



Know the Way and Show the Way: Leadership and Mentoring

Christi Doherty, DNP, MSN, RNC-OB,
CNE, CHSE, CDP

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Learning Objectives

- Define mentoring, coaching, and precepting.
- Appraise a mentoring research project.
- Explore best practices of mentoring to enhance the professional development of novice educators and nursing students' transition to practice.

Disclosure: The presenter is employed by Kaplan North America which sponsored the research.

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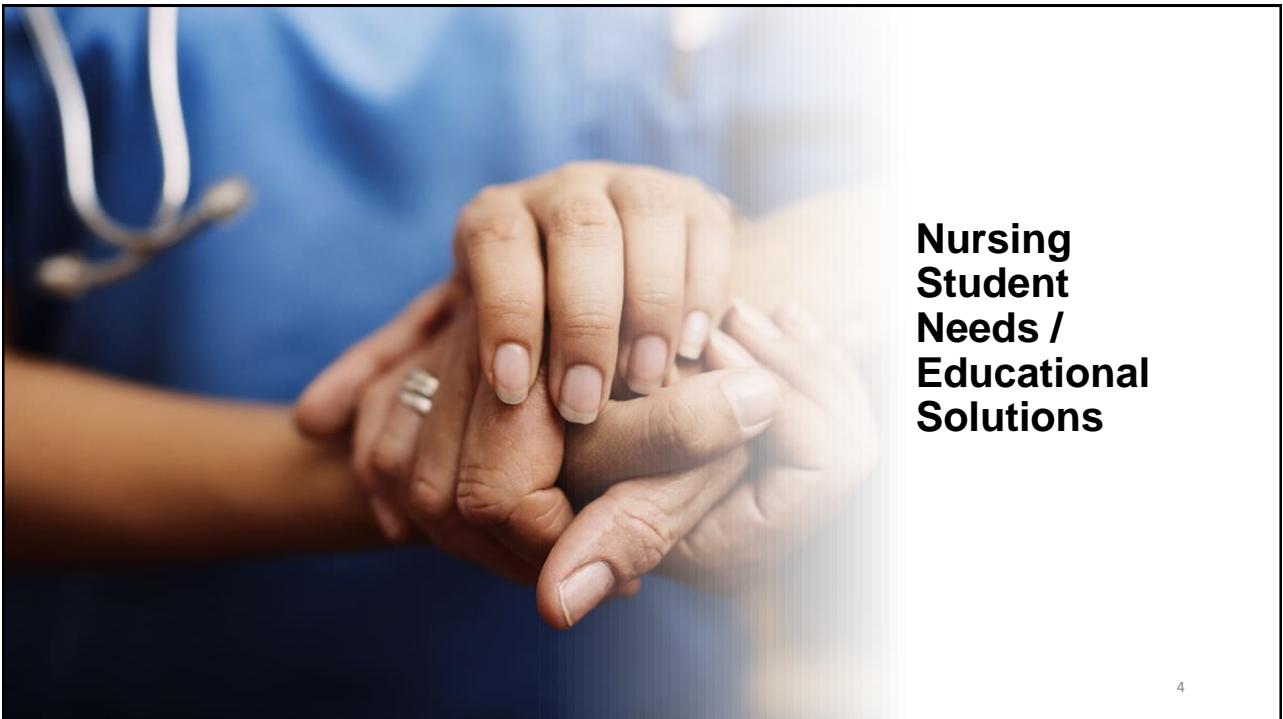


“Know the way, go the way, show the way.”

- John C. Maxwell

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Background

“I do not pretend to teach..., I ask her [the nurse] to teach herself, and for this purpose, I venture to give her some hints.”

– Florence Nightingale

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Definitions

Mentoring is a collaborative relationship between a more experienced person and a less experienced person working towards a mutually defined goal (ANA, 2021; Dirks, 2021, Nelson et al., 2018).

Coaching provides specific feedback and guidance on achieving competence within a particular area (Dirks, 2021)

Precepting is a temporary relationship designed to assist a novice to adapt to a particular experience.

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Research Methods

Research Question

Sample

Mixed method

Descriptive statistics

NVivo software

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Instrument (Quantitative) Mentoring Competency Assessment (MCA)

- Maintaining Effective Communication
- Aligning Expectations
- Assessing Understanding
- Addressing Diversity
- Fostering Independence
- Promoting Professional Development

(Fleming et al., 2013)

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Qualitative

Semi-structured Focus Groups

Open-ended questions

- Face Validity
- Nurse Consultants, Educators, Leaders

One-hour Sessions

Sessions Digitally Recorded



Results

Quantitative (MCA scores)

- Mean scores for competency
- Outcome measures for mentor training

Qualitative

- Six themes

Theme: Active Listening

“It is really important to figure out exactly what they [the mentee] want, where they are and where they want to be. And everyone is different so you have to listen carefully to meet them where they are at.”

