

PA-AC Cohort of Exchanged Learning (PA- ACCEL)

2022-2023 COHORT: MENTOR-MENTEE TOOLKIT

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Section 1: Overview and Purpose

The PA-ACCEL Mentorship Program:

The Pennsylvania Action Coalition (PA-AC) is a part of the national Campaign for Action, a collaborative initiative of the Robert Wood Johnson Foundation and AARP to implement the recommendations of the IOM 2010 report, *The Future of Nursing: Leading Change, Advancing Health*. The PA-AC is designed to address growing concerns over healthcare quality and cost, including strong efforts to increase diversity and culturally humble care in the workforce. In the 2010 report, the IOM states that “improving access [to health care] also requires delivering care in a culturally relevant and appropriate manner so that patients can contribute positively to their own care” (p. 54)^[1].

Research has demonstrated that disparities in healthcare can be attributed to a complex web of socioeconomic factors, and that racial and economic statuses can determine an individual’s access to and quality of healthcare. Creating a healthcare system that empowers everyone to live their healthiest lives requires the nursing workforce to be reflective of the population that it serves.^[2] In the new report, *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity* underscores this imperative throughout its report: “as discussed... developing a more diverse nursing workforce will be key to achieving the goals of reducing health disparities, providing culturally relevant care for all populations, and fostering health equity.”^[2] Furthermore, as nurses comprise the largest sector of the healthcare workforce, changing their demographics has the potential to transform the U.S. healthcare system while removing barriers to care, addressing interpersonal and structural racism, and cultivating social justice.

Diversifying the nursing pipeline entails more than recruiting and admitting a diverse student body. It is critical to build an inclusive environment where all students receive individualized support and are encouraged to thrive academically and professionally. During the pandemic, the need to support diverse nursing students increased as students navigated new personal and academic challenges. Studies have shown that common barriers to the success for minority nursing students have included a lack of financial support; inadequate emotional, moral, and technical support; insufficient academic advising and program mentoring; and inadequate professional socialization.^[3]

Mentorship within the nursing workforce is the link to a healthier future for all. As discussed in the *Future of Nursing: Campaign for Action’s Health Equity Toolkit (Health Equity Toolkit)*^[4], an

¹ Institute of Medicine. *The Future of Nursing: Leading Change, Advancing Health*. The National Academies Press; 2011. <https://doi.org/10.17226/12956>.

² National Academies of Sciences, Engineering, and Medicine. *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity*. The National Academies Press; 2021: 38. <https://doi.org/10.17226/25982>.

³ Dorsey LE, Baker CM. Mentoring undergraduate nursing students assessing the state of the science. *Nurse Educator*. 2004; 29(6), 260-265. <https://doi.org/10.1097/00006223-200411000-00013>.

⁴ Ackerman-Barger K, Cooper J, Eddie R et al. *Building Coalitions To Promote Health Equity: A Toolkit for Action*. Future of Nursing: Campaign for Action; 2022. https://campaignforaction.org/wp-content/uploads/2022/04/AARP_CCNA_HealthEquityToolkit_Revi_051122.pdf

upstream approach to public health practice requires a focus on and dismantling of the systems that perpetuate the same inequitable outcomes. In 2020, the Nurse Diversity Council of the Pennsylvania Action Coalition and Lincoln University of Pennsylvania (Lincoln University) partnered to start the PA-AC Cohort of Exchanged Learning (PA-ACCEL), a mentorship program to bolster the nursing students' capacity to be successful both in nursing school and in their transition to professional nursing practice. The PA-ACCEL addresses structural inequities in our healthcare system by equipping nurses from underrepresented backgrounds with more tools to pursue their educational goals and to be the healthcare leaders that they are fully capable of becoming. Lincoln University, the nation's first degree-granting Historically Black College and University (HBCU), reports that 85% of their students are Black or African American,^[5] while most nursing students across the country are white. In 2020, almost 81% of RNs reported being White/Caucasian.^[6] The PA-ACCEL mentorship program respond to these barriers, addressing the social determinant of health of educational attainment for the students who participate and the transformation of access to care and services for those who will benefit from their successful career as professional nurses.

A student-mentee cohort of junior and senior nursing students from Lincoln University will each be matched with one (1) professional mentor from various nursing specialties for one (1) academic year. Throughout this program mentors and mentees will meet virtually and the PA-ACCEL Program Support Team will provide helpful resources and schedule virtual workshops and program activities to help navigate the mentee-mentor relationship.

Purpose of Toolkit:

One of the resources the Program Support Team will provide includes the PA-ACCEL Mentor-Mentee Toolkit. The PA-ACCEL Mentor-Mentee Toolkit details the program's purpose and expectations, tips for navigating the mentor and mentee relationship, resources specific to both students and mentors, and areas for further exploration.^[7] This toolkit will offer structure to help build the mentor and mentee relationship and offer support to both students and mentors to be successful in their role.

Importance of mentorship programs

Mentoring exposes students to lifelong learning and professional resilience and is proven to increase student retention, success rate on NCLEX, an increased sense of socialization into the nursing profession, enhanced self-esteem, and decreased anxiety and stress^[3].

⁵ Lincoln University. Statistical overview. *Lincoln University 2018-2019 Annual Report*. 2019:16. <https://www.lincoln.edu/files/annual-reports/annual-report-2019.pdf>.

⁶ Richard A, Ruttinger C, Oliveira CM et al. The 2020 National Nursing Workforce Survey. *Journal of Nursing Regulation*. 2021; 12(1), 1-96. [https://doi.org/10.1016/S2155-8256\(21\)00027-2](https://doi.org/10.1016/S2155-8256(21)00027-2)

⁷ Harmon MJ, Perez A, Bird J et al. *PA-AC Cohort of Exchanged Learning (PA-ACCEL) 2021-2022 Cohort: Mentor-Mentee Toolkit*. Pennsylvania Action Coalition; 2021. https://www.paactioncoalition.org/images/PA-ACCEL/2021-2022/PA-ACCEL_Mentee-Mentor_Toolkit_102021.pdf

Additional outcomes of mentoring in nursing are career progression, development of new investigators, empowerment, expanding professional knowledge, generativity, increasing numbers of minority nurses in graduate programs, and institutional stability.

Expected program outcomes for students

1. Student involvement in at least one professional experience (example: job fair, conference, networking event) during academic year
2. Building a Post-Graduation Plan with their mentor with goals and expectations to meet within the student's first year of being a nurse (example: joining a professional organization outside of graduation, earning a certain amount of CEs)
3. Successful passage of the National Comprehensive Licensure Exam (NCLEX)
4. Increased confidence level
5. Increased feeling of support and readiness to succeed in the transition to nursing school and/or future practice

Expected program outcomes for mentors

1. Pride in being a part of someone else's growth and development in the nursing profession
2. Personal growth and development
3. The opportunity to build skills for developing and maintaining interpersonal relationships
4. Satisfaction of sharing your knowledge and experiences
5. Practice in listening and giving feedback
6. Insights on how others struggle with issues and make choices
7. Practice working through issues with others
8. Feedback on how you facilitate growth for others
9. A chance to inspire others to be mentors while practicing your mentoring skills

Section 2: Program Details (2022-2023 Cohort)

Meet the Team:

PA-ACCEL PROGRAM SUPPORT TEAM

Lincoln University – Department of Nursing

- Vilma Davis, PNP, BC, PhD.
Director & Assistant Professor, Nursing Program
- Chavon Crampton, MSN, RNC-MNN, CLC, EFM-C
Assistant Professor of Nursing

Campaign for Action Consultant

- Adriana Perez, PhD, CRNP, ANP-BC, FAAN, FGSA
Associate Professor of Nursing & Senior Fellow, Leonard Davis Institute of Health Economics, University of Pennsylvania School of Nursing

Pennsylvania Nurse Diversity Council

- Monica J. Harmon, MSN, MPH, RN
Assistant Clinical Professor, Drexel University's College of Nursing and Health Professions (CNHP)
Executive Director, CNHP Community Wellness HUB
Nurse Diversity Council Co-Chair, Pennsylvania Action Coalition

The National Nurse-Led Care Consortium

- Shukriyyah Mitchell-Hinton, BSN, RN
Senior Director of Outreach & Advocacy
National Nurse-Led Care Consortium

The Pennsylvania Action Coalition

- Jennifer Gimbel, MBA
Executive Director, PA Action Coalition
- Zaharaa Davood, MPH
Senior Manager, PA Action Coalition

The Program Support Team will provide the following throughout the mentorship program:

1. Coordination and facilitation of all workshops & program activities
2. Support and guidance – Monthly meetings with the Program Support Team
3. Mentorship Training
4. Evidence-based resources & tools on mentoring
5. Recognition for your contributions
6. Fostering the growth of a diverse mentoring network
7. Sharing of program progress & outcomes

Matching Process

1. The PA-ACCEL matches students with mentors recruited from the PA-AC's Nurse Diversity Council (NDC). Interested Mentors complete an interest form with information about the following:
 - a. Information about professional nursing career, specialty/scope of work, interests, etc.
 - b. Demographic information
 - c. Contact information
 - d. Resume and headshot
 - e. Open-ended questions:
 - i. What motivated you to be a nurse/work in nursing?
 - ii. Tell us about the most impactful achievement for you to date (in any capacity - personally, professionally, etc.)
 - iii. What do you feel you could bring to the mentor-mentee relationship?
2. Responses from the Mentor Information Form are compiled into a Mentor Biography Lookbook. The Mentor Biography Lookbook includes the volunteer mentors' passions and professional roles.
 - a. [2022-2023 Lookbook](#)
 - b. [2021-2022 Lookbook](#)
 - c. [2020-2021 Lookbook](#)
3. Students select their preferred mentors, according to their interests and desired career paths and rank their top three mentor choices according to this book. Students also complete an interest form and the PA-ACCEL Program Support Team match accordingly.

What happens after Mentors and Student-Mentees are matched?

Program Information Session:

The PA-ACCEL Program Support Team schedule virtual program information sessions. Students and mentors receive individualized training, resources, and an outline of expectations for the year. Information is shared through separate meetings to introduce the program staff, facilitate a networking activity, walk through the compilation of tools, and answer any questions.

