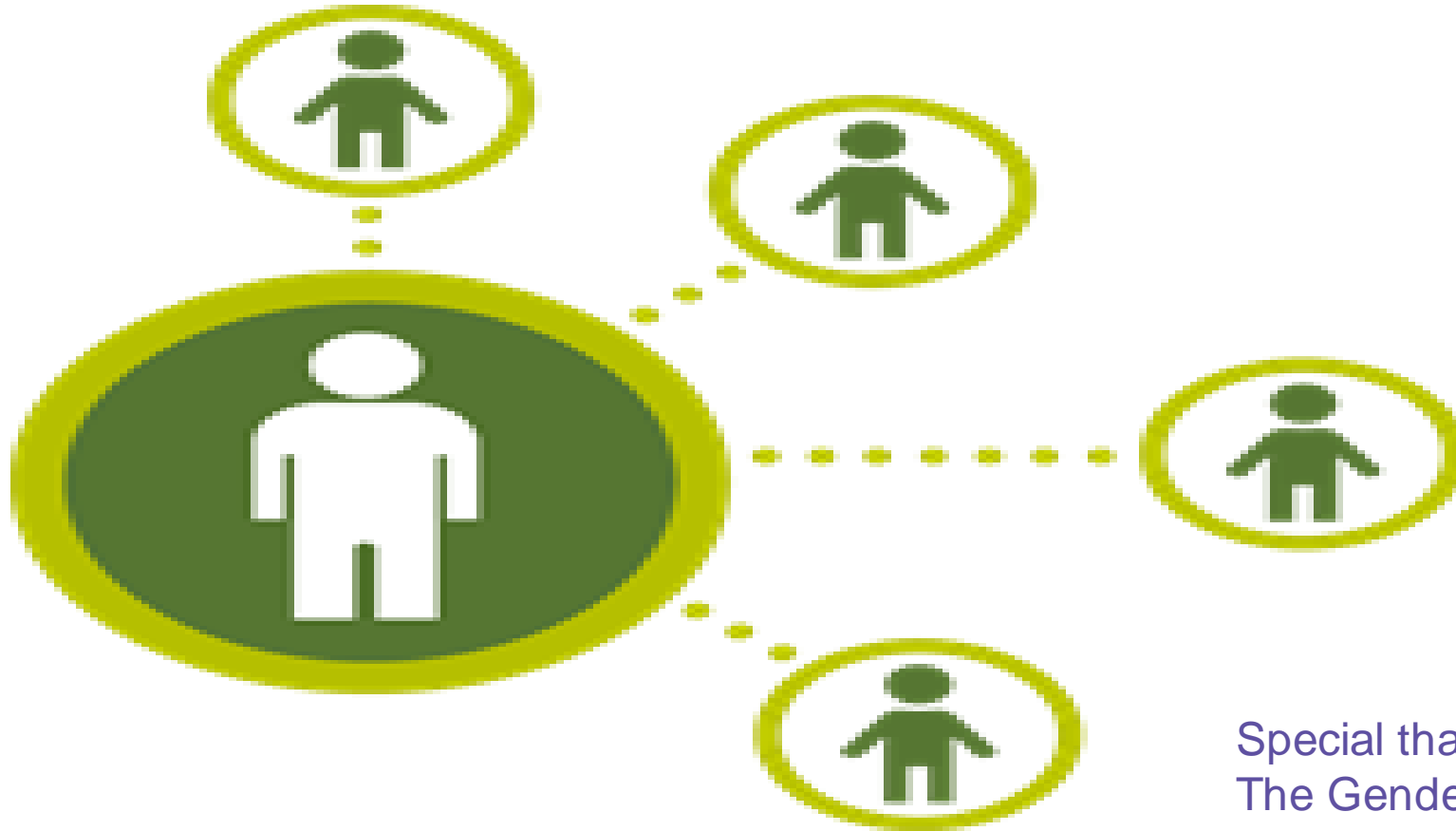
- Make sure that you are holding up your end of the bargain.
- Always behave professionally and courteously.
 - Take the initiative to schedule meetings.
 - At each meeting, arrive on time and prepared for discussion, with relevant data or articles in hand.



Structuring the Meeting and Working the Priorities



Circle of advisors



Special thanks to Dr. Virginia Valian
The Gender Equity Project
Hunter College and The Graduate Center of CUNY

Have you
created
your circle
of trust?



Why do you need A Circle of Advisors?

- It is impossible to build your career alone.
- You need the assessment and guidance of a reliable core team depending on your career choice and goals.



You need an inner circle!

- One that is filled with deep, trustworthy relationships with a handful of individuals who will give you inspiration, advice, and reassurance.

Who's in your circle?



What is the Composition of the Circle?

- Determined upon needs (change to advisors to match the need)
- As you grow and develop add or subtract advisors as your circumstances change
- You will never out grow your need for advisors. Over time and with experience you will change and so will those you seek and secure support from.



Establish Trust and Closeness with your Advisors:

- Construct a trustworthy atmosphere
- Check your preconceptions
- Portray optimism
- Express your desires
- Discuss your aims and aspirations
- Reexamine your personal and professional history
- Discuss what might be giving you sleeplessness
- Discuss your anxieties and worries about what lies ahead



Expand the Circle

- Teach others how to create and construct new Circles
- Develop reciprocal relationships
- Start small and find an ally with whom you can plan to reach out to each week or as needed



Create a Professional Model for Career Development

- You need people who can help you change your life
 - People that are dedicated, wide-ranging i.e. know a lot about a lot, inquisitive and dissimilar to you.
- You only need to learn to ask and then you are ready to find your ideal mentor and a circle of advisors!



Mentoring Outcomes	What is Measured?
Behavioral Performance Retention Recruitment	Scholarly production (grants & pubs) Number of mentees & mentors retained # of recruits state mentoring made a difference
Attitudinal Situational satisfaction Career attitudes	Job satisfaction, organizational commitment Career satisfaction, expectations & perceived employment opportunity
Health-related Self-perceptions	Self-esteem, self efficacy
Relational Interpersonal	Positive peer relations, peer support, satisfaction with co-workers
Motivational	Career planning, job involvement, aspirations & career commitment



Circle of Advisor Outcomes	What is measured?
Career recognition and success	<ul style="list-style-type: none"> Promotion Grant and research funding opportunities Constructive Criticism for publications and grants Information about prizes and awards Advocacy on your behalf Assistance in Negotiations Constructive Critiques of presentations Specific Course of actions for various problems
Skill Competence and development	Work knowledge, academic socialization, self-efficacy with academic skills



Strategy	Task	Example	What can you do?
Appreciate individual differences	.		
Availability			
Self-direction			
Questioning			
Celebration			
Building a scientific community			
Building a social community			
Skill development			
Networking			
Mentors			



Professional Career Model:

“If you want a harvest
in one year, grow
a crop. If you want a
harvest in ten years,
grow trees. If you
want a harvest that
will last a lifetime,
grow people.”

-Chinese Proverb



Thank You!

YOU'RE OFF TO GREAT PLACES
TODAY IS YOUR DAY
YOUR MOUNTAIN IS WAITING
SO GET ON YOUR WAY

-- DR SEUSS



Time for Questions:



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