“It is so important to be present in the moment and really give your entire focus to the person right in front of you.”

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Theme: Respectful Communication & Behavior

“You have to be purposeful with your interactions in a mentoring relationship. You may need to encourage, you may need to challenge, you may need to be the voice of reason, but do it in a kind, supportive, respectful way.”

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Theme: Boundaries

“Expectations need to be set early, what is the relationship, what is each person's role, and what makes it work best.”

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Theme: Provide Resources

“You need to give them good information, not materials they feel are a waste of time. Recommending certain resources but making sure it fits the way they learn. Be open to different ways to learn.”

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Theme: Flexibility

"I had [mentees] who only wanted to communicate by email, others who wished to have a telephone call, and others who just needed that face-to-face connection. I could adjust to their needs, and all were successful in achieving their goals."

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Theme: Evaluation and Reflection

"We all interpret things differently, so we must be considerate about how we provide feedback."

"I feel I learned as much from them as they may have learned from me."

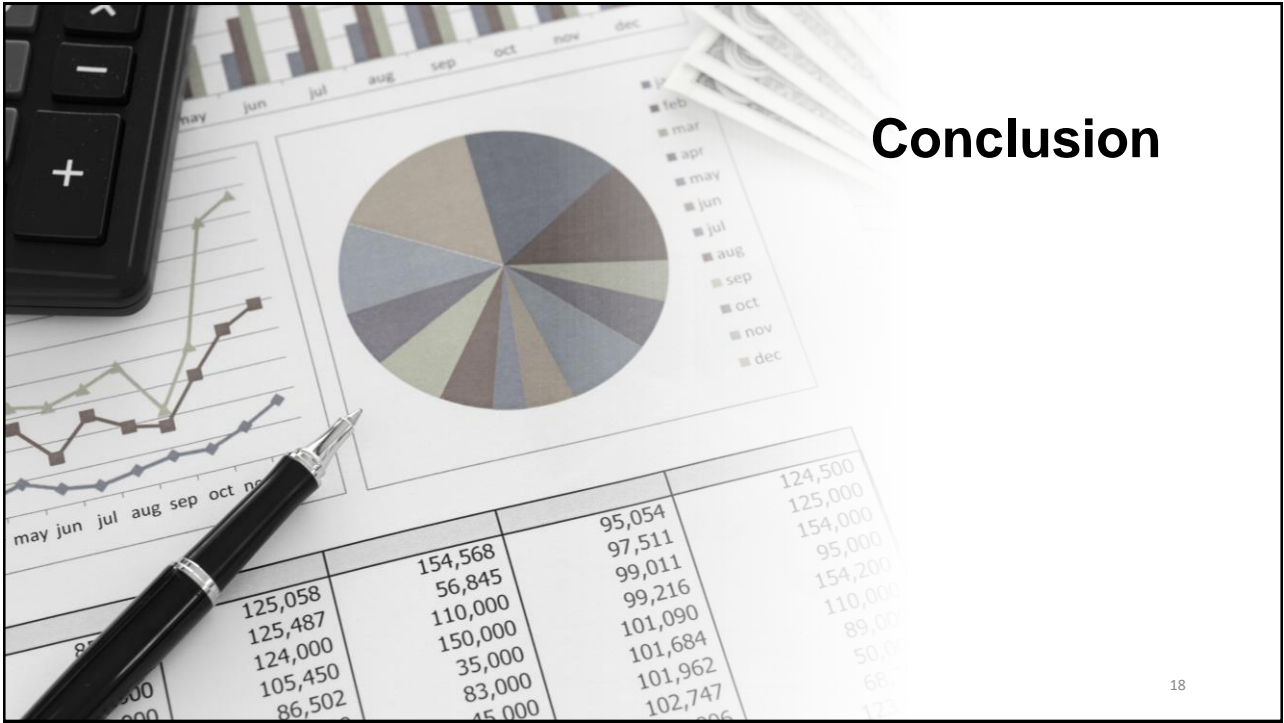
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Implications

- Start the Relationship Quickly
- Set Expectations
- Identify Strengths and Weaknesses Early
- Select Interventions to Meet Needs
- Open, Safe Environment
- Feedback



Conclusion

Can you lead and mentor to influence the future?

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**Thank you!
Questions?**

Christi.Doherty@kaplan.com

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