At this point, we also review the comprehensive PA-ACCEL Toolkit which details the program's purpose and expectations, tips for navigating the mentor and mentee relationship, resources specific to both students and mentors, and areas for further exploration.

Mentors and students can watch the Program Information sessions [here](#).

Preliminary Meeting (First Meeting)

Purpose of Preliminary Meeting

- Getting to know your Mentor/Mentee
- Establish a meeting/communication plan for the rest of the academic year
- Helping Mentor/Mentee decide if they want to continue in PA-ACCEL Mentorship Program

Who contacts who first?

- Student-Mentees are responsible for reaching out to their Mentors first via email within two weeks after receiving their match (by September 16)
- Student-Mentees will introduce themselves and schedule a preliminary meeting with their Mentor.
- This meeting may be over the phone, over video conference, or in-person.

[*Click here for tips and templates on Email Etiquette](#)

Note to Mentors: If you do not hear from your student-mentee within two weeks after receiving your match, please email your student-mentee. If you do not receive a response after reaching out, please email PA Action Coalition Senior Manager, Zaharaa Davood at zadavood@phmc.org or other members from the Program Support Team.

What to do **BEFORE** Preliminary Meeting –

- Mentors and Mentees:** Review the Mentor-Mentee Toolkit to prep/navigate the mentoring relationship – especially the [Preparing for Mentoring Relationship](#) section to prep before the first meeting.
- Mentors please watch the [virtual mentor training conducted by Dr. Roberta Waite](#)** that covers topics such as: unconscious bias, navigating mentor/mentee relationships, leadership styles, etc. Also review other resources listed in the [Mentor Resources](#) section.
- Helpful Tools for Mentors:**
 - To help create your Meeting/Communication plan: [Mentor and Mentee Reflection Questions worksheet](#)
 - To help assess how the mentoring relationship is working: [Mentoring Partnership Accountability Tool](#)
 - Short activities to use at the beginning of a check-in: [Connecting Through Conversations: Short Activities for Mentors](#)
- Helpful Tools for Students:**
 - Tips and templates to email mentor: [Tips & Templates Establishing Good Communication \(Emails, etc.\) with Faculty & Mentors](#)
 - To help create your Meeting/Communication plan: [Mentor and Mentee Reflection Questions worksheet](#)

- c. To help assess how the mentoring relationship is working: [Mentoring Partnership Accountability Tool](#)

Additional resources from PA-ACCEL website:

<https://www.paactioncoalition.org/about/pa-accel-mentorship-program.html>

Tools for Mentors and Students:

- > [Tips & Templates Establishing Good Communication \(Emails, etc.\) with Faculty & Mentors](#)
- > [Preparing for First Meeting: Mentor and Student Mentee Reflection Questions](#)
- > [Preliminary Meeting - Details](#)
- > [Connecting Through Conversations: Short Activities for Mentors \(Check-Ins\)](#)
- > [Mentoring Partnership Accountability Tool](#)
- > [Pennsylvania Action Coalition: Mentor Training Sessions led by Dr. Roberta Waite EdD, PMHCNS, ANEF, FAAN](#)
- > [Closing the Mentoring Relationship](#)

Post-Graduation Plan:

- > [SMART Goals](#)
- > [Post-Graduation Plan Worksheet](#)

What to do **DURING** Preliminary Meeting –

Discuss the following:

1. Share preferred method of contact (email, phone)
2. Best time to contact
3. Set expectation/goals
4. How often to meet (We suggest meeting at least once a month)
5. The mentor and mentee are responsible to establish a Meeting/Communication plan for the entirety of the academic year during your first meeting. This meeting may be over the phone, over video conference, or in-person. We encourage you to find a mutually agreed upon method.

Make sure you are prepared to create—during your initial conversation—an agreement about how the mentoring partnership will work. Both the mentor and the student-mentee should reflect on the questions to ponder so that they can create an agreement that meets both their needs. Additional helpful questions can be found in the [Mentor and Mentee Reflection Questions worksheet](#)

Commitment Letter

After the virtual program information session(s), Mentors and Student-Mentees will receive a Commitment Letter which outlines program requirements and responsibilities of Mentors and Mentees. **The commitment letter is due by November 1st** – when Mentor-Mentee matches are finalized.

FAQs About Mentor-Mentee Matches and Participation in PA-ACCEL:

Can I be re-matched with a Mentor or Student-Mentee?

Yes – During the Withdrawal/Re-Match period from September 16 – November 1, 2022.

This timeframe provides the opportunity for Mentors and Mentees to feel out the mentoring relationship and decide if they would like to continue as a Mentor/Student Mentee dyad for the remainder of the academic year.

Mentoring Partnership Accountability Tool: Mentors and student-mentees should each review these questions and prepare their reflections prior to meeting to discuss how the mentoring relationship is working.

Are Mentor-Mentee matches permanent?

Mentor-Mentee matches are permanent AFTER November 1, 2022.

Can I opt-out of the PA-ACCEL Mentorship Program?

Mentors – If you can no longer volunteer as a Mentor, please contact Senior PA-AC Manager, Zaharaa Davood at zadavood@phmc.org by **November 1st**

Students – If you would like to opt-out of the PA-ACCEL Mentorship Program, please contact Senior PA-AC Manager, Zaharaa Davood at zadavood@phmc.org by **November 1st**

****Please note If you choose to withdraw from the mentorship program you will NOT receive benefits from the PA-ACCEL Mentorship Program***

Perks of Being a PA-ACCEL Student-Mentee

How will the PA-ACCEL Mentorship Program help students succeed?

- Personal learning experience
- Mentoring is more than just sharing knowledge – it focuses on the growth and development of students
- Acquisition of valuable academic skills, as well as lifelong and professional tools.
- Enhances success in their career by providing support in a professional, career, and emotional capacity

Revisiting Expected Program Outcomes for Students:

1. Student involvement in at least one professional experience (virtual or in-person) during academic year.
(Example: job fair, conference, networking event)
2. Building a Post-Graduation Plan with your mentor with goals and expectations to meet within your first year of being a nurse. (Example: joining a professional organization outside of graduation, earning a certain amount of CEs)
3. Successful passage of the National Comprehensive Licensure Exam (NCLEX)
4. Increased confidence level
5. Increased feeling of support and readiness to succeed in the transition to nursing school and/or future practice

Professional development opportunities –

Examples From Past Cohorts:

Nursing Student Professional Development Event

On April 6, 2022, the PA-ACCEL Mentorship Program planned an all-day virtual event to increase nursing students' confidence in their professional development and readiness to succeed in their transition to the nursing profession. There were a total of 3 sessions.

1. LEAD Professional Development Presentation
 - a. Presented by Dr. Anne Fink, Assistant Dean for College and Student Services, M. Louise Fitzpatrick College of Nursing, Villanova University
 - b. Covered topics about professionalism, strategic career mapping, interview success tips, networking
 - c. Included networking activity – “speed dating” format, students practiced elevator pitches with faculty and mentors
2. Peer Mentoring
 - a. Breakout groups, students debriefed from morning presentation
 - b. Student leads guided group discussion
3. NBNA Men's Health Committee - Virtual Panel
 - a. Moderated by Lincoln nursing student

PA-ACCEL: Mentor-Mentee Toolkit

- b. Panelists – Members from NBNA Men's Health Committee
- c. Foster a rich conversation about working in a predominantly female profession
- d. Discussing their interpretation of the term "male nurse"
- e. Navigating a professional nursing career
- f. Hopes for the future of nursing

Pennsylvania's Healthcare Mosaic Conference: Advocacy and Equity in Action (2021)

PA Action Coalition events are also additional professional development opportunities for students. Our first cohort in 2020 student-mentees had the chance to attend the PA Healthcare Mosaic Conference: Advocacy and Equity in Action. This is a conference organized by our Nurse Diversity Council and gathers health and social service providers to share ideas surrounding diversity and open dialogue about health disparities.

One of our sessions included a Student Engagement Panel that included current nursing students and graduate nurses. They shared their insight on their experience in public health leadership, strategies on how current nursing students can engage in advocacy at their school and their communities, and how they could translate this work as they transition into their professional practices. Two Senior Nursing Students from Lincoln were panelists.

The full session is available on the PA Action Coalition website

Moderator: Adriana Perez, PhD, CRNP, ANP-BC, FAAN, FGSA Assistant Professor of Nursing & Senior Fellow, Leonard Davis Institute of Health Sciences, University of Pennsylvania School of Nursing

Panelists:

Yaneli Arizmendi Estrada RN, BSN, CCE, Nurse Home Visitor, Mabel Morris Family Home Visit Program/National Nurse-Led Care Consortium Women's Health Nurse Practitioner and Midwifery Program at Penn Nursing

Avani Cheatham, Senior Nursing Student, Lincoln University and Lead Vaccinator and Clinical Support Specialist at the University of Maryland Convention Center Field Hospital

Marcus Henderson, MSN, RN, Lecturer, Department of Family and Community Health and Associate Course Director, Psychiatric Nursing

Melanie Mariano, BSN, RN-BC, Clinical Nurse, Hospital of the University of Pennsylvania and MSN Candidate at Penn Nursing to practice as a Nurse Practitioner

Estelle "Gabby" Rowland, Senior Nursing Student, Lincoln University

Alyssa Tygh, President, Student Nurses' Association of Pennsylvania (SNAP) and Vice President, Hershey Campus at the Students Nurses' Association of Pennsylvania (SNAPS)

Yvonne White, MSN, Thomas Jefferson University, Informatics Student

PENNSYLVANIA ACTION COALITION
A healthy PA through nursing

PennState
College of Nursing

National Black Nurses Association, Inc. Membership

SEPABNA is a chapter of the National Black Nurses Association (NBNA) founded by the late Dr. Lucy Yates in 1982 and chartered in 1985.

