

Mentoring Suggested Timeline

Time Line Suggestion	Topics	Mentor Book Resource	Pearls of Wisdom	Thoughts
Pre-Orientation	<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"> Mentoring Champion will assign mentors and mentoree pairs. Conduct your first mentoring meeting 2 weeks before mentoree completes orientation. Exchange Background Forms before first meeting to introduce yourselves to one another. 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. 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. 	
First Meeting-(conduct 2 weeks before completion of orientation)	<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"> Utilize the Personality Test to develop a deeper understanding of your mentoree by discussing the personality interpretation sheet. Make a copy of the mentoring 	

			<p>contract for mentor and mentoree.</p> <ul style="list-style-type: none"> • 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). • Allow for 1 hour for each mentoring session. • 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. • When setting ground rules, use the sample chart on pg 35 as a guide. • 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. 	
Month One	<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	pg. 39 pg. 41 pg. 45	<ul style="list-style-type: none"> • When discussing the culture of the unit, talk about scheduling, overtime expectations, different personalities on the unit, lunch 	

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

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

			<p>degree that a person likes working with tasks and other people (pg. 57).</p> <ul style="list-style-type: none"> • Discuss the importance of developing healthy peer relationships. • Communicate the importance of teamwork. • Utilize the chart on pg 61 as a guide to peer relations. • 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. • Share any experiences you have working with the Bioethics Committee. 	
Month 4	<input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Negotiation Skills	pg. 67 pg. 73	<ul style="list-style-type: none"> • Discuss tips for handling conflict suggested on pg. 68. • Demonstrate how to use <i>The SOAP Method</i> to handle conflict resolution. (pg. 69) • Use Scenarios to practice how to handle conflict. You may want to address how to handle conflict with co-workers, manager, & physicians. 	

			<ul style="list-style-type: none"> • Discuss the 8 steps of Negotiation (pg. 74). • Discuss specific negotiation scenarios that pertain to your unit. Examples are found on pg. 75. 	
Month 5	<input type="checkbox"/> Work/Life Balance <input type="checkbox"/> Time Management	pg. 76 pg. 78	<ul style="list-style-type: none"> • Use Life Balance Ledger (pg. 77) to determine if your work/life is in balance. • Discuss ways to prevent burnout. • Discuss how to handle the pressures of working overtime and the nursing shortage while balancing your personal life commitments. • 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, & Computer Purchase Program. • Describe ways to prioritize work duties. Demonstrate how you 	

			<ul style="list-style-type: none"> • organize your paper “BRAIN”. • 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. • Make sure mentoree carries a calendar to help manage work schedule. • 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. 	
Month 6	<input type="checkbox"/> Stress Management <input type="checkbox"/> Understanding Teams <input type="checkbox"/> Complete Mid-Evaluation and give to Mentor Champion	pg. 80 pg. 87	<ul style="list-style-type: none"> • Describe different types of stress mentoree may experience (pg. 81). • Identify any current life stressors. Use Life Stress Test (pg. 83) as a guide. • Brainstorm different ways your mentoree can use to manage stress. (examples pg. 82) • Talk about how when you start a new job, you are “honeymooning” and how you go through many stages before you finally feel comfortable. • Discuss characteristics of a team 	

			<p>(pg. 88)</p> <ul style="list-style-type: none"> • Discuss Roles of Team Members on a Team (pg. 90). Identify who plays these roles in your unit. • Talk about how to have respect for different people on your team when their viewpoint is different than your own. 	
Month 7	<input type="checkbox"/> Valuing Different Cultures <input type="checkbox"/> When you Make a Mistake	pg. 92 pg. 101	<ul style="list-style-type: none"> • Talk about the culture the orientee grew up in. Discuss how it is similar and different to culture in Atlanta. (form on pg. 94) • 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. • Discuss the different types of diversity, possible reactions to diversity, and different mannerisms and attitudes to develop to maintain cultural sensitivity (pg. 99) • Make sure your mentoree knows how to utilize the interpretation services at CHOA. • Remember: Role Modeling is 	

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

			<p>Careforce.</p> <ul style="list-style-type: none"> • Develop 1 career goal for the next 12 months. • Show an example of a portfolio to be submitted for CAN • Guide mentoree in starting to develop their portfolio. (see guidelines pg. 103) • Discuss different committees and focus groups the mentoree may be interested in joining at CHOA. • If mentoree is interested in pursuing an advanced degree, connect mentoree with others in the organization who has pursued a similar interest. 	
Month 9	<input type="checkbox"/> Self Evaluation	pg. 105	<ul style="list-style-type: none"> • 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. • Have the mentoree do a self evaluation. 	
Month 10	<input type="checkbox"/> Death & Dying	Pg. 106	<ul style="list-style-type: none"> • 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 	

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

			<ul style="list-style-type: none"> • Have mentoree complete the non-defensive communication I.Q. Test (pg. 111). • Utilize the “I” Statement Skill Practice (pg. 113) 	
Month 12	<input type="checkbox"/> Wrap-up <input type="checkbox"/> 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)		<ul style="list-style-type: none"> • 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. • Answer any other questions your mentoree might have. • Share with Mentor Champion that formal mentoring program has been completed. 	