

## Mentoring Suggested Timeline

Time Line Suggestion	Topics	Mentor Book Resource	Pearls of Wisdom	Thoughts
<b>Pre-Orientation</b>	<input type="checkbox"/> Mentor Background Form <input type="checkbox"/> Mentoree Background Form <input type="checkbox"/> Mentoree Competency Inventory <input type="checkbox"/> Personality Style Assessment Test	pg. 10 pg. 10 pg. 11 pg. 14	<ul style="list-style-type: none"> <li>• Mentoring Champion will assign mentors and mentoree pairs.</li> <li>• Conduct your first mentoring meeting 2 weeks before mentoree completes orientation.</li> <li>• Exchange Background Forms before first meeting to introduce yourselves to one another.</li> <li>• The competency inventory helps to identify your mentoree's strengths and areas for growth. During mentoring session, praise their strengths and help them develop action plans to overcome their weaknesses.</li> <li>• The Personality Test gives insight into if your mentoree is more of an introvert or extrovert. Have mentoree bring completed test to first mentoring session to discuss.</li> </ul>	
<b>First Meeting- (conduct 2 weeks before completion of orientation)</b>	<input type="checkbox"/> Getting to Know One Another <input type="checkbox"/> Mentor Contract <input type="checkbox"/> Plan your Mentoring Calendar <input type="checkbox"/> Set Ground Rules <input type="checkbox"/> Journaling	pg. 19 pg. 30 pg. 32 pg. 34 pg. 37	<ul style="list-style-type: none"> <li>• Utilize the Personality Test to develop a deeper understanding of your mentoree by discussing the personality interpretation sheet.</li> <li>• Make a copy of the mentoring</li> </ul>	

			<p>contract for mentor and mentoree.</p> <ul style="list-style-type: none"> <li>• Plan to meet 2 times a month for the first 3 months. After your relationship has begun to develop and your mentoree is gaining more confidence, you may meet less frequently (1 time a month).</li> <li>• Allow for 1 hour for each mentoring session.</li> <li>• If there is a long period between mentoring meetings, check-in with your mentoree via telephone or e-mail to make sure there are no pressing issues.</li> <li>• When setting ground rules, use the sample chart on pg 35 as a guide.</li> <li>• Journaling has proven to be a powerful tool for reflection and personal growth. Journaling is an <u>option</u>. If your mentoree decides to journal, the entries may be kept private or shared with the mentor.</li> </ul>	
<b>Month One</b>	<input type="checkbox"/> Culture of the Unit and the Hospital <input type="checkbox"/> Identify Learning Style & Needs <input type="checkbox"/> Understanding your role as a RN	<p>pg. 39</p> <p>pg. 41</p> <p>pg. 45</p>	<ul style="list-style-type: none"> <li>• When discussing the culture of the unit, talk about scheduling, overtime expectations, different personalities on the unit, lunch</li> </ul>	

	& where mentoree fits in on the unit <input type="checkbox"/> <b>Complete Initial Evaluation and return to Mentor Champion</b>		time allotments, and any unwritten rules (such as who makes the coffee!). Use chart on pg 40 as a guide. <ul style="list-style-type: none"> <li>• As a mentor, we tend to teach to our preferred learning style. Make sure your teaching techniques match your mentoree's learning style.</li> <li>• Use Learning Style Assessment Form to help identify learning style (pg. 42)</li> <li>• Discuss the specific responsibilities of a RN on the floor compared to other players of the interdisciplinary team (lab, RT, PT).</li> <li>• Discuss the importance of teamwork with members of the interdisciplinary team</li> <li>• Discuss the “good, bad, &amp; the ugly” expectations of job.</li> <li>• Ask your mentoree if there is anything he/she does not understand about the unit.</li> </ul>	
<b>Month Two</b>	<input type="checkbox"/> Identifying Self-Esteem & Confidence <input type="checkbox"/> Developing Confidence to Question	pg. 47  pg. 49	<ul style="list-style-type: none"> <li>• Help mentoree set goals for first year. These goals can be broken down into smaller time frames so things don't seem so overwhelming.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Point out accomplishments and highlight mentoree's success. Be very specific with compliments, highlighting the setting, process, interactions, and content.</li> <li>• While working, when you “catch in the act” your mentoree doing something very well. Tell them immediately. Be specific.</li> <li>• To engage mentoree, frequently ask, “How are you feeling about your ability with....?”</li> <li>• Provide constructive feedback and ways to improve in areas of weakness.</li> <li>• Emphasize “There is no such thing as a dumb question!”</li> <li>• Use the form on pg 50 to help your mentoree develop confidence in certain situations.</li> </ul>	
<b>Month Three</b>	<input type="checkbox"/> Leadership Style & Potential <input type="checkbox"/> Peer Relations <input type="checkbox"/> Ethical Issues	pg. 51 pg. 60 pg. 63	<ul style="list-style-type: none"> <li>• Talk about different ways to be a leader on the unit. Discuss specific examples of leadership behaviors on the unit.</li> <li>• Emphasize key principles &amp; attributes of a leader.</li> <li>• Look at different leadership styles on pg. 54</li> <li>• Complete Leadership Questionnaire to determine the</li> </ul>	