SEPABNA goals:

- Aims to advocate for and impact policies that will ensure access to quality healthcare for persons of color.
- Define and determine nursing care for the African American consumer
- Serve as the local nursing body to influence legislation that impacts persons of color

PA-ACCEL: Mentor-Mentee Toolkit

- Serve as consultants to nursing facilities and students in clinical and practical aspects of nursing
- Recruit, counsel, and mentorship of nursing students and new-to-practice registered nurses (RN), as well as nurses across academic & professional pipelines
- **PA-ACCEL will cover membership fees**
 - **Students: You must be a NBNA member to attend the opportunities below**
 - [You can download the 2022 NBNA Membership form here](#) - Fill out parts that are highlighted
 - Email the completed membership form to Zaharaa Davood at zadavood@phmc.org

National Black Nurses Day on Capitol Hill 2023

We are supporting student participation in the [National Black Nurses Day on Capitol Hill led by the National Black Nurses' Association, Inc. \(NBNA\)](#). Students have the opportunity to hear from esteemed nurse leaders and policy experts. We will work with the Southeastern Pennsylvania Area Black Nurses Association (SEPABNA) to share with students the focuses of the day and pair them with NBNA members to attend Hill meetings with representatives in Washington D.C. Students have the opportunity to see health policy development in action.

- **When?** February 2, 2023
- This opportunity is **open to all Lincoln University nursing students.**
- **PA-ACCEL will cover the cost of travel to Washington D.C. and hotel accommodations** for students interested in attending this event



*Pictures from NBNA Day on Capitol Hill (2022)

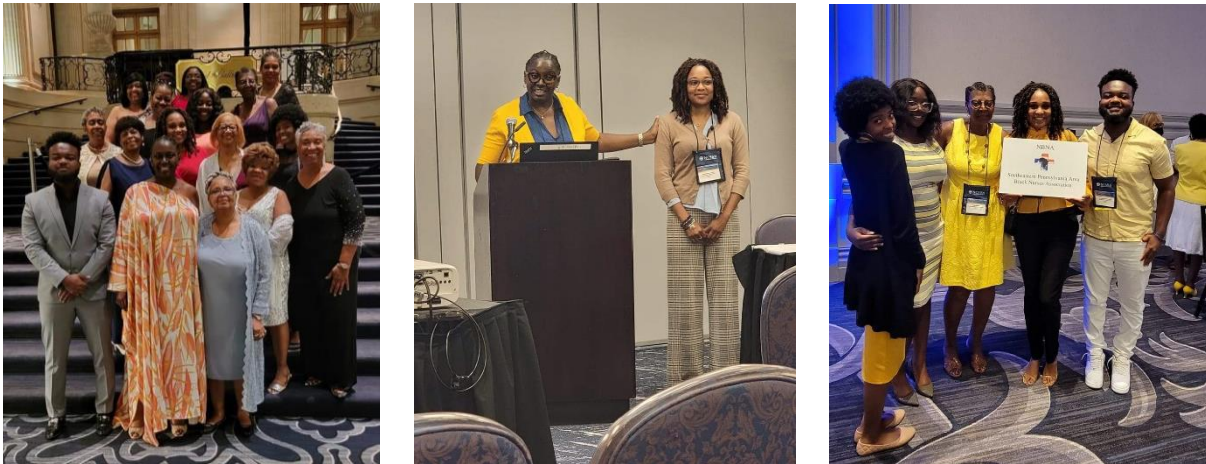
[PA-ACCEL 2021-2022 cohort was featured in the Campaign for Action blog](#)

Training to Prep for Capitol Hill Day

In preparation for the National Black Nurses Day on Capitol Hill, the PA-ACCEL Program Support Team will host monthly meetings with Student-Mentees leading up to the event. During these meetings the PA-ACCEL Program Support Team will introduce The Future of Nursing: *Campaign for Action's* Health Equity Toolkit and review the policy agenda in advance with the students. This will provide a framework for how the students, mentors, and attendees of the

National Black Nurses' Day can think about a specific policy action area that they feel is particularly important or especially resonates with them and follow the recommended guide for how to approach the underlying issue. We hope that this forum allows for rich dialogue and critical conversation going into the Capitol Hill Day where the students feel a connection to at least one of the priority areas and can learn more about how and why the specific policy agenda is advancing health equity in that area.

National Black Nurses Association (NBNA) Annual Conference



**Pictures from NBNA Annual Conference (2022)*

During our 2021-2022 cohort, four students had the opportunity to attend the NBNA Annual Conference in Chicago from July 26 to July 31, 2022. Students were accompanied by Dr. Vilma Davis, Director of Lincoln's Nursing program and Monica Harmon, co-chair of the Nurse Diversity Council.

Monica Harmon was also presenting about the PA-ACCEL Mentorship Program with her student-mentee who had the opportunity to share her experience in the mentorship program. The PA-ACCEL program covered students' flights, hotel accommodations, and meals for the entire conference.

For more information about the NBNA Conference, click [here](#).

****Select students from the 2022-2023 cohort will have the chance to attend NBNA's Annual Conference in 2023. More details to come.***

Additional Benefits for Students

- Graduating Seniors: PA-ACCEL will cover professional nursing and state licensing fees
- Juniors (rising seniors): PA-ACCEL will provide a \$150 gift card to Uniform Advantage for students to purchase nursing uniforms and additional tools needed in their transition to professional nursing practice

Section 3: Mentor Guidelines and Requirements

In order to cultivate a meaningful experience for both mentors and mentees, we ask that you review the following guidelines and requirements before committing to be a mentor. This information is outlined in the Mentor Commitment Letter. Mentors must sign agreement letters to acknowledge their participation and program expectations by **November 1, 2022**.

1. **If you missed the Mentor Information Session, [please watch the recording](#).** This session includes an introduction/program overview from the Program Support Team and provides comprehensive resources that are available for both mentors and mentees.
2. **Please watch the virtual mentor training conducted by Dr. Roberta Waite** that covers topics such as: unconscious bias, navigating mentor/mentee relationships, leadership styles, etc.
[Pennsylvania Action Coalition: Mentor Training Session](#)
3. **Withdrawal/Rematch period until November 1, 2022**
 - a. Mentor and mentee matches are **NOT** permanent until **November 1, 2022**.
 - b. During this time mentors and students have the opportunity to feel out the mentoring relationship and decide if they would like to continue as a Mentor/Student Mentee dyad for the rest of the academic year
 - c. ***If you want to opt out of PA-ACCEL, please contact Senior PA-AC Manager, Zaharaa Davood at zadavood@phmc.org by November 1st***
4. **Meet with your student-mentee for your preliminary meeting**
 - a. **Students are responsible for reaching out via email by September 16, 2022**, to introduce themselves and schedule a preliminary meeting
 - b. Purpose of preliminary meeting: Get to know your Student-Mentee and feel out mentoring relationship
 - c. Establish a Meeting/Communication plan for the entirety of the academic year (preferred method of contact, best time to contact, set expectations/goals, etc.)
****We suggest meeting with your mentee at least once a month. This meeting may be over the phone, over video conference, or in-person. We encourage you to find a mutually agreed upon method. You may also prompt your mentee via email or text.***
 - d. **Helpful Tools:**
 - i. Before meeting: Review the [Preparing for Mentoring Relationship section](#) from the PA-ACCEL Mentor-Mentee Toolkit to prepare before you meet
 - ii. To help create your Meeting/Communication plan: [Mentor and Mentee Reflection Questions worksheet](#)
 - iii. To help assess how the mentoring relationship is working: [Mentoring Partnership Accountability Tool](#)
 - iv. Short activities to use at the beginning of a check-in: [Connecting Through Conversations: Short Activities for Mentors](#)
5. **Create a Post-Graduation Plan with your student-mentee.** Work with your mentee to create a 5-year plan with short term and long-term goals
 - a. **Long-term:** Personal, academic, career-related goal(s) or expectation(s)
For example: Go back to school to become NP, CRNA, or pursue MSN, working in the ICU, etc.

Short-term: Goal(s) or expectation(s) your student-mentee must meet within their first year of being a nurse.

For example: joining a professional organization outside of graduation, earning a certain number of CEs, applying to three graduate schools, etc.

- b. Build this plan throughout your relationship with your mentee and provide a timeline for them to complete their goal(s)/expectation(s)
- c. Mentors and student-mentees will keep track of progress in the program evaluations. We encourage you to keep record of progress throughout meetings with your mentee using the [Post-Graduation Plan worksheet](#)

d. Helpful Tools:

- i. Goals should be specific – [follow SMART goals criteria and framework. Refer to Setting the Goals section in Mentor-Mentee Toolkit](#) (this section is also available on the PA-AC website)
- ii. [We encourage you to keep record of progress throughout meetings with your mentee using the Post-Graduation Plan worksheet](#)

6. **Students must be involved in at least one professional experience** (e.g., job fair, conference, networking event, etc.) during their mentoring relationship. Mentors will provide and share opportunities. Student-mentees can use their experiences from a PA-ACCEL related event to fulfill this requirement.

***Please refer to the [Perks of Being a PA-ACCEL Student](#) in the Mentor-Mentee Toolkit to see a list of professional development opportunities provided by PA-ACCEL**

7. Complete program evaluations:

- a. Evaluation 1: Available November 1, 2022
- b. Evaluation 2: Available February 9, 2023
- c. Evaluation 3: Available May 2023

**These dates are subject to change*

8. Commitment of the Program Support Team

- a. If issues arise, such as scheduling issues, mentee/mentor relationship conflicts, etc., please do not hesitate to contact the Program Support Team.
- b. **The Program Support Team will offer optional monthly meetings for additional support to mentors.** You are encouraged to attend the monthly meetings as a way to connect with the other mentors to share ideas and support one another.

Everything discussed during these meetings are 100% confidential.

WHEN? Second Thursday of every month from 4 – 5 pm! Please reach out to Zaharaa Davood at zadavood@phmc.org for the Zoom link.

