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

MENTOR-MENTEE TOOLKIT

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Contents

Section 1: Overview and Purpose

Importance of mentorship programs

The PA-AC Cohort of Exchanged Learning (PA-ACCEL) Mentorship Program is a pilot mentorship program created by the Pennsylvania Action Coalition (PA-AC) in partnership with the Lincoln University Department of Nursing. Mentoring provides lifelong learning and professional resilience to students 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[1].

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.

About the 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 cultural competency 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). 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. A more pluralistic, culturally sensitive workforce will help address these gaps in health equity.

To address these gaps, the Pennsylvania Action Coalition's Nurse Diversity Council (PA-NDC) and Lincoln University are partnering to start the PA-AC Cohort of Exchanged Learning (PA-ACCEL), a virtual mentorship program to bolster the nursing students' capacity to be successful both in nursing school and in their transition to professional nursing practice. Lincoln University of Pennsylvania is designated as a Historically Black College and University (HBCU). HBCUs are higher education institutions in the United States started before the Civil Rights Act of 1964. These institutions primarily serve African Americans and address segregation practices in higher education from slavery to the last half of the 20th century. A mentee cohort of 15 senior nursing students from Lincoln University will each be matched with one (1) professional mentor from various nursing fields for one (1) academic year. Throughout this program mentors and mentees will meet virtually and the Program Support Team will provide helpful resources and schedule virtual workshops and program activities to help navigate the mentee-mentor relationship.

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[1] Dorsey, Laurie, and Constance Baker, "Mentoring Undergraduate Nursing Students Assessing the State of the Science." *Nurse Educator*, Number 6 (vol. 29), Lippincott Williams & Wilkins, Inc., 2004, (pp. 260-265).

Expected program outcomes for students include

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 about 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 include

1. Pride in being a part of someone else's growth and development in the nursing profession
2. Growth and development for yourself
3. A relationship with a new person
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
10. A relationship with a new person

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
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

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 is designed to outline expectations of mentors and mentees throughout the virtual mentorship program and provide resources for both mentors and mentees to help guide their mentor-mentee relationship. 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.

Section 2: Program Details & Requirements (2020-2021 Cohort)

Orientation Meeting (first meeting)

Mentors will contact students first via email by Tuesday, October 6, 2020 to schedule the Orientation Meeting (first meeting) with the mentee.

Before Orientation Meeting –
   a. **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.

   b. **Mentors please watch the virtual mentor training conducted by Dr. Roberta Waite** from October 17, 2019 that covers topics such as: unconscious bias, navigating mentor/mentee relationships, leadership styles, etc. Also review other resources listed in the **Mentor Resources** section.

During Orientation meeting –
   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 virtually)*
   5. The mentor and mentee are responsible to establish a Meeting/Communication plan for the entirety of the academic year during their first meeting. This meeting may be over the phone, over video conference, or in-person. We highly encourage these meetings to be virtual.

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:

a) You will help your mentee create a 5-year career plan making it very specific. 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.
b) Build this plan throughout your relationship with your mentee and provide a timeline for them to complete their goal(s)/expectation(s)
c) Mentees must be involved in at least one professional experience, such as a job fair, conference, networking event, etc. during their mentoring relationship. Mentors should provide and share opportunities with their mentee.
d) The mentor is responsible to document the progress of this plan in the program evaluations. To help keep track of progress during meetings, document details in **the Post-Graduation Plan Worksheet (located under PA-ACCEL Mentor Resources)**

Student Mentees:

a) Prepare for your meetings with your mentor by thinking about questions about transitioning into the nursing career.
b) 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.
c) Mentees are responsible of keeping track of their progress by documenting details in **the Post-Graduation Plan Worksheet (located under PA-ACCEL Student Mentee Resources)**
d) You are responsible for submitting your Post-Graduation Plan to the Program Support Team
e) 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.

Student Mentee - Mentor Stipend:

A. Each mentor and student-mentee dyad will receive a $100 check to use during the remainder of the mentoring program.

1. Mentors and student-mentees please discuss immediately about how to spend the funds.
2. The funds will be mailed to the student-mentee in the upcoming weeks.

B. How the check is used is at the discretion of each mentor and student-mentee dyad. **Once again, it is important to discuss with each other how to use these funds.** The funds can be used for multiple activities, services, resources, tools, etc. A few ideas below – but not limited to:
   a. Student resources/tools
   b. Additional NCLEX prep materials or programs
   c. A professional development or bonding activity between each mentor and student-mentee dyad. For example, ordering food and sharing a virtual meal together or virtual coffee dates.

C. **It is not a requirement for the funds to be shared 50/50 between each mentor and student-mentee dyad.** Meaning 100% of the funds can be used for the student-mentee if that is what both mentor and student-mentee agree upon.