			<p>degree that a person likes working with tasks and other people (pg. 57).</p> <ul style="list-style-type: none"> <li>• Discuss the importance of developing healthy peer relationships.</li> <li>• Communicate the importance of teamwork.</li> <li>• Utilize the chart on pg 61 as a guide to peer relations.</li> <li>• Discuss ethical issues that occur in your particular unit. Particularly, discuss the challenges of caring for a patient whose family has different values and beliefs than your own.</li> <li>• Share any experiences you have working with the Bioethics Committee.</li> </ul>	
<b>Month 4</b>	<input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Negotiation Skills	pg. 67 pg. 73	<ul style="list-style-type: none"> <li>• Discuss tips for handling conflict suggested on pg. 68.</li> <li>• Demonstrate how to use <i>The SOAP Method</i> to handle conflict resolution. (pg. 69)</li> <li>• Use Scenarios to practice how to handle conflict. You may want to address how to handle conflict with co-workers, manager, &amp; physicians.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Discuss the 8 steps of Negotiation (pg. 74).</li> <li>• Discuss specific negotiation scenarios that pertain to your unit. Examples are found on pg. 75.</li> </ul>	
<b>Month 5</b>	<input type="checkbox"/> Work/Life Balance <input type="checkbox"/> Time Management	pg. 76 pg. 78	<ul style="list-style-type: none"> <li>• Use Life Balance Ledger (pg. 77) to determine if your work/life is in balance.</li> <li>• Discuss ways to prevent burnout.</li> <li>• Discuss how to handle the pressures of working overtime and the nursing shortage while balancing your personal life commitments.</li> <li>• Share CHOA programs to help with work/life balance: Care for the Care Provider Retreat and mini-sessions, Back-up Day Care, Sitter Service, Baby Showers, Adoption Assistance, Infertility Assistance, discounted work-out memberships, Weight Watchers at Work, Employee Assistance Program, Concierge Service, Discounts, Educational Assistance, Insurance, &amp; Computer Purchase Program.</li> <li>• Describe ways to prioritize work duties. Demonstrate how you</li> </ul>	

			organize your paper “BRAIN”. <ul style="list-style-type: none"> <li>• Help Mentoree understand the difference between the things that “must” be done every shift and the “nice, but not necessary” things that can be done.</li> <li>• Make sure mentoree carries a calendar to help manage work schedule.</li> <li>• Discuss when mentoree feels there are “too many demands” during a work shift. Help them to understand the “real world” outside of nursing school or another facility.</li> </ul>	
<b>Month 6</b>	<input type="checkbox"/> Stress Management <input type="checkbox"/> Understanding Teams <input type="checkbox"/> <b>Complete Mid-Evaluation and give to Mentor Champion</b>	pg. 80 pg. 87	<ul style="list-style-type: none"> <li>• Describe different types of stress mentoree may experience (pg. 81).</li> <li>• Identify any current life stressors. Use Life Stress Test (pg. 83) as a guide.</li> <li>• Brainstorm different ways your mentoree can use to manage stress. (examples pg. 82)</li> <li>• Talk about how when you start a new job, you are “honeymooning” and how you go through many stages before you finally feel comfortable.</li> <li>• Discuss characteristics of a team</li> </ul>	

