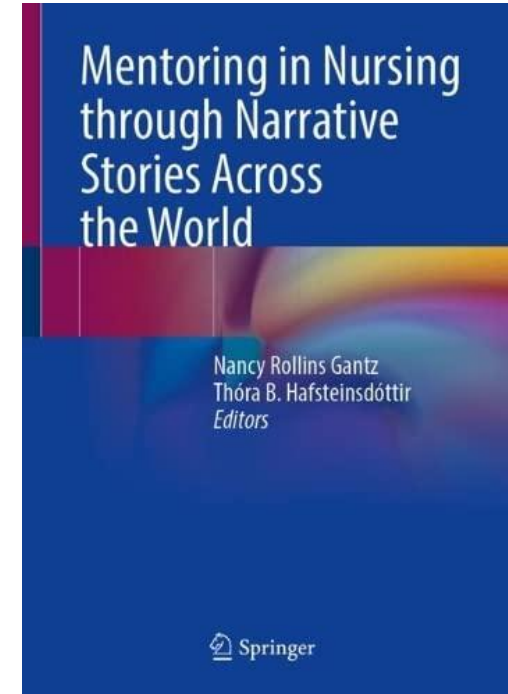


Mentoring

as an important strategy for the Retention of Nurses



Nancy Rollins Gantz, PhD, DNP, RN, MBA, CGNC, CNE, FFMRCIS, FAONL

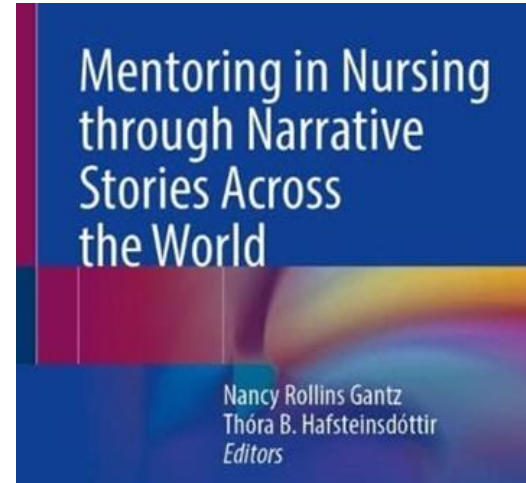
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4 November 2025

ESNO Conference

Mentoring in Nursing through Narrative Stories Across the Globe

- More than 300 authors from countries across all global continents – 133 Chapters
- Section 1. Mentoring of Early-Stage Nurses,
- Section 2. Mentoring in Diversity, Inclusion and Equity,
- Section 3. Mentoring in Clinical Practice of Health Care,
- Section 4. Mentoring in Nursing Education,
- Section 5. Mentoring in Leadership,
- Section 6. Mentoring in Research and Academia,
- Section 7. Mentoring in the times of Covid-19,
- Section 8. Mentoring in Policy
- Section 9. Mentoring in Politics.



Today

- Global challenges of Nursing and Health Care – The Nursing shortage
- Mentoring and the literature on Mentoring
- Mentoring in Nursing through Narrative Stories Across the Globe
 - Section 1. Mentoring of Early-Stage Nurses
 - **Mentoring with Purpose: Getting promoted to CNO - Nancy**
 - **Four Generations of Faculty Mentoring in Caring Sciences - Nancy**
 - Section 3. Mentoring in Clinical Practice of Health Care
 - **Worlds apart but on a Journey together: The Power of Mentoring in Making a Change- Thóra**
 - Section 6. Mentoring in Research and Academia
 - **Establishing Mentoring in European Collaboration - Thóra**
 - Section 8. Mentoring in Policy
 - **Transcultural Mentorship in an Increasingly Interconnected and Globalized World - Nancy**
- Closing

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the World

Nancy Rollins Gantz
Thóra B. Hafsteinsdóttir
Editors

Mentoring Stories



Mentoring with a Purpose: Getting Promoted to Chief Nursing Officer

Authors: Dr. KT Waxman and Dr. G. Lyle-Edrosolo

Aims of chapter:

- Articulate the relationship between the mentor and mentee.
- Discuss test mentoring.
- Understand the power of networking as it relates to mentoring.



KT Waxman



G. Lyle-Edrosolo

The Mentor

- Providing ***“psychological and social support listening, caring, accepting, confirming and encouraging”*** (Yoder, L/Shaugnessy, MF/Jacelon, CS; Zucker, DM;Staccarini).
- *Develop and test an evidence-practice model of mentoring students in clinical practice; results have shown that **mentorship is important to both healthcare organizations and educational systems to enhance student’s clinical competencies, professional growth, and commitment to the profession of nursing*** (Waxman, KT).

The Mentee

- The mentor-mentee relationship must be formally organized and established.
- This is key for both stakeholders to indicate shared accountability and ownership in the relationship.
- Begin with shared goals and both mentee and mentor understanding required expectations.







