

THE ROLE AND BENEFITS OF MENTORING



Objectives

- * Explain the function of a mentoring relationship.
- * Describe the defining characteristics of each of the six mentoring models.
- * Explore the benefits an organization can experience by supporting mentoring relationships.

Mentoring

- * Mentoring guarantees a person that there is someone who cares about them.
- * Assures them they are not alone in dealing with day-to-day challenges and makes them feel like they matter.
- * Research confirms that quality mentoring relationships have powerful positive effects on people in a variety of personal, academic, and professional situations.
- * Ultimately, mentoring connects a person to personal growth and development with social and economic opportunities.

Mentorship

- * A mentorship is a relationship formed between a mentor and mentee with the goal of sharing knowledge and expertise between the mentor and the mentee. It can be a formal relationship with written goals and scheduled meetings, or it can be as informal as an occasional chat or email exchange

Six types of mentoring techniques and models- One-on-One

- * (1) One-on-One Mentoring is the most traditional of all the types of mentoring. Only the mentor and mentee are involved in this type of mentoring, and it is usually a more-experienced individual paired with a less-experienced or much younger mentee.



Six types of mentoring techniques and models- Group Mentoring

- * (2) Group Mentoring: In this model, one or several mentors work with a group of mentees. Schools and youth programs often apply this model because there may not be enough time or resources to have one mentor for each participant.



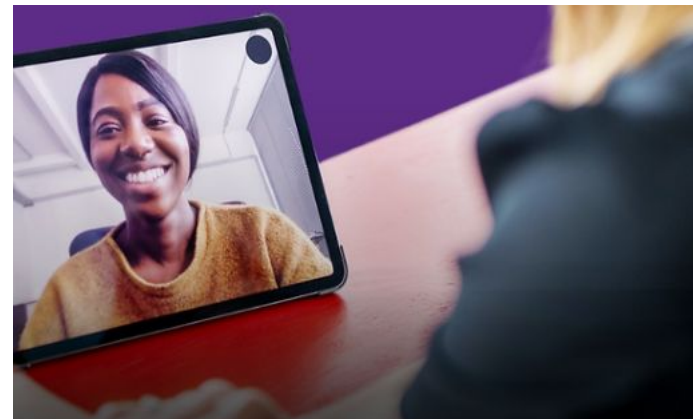
Six types of mentoring techniques and models-Peer Mentoring

- * (3) Peer Mentoring: Participants in this model are from the same role or department or have shared or similar experiences, whether in their professional or personal lives. These peers pair up to offer support for each other. This can be a group or a one-on-one mentoring relationship.



Six types of mentoring techniques and models- Distance or E-Mentoring

- * (4) Distance or E-Mentoring: With such advanced technology, the mentorship relationship no longer need to be face-to-face. Using online software or even email, participants in this type of mentoring can connect virtually without losing the personal touch.



Six types of mentoring techniques and models- Reverse

- * (5) Reverse Mentoring: This mentoring relationship is flipped from the traditional model. Instead of a senior professional mentoring a more junior employee, the junior employee mentors a more senior professional. This relationship is usually for the younger or more junior professional to teach the skills or a new application or technology to the more senior one.



Six types of mentoring techniques and models- Speed

- * (6) Speed Mentoring: This type of mentoring is a play on speed dating and usually occurs as part of a corporate event or conference. The mentee has a series of one-on-one conversations with a set of different mentors and usually moves from one mentor to the next after a brief meeting. The mentee should come prepared with questions for advice from the senior level professionals.



Benefits of Mentoring

- * Tighter alignment to organizational goals.
- * New employees frequently have trouble understanding and incorporating the organization's goals into their own career paths.
- * Help mentees focus on metrics and tasks that can help them achieve their goals.
- * Mentors help mentees cultivate leadership skills, talent, and organizational knowledge so that they remain future-ready to achieve the organizational vision.

Benefits of Mentoring

- * Greater employee satisfaction and engagement. Happy employees may seem like a "nice to have" rather than a "must have" in your strategic plan. However, the cost of employee turnover shows that employee retention should be a high priority for all organizations.
- * Mentoring helps employees feel that they're safe, they belong, and that their well-being is important to the organization.
- * The mentees' own skill sets and productivity improve, and the organization increasingly gains a reputation as a desirable place to work.
- * Mentoring programs also support a more diverse workforce by encouraging and empowering employees from underrepresented groups.

