

Center for Professional Development & Mentoring (CPDM)

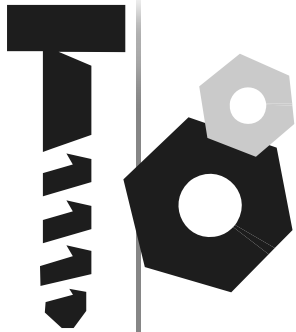
Mentor Action Day

June 11th, 2007

University of Michigan Health System
Nursing Administration



Nuts & Bolts of CPDM Mentoring Program



Mentor Action Day



Grant

- Grant (white paper in packet)
- Establish CPDM & website to deliver services
 - Career coaching
 - Professional development resources
 - Mentoring program
 - And others, (brochure in packet)
- Population:
 - UMHS nursing community
 - Student nurses



Center for Professional Development & Mentoring (CPDM)



**300 N. Ingalls
Room 6B04
(734) 936-4795**



Website: www.RNCareerDevelopment.com

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YOUR CAREER CREATE IT • PLAN IT • DEVELOP IT • MASTER IT • EVALUATE IT • RECHARGE IT • CONNECT IT • LIVE IT

NURSING CAREER DEVELOPMENT

CENTER FOR PROFESSIONAL DEVELOPMENT & MENTORING PHONE: 734.936.4795 EMAIL: CPDM@umich.edu

Nursing at Michigan
M
University of Michigan
Health System

UNIVERSITY OF MICHIGAN
SCHOOL OF NURSING

IT'S ALL IN NURSING!

- Home
- Services
- Resources
- Mentoring Program
- FAQ

SERVICES | CAREER ASSESSMENT | CAREERXEL | COACHING | RESUME/CV REVIEW | MENTORING

Connect Your Career

at the


Center for Professional Development & Mentoring

LOCATION
HOURS
MAP
BROCHURE
(pdf download)

Our Mission - It's All in Nursing!

It's all about connecting the possibilities in the dynamic profession of Nursing to fit your unique interests and goals as you navigate the stages of your career.

We Cover All Career Stages & Professional Levels:



- Student
- Nurse Manager/Leader
- Entry-level Nurse
- Re-entering
- Clinician
- 2nd Career
- Mentor
- Administrator
- Consultant
- Legacy stage

Your Career & Professional Development



Grant Mentoring Commitments

Commit to:

- Develop mentoring program
- Train mentors
- Ensure cultural competency awareness of mentors
- Facilitate appropriate mentoring matches



Mentoring Program - Model

- Modeled after “Mentor Michigan” 11 quality standards
- Mentor Michigan Providers Council, a body of 20 mentoring experts from across the state, drafted the standards from best practices developed by national, state, and local organizations.
(www.Michigan.gov/mentormichigan)
- Difference between traditional/youth mentoring programs is the wide variety of anticipated assignments.
 - Entry-level or new nurse
 - Mid-level nurse looking to widen knowledge base
 - Research, administration, education, publishing



CPDM Mentoring Program

- We have a structured process, for a variety of mentoring possibilities, (unstructured) -- also known as “situational mentoring”
- Mentor/Mentee matching coordinated by Career Coach
- Matching based on unique needs and interests developed in mentee’s career action plan (CareeRxel)
- Matched to qualified mentor registered within our mentor database.
- Exit survey/interview for program assessment.



Mentoring Program - Delivery

Utilize website to:

- Outline process
 - Register mentors
 - Inform Mentees
 - Provide forms
 - Resources
 - Mentoring information & suggestions
 - Resume development
 - Professional development
 - Educational
 - www.RNCareerDevelopment.com
-



How it Works

Mentor Pool Development

- Register
 - On-line registration form
 - Submit Resume or CV

- Accepted into the program

- Participate in mentor training session

- Complete Cultural Competency Module (MLearning)



How it Works

Cultural Competency

- Cultural Competency Module patient-care focus
- Available on-line via MLearning Course #: **NURS-11113**
"Cultural Competency Training for Nurse Mentors and Scholars"
- 10 minute Quiz (80% or better)
- Required before mentee assignment