Four Generations of Faculty Mentoring in Caring Science

Authors: Dr. Jean Watson; Dr. Chantal Cara; Dr. Sylvain Brousseau; and Dr. Housseem Eddine Ben-Ahmed

Aims of chapter:

- Understand, from four narrative stories, the journey of mentorship informed by Caring Science.
- Explore, from Caring Science perspective, the nature of the mentoring relationship.
- Conscientize mentors regarding the upmost value of Caring Science to nurture and contribute to transforming mentees in their learning environment.



Jean Watson



Chantal Cara



Sylvain Brousseau



Housseem Eddine Ben-Ahmed

The Mentors'

- Dr. Watson describes her story of mentorship as an exciting learning experience as she believes that mentors can learn from their mentees and vice-versa. She is the icon for Caring Science as she developed the theory decades ago.
- Dr. Watson was Dr. Cara Chantel's mentor with a caring platform, and belief in Cara's ability for mindfulness, authentic presence, instilling faith, openness for a caring professional. Dr. Chantel then cascaded these elements into her mentoring with Dr. Sylvain Brousseau who he then used them in mentoring the youngest generation, Dr. Housseem Eddine Ben-Ahmed.
- The mentors sharing of narratives provides the opportunity to listen to another's story and bring context/insight into their own stories-creating an intentional, inclusive, and loving space.

The Mentees'

- Mentees enter into an *egalitarian human-to human relationship*, which is based on *mutual respect, reciprocity, empowerment, and shared power*.
- Mentees claim that the authentic engagement represents their moral imperative and responsibility in accompanying learners throughout their learning process to foster their academic success and development.
- Caring Science deepened the connection between the four generations of nursing teachers, and beyond. Mentors' are encouraged to raise their consciousness regarding their way of being with their mentees and to transform mentoring practices that are grounded in Caring Science.







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Worlds Apart But on a Journey Together: The power of mentoring in making a change

Authors: Dr. Margrét Gudnadóttir and Dr. Alison Kitson

Aims:

- To evaluate understanding of the challenge of creating connection and trust between mentor and mentee
- To identify how mentorship can build competences and confidence within the nursing profession
- Mentoring Phases:
 - 1st phase: recognition and development
 - 2nd phase: mentee's emerging independence
 - 3rd phase: letting go



Margrét Gudnadóttir



Alison Kitson

The mentee

- Clinical Nurse Specialist with 20 years of clinical experience and a PhD candidate
- Took part in the NurseLead Mentoring programme
- She: *“...saw this as an opportunity to step out of my comfort zone, challenge me to be in an international community and learn new ways to strengthen and mature as a professional nurse.”*
- Needed to establish a formal mentorship connection with an international nurse leader – aiming high
- Creating connection – creating trust
- Mentee’s self reflection: *“...my weakness is perfectionism – first focus on information gathering – then she challenged me to dive into my weaknesses, - stop overthinking.”*
- Mentoring trajectory continued long over the planned 18 months.
- Was very, very helpful.

The mentor

- Why me?
- Found it important to “mentor...to take on the system, who are indignant about the inequalities and injustices that they (the mentee) see around them and that they (mentee) want to do something about it.... and have the intellectual and moral courage to make a difference”.
- Shared her career story with the mentee, - *“... that passion that drives you to improve nursing care wherever it takes place”; how that passion needed to be harnessed and refined into developing a whole range of skills such as patience, evidence based argumentation, taking the opportunity when it arises, thinking carefully about peoples motives, who you can trust and who trust you at your peril. These are all basic skills of nursing leaders who get things done, whether in clinical, educational and/or research roles.*
- Slowly Margret’s confidence began to develop, - my (the mentor’s) job to help her translate that growing confidence and efficacy into how she (the mentee) was going to communicate her vision and mission to her colleagues, friends and family.
- Work on resisters and enablers!
- The first rule of leadership: **“Never take NO for an answer!”**
- Much focus on communication and relationship building in leadership, - focus on her leadership style.

Closing

- Margrét and Allison showed *how mentoring can make a magnificent difference in the development of leadership and clinical practice.*
- Does not come instantly
- ***Mentoring relationship*** is ***built on trust and commitment*** that has been earned through humble ***conversations*** but also ***structure*** of the ***time limited guidelines***, where the mentor and mentee go through these three phases:
 1. ***Recognition and development***
 2. ***Emerging mentee's independence*** and
 3. ***Letting go, giving the new leader wings to fly higher.***

Establishing Mentoring in European Collaboration

Authors: Lisa van Dongen and Thóra B. Hafsteinsdóttir

Aims (chapter):

- Share experience of mentorship when building collaboration in doctoral and postdoctoral nursing education.
- Describe best practices of mentoring with focus on leadership and professional development.