9. End of Mentorship Program:

- a. Attend the last mentor monthly meeting – May 11, 2023 from 4 – 5 pm
- b. Formally close your mentoring relationship using the [Closing the Mentoring Relationship](#) section of the PA-ACCEL Mentor and Mentee Toolkit

** We encourage mentors and mentees to continue their mentoring relationship if they want to remain connected. Mentees are encouraged to share with their mentor if they meet goals from their Post-Graduation Plan & NCLEX results after formally closing the mentoring relationship*

10. Enthusiasm, willingness to teach and to learn, honest communication and feedback.

Section 4: Student Guidelines and Requirements

In order to cultivate a meaningful experience for both mentors and mentees, we ask that you review the following guidelines and requirements before committing to be a student-mentee. This information is outlined in the Student-Mentee Commitment Letter. Students must sign agreement letters to acknowledge their participation and program expectations by **November 1, 2022**.

1. **Please watch the recording of the PA-ACCEL virtual Student Information Session.** This session includes an introduction/program overview from the Program Support Team and provides comprehensive resources that are available for both mentors and mentees. [Watch the PA-ACCEL Student Info. Session here.](#)
2. **Withdrawal/Rematch period until November 1, 2022**
 - a. Mentor and mentee matches are **NOT** permanent until **November 1, 2022**.
 - b. During this time mentors and students have the opportunity to feel out the mentoring relationship and decide if they would like to continue as a Mentor/Student Mentee dyad for the rest of the academic year
 - c. **If you want to opt out of PA-ACCEL, please contact Senior PA-AC Manager, Zaharaa Davood at zadavood@phmc.org by November 1st**
**Please note If you choose to withdraw from the mentorship program you will NOT receive benefits from the PA-ACCEL Mentorship Program*
3. **Meet with your mentor for your preliminary meeting**
 - a. **Students are responsible for reaching out via email by September 16, 2022**, to introduce themselves and schedule a preliminary meeting
 - i. [Tips & Templates Establishing Good Communication \(Emails, etc.\) with Faculty & Mentors](#)
 - b. Purpose of preliminary meeting: Get to know your Mentor and feel out mentoring relationship
 - c. Establish a Meeting/Communication plan for the entirety of the academic year (preferred method of contact, best time to contact, set expectations/goals, etc.)
**We suggest meeting with your mentor at least once a month. This meeting may be over the phone, over video conference, or in-person. We encourage you to find a mutually agreed upon method.*
 - d. **Helpful Tools:**
 - i. Tips and templates to email mentor: [Tips & Templates Establishing Good Communication \(Emails, etc.\) with Faculty & Mentors](#)
 - ii. **BEFORE MEETING:** Review the [Preparing for Mentoring Relationship section](#) from the PA-ACCEL Mentor-Mentee Toolkit to prepare before you meet
 - iii. To help create your Meeting/Communication plan: [Mentor and Mentee Reflection Questions worksheet](#)
 - iv. To help assess how the mentoring relationship is working: [Mentoring Partnership Accountability Tool](#)
4. **Create a Post-Graduation Plan with your mentor.** The purpose of the post-graduation plan is to help student-mentees develop short term and long-term goals and/or expectations. Mentors and Mentees are required to discuss a 5-year career plan making it very specific.

Mentees can refer to the [Setting Goals section](#) in the PA-ACCEL Mentor-Mentee Toolkit to help with goal setting

- a. **Long-term:** Personal, academic, career-related goal(s) or expectation(s)
For example: Go back to school to become NP, CRNA, or pursue MSN, working in the ICU, etc.

Short-term: Goal(s) or expectation(s) your student-mentee must meet within their first year of being a nurse.
For example: joining a professional organization outside of graduation, earning a certain number of CEs, applying to three graduate schools, etc.
- b. Mentors and student-mentees will keep track of progress in the program evaluations. We encourage you to keep record of progress throughout meetings with your mentee using the [Post-Graduation Plan worksheet](#)
- c. You are encouraged to share with your mentor if you meet your goals from your Post-Graduation Plan after formally closing the mentoring relationship. Particularly the goals set within your first year of being a nurse.
- d. **Helpful Tools:**
 - i. Goals should be specific – [follow SMART goals criteria and framework. Refer to Setting the Goals section in Mentor-Mentee Toolkit](#) (this section is also available on the PA-AC website)
 - ii. We encourage you to keep record of progress throughout meetings with your mentor [using the Post-Graduation Plan worksheet](#)

5. **Students must be involved in at least one professional experience** (e.g., job fair, conference, networking event, etc.) during their mentoring relationship. Mentors will provide and share opportunities. Student-mentees can use their experiences from a PA-ACCEL related event to fulfill this requirement.

***Please refer to the [Perks of Being a PA-ACCEL Student](#) in the Mentor-Mentee Toolkit to see a list of professional development opportunities provided by PA-ACCEL**

6. **The Program Support Team will offer monthly meetings for additional support to student-mentees.** You are encouraged to attend the monthly meetings to ask questions, address issues, speak with other students about their experience. **Everything discussed during these meetings are 100% confidential.**

NEW: Monthly meetings with scheduled speakers and professional development/leadership activities

WHEN? Second Thursday of every month from 5:30 – 6:30 pm! Please reach out to Zaharaa Davood at zadavood@phmc.org for the Zoom link.

Monthly Meeting schedule:

- **Thursday, 10/13/22 from 5:30 - 6:30 PM** – Health Equity Toolkit Overview – PA-ACCEL Team
- **Thursday, 11/10/22 from 5:30 - 6:30 PM** - Myers-Briggs Inventory Part I - Kesi Howard, M.S.OL, MBTI, CLC

- **Thursday, 12/8/22 from 5:30 - 6:30 PM** – Myers-Briggs Inventory Part II - Kesi Howard, M.S.OL, MBTI, CLC
 - **Thursday, 1/12/23 from 5:30 - 6:30 PM** - Health Policy/Advocacy - Saumya Ayyagari & NBNA Capitol Hill Day Prep - Monica Harmon
 - **Thursday, 2/9/23 from 5:30 - 6:30 PM** - Health Policy/NBNA Capitol Hill Day Recap
 - **Thursday, 3/9/23 from 5:30 - 6:30 PM** - Personality Shapes - Marie Etienne, PhD (Hon) Min., DNP, APRN, FNP, PNP, GNP, PLNC
 - **Thursday, 4/13/23 from 5:30 - 6:30 PM** – Professional Development Event
 - **Thursday, 5/11/23 from 5:30 - 6:30 PM** – End of Year Celebration – Last Student-Mentee monthly meeting
- 7. Complete program evaluations – Students will receive a \$10 Wawa gift card for each submission (opportunity to receive \$30 total)**
- a. Evaluation 1: Available November 1, 2022
 - b. Evaluation 2: Available February 9, 2023
 - c. Evaluation 3: Available May 2023
- *These dates are subject to change*
- 8. Attend the virtual Professional Development event.** This will be a one-day virtual event. More details to follow from the Program Support Team.
- 9. End of Mentorship Program:**
- a. Attend the last student monthly meeting – May 11, 2023 from 5:30 – 6:30 pm
 - b. Formally close your mentoring relationship using the [Closing the Mentoring Relationship](#) section of the PA-ACCEL Mentor and Mentee Toolkit
- * We encourage mentors and mentees to continue their mentoring relationship if they want to remain connected. Mentees are encouraged to share with their mentor if they meet goals from their Post-Graduation Plan & NCLEX results after formally closing the mentoring relationship*
- 10. Students are encouraged to share if they passed/failed NCLEX with mentors.**
- 11. Commitment of the Program Support Team**
- a. If issues arise, such as scheduling issues, mentee/mentor relationship conflicts, etc., please do not hesitate to contact the Program Support Team.
- 12. Enthusiasm and a willingness to learn!**

Post-Graduation Plan

The purpose of the post-graduation plan is to help student mentees develop short term and long-term career related goals. Mentors and Mentees are required to discuss a 5-year career plan making it very specific. Mentees are required to discuss their future career and educational goals with their mentor. Mentors and Mentees can refer to the [Setting Goals Section](#) to help with goal setting

Mentors and Student-Mentees:

- a) Mentors will help their student-mentee create a 5-year career plan with short term and long-term goals.
 - o Short term – goals or expectations your mentee should meet within their first year of being a nurse. For example, within the mentee’s first year of being a nurse, they must earn a certain number of CEs, apply up to three graduate schools, etc.
 - o Long-term goals – personal, academic, career-related. For example, go back to school for master’s degree, moving to a new city, etc.
- b) Mentors and student-mentees, build this plan throughout your mentoring relationship. Mentors provide a timeline for your mentee to complete their goals/expectations.
- c) Mentors and student-mentees will keep track of progress in program evaluations

We encourage mentors and student-mentees to keep record of progress throughout meetings using the [Post-Graduation Plan worksheet](#)

d) Helpful Tools:

- o Goals should be specific – [follow SMART goals criteria and framework.](#)
- o Refer to *Setting the Goals* section in Mentor-Mentee Toolkit ([this section is also available on the PA-AC website](#))
- o [We encourage you to keep record of progress throughout meetings with your mentee using the Post-Graduation Plan worksheet](#)

Participation in Professional Development Experience

Students must be involved in at least one professional experience (e.g., job fair, conference, networking event, etc.) during their mentoring relationship.

Mentors will provide and share opportunities. Student-mentees can use their experiences from a PA-ACCEL related event to fulfill this requirement.