JG_Suzanne@umich.edu. Last modified: May 7, 2006. LMS version: 1.0.0.0."/>

M LEARNING Cultural Competency Training for Nurse Mentors and Scholars

INSTRUCTIONS EXPAND ALL

Competency Criteria

MSH Learning Module

Video Sections EXPAND ALL

SCORED QUIZ

End this lesson

Content Expert: Marinda VanBuhler

CULTURAL COMPETENCY TRAINING for Nurse Mentors and Scholars

Competency

Participants will obtain resources and information to enhance their level of cultural competence.

This cultural competency content along with the associated quiz fulfills the requirement for all nurse mentors and nurse scholars within the Center for Professional Development and Mentoring.

Critical Behaviors

- Provide a method of cultural competency training in the realm of patient care as preparation for nurse leaders and mentors.

Directions

- Take the scored quiz. *Note: Please take quiz linked in the left navigation bar in order for results to be scored.* Competency is completed if a score of 80% or better is obtained.
- If a score less than 80% is obtained, please review the MSH learning module, and consider viewing the supplemental video segments.
- Retake quiz, if necessary.

This activity has been sponsored by Health Resources and Services Administration grant #D65 HP05254, Principal Investigator - Dr. Margaret Calarco.

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How much time will I need?

Program: 1 hour
Quiz: 5 minutes

Who must take this lesson?

Nurse Mentors and Nurse Scholars

What are the requirements?

To meet requirements:

- Score 80% or higher on the Quality and Culture Quiz.
- Review the context of this learning module (if scoring below 80%).



How it Works

Cultural Competency

Supplemental learning resources:

- Video clips – Diversity presentation, 2006 Externship program, Dr. Patricia Coleman-Burns, (Co-PI)

- MSH Learning Module/website:

The Provider's Guide to Quality and Culture

A joint project of:

- Management Sciences for Health (MSH)
- U.S. Department of Health and Human Services
- Health Resources and Services Administration
- Bureau of Primary Health Care



How it Works

Mentoring Assignment

- Career Coach contacts with potential mentee assignment
- You retain the right to accept or decline opportunity
- You can find your own mentee
- Additional information about your interests or capabilities will be helpful for matching (handout included in packet) – Valerie Marsh



How it Works

Mentoring Relationship

- Initiate meeting within one week upon confirmed match
- Utilize the “Mentor Statement of Understanding” (MSoU), to establish terms and parameters of relationship
- During relationship participate in activities agreed upon in MSoU
- Utilize resources available to you:
 - CPDM facility
 - On-line website
 - Career Coach



How it Works

Completion of Commitments

- Exit process - fill out program evaluation form and participate in exit interview if agreed upon.
- Survey form will be available on-line.
- Decide whether or not to participate in program further.



How it Works

Mentee

- Requests mentor during a coaching appointment
- Completes CareeRxel program as a first step in identifying career goals and initial plan of action
- Mentor assignment coordinated by Career Coach
- Uses CareeRxel results to frame expectations from mentoring relationship
- Fills out MSoU along with assigned Mentor
- Participates in exit survey and interview



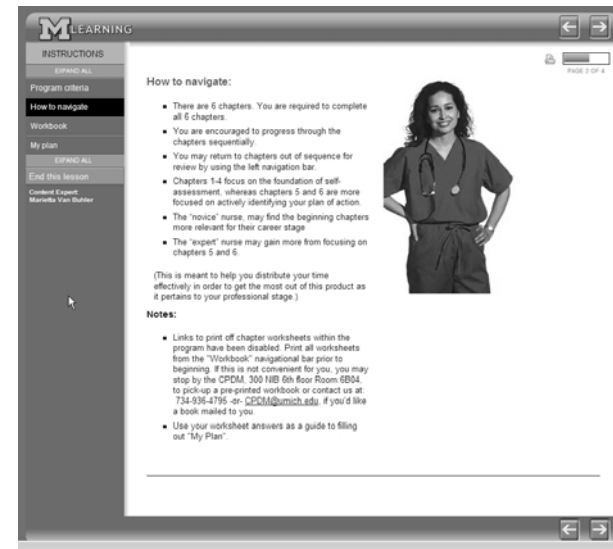
How it Works

CareeRxel

CareeRxel™
High Performance. High Fulfillment.