D. If the check is used for a service, such as NCLEX prep materials/programs, and the check **only covers a partial amount of the total cost, then the student-mentee is responsible for the remainder of the costs.**

E. <u>**Student-mentees are responsible for the following:**</u>

   1. **Receipts must be provided for everything purchased. [Please upload receipts here, there is a folder for every mentor and mentee pair.](#)**

   2. *[Please let us know how you plan to use the check by filling out this chart here with details about purchases.](#)* **This must be completed when a purchase is made.** *(This will help us with program evaluation and give us ideas for the next mentoring cohort.)*

NCLEX Data

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

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) Initial evaluation → December 2020/January 2021
   b) Mid-year evaluation → February/March 2021
   c) End of Program evaluation → May/June 2021

Formal Closing of Mentorship Program

Formal closing of the mentorship program will be in June 2021. 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](#)

Section 3: The Mentoring Relationship – Tips for Mentors and Mentees

WHAT IS MENTORING?[2]
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

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[2] 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

- 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:
  o Who: Who is involved?
  o 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?
  o Where: Identify a location, if appropriate.
  o Which: Identify requirements and constraints, if any.
  o 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 works 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.

Support • Listening • Providing structure • Expressing positive expectations • Serving as an advocate • Sharing yourself • Making it special	What specific support can you provide to help your mentee grow and develop?
Vision • Modeling • Keeping tradition • Offering a map • Suggesting new language • Providing a mirror	In what ways can you help your mentee see, develop, and realize his/her vision?
Challenge • Setting tasks • Engaging in discussion • Setting up dichotomies	What specific strategies can you use to challenge your mentee?

• Constructing hypotheses • Setting high standards	

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.	

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	• 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.	• 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	• 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.	• 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	• 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.	• 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.

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?

Section 3: Mentor Resources

Preparing for Mentorship Role

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**

Mentoring Partnership Accountability Tool

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.

Student Mentee-Mentor Stipend:

Each mentor and student-mentee dyad will receive a $100 check to use during the remainder of the mentoring program. Checks will be mailed to the student-mentees and how the check is used is at the discretion of each mentor and student-mentee dyad.

Funds can be used for multiple activities, services, resources, tools, etc. shared between each mentor and student-mentee OR 100% of the funds can be used for the student-mentee if that is what both mentor and student-mentee agree upon. **Once again, it is important to discuss with each other how to use these funds.**

Mentors you are responsible for discussing with your Student-Mentee about how to use these funds.

Please remind your student-mentee they are responsible for the following:

- ✓ **Uploading receipts for everything purchased. Please upload receipts here, there is a folder for every mentor and mentee pair.**

- ✓ **Please let us know how you plan to use the check by filling out this chart here with details about purchases.** **This must be completed when a purchase is made.** *(This will help us with program evaluation and give us ideas for the next mentoring cohort.)*

- ✓ If the check is used for a service, such as NCLEX prep materials/programs, and the check **only covers a partial amount of the total cost, then the student-mentee is responsible for the remainder of the costs.**

Post-Graduation Plan Worksheet

Post-Graduation Plan Worksheet

Webinars/Trainings & Diversity and Inclusion Resources

- Cultural Humility Versus Cultural Competence: A Critical Distinction Defining Physician Training Outcomes in Multicultural Education
- Self-Reflection in Multicultural Training: Be Careful What You Ask For
- Dialogue as a Skill: Training a Health Professions Workforce That Can Talk About Race and Racism
- Creative and Innovative Mentoring Program for Improving Diverse Students in Education
- Diversity and Inclusion: Promoting Health Equity by Understanding Unconscious Bias
- Cultural Humility and Nursing in BC / BC Patient Safety & Quality Council
- Improving Student Wellness by Understanding Microaggressions
- Fostering Mental Health and Wellbeing Among Students and Faculty
- ***Disrupting Disparities in Pennsylvania: Retooling for Geographic, Racial and Ethnic Growth Report***
    - Read Report
    - More information about report
- ***A CRITICAL CONVERSATION ON HEALTH EQUITY AND RACISM Summary Report***
- ***The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity***
    - Read the full report
    - Read the report highlights
    - Report recommendations:
        - *Lifting Nurse Practice Barriers to Advance Health Equity*
        - *Paying for Health Equity*
        - *Preparing Nurses to Respond to Disasters and Public Health Emergencies*
        - *Transforming Nursing Education*
        - *Valuing Community and Public Health Nursing*

Mentoring Relationship Resources

- Pennsylvania Action Coalition: Mentor Training Sessions led by Dr. Roberta Waite EdD, PMHCNS, ANEF, FAAN
- What Every Mentor Needs to Know
- Mentoring Undergraduate Nursing Students: Assessing the State of the Science
- National Mentoring Month Video
- **Robert Wood Johnson Foundation New Careers in Nursing**
    - Mentor Training
    - MENTORSHIP: A STUDENT SUCCESS STRATEGY MENTORING PROGRAM TOOLKIT

Leadership Resources

- **Networking and Professional Development**
- **National Nurse-Led Care Consortium – Training and Webinars**
- **American Organization for Nursing Leadership**
    - o **Leading Through Crisis: A Resource Compendium for Nurse Leaders**
- **The Spirit of 1848 *A Network Linking Politics, Passion, & Public Health* (**an officially recognized caucus within the **APHA)**

Mindfulness & Self-Care Resources

- **ANA's Self-Care Package for Nurses**
- **American Holistic Nurses Association**
- **APNA**
- **Apps and Podcasts:**
    - o **Headspace app**
    - o **The Science of Happiness Podcast**
    - o **Everybody Yoga with Jessamyn Stanley**
    - o **Celeste the Therapist Podcast**

Section 4: Student-Mentee Resources

Preparing for Mentorship Role

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**

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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.