****Please refer to the [Perks of Being a PA-ACCEL Student](#) in the Mentor-Mentee Toolkit to see a list of professional development opportunities provided by PA-ACCEL***

NCLEX Data

- a. We encourage mentors to understand the updated Next Gen NCLEX exam and current data before discussing with the students
- b. Students are encouraged to share if they passed/failed NCLEX with mentors

Monthly Meetings

To provide an extra layer of support to Mentors and Mentees, the PA-ACCEL Program Support Team will host monthly (virtual) meetings to meet with each group separately. During these meetings, student-mentees and mentors can ask the PA-ACCEL Program Support Team questions, address concerns, speak with their peers about their mentoring experience. **These meetings are 100% confidential.**

- First monthly meeting: Thursday, October 13
- **Mentor monthly meetings: second Thursday of every month from 4 – 5 pm.**
- **Student-mentee monthly meetings: second Thursday of every month from 5:30 – 6:30 pm.**

NEW FOR STUDENTS: Monthly meetings with scheduled speakers and professional development/leadership activities:

- **Thursday, 10/13/22 from 5:30 - 6:30 PM** – Health Equity Toolkit Overview – PA-ACCEL Team
- **Thursday, 11/10/22 from 5:30 - 6:30 PM** - Myers-Briggs Inventory Part I - Kesi Howard, M.S.OL, MBTI, CLC
- **Thursday, 12/8/22 from 5:30 - 6:30 PM** – Myers-Briggs Inventory Part II - Kesi Howard, M.S.OL, MBTI, CLC
- **Thursday, 1/12/23 from 5:30 - 6:30 PM** - Health Policy/Advocacy - Saumya Ayyagari & NBNA Capitol Hill Day Prep - Monica Harmon
- **Thursday, 2/9/23 from 5:30 - 6:30 PM** - Health Policy/NBNA Capitol Hill Day Recap
- **Thursday, 3/9/23 from 5:30 - 6:30 PM** - Personality Shapes - Marie Etienne, PhD (Hon) Min., DNP, APRN, FNP, PNP, GNP, PLNC
- **Thursday, 4/13/23 from 5:30 - 6:30 PM** – Professional Development Event
- **Thursday, 5/11/23 from 5:30 - 6:30 PM** – End of Year Celebration – Last Student-Mentee monthly meeting

Program Evaluations

The Program Support Team will distribute evaluations throughout the mentorship program. Evaluations will be conducted through SurveyMonkey to keep track of progress in each mentoring relationship, identify/address problems, offer additional support, etc.

- a. Evaluation 1 (November 1, 2022)
- b. Evaluation 2 (February 2023)
- c. Evaluation 3 End-of-program (May 2023)

****These dates are subject to change***

Formal Closing of Mentorship Program

Formal closing of the mentorship program will be in May/June 2023. We encourage mentors and mentees to continue their mentoring relationship if they want to remain connected. Mentees are encouraged to share with their mentor if they meet goals from their Post-Graduation Plan & NCLEX results after formally closing the mentoring relationship.

[Jump to the Closing the Mentoring Relationship section](#)

Students and Mentors should attend their last monthly meeting with the PA-ACCEL Program Support Team to celebrate/formally conclude the program for the 2022-2023 academic year.

Important Dates:

**** Please note dates are subject to change. The PA-ACCEL Program Support Team will notify Mentors and Mentees about changes.***

1. Student complete Interest Form by **August 30th**
 - a. Students and Mentors are notified about potential match by **September 2**
2. Students should reach out to Mentor and schedule a preliminary meeting by **September 16th**
3. Virtual Mentor and Student Informational session –
 - a. **Mentors – September 8 from 4 – 5 PM**
 - b. **Student Mentees – September 8 from 5:30 – 6:30 PM**
4. **First Student-Mentee and Mentor monthly meeting with PA-ACCEL Program Support Team – October 13th (Second Thursday each month)**
 - a. STUDENTS ONLY: Health Equity Toolkit Overview – PA-ACCEL Team
5. **November 1st**
 - a. Matches permanent
 - b. Review and sign Commitment Letter
 - c. Evaluation 1: Disseminated November 1, 2022
6. **Student-Mentee and Mentor monthly meeting – November 10th**
 - a. STUDENTS ONLY: Thursday, 11/10/22 from 5:30 - 6:30 PM - Myers-Briggs Inventory Part I - Kesi Howard, M.S.OL, MBTI, CLC
7. **Student-Mentee and Mentor monthly meeting – December 8th**
 - a. STUDENTS ONLY: Thursday, 12/8/22 from 5:30 - 6:30 PM - Myers-Briggs Inventory Part II - Kesi Howard, M.S.OL, MBTI, CLC
8. **NBNA Day on Capitol Hill (February 2, 2023)**
 - a. Set firm deadline for participation before **December 15th**
 - b. **Prep for NBNA Capitol Hill Day – January 12**
 - i. **Student-Mentee and Mentor monthly meeting – January 12th**
STUDENTS ONLY: Thursday, 1/12/23 from 5:30 - 6:30 PM - Health Policy/Advocacy - Saumya Ayyagari & NBNA Capitol Hill Day Prep - Monica Harmon
 - c. **Travel to DC – February 1**
 - d. When focus areas available then dedicate time to prep during monthly meetings
 - e. Prep meeting with students attending – third or last week in January

- 9. Student-Mentee and Mentor monthly meeting – February 9th**
 - a. STUDENTS ONLY: Thursday, 2/9/23 from 5:30 - 6:30 PM - Health Policy/NBNA Capitol Hill Day Recap

- 10. Evaluation 2: Disseminated February 9, 2023**

- 11. Student-Mentee and Mentor monthly meeting**
 - a. STUDENTS ONLY: Thursday, 3/9/23 from 5:30 - 6:30 PM - Personality Shapes - Marie Etienne, PhD (Hon) Min., DNP, APRN, FNP, PNP, GNP, PLNC

- 12. NBNA Conference 2023 (August 1 – 6, 2023 in Atlanta)- March 9th**
 - a. Early bird ends **March 31st**
 - b. Confirm interest in attending by **March 1, 2023**, or week after registration and hotel block available
 - i. Total # of students that can attend (TBD)

- 13. Student-Mentee and Mentor monthly meeting**
 - a. STUDENTS ONLY: Thursday, 3/9/23 - Professional Development Event
*More details to come!

- 14. LAST Student-Mentee and Mentor monthly meeting – May 11th**
 - a. End of Year Celebration
*More details to come!

15. Conference Overview meeting with students attending - between July 3 - 14th

16. Evaluation deadlines
 - a. Evaluation 1: Disseminated November 1, 2022
 - b. Evaluation 2: Disseminated February 9, 2023
 - c. Evaluation 3: May 2023

Section 5: Establishing Good Communication Mentors – Tips and Templates

Whether you're writing a professor to make an appointment, ask for an extension or to look for a research opportunity, your emails to faculty members should be clear, polite, and to the point. While we recommend being your authentic self, it is helpful to have a template to help you get started.

Below are some guidelines for how to make a good impression over email.

**Adapted from Stanford Academic Advising 2022*

Email Etiquette

Keep your email professional

If you're emailing a professor for the first time, it's better to err on the side of being too formal rather than too casual. If they prefer that you use their first name, they will let you know. Follow these rules of basic email etiquette:

- Begin with a greeting and address your recipient by title and last name (*Dear Professor Last Name*)
- Pay attention to pronouns (this is for emailing anyone)
- Use full sentences and proper grammar, avoiding slang and emojis
- Keep the tone of your email courteous
- End with a concluding phrase and your name (*Sincerely, Student Last Name*)
- Give a useful subject line (*Assignment on X*)

Stay brief and to the point

Long emails often get ignored until the recipient has time to deal with them, and faculty are extremely busy. Your email should focus on a specific item, such as setting up a time to meet or informing your professor of an upcoming absence. If you need to talk about something more involved, it is probably better to make an appointment to meet in person unless your professor tells you otherwise.

Reply in a timely fashion

Your professors appreciate a prompt reply just as much as you do. If a faculty member asks you for something that will take some time (for example, a report on your progress in the lab), reply quickly to confirm that you're working on the task and provide a timeline for completion. Most faculty appreciate acknowledging receipt of an email (Simply, reply that you have received the email and will follow up).

Emailing to Ask for Extensions, Exceptions, and Allowances

Maybe you've been sick and have been missing class, or maybe you're dealing with an unexpected emergency. Whatever your circumstances, communication is key! It is best to inform your instructors of your situation as soon as you can and ask if they can make allowances for you in accordance with their class and departmental policies.

Briefly explain your situation-- *you don't have to give details if it makes you uncomfortable and you are not required to disclose any personal or sensitive information*. Ask specifically for whatever allowance you're seeking (for example, an extension on a paper, or an alternate exam time). And do mention any support you're getting because your instructors are most likely worried about you.

For example:

Dear Professor So-and-So,

I'm Jane, a student in your X class. Because of a family emergency, I will be away from campus all of next week. I am writing to apologize for my absence from class and ask if I might have an extension on the paper due next Friday. Any allowance you can provide would be deeply appreciated. I have been talking with my Academic Advisor about my situation and have copied her on this message.

Thank you for your consideration, and I look forward to hearing back from you.

*Sincerely,
Jane Student*

In certain cases, there may be department policies or other logistical challenges that faculty need to work out for tests, grading, etc. Therefore, it is always helpful to inform your instructor about your situation and ask as soon as possible for any extension needed. Remember that your professors are human too. They are willing to help you, just keep the doors of communication open.

Emailing a Potential Mentor for the First Time

When you reach out to a new professor that you want to connect with, your goal should be to set up a time to meet and talk in person. Keep your email short and to the point. For example:

Dear Professor So-and-So,

I'm Jane, a prospective X major particularly interested in Y. I am writing you because I noticed that you teach classes in Y/ I read your paper on Y/ the Student Services Officer in your department suggested I reach out to you. I would love to get your advice on how I can get involved with research on Y during my time at Lincoln University. Could I come by during your office hours? Please let me know.

*Sincerely,
Jane Student*

If the professor doesn't respond, don't lose hope! The professor might be particularly busy that week, or out of town, or simply missed your message in a flood of other emails. Try to reach out again. You can send a follow up email, or you can stop by in person during the professor's office hours to introduce yourself and ask if you can set up a time to meet later.

Emailing With your Faculty Mentor

As you develop relationships with particular professors, pay close attention to their communication styles. Especially if you are working with faculty on tangible outcomes (for example, teaching assistant assignment or presentation), it's a good idea to explicitly discuss communication preferences.

Here are some questions you might consider when thinking about a professor's communication style:

- Does this professor respond to emails quickly or is it better to call or stop by office hours for quick responses?
- How formal is the professor in written communication?
- What sorts of questions or topics can be resolved by email, and which require meeting in person?
- Are there situations where a phone or zoom meeting might be preferable?
- Please remember it is important for you to also set boundaries. If you prefer not to answer over weekends or late evenings, do not feel obligated unless there is an urgent situation.
- Some mentors prefer to text with mentees, which is acceptable if mutually agreed upon.