Self assessment tool developed by Sigma Theta Tau

- 1-2 hour module
- Available through MLearning
- Required for mentee
- Guides participant towards development of unique professional goals and action items
- Handout in packet and more information on-line about program
- Mentor encouraged to preview program



How it Works – *Mentoring Statement of Understanding*

- Critical component to the mentoring relationship – unique collaborative structure developed through the “Mentoring Statement of Understanding”
- Form on-line and is an included handout in pocket
 - Review
- Document is explorative not prescriptive
- Needs to be filled out at first meeting and a copy forwarded on to the CPDM.



Making it Work

- Communication, communication, ...
- Utilize results of CareeRxel & MSU as guide
- Problems? – Utilize Career Coach
- Suggested Activities:
 - Attend brown bag event
 - Schedule a visit to the CPDM
 - Introduce mentee to a key person
- Collaborative sharing - we welcome suggestions (we intend to provide on-line guide)



Making it Work

Resources

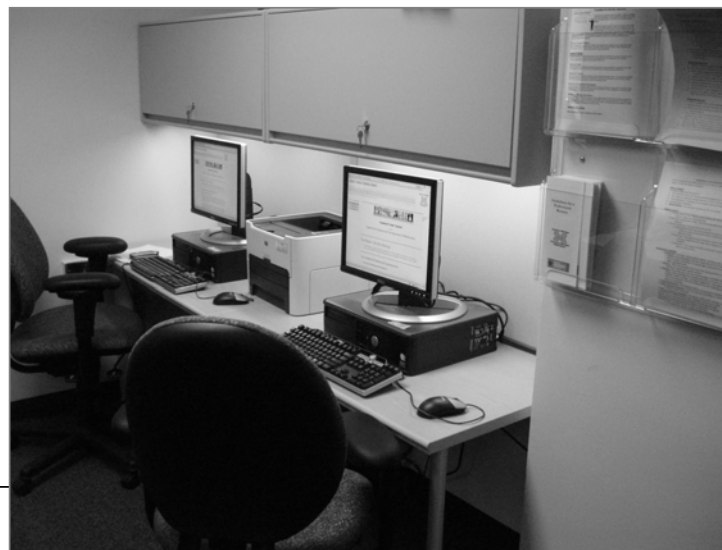
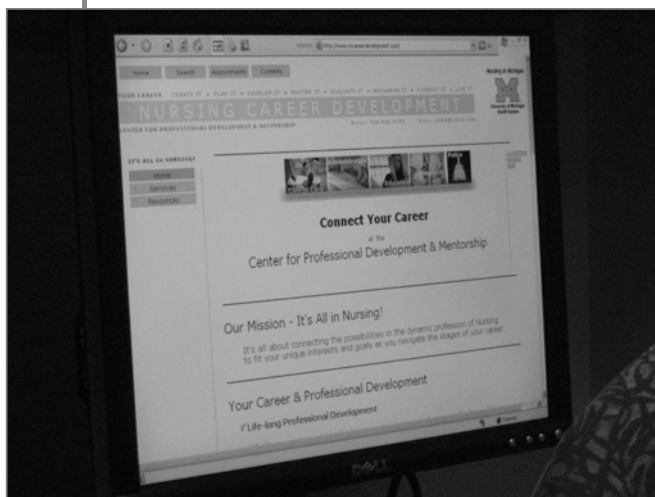
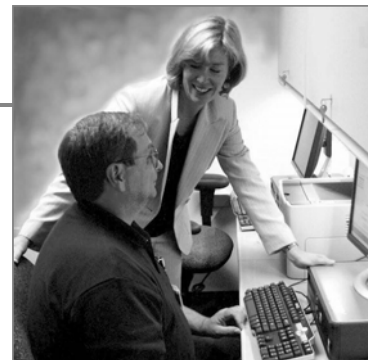
1. Center meeting facilities
2. Professional periodical library
(Including all the books listed in bibliography in your packet)