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Each mentor and student-mentee dyad will receive a $100 check to use during the remainder of the mentoring program. Checks will be mailed to the student-mentees and how the check is used is at the discretion of each mentor and student-mentee dyad.

Funds can be used for multiple activities, services, resources, tools, etc. shared between each mentor and student-mentee OR 100% of the funds can be used for the student-mentee if that is what both mentor and student-mentee agree upon. **Once again, it is important to discuss with each other how to use these funds.**

Student-Mentees are responsible for the following:

- ✓ **Receipts must be provided for everything purchased. Please upload receipts here, there is a folder for every mentor and mentee pair.**

- ✓ **Please let us know how you plan to use the check by filling out this chart here with details about purchases.** **This must be completed when a purchase is made.** *(This will help us with program evaluation and give us ideas for the next mentoring cohort.)*

- ✓ If the check is used for a service, such as NCLEX prep materials/programs, and the check **only covers a partial amount of the total cost, then the student-mentee is responsible for the remainder of the costs.**

Post-Graduation Plan Worksheet

Post-Graduation Plan Worksheet

Webinars/Trainings

- Institutionalizing a Culture of Moral Resiliency Webinar Series
- LGBTQIA+ Health Resources Webinar Series
- Diversity and Inclusion: Promoting Health Equity by Understanding Unconscious Bias
- Fostering Mental Health and Wellbeing Among Students and Faculty

Scholarships & Financial Aid

- AACN Scholarships & Financial Aid

Career Resources/Professional Nursing Organizations

- Health Equity Toolkit Resource Hub – Campaign for Action
- Nursing Career Map as Resource for Nursing Students
- AACN Career Resources
- ***The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity***
  - Read the full report
  - Read the report highlights
  - Report recommendations:
    - *Lifting Nurse Practice Barriers to Advance Health Equity*
    - *Paying for Health Equity*
    - *Preparing Nurses to Respond to Disasters and Public Health Emergencies*
    - *Transforming Nursing Education*
    - *Valuing Community and Public Health Nursing*

Podcasts

- At the Core of Care
- Amplify Nursing
- The Nurse Keith Show
- Tobi Talks
- Health's Up
- SEE YOU NOW
- The Handoff
- Nurses and Hypochondriacs

Balancing Personal and Academic Responsibilities

- Mindfulness & Self-Care
  - **ANA's Self-Care Package for Nurses**
  - **American Holistic Nurses Association**

- o **APNA**
- o **Apps and Podcasts:**
  - **Headspace app**
  - **The Science of Happiness Podcast**
  - **Everybody Yoga with Jessamyn Stanley**
  - **Celeste the Therapist Podcast**
- Mental health support
  - o Cultivating Mental Health and Wellness among Nursing Students
  - o Relationship between mental health of nursing students and coping, self-esteem and social support
- Moral resiliency
  - o Balance and Resiliency for Students
    - How Resilience Works
    - Striving for Work-Life Balance

Career & Professional Development

- Resume Building
  - o Penn Career Services: Preparing Effective Resumes
  - o Chamberlain University: How to Create Your Nursing Student Resume
  - o Examples of BSN Resumes (PennNursing)
  - o Examples of MSN Resumes (PennNursing)
- Career Resources
  - o Lincoln Career Development Center
  - o Also, create a profile at Handshake and upload your completed resume to gain access to thousands of employers and graduate schools locally and nationally. All services are also available to alumni and graduate students.
  - o Penn Career Services: BSN Job Search
  - o Lincoln University Career Fair Information
- Successful Interviewing
  - o Preparing for Your Interview
  - o Interview Tips for New and Experienced Nurses (Video)
  - o 30 Behavioral Interview Questions You Should Be Ready to Answer

- Professional opportunities - Externships, internships, shadow experiences, etc.
  - o Lincoln University Office of Internship Services
  - o CHOP Nursing Student Programs
  - o Independence Blue Cross – Nursing Internship Program
  - o Nurse Extern Program at Fox Chase Cancer Center
  - o NIH - Pathways for Students and Recent Graduates
  - o CDC – Fellowships and Training Opportunities
  - o CDC – Pathways for Students and Graduates

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2. Dorsey, Laurie, and Constance Baker. "Mentoring Undergraduate Nursing Students Assessing the State of the Science." *Nurse Educator,* Number 6 (vol. 29), Lippincott Williams & Wilkins, Inc., 2004, (pp. 260-265), doi: 10.1097/00006223-200411000-0001.

3. Perez, G. Adriana, et al. "Building Coalitions to Promote Health Equity: A Toolkit for Action", Future of Nursing: Campaign for Action at the Center to Champion Nursing in America, 2019, Washington, DC (https://neactioncoalition.org/wp-content/uploads/2019/12/FON-CFA-Health-equity-toolkit-11-6-19.pdf).