Regardless of your mentor's style, it will benefit you to be the active, responsible party in organizing one-on-one communication. Reach out, respond promptly, and remember to keep your emails short, specific, and courteous.

Section 6: The Mentoring Relationship – Tips for Mentors and Mentees

WHAT IS MENTORING?⁸

Mentoring is defined as a formalized process whereby a more knowledgeable and experienced person actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that person's career and personal development.

The mentor and mentee mentor and mentee agree to a partnership where they will work collaboratively toward achievement of mutually defined goals that will develop a mentee's skills, abilities, knowledge and/or thinking ¹.

WHAT YOU ARE ASKED TO COMMIT TO

- The Mentoring Program
- Committing time to mentoring — making it a priority
- Building a relationship with the student(s) you mentor
- At least 2 meetings per month, at least 1 hour in length each
- Being available by phone/email/text (within reason)
- Communicating openly
- Facilitating the student's learning
- Actively listening and giving feedback without judgment
- Working through any issues that arise in the mentoring relationship
- Evaluating the process
- Learning about yourself

WHAT YOU CAN EXPECT TO GAIN:

- Pride in being a part of someone else's growth and development in the nursing profession
- Growth and development for yourself
- A relationship with a new person
- Satisfaction of sharing your knowledge and experiences
- Practice in listening and giving feedback
- Insights on how others struggle with issues and make choices
- Practice working through issues with others
- Feedback on how you facilitate growth for others
- A chance to inspire others to be mentors while practicing your mentoring skills
- A relationship with a new person

⁸ Choi, Becky, and Lois Zachary, *Mentorship: A Student Success Strategy Mentoring Program Toolkit*. Washington, DC: RWJF and AACN, 2017.

Preparing for Mentoring Relationship

Mentors and student mentees need to prepare before their first meeting so that they have a framework for building a strong relationship and setting goals efficiently and effectively.

Review the following “to do” list and make sure you (mentor and student-mentee) are prepared to create—during your initial conversation—an agreement about how the mentoring partnership will work. Both the mentor and the student-mentee should reflect on the questions to ponder so that they can create an agreement that meets both their needs. Additional helpful questions can be found in the [Mentor and Mentee Reflection Questions worksheet](#).

To Do List	Strategies for Conversation	Questions to Ponder
Take time to get to know each other.	Obtain a copy of each other’s bio in advance of the conversation.	What kind of information might you exchange to get to know each other better? What points of connection have you discovered in your conversation? What else do you want to learn about each other?
Share mentoring stories.	Share your previous mentoring experiences with one another.	What did you like about your experiences that each of you would carry forward in this relationship?
Talk about both the mentee and mentor’s learning and development goals.	Each person should describe their career vision, hopes and dreams, and articulate broad learning goals and the reasons why they are important.	Why does your mentee/mentor want to engage in this relationship? What learning goals would align with each person’s vision of the future?
Determine relationship needs and expectations.	Ask each other what he or she wants, needs, and expects out of the relationship.	Are you clear about each other’s wants, needs, and expectations for this mentoring relationship?
Candidly share personal assumptions and limitations.	Talk about the mentoring assumptions and limitations you each bring to the relationship. Discuss implications for your relationship.	What assumptions do you hold about each other and your relationship? What are you each willing and capable of contributing to the relationship? What limitations do you each bring to the relationship?
Discuss learning and communication styles.	Talk about your personal styles. Use any learning style inventory that appeals to you.	How might each other’s styles affect the learning that goes on in the mentoring relationship?

Adapted from The Mentor’s Guide: Facilitating Effective Learning Relationships (Lois J. Zachary, 2011)

Mentoring Agreement: Creating Shared Understanding

Mentoring Ground Rules

Dimension	Approach
Time	Our meeting will begin and end on time. We will manage our time efficiently. We will put interruptions aside.
Role Expectation	We will engage in active participation. We will honor and respect expertise and experiences.
Communication	Our communication will be open, candid, and direct. We will respect our differences and learn from each other. We will address issues as they come up.
Feedback	We will engage in giving and receiving feedback.
Closure	In the event that our mentoring relationship does not work, we will have a closure conversation.

Adapted from The Mentor's Guide: Facilitating Effective Learning Relationships (Lois J. Zachary, 2011)

Instructions: During your first meeting, after you have shared your preparatory work, move into the phase of negotiation. Establish a shared understanding of how you will work together. Use the following framework to guide the discussion and note the agreements you make so it is clear how the partnership will operate.

Goals:

- Share expectations and goals.
- Identify specific learning goals that each person wants to achieve during the mentoring relationship.
- Identify the process or steps for achieving those goals.
- Identify the criteria for evaluating successful accomplishment of the learning goals.
- Identify how successful completion of the goals will be celebrated.
- Evaluate the goals.

Mentor Role:

- Be a positive, professional role model
- Assist the student mentee in deciding which issues are appropriate to be addressed during the mentoring relationship and which should be referred to another person
- Introduce the student mentee to others; assist mentee in developing professional networks
- Guide the student mentee in developing skills of reflection and learning from experience
- Challenge assumptions and the status quo
- Provide constructive feedback when asked
- Encourage independent decision making

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- Assist the student mentee to set professional career goals
- Provide a listening ear
- Help student mentee identify potential personal and professional development opportunities
- Be aware of personal values/beliefs and ensure these are not imposed on student mentee
- Support, encourage and inspire the student mentee
- Help problem solve and identify potential solutions and relevant resources
- Be empathetic
- We encourage mentors to understand the updated NCLEX exam and current data before discussing with the students

Student-Mentee Role:

- Bring forth professional and career issues for discussion
- Make own decisions
- Be prepared to take risks
- Look for new challenges
- Set professional goals
- Take appropriate advantage of professional development opportunities suggested by the mentor
- Share openly with the mentor
- Accept constructive criticism, use feedback wisely
- Disclose frustrations and concerns

Adopted from Maximizing Your Mentoring Relationships: Resource Guide (Susan Murphy, 2009).

Accountability:

- Decide on frequency of contact and methods (e.g., 2x/month in person, reachable in between meetings by phone, text, email, skype, etc.).
- Discuss communication styles. Do you think out loud? Do you need time to think before responding? Do you prefer face-to-face, phone, email, or some combination of those methods?
- Discuss learning styles — share any assessment (e.g., Myers-Briggs, Learning Styles Inventory, or similar information you may have).
- Discuss how each person likes to receive feedback to direct the discussion and ultimately how feedback is delivered. [Refer to the Feedback Section for more information.](#)

Confidentiality:

- Discuss and agree on confidentiality levels regarding the mentoring subject matter and the mentoring relationship. Is it okay to share information in order to enlist others' support and/or to ensure the best mentoring experience? And, is it okay to share information with others in order to resolve mentoring relationship issues?

Boundaries/ Hot Buttons/ Stumbling Blocks:

- Discuss and agree on boundaries for the relationship (e.g., meetings and calls only during work hours, after hours, at work, at home, expectations around response times to texts and emails).
- Discuss “what ifs” or stumbling blocks that might come up and identify a process for preventing them from derailing the relationship and/or setting the relationship back into motion if it has become derailed.
- Discuss hot buttons. What sets each person off? Determine a process for letting the other person know when a hot button has been pushed.
- Discuss and identify a process for how to handle hot button or other issues that may arise within the mentoring relationship. Can you raise issues face to face? When might you need to raise issues with the Mentoring Program Liaison?

Closure:

- Discuss the best-case scenario for closing the relationship.
- What would we ideally like to see happen when the mentoring relationship comes to an end?
- What can we do to help the relationship reach a positive learning conclusion?
- If the ideal isn’t possible, how can we still ensure a positive learning outcome?
- Anticipate worst-case scenarios and potential obstacles.
- What might get in the way of a positive learning conclusion?
- What might a positive learning conclusion look like under these circumstances?
- Identify the process for how you will close the mentoring relationship. Include a step in the process for reflecting on the relationship and sharing those reflections.
- Identify how you will we celebrate or mark the closure of the relationship.

Adapted from *The Mentor’s Guide: Facilitating Effective Learning Relationships* (Lois J. Zachary, 2011)

Setting the Goals

The mentoring relationship works best when the mentor and student mentee set goals that they can achieve together during the mentoring relationship. The goals set will predominantly be those of the student mentee, but the mentor may also have goals that he or she wants to set.

Why Set Goals?

- ✓ Goals set a clear direction. Goals are a reminder of where you want to go or a level of achievement you want to attain. You set your own goals based on what is meaningful to you. Writing down your goals (making them tangibly real as a commitment) supports successful accomplishment of your goals.
- ✓ Goals focus your time and effort. Goals allow you to focus. Goals are individual choices you make among all the wonderful things there are to do, have or achieve in the world. Without some focus, we would not be able to accomplish much.
- ✓ Goals remind us what we want and why it matters to us. The “why” behind a goal (the reason you want to accomplish the goal) comes from your personal desire and

motivation — what is meaningful to you. Goals can help you remember what is important to you and support you as you keep focused and moving toward the goal.

- ✓ Goals help clarify priorities. If something comes up, you can ask yourself, “Will this new thing get me to my goal?” If not, you can move ahead to your goal without distraction, focusing on those things that get you to your goal...the priorities.
- ✓ Goals provide a way to make daunting achievements realizable. By writing down the action steps for your goals, you identify the framework that allows you to make incremental and steady progress to the ultimate goal.

Use the SMART goal setting criteria and framework on the next few pages to set the goals for the student mentee and the mentor.

A SMART goal is:

- ✓ **Specific** — The goal is clearly identified so that it answers the questions:
 - Who: Who is involved?
 - What: What do I want to accomplish? Is the goal a challenge or a stretch for the mentee and/or the mentor, with a focus on future development?
 - Where: Identify a location, if appropriate.
 - Which: Identify requirements and constraints, if any.
 - Why: Specific reasons, purpose or benefits of accomplishing the goal. Why is the goal important to your development and success?
- ✓ **Measurable** — The success toward meeting the goal can be measured. Measurement is objective and answers the question: How will I know if I’ve done it?
- ✓ **Action-Oriented and Attainable** — Action-oriented means you must identify the strategy or strategies for how you will achieve the goal. In addition, an attainable goal answers the question: Can the strategies be executed in the time frame I select?
- ✓ **Realistic** — To be realistic, a goal must represent an objective toward which you are both willing and able to work. A realistic goal answers the question: Am I willing and able to do this?
- ✓ **Timely** — The goal has a clearly defined time frame including a target date. Having a time frame answers the question: When will I achieve the goal?