Benefits of Mentoring

- * Increased knowledge transfer. “The primary goal of mentoring programs is to give mentees opportunities to develop the crucial skills and knowledge that will help them be successful.
- * Mentors have had time and opportunities to learn on the job, and they can share their practical experience with newer employees. At the same time, new employees can bring a fresh outlook to their mentors.
- * This diversity of perspective can be instrumental in solving problems, with different points of view complementing each other for a broader range of solutions.

Benefits of Mentoring

- * A final benefit of mentoring is stronger internal networks and teamwork. When an employee first joins an organization, they usually know no one. They have no internal network of support, collaboration, and friendship.
- * One of the mentor's roles is to help mentees make key connections, both within their teams and cross-functionally throughout the organization.
- * Meaningful social ties promote greater engagement, which, in turn, promotes productivity and innovation.
- * The mentor's guidance in this area also helps build stronger teams, as mentors highlight more effective ways that team members can work together and with their managers.

What are Mentors

- * Mentors aren't teachers, bosses, or friends, but they combine aspects of all three.
- * Primarily, a good mentor cares about and wants to help others grow into their potential.

Key characteristics of a good mentor

- * Mentor possesses leadership expertise and knowledge of the mentee's subject area.
- * The mentor is someone who has already gone through some of the experiences that the mentee will go through, and so can offer first-hand advice.
- * Mentors share mistakes they have made and can prepare mentees for the challenges they'll face, coming up with strategies to help address them. Similarly, mentors can help mentees see opportunities and plan for how to maximize them. New employees are often in panic mode, frantically trying to adjust to their new situation. Mentors can help mentees slow down, prioritize, and think more strategically. They can encourage mentees to step outside their comfort zone and interpret themes or general trends differently than they might have before

Key characteristics of a good mentor

- * Secondly, a mentor must be willing and able to invest time and share knowledge with a mentee. It's important to note here that willing and able are two different elements, and a mentor must be both in order for the relationship to be successful. Someone might really want to be a mentor and have all the necessary skills but may have a travel and meeting schedule that makes maintaining a mentoring relationship unrealistic. Similarly, someone who has both the skills to share and the time to meet might have no interest in making time for a mentoring relationship.
- * Mentorship is a true commitment and going into it half-heartedly will result in failure.

Key characteristics of a good mentor

- * Good mentors are temperamentally suited to mentorship.
- * They maintain a selfless attitude while sharing what they know, and they are compassionate and genuinely dedicated to the cause of mentoring.

Methods of facilitating productive mentor-mentee relationships

- * Clarify the goals and objectives of the mentoring program for both the mentor and the mentee.
- * Have measurable outcomes you're hoping to achieve, not just the activities you'll perform. For instance, the goals for you IP mentoring program might include an objective like: “Train a hand hygiene champion on 2 of the 5 moments of hand hygiene in 1 week. “One of the mentee's aligned objectives could be: “Meet hand hygiene observation quota by end of Q1.”The mentor's objectives, then, will include designing experiences that will help the mentee come up to speed and meet their goal in the desired timeframe.
- * Both the mentor and mentee agreement to the goals and objectives keeps everyone on task and ensures that there are no surprises during the process.

Methods of facilitating productive mentor-mentee relationships

- * Clarifying the goals and objectives of a mentoring program gives you a chance to define the guidelines and ground rules that will govern the relationship.
- * These guidelines and ground rules cover expectations for formal meeting times and informal check-ins;
- * Establishing guidelines ensures accountability and responsibility for both mentors and mentees as they reach their goals.

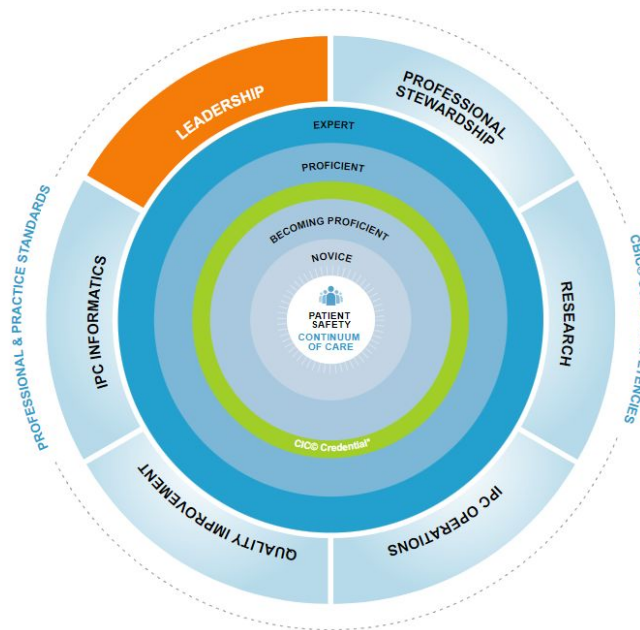
Methods of facilitating productive mentor-mentee relationships

- * Encourage mentors and mentees to share ideas, professional goals, and interests.
- * This may seem obvious, but it needs to be built into the mentoring program to make it successful.
- * This kind of sharing increases the level of engagement between mentors and mentees, which helps make the relationship deeper.