			(pg. 88) <ul style="list-style-type: none"> <li>• Discuss Roles of Team Members on a Team (pg. 90). Identify who plays these roles in your unit.</li> <li>• Talk about how to have respect for different people on your team when their viewpoint is different than your own.</li> </ul>	
<b>Month 7</b>	<input type="checkbox"/> Valuing Different Cultures <input type="checkbox"/> When you Make a Mistake	pg. 92 pg. 101	<ul style="list-style-type: none"> <li>• Talk about the culture the orientee grew up in. Discuss how it is similar and different to culture in Atlanta. (form on pg. 94)</li> <li>• Clarify any cultural stereotypes (pg. 97). Discuss that we must treat each patient and family individually, not based on the stereotype of that particular culture.</li> <li>• Discuss the different types of diversity, possible reactions to diversity, and different mannerisms and attitudes to develop to maintain cultural sensitivity (pg. 99)</li> <li>• Make sure your mentoree knows how to utilize the interpretation services at CHOA.</li> <li>• Remember: Role Modeling is</li> </ul>	

			<p>one of the most effective ways to teach cultural sensitivity.</p> <ul style="list-style-type: none"> <li>• Discuss the different cultures that are seen on your particular unit. This includes: patients, families, &amp; staff.</li> <li>• Share common types of mistakes made by nurses and how to prevent these mistakes.</li> <li>• Make sure your mentoree understands the importance of reporting errors and near misses to the ONS.</li> <li>• Convey to your mentoree that mistakes will happen. We must learn from our mistakes and take action from preventing the same type of error from occurring again.</li> <li>• Discuss at-risk behaviors for making mistakes.</li> <li>• Talk about resources and what to do when you make a mistake.</li> <li>• Share an experience of when you have made a mistake in hope that he/she can learn from your error.</li> </ul>	
<b>Month 8</b>	□ Strategies to Develop Career Path	pg. 103	<ul style="list-style-type: none"> <li>• Discuss the different levels of nursing practice in the CAN Program. Show them where to locate the CAN program on</li> </ul>	

			<p>Careforce.</p> <ul style="list-style-type: none"> <li>• Develop 1 career goal for the next 12 months.</li> <li>• Show an example of a portfolio to be submitted for CAN</li> <li>• Guide mentoree in starting to develop their portfolio. (see guidelines pg. 103)</li> <li>• Discuss different committees and focus groups the mentoree may be interested in joining at CHOA.</li> <li>• If mentoree is interested in pursuing an advanced degree, connect mentoree with others in the organization who has pursued a similar interest.</li> </ul>	
<b>Month 9</b>	□ Self Evaluation	pg. 105	<ul style="list-style-type: none"> <li>• Obtain a copy of current performance appraisal to demonstrate what their manager will be evaluating them on. Clarify any expectations that are unclear. Develop a plan to address any areas of weakness.</li> <li>• Have the mentoree do a self evaluation.</li> </ul>	
<b>Month 10</b>	□ Death & Dying	Pg. 106	<ul style="list-style-type: none"> <li>• Discuss the role of the nurse in providing end-of-life care. (pg. 106) What special things can be done on the unit to make the</li> </ul>	

			<p>experience as positive and memorable for the family (taking pictures, doing hand prints, contacting the chaplain, ect.)</p> <ul style="list-style-type: none"> <li>• Discuss different ways families and children respond to receiving the information that their child has a life threatening illness.</li> <li>• Discuss cultural sensitivity involving death &amp; dying.</li> <li>• Talk about professional's grief. Discuss how to handle if your patient dies. Share strategies to better cope with death and dying.</li> <li>• Utilize the question on pg. 108 as a conversation starter involving death &amp; dying.</li> <li>• Share one of your experiences relating one of your patients dying.</li> </ul>	
<b>Month 11</b>	□ Communication Styles	Pg. 109	<ul style="list-style-type: none"> <li>• Talk about your mentoree's communication style. What are the strengths and weaknesses of this style?</li> <li>• Discuss the 3 types of communication: assertive, aggressive, and non-assertive.</li> <li>• Share the rules of using "I" statements (pg. 109).</li> </ul>	

			<ul style="list-style-type: none"> <li>• Have mentoree complete the non-defensive communication I.Q. Test (pg. 111).</li> <li>• Utilize the “I” Statement Skill Practice (pg. 113)</li> </ul>	
<b>Month 12</b>	<input type="checkbox"/> Wrap-up <input type="checkbox"/> <b>Complete Final Evaluation and send through mail, inter-office mail, or fax to:  Holly Sealer  1600 Tullie Circle NE  Atlanta, GA 30329  404-785-225-1518 (fax)</b>		<ul style="list-style-type: none"> <li>• Discuss the future of your mentoring relationship with your mentor. Share with your mentoree if he/she can continue to come to you for guidance.</li> <li>• Answer any other questions your mentoree might have.</li> <li>• Share with Mentor Champion that formal mentoring program has been completed.</li> </ul>	