Goal Setting Framework

Goal: What do you want to achieve?	Action Steps/Strategies: What steps will you take to achieved the goal? Measurement/Objective	Evidence: How will you know when each goal is achieved? What will you be doing or saying differently?	Celebration: What will you do to celebrate reaching each goal?

Evaluating the Goals

1. Is your goal clearly anchored in the future? How do we know that?
2. Is the goal realistic? What evidence do we have to support that it is?
3. Will the goal be challenging? That is, is it a stretch goal rather than a maintenance goal? In what ways?
4. Will this goal help you grow personally or professionally? How?
5. Will this goal require you to make a personal investment of time, energy, and effort? Is this something that you can manage?
6. Is this goal achievable within the timeframe of our mentoring relationship? What makes you think that it is (or is not)?
7. Will you feel a sense of pride and satisfaction in accomplishing this goal? How will that manifest?
8. Is attaining the goal in your best professional or personal interest and in the best interest of your organization? In what ways?

Adapted from The Mentor's Guide: Facilitating Effective Learning Relationships (Lois J. Zachary, 2011)

Building Rapport

Rapport is the feeling between two or more people that they can relate to each other. Two people have established rapport when closeness, empathy, and mutual liking characterize their relationship. In the absence of rapport, people may show little interest in interacting spontaneously and enthusiastically with one another.

There are two ways to communicate with other people:

1. Emphasize the differences between you and other people; or
2. Emphasize the things you share.

If you emphasize the differences, you will find it hard to establish rapport. If you emphasize what you share, it is much easier to build rapport.

- ✓ Be approachable — If you are standing with your arms crossed and an ugly grimace upon your face, you will not have a chance to build rapport because no one will approach you unless they have to. If they do, they have likely already made a decision about you.
- ✓ Make eye contact and smile — When you make eye contact with a person, wait a second and then give them a big, warm, open lipped smile. The concept behind waiting is that you are letting this person know that you do not smile constantly, but rather you are smiling at them personally. Hold the eye contact (this does not apply in some countries where prolonged eye contact is considered rude; research is key if you are meeting someone from another culture).
- ✓ Initiate conversation — If the other person has not initiated conversation, you can initiate conversation. Remember to maintain a pleasant tone and a moderate speaking speed. Don't let nervousness speed up your conversation!

- ✓ Be curious — The idea is to keep the conversation going back and forth with each of you talking. No one person should dominate the conversation. Each person should be asking interesting and relevant questions.
- ✓ Listen actively — Listen actively to what a person says to you. Try to pick up on some subtleties here, as well as some of their common phrases. As they speak to you, make sure to keep your eyes on them (you can look away occasionally, DO NOT appear to be creepy) and nod your head to indicate you are listening.
- ✓ Mirroring — Mirroring is not mimicking. Mirroring means that you may use some of the words or phrases that the other person uses, or you may choose to position yourself in the same way the other person is positioned. When people use similar language — whether spoken or body language — the similarities foster rapport building.

Adapted from How to Build Rapport (Robert Mullis) and Maximizing Your Mentoring Relationships: Resource Guide (Susan Murphy, 2009)

Mentors – Utilize the [Diversity & Inclusion resources and trainings](#) on the PA Action Coalition website when building rapport with your student mentee.

Support, Vision, and Challenge

The mentor and student mentee work in partnership to make the mentoring relationship a success. Both the mentor and student mentee need to be aware of how the mentor will fulfill the mentor role (awareness of the process) and that the relationship is a partnership that the mentee must fully participate in to be able to grow and to develop.

The mentor’s actions in enabling growth fall into three general areas: support, vision, and challenge. The mentor should periodically reflect on the questions posed below and share the answers with the student mentee so that the process of mentoring is transparent.

<p>Support</p> <ul style="list-style-type: none"> • Listening • Providing structure • Expressing positive expectations • Serving as an advocate • Sharing yourself • Making it special 	<p>What specific support can you provide to help your mentee grow and develop?</p>
<p>Vision</p> <ul style="list-style-type: none"> • Modeling • Keeping tradition • Offering a map • Suggesting new language • Providing a mirror 	<p>In what ways can you help your mentee see, develop, and realize his/her vision?</p>
<p>Challenge</p> <ul style="list-style-type: none"> • Setting tasks • Engaging in discussion • Setting up dichotomies 	<p>What specific strategies can you use to challenge your mentee?</p>

<ul style="list-style-type: none"> • Constructing hypotheses • Setting high standards 	
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Adapted from The Mentor's Guide: Facilitating Effective Learning Relationships (Lois J. Zachary, 2011)

Enabling Growth: Facilitating Learning

As the mentoring relationship gets off to a start, both the mentor and the mentee will be learning a great deal. For the student mentee, participation in a nursing program as an adult learner brings challenges that magnify the intensity of the undertaking. The mentor's role is to enable the mentee's growth and development by facilitating the mentee's learning.

In order to facilitate learning, the mentor's approach to the relationship should enable the student to move through the stages of learning, help the student grow through learning, and provide constructive feedback so that the student can reflect on and select new avenues and challenges that will help them keep up the cycle of growth and development.

Stages of Learning and Level of Competence

It is helpful for both the mentor and mentee to understand not only the stages of learning as it relates to the student mentee's levels of competence as they move through the nursing program, but also the mentor's role during the stages of learning ¹.

Level	Learners	Mentor's Role
Level 1: Unconsciously incompetent	Learners are unaware of what they do not know; or they may assume they know something when they really don't. Confidence exceeds ability	Support discovery of how much mentee needs to learn (blind-spot awareness)
Level 2: Consciously incompetent	Learners become aware of what they do not know (the gaps) and can articulate, "I don't know how to do that." Confidence drops	Encourage by helping mentee understand mistakes. Ask questions to deepen thinking. Facilitate application of new knowledge.
Level 3: Consciously competent	Learners want to take learning deeper. They know the information, process, and skill but need to carefully think through the process. Confidence rises.	Provide opportunities to practice. Offer feedback.
Level 4: Unconsciously competent	Learners know the information, process, skill, etc. and demonstrate competency at using it; but they no longer have to think through the steps.	Engage in reflection on practice to facilitate continuous improvement. Watch for signs of complacency.

	Confidence is demonstrated.	
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Adapted from The Mentor’s Guide: Facilitating Effective Learning Relationships (Lois J. Zachary, 2011)

Feedback

Phase	Key Components	Questions/Issues for your Mentee
Set the Stage	<ul style="list-style-type: none"> • Talk about the value of feedback. • Early on, create the expectation that feedback will be part of the process. • Ensure that feedback is provided on a regular basis. 	<ul style="list-style-type: none"> • What are your personal challenges? • What kind of feedback works best for you? • What areas do you expect or need to receive feedback in?
Give Feedback	<ul style="list-style-type: none"> • Wait until the relationship and trust have been established. • Allow sufficient time to provide effective feedback. • Ensure privacy. • Address positives as well as specific areas for improvement. • Think about their individual needs. • Link to their goals, organizational imperatives, and areas of self-development. • Allow opportunities for them to respond. 	<ul style="list-style-type: none"> • Is it the right time to give feedback? • Set a context by identifying the areas you want to focus on. • Direct your feedback toward something that is changeable. • Be specific and descriptive. • Be non-judgmental. • Be authentic. • Be respectful of different perspectives. • Check to ensure they understand. • Make eye contact. • Balance candor and compassion.
Ask for Feedback	<ul style="list-style-type: none"> • Listen and stay focused. • Avoid being defensive. • Ask questions for clarity. • Acknowledge the other person’s point of view. • Summarize your understanding. • Incorporate insights into your next feedback. 	<ul style="list-style-type: none"> • Was my feedback helpful towards improving your performance? • What else might I have done to help make the feedback more useful for you?

Adapted from The Mentor’s Guide: Facilitating Effective Learning Relationships (Lois J. Zachary, 2011)

Tips for Giving and Receiving Feedback:

In the mentoring context, the mentor and student mentee can practice and refine giving and receiving feedback as the mentoring occurs and when they reflect on the mentoring relationship itself.

Feedback is information about past behavior, delivered in the present, which may influence future behavior. The choice is always the receiver's as to what to do with feedback.

Receiving feedback can feel threatening. We probably have memories about feedback from our childhood when feedback was “for our own good” given by somebody more powerful than us. You may receive thousands of instances of feedback every day, not all of it about you. Some of it is about what someone else thinks you are doing or wants you to be doing, or even who you remind them of!

Feedback can be a gift, however, and we need to ask for it in order to achieve growth. Asking for feedback can be difficult and takes some courage because we fear what we may hear. The following steps will help to ensure you receive useful feedback:

Ask, Listen, Thank, Reflect, Follow-Up

Giving effective feedback is hard work. The giver only perceives certain aspects of the receiver's behavior and organizes these perceptions in ways meaningful to the giver. The giver's feelings determine the style, choice of words, and emotional tone that comprise the entire feedback package. The fact is that we reveal ourselves by giving feedback. Receivers can usually sense the existence of hidden motives in feedback. Introspection and care are important. Although these warnings are about being careful about choosing to give feedback, the most common mistake is not giving feedback when you should!

Be clear — Why you are giving the feedback? For example, I want to improve our working relationship. Here is some information about what's getting in the way.

Be specific — Tell them what you perceive and the meaning you give to that perception. Tell them how you feel about what you perceive and how you feel about that feeling.

Speak to behavior — These are the objective things someone can choose to do something about. For example, “I notice that..., I saw you..., I heard you say...” Be direct and avoid preambles such as “I don't want to hurt your feelings.”