Making it Work

Resources

3. Career Coach
4. Computer workstations
5. Website



Questions



M Nursing at Michigan
University of Michigan Health System

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IT'S ALL ABOUT YOUR CAREER

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Mentoring in Nursing

Valerie Y. Marsh, RN, MSN
June 11th, 2007



Being an Effective Mentor

- Know your protégé
- Be a teacher and coach not a parent
- Respect the mentees values and beliefs
- Give honest feedback in difficult situations
- Give constructive feedback
- Do not expect your mentee to be perfect
- Use humor
- Don't be afraid to share your own challenges and experiences
- Expect growth and advancement (even beyond your own)
- Know when to say goodbye

Reference: Johnson and Ridley(2004)



Discussion Topics

1. The Role of the Mentor
2. Active Listening in Mentoring
3. The Boundaries of Mentoring
4. Difficult Situations
5. Goal Setting



1. The Role of the Mentor

- CNS Sally has been mentoring Nurse Jenny for the last 3 months. One of their goals is to meet in the cafeteria for coffee on the 1st and 3rd Tuesday of the month. Jenny has been late for the last 2 mentor meetings. Sally senses that something is wrong with Jenny. This week Jenny was not late but seemed distracted and inattentive.
 - How will CSN Sally explore these issues with Nurse Jenny?
 - Discuss different between parenting behavior vs. honest and constructive feedback?
 - What skills are need to facilitate an open honest relationship?



2. Active Listening in Mentoring

- Manager Matt has been mentoring Student Nurse James for 3 weeks. Matt is so excited to share all his knowledge with James that he constantly thinks of stories to share while James is talking. James feels like Matt is not hearing what he is saying and he feels disappointed in the relationship.
- Manager Matt senses SN James' disappointment and goes to see his very close friend Manager Mike. Mike was Matt's mentor when he was a new RN. Manager Matt asks Mike what he thinks the problem may be between him and his mentee
 - How would you explain to Manager Matt what you see as the problem between Student James and himself?
 - What are some techniques that Manager Matt could use to change the course of this mentoring relationship ?
 - How should Manager Matt discuss the situation with Student Nurse James at the next meeting?



3. The Boundaries of Mentoring

- Nurse Administrator Jessie has been mentoring Manager Erin for almost 2 years. Erin has done very well under Jessie and is now going to apply for her first administration position. Jessie and Erin are meeting to discuss the exciting news.

- Administrator Jessie tells Manager Erin that she will help her obtain the new position. Jessie confides in Erin that she knows everyone in that department and it is time to pull in some favors.
 - Is this a health mentor/mentee relationship: why or why not?

 - Is this situation ethical?

 - What values is this statement teaching Manager Erin?



4. Difficult Situations

- Perioperative nurse Julie was an expert on the Orthopedic Team. She was mentoring John a 15 year senior nurse that had transferred to the Orthopedic Team 3 months ago. John started to show up outside the women's dressing room at the end of their shift and insisted on walking Julie to her car. Then he started to call her at home in the evenings, Julie was not comfortable with this situation.
 - What should Julie do about this difficult situation?
 - How long should she let the situation go on?
 - Do you think she should report it to the CPDM Career Coach?
 - Who else do you think she could confide in about this situation?



5. Goal Setting

- Faculty Sharon is mentoring PhD Student Bonnie. One of the tasks set up between Bonnie and Sharon was that Bonnie write a journal each month. This journal would be used to evaluate progress toward goals set between them.
- At the first meeting Bonnie admits that she forgot to write in the journal, she states that she has been really busy with school work and did not have time. Sharon is a perfectionist and is disappointed in her protégé
 - What should Faculty Sharon do about this situation?
 - Are the goals of the relationship being met, why or why not?
 - Should the goals be changed? How....



References

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