Methods of facilitating productive mentor-mentee relationships

- * Another factor in strong mentoring relationships is the understanding that the mentor and mentee share responsibility at every step.
- * Together, the pair defines specific goals and deadlines, and then they hold each other to the standards they've set.
- * They set meeting agendas in advance, so both parties can come to the meeting prepared.

Mentorship and The APIC Competency Model



Leadership

The APIC Competency Model has six future-oriented competency domains (each with subdomains). These are topical areas of knowledge, skills, abilities, and personal attributes that have been identified as relevant in the next 3-5 years for growth of the IP and IPC profession.

Leadership: Infection preventionists (IPs) use leadership skills to establish a clear vision for IPC programs throughout the continuum of care. To establish that vision, the IP must collaborate with other leaders and colleagues to align IPC program goals with the strategic goals of the organization. Subdomains identify future-oriented skill sets to guide the IP in the process of influence, implementation, and innovation to generate and enhance the commitment, capabilities, methods, and resources needed to translate visions and plans into reality. The development of these skills throughout their career will prepare IPs for leadership opportunities that may arise in the future.

COMMUNICATION

CRITICAL THINKING

COLLABORATION

BEHAVIORAL SCIENCE

PROGRAM MANAGEMENT

MENTORSHIP

Mentorship defined in the APIC Competency model

- * Effective and timely mentorship can play a critical role in the success of IPs, especially those new to the profession, because IPs come to infection prevention and control from varied backgrounds from within nursing and non-clinical fields and have not shared standardized training. In addition,
- * The focus on implementation and dissemination of prevention strategies and interventions makes it essential for IPs to learn from each other's experiences.
- * Effective mentor-IPs impart infection prevention knowledge through the lens of their personal professional experience and assist colleagues in translating textbook concepts and evidence-based guidelines to real-life clinical needs and situations.

Mentorship defined in the APIC Competency model

- * In today's fast-changing health care environment good talent is becoming harder to find and even harder to keep.
- * Successful mentoring improves retention by growing and developing IPs, which in turn increases their level of professional satisfaction.
- * Mentorship is beneficial to both the mentee and the mentor because it provides an opportunity to contribute to the professional development and competency advancement of the future IP workforce.

References

- * 1. The Chronicle of Evidence-Based Mentoring – Sharing new research, ideas, and best practices in youth mentoring (evidencebasedmentoring.org)
- * 2. <https://www.mentoring.org/>
- * 3. <https://apic.org/professional-practice/infection-preventionist-ip-competency-model/>
- * 4. Nowell L, Norris JM, Mrklas K, White DE. A literature review of mentorship programs in academic nursing. *J Prof Nurs*. 2017 Sep-Oct;33(5):334-344. doi: 10.1016/j.profnurs.2017.02.007. Epub 2017 Feb 24. PMID: 28931480.
- * 5. Zhang YP, Huang X, Xu SY, Xu CJ, Feng XQ, Jin JF. Can a one-on-one mentorship program reduce the turnover rate of new graduate nurses in China? A longitudinal study. *Nurse Educ Pract*. 2019 Oct;40:102616. doi: 10.1016/j.nepr.2019.08.010. Epub 2019 Aug 19. PMID: 31518894.
- * 6. Hill SEM, Ward WL, Seay A, Buzenski J. The Nature and Evolution of the Mentoring Relationship in Academic Health Centers. *J Clin Psychol Med Settings*. 2022 Sep;29(3):557-569. doi: 10.1007/s10880-022-09893-6. Epub 2022 Jun 27. PMID: 35761033; PMCID: PMC9243938.
- * 7. Jacobsen TI, Sandsleth MG, Gonzalez MT. Student nurses' experiences participating in a peer mentoring program in clinical placement studies: A metasynthesis. *Nurse Educ Pract*. 2022 May;61:103328. doi: 10.1016/j.nepr.2022.103328. Epub 2022 Mar 10. PMID: 35299009.



Questions, Comments, etc..