There are different types of feedback and they can be appreciative or constructively challenging: Consider carefully what kind of feedback you are giving. Ask yourself what your intent is in giving it? Do you want to be helpful as a mentor, to deepen a relationship, or share a common experience?

What you are giving to the person receiving the feedback is your perception. Making the receiver aware of your perception gives that person insight into how not only you react, but how others may as well. The receiver can then use the information to adjust behaviors if they wish to. For this reason, receivers have more control than they realize.

For both the mentor and the student mentee, the following tips help distill general feedback knowledge into a format that can be used during mentoring:

FAST APPRECIATIVE or POSITIVE FEEDBACK (Frequent, Accurate, Specific, Timely)

- Provide feedback immediately or as soon as possible after the action has taken place. This is the “educable moment.”
- Provide specific details about what you observed that the mentor or student mentee did well.
- Show how behavior relates to the mentor’s or student mentee’s goals.
- Let the student mentee or mentor know that you appreciate the extra effort and good results.
- Praise “approximately right” behavior with learners.

FAST CORRECTIVE FEEDBACK

- Provide feedback immediately or as soon as possible after the action has taken place. This is the “educable moment.”
- Have the learner point out what s/he is doing well.
- Provide the learner with alternative behaviors.
- Make sure the feedback describes what the person is doing — that it’s about the activity, not critical of the person — and relate feedback to the goal.
- Whenever possible, provide corrective information before errors occur.
- End on a positive note in order to keep self-esteem intact.

Adapted from Maximizing Your Mentoring Relationships: Resource Guide (Susan Murphy, 2009)

Maintaining the Mentoring Relationship

Like any other kind of relationship, a mentoring relationship needs to be maintained. The skills and abilities needed to maintain a mentoring relationship are grounded in communication: building rapport, listening, resolving differences constructively, and reflecting on the mentoring process.

The mentor and student mentee should use the resources on the following pages to bolster their skills and abilities as they move through the mentoring relationship.

Listening

Excellent mentors actively listen, and mentees rank listening high among traits of ideal mentors. Unfortunately, people in mentoring roles often mistakenly rush to offer advice, provide suggestions and answers, or tell their own story without really listening to what their mentees’ real concerns are. What can mentors do to show active listening?

- Mentors can use non-verbal responses (e.g., nodding, maintaining eye contact, smiling in conjunction with their verbal prompts to encourage the mentee to continue—such as “yes,” “tell me more about that,” and “uh huh”).
- They don’t interrupt until the mentee has finished his or her presentation of ideas.
- They let the mentee know what they heard by paraphrasing what the mentee said.

- Provide ideas or information that the mentee can use to develop his/her own solution, when the mentee asks for your input.
- Agree early-on how they will give advice. Should it be given only when the mentee specifically asks for it? Or, would they be receptive to being asked “Could I give you a suggestion?” and waiting for the mentee to say “yes” before doing so.
- State advice and feedback in the first person singular. Many of us are tempted to start with “You ought to...” or “You should...” because everyone likes to give advice. Unfortunately, these statements can raise defenses and cause resistance. Try “What I’ve found helpful...” and “What works for me...” By referring to ourselves, we don’t sound critical or judgmental of the mentee. We’re merely giving him or her the benefit of what we’ve learned or experienced, not telling the mentee what he/she should do. Adults seldom want to be told what they should or shouldn’t do or how to do it, but an idea or a bit of information offered in a neutral way becomes something they can identify with and use.
- Let the mentee know which emotions you’re sensing from the mentee (“you sound frustrated,” or “you sound upset,” or “you sound disappointed”).
- Seek to understand. Direct communicators use “Why?” to help them get the picture. However, many women and some men are indirect communicators. “Why?” instantly puts an indirect person on the defensive. He or she may feel judged and vulnerable when queried in this manner. If, as the mentor, you are curious, try: “Help me understand...” This can be much less disconcerting.
- Some other useful questions the mentor might ask:
 - “What have you learned about your project that you didn’t expect to learn?”
 - “How is this project different from the last one you managed?” “How is it similar?”
 - “If you could handle that situation again, what would you do differently?”

Adopted from Maximizing Your Mentoring Relationships: Resource Guide (Susan Murphy, 2009)

Resolving Differences

Is there a problem? Mentorships are special relationships, and because they are subject to human foibles, they sometimes do not work out as planned. How do mentors and mentees know when their relationship is in trouble?

Three warning signs are:

1. The mentor or mentee does not believe some of the important developmental or professional needs are being met.
2. The mentor or mentee senses that the cost of the relationship outweighs the benefits.
3. The mentor or mentee feels distressed or harmed by the relationship.

What is the conflict about? The first step for the mentor and student mentee, should they feel something is not working in the mentoring relationship, is to reflect on the issue and see if they can resolve it with these resources. If not, then the mentor and the student mentee should approach the mentoring program liaison.

In determining if they can resolve the conflict, the mentor and mentee should look at what kind of conflict they are having — content or relationship conflict. One of the most common reasons that disagreements evolve into conflict is because we confuse conflicts over actual content — a real issue — with conflicts having to do with the relationship between the two people in disagreement.

A content conflict involves a disagreement about something tangible — a specific and measurable fact like the distance from one city to another, the number of ounces in a pound, or the percentage the phone bill was hiked.

A relationship conflict centers around what's occurring between two people on an interpersonal level — their feelings, emotions, and perceptions. Relationship conflicts occur when someone believes, for example, that the other person is disregarding him or her, or is not respectful of him or her.

How can we resolve the conflict? Conflict really means that differences have come up. Not all differences are necessarily negative (e.g., I like coffee, my mentor likes tea). When differences involve emotional reactions, then they can turn into what is commonly considered conflicts between personalities.

Steps for Resolving Conflict

1. Focus on the problem or issue, not the person.
2. Maintain self confidence and self-esteem of the other person.
3. Maintain a positive and constructive relationship.

When dealing with conflict, it is important to determine exactly what the conflict is as well as the outcome you desire. Conflict between mentors and mentees usually arises from misunderstanding, misinterpretation, miscommunication, or differing opinions.

It is also important to understand the difference between conflict and personal attacks. Conflict is a natural result of two unique individuals interacting and challenging each other, especially in a development environment, and has positive benefits.

Personal attacks are when differences shift from the issue or opinion, causing the conflict to the personalities or individuals involved. Personal attacks are usually highly volatile because they are emotionally driven (by anger or frustration) and based on perceptions about someone's character or motives. When conflict manifests into personal attacks, the original issues are no longer the problem because the conflict has ceased to be rational and has now become personality centered. Outside assistance should be considered when this occurs in mentoring relationships.

To successfully manage conflict, you need to be able to:

- Develop a supportive rather than defensive environment.
- Clearly understand what you want to happen.

- Explicitly express why you feel there is conflict.
- Listen openly and accurately to feedback.
- Check the meaning behind the messages you are giving and receiving.
- Seek to identify a common goal through compromise.
- Discuss the issues (use facts rather than opinions).
- Stay solution focused.

What to do:

- Take time to reflect before resolving a conflict. Conflicts do not have to be resolved in the moment, particularly if there are emotions involved.
- Write down what you think the area(s) of conflict are. Be clear and specific.
- Write down why you think these are area(s) of conflict. Identify the other person's perspective (be prepared to ask for this if you don't know it) and how it differs from yours.
- Prepare for your conversation. Set a supportive climate. Do not be defensive.
- Be prepared to listen. Use active listening techniques: paraphrasing, clarifying questions, etc.
- Be prepared to move forward in a healthy, positive way.
- Determine how future conflicts will be addressed.

Adopted from Maximizing Your Mentoring Relationships: Resource Guide (Susan Murphy, 2009) and The Elements of Mentoring (Brad W. Johnson, 2004)

Reflection and Accountability

While communication is THE key to the mentoring relationship on an ongoing basis, the mentoring relationship itself needs to be tended to from time to time. Periodic reflection about the relationship allows the mentor and student mentee to fine-tune how they work together so that the student mentee gets the support he or she needs.

We suggest mentors and mentees to use the [Mentoring Partnership Accountability Tool on the PA Action Coalition Website](#) to conduct periodic evaluations between one another to discuss how the mentoring relationship is working. The reflective evaluation can be used over and over throughout the course of the mentoring relationship.

Section 7: Closing the Mentoring Relationship

Set a specific meeting to bring the relationship to a close at the end of the program. Prior to the closing meeting, we suggest both the mentor and student mentee reflect on the following questions with the goal of sharing the responses with each other. The mentor and student mentee can share what the relationship fostered for each of them and will formally close the mentoring relationship.

Student-Mentees: You are encouraged to share with your mentor your NCLEX exam results and if you met your goals from your Post-Graduation Plan after formally closing the mentoring relationship.

Closing Reflections

What did I learn from this relationship; what is my learning conclusion?

A learning conclusion is a highly focused conversation about the specific learning derived from the mentoring experience. It is a no-fault conversation focusing on both the process and the content of the learning.

- Were the learning goals realized?
 - If yes, what did you learn as a result of reaching your learning goals?
 - If no, what got in the way? What do you need to do to reach them?
- What else do you need to learn?
- What worked well for you in the relationship?
- What did you learn as a result of the process?
- What did you learn about yourself as a learner?
- What did you learn about mentoring? About being a mentor? A mentee?
- What would you do differently next time?

Have I integrated my learning?

Integrating learning means applying and integrating what you have learned as a result of the relationship—taking it to the next step and leveraging your learning.

- How you will apply what you've learned?
- What you will do as a result of what you've learned?
- What action steps you will take?

How will I celebrate my learning success?

Celebration is a fundamental part of concluding a mentoring relationship. It reinforces learning and signals the transition process which redefines the relationship.

- What are meaningful ways to celebrate what you've accomplished?
- How will you express appreciation as part of the celebration?

How will we redefine the relationship?

Redefining the relationship is an important step. Your relationship with your mentoring partner will be different once the mentoring relationship ends. You may decide to continue the relationship on an ad hoc basis or informally. Be proactive and talk about these changes before they take place and then move on.

- What kind of relationship would I like to have going forward?

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