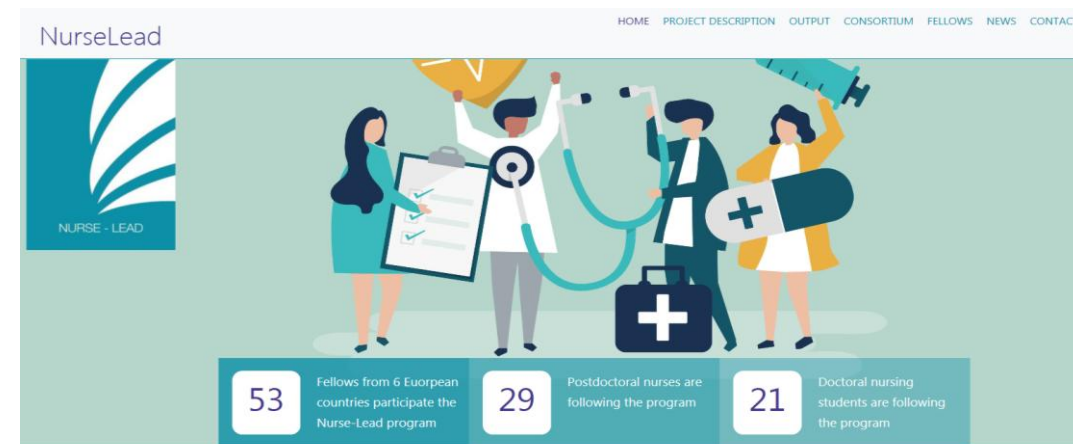
Lisa van Dongen



Thóra B. Hafsteinsdóttir



Funded by the
Erasmus+ Programme
of the European Union



The mentee

- Joined the Nurse-Lead team as a program manager & junior researcher. Nurse-Lead was an international project took place in 6 European countries; and included leadership and mentoring educational programme for doctoral nursing students and postdoctoral nurses.
- Was responsible for the contacts with project partners and participants in the programme; and in collaboration with partners for developing course material to be used.
- Had no experience with working in international projects, - felt insecure and intimidated.
- She described...: *“the mentor pushed me gently to develop and strengthen my competences as project manager and researcher, supported me to make the best of my opportunities and helped me to make my ambitions happen.”*

The mentor

- sees Mentoring as central in developing future nursing leaders
- focused on supporting her (mentee) career development and to challenge her to think bigger, to have confidence in herself, confront difficult situations, act with courage and dare to take steps.
- guided the mentee
 - to listen to her inner voice & believe in herself
 - to translate passion into action (using evidence, patience and seizing opportunities)
- drew on international networks and collaborations → shared opportunities & connections
- shifted focus from immediate tasks → long-term personal & professional growth
- encouraged her to explore programs, roles, and leadership pathways

- The mentee showed determination, resilience, and growing confidence
- Learned to navigate situations (enablers/resisters), build trust, and communicate vision
- Culmination: PhD completed with excellence → strong, confident leader
- Key lesson passed on: *Develop persistence and resilience and find the joy!*

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Transcultural Mentorship in an Increasingly Interconnected and Globalized World

Authors: Dr. Franklin A Shaffer and Dr. Alessandro Stievano

Aims of chapter:

- Transcultural mentorship focuses on the crucial role of culture that characterizes our increasingly interrelated world. Many instruments can measure cultural competence in leadership and care.
- Cultural competence guidance in mentor-mentee collaboration requires knowledge of the vital character of culture to deliver safe health care to service users.
- Transcultural connections between mentors and mentees extend beyond borders and builds upon the concept of fostering learning to improve performance in globalized arenas.



Dr. Franklin A Shaffer



Dr. Alessandro Stievano

The mentor

- Dr. Shaffer's tenure at CGFNS developed the world's largest credential evaluation and set global standards on practice, education, accreditation, and licensure.
- His embracment of theoretical social constructivism was influential in permeating an intense and sincere dialog which both parties felt committed to their grounds of interest and shared a solid wish to learn from each other.
- Dr. Shaffer fostered crucial guidance to the mentee and and with distinct and explicit linked to the transcultural areana in nursing and precisely to the acquistion of competence in transcultural leadership and care.
- Transnational and transcultural mentorships meet critical necessities when leveraged appropriately they can make meaningful change at the international and national level.

The Mentee

- Dr. Alessandro Stievano was the key player for the Centre of Excellence for Nursing Scholarship-OPI, Rome, Italy developed from the collaboration with CGFNS in the United States.
- Project Aims were education, research, management, and clinical practice provided to the public and advance the public's perception of the nursing profession.
- The Project Aims are carried out through training with new nurse managers, setting up nursing research laboratories, and organizing student's research groups to set up boards of clinical nursing practitioners with expertise in analyzing and reviewing healthcare standards.





CONCLUSIONS

Conclusions Mentor & Mentee

When considering how and what made mentoring and mentoring relationships work...

Mentor & Mentee:

- have a match in personalities and have similar interests and values.
- have similar values, find integrity and honesty important, to keep agreements.
- are able to communicate openly and honestly.
- are approachable and take time for each other
- plan mentoring with aims of mentoring, the focus and an agreement.
- plan regular meetings for mentoring.

When considering mentoring programs

The Fellows:

- Showed improvement in leadership & career development
- Report positive experiences of following programs & mentoring
- Supported fellows in developing own research programme.

The programs:

- Lead to increase in the number of nurses able to conduct strong international research collaborations
- Strengthen collaborations with professional nursing organisations – ICN, SIGMA, ESNO, ENDA, EANS and FINE
- Increase and strengthen nursing research capacity in the participating countries & in Europe.

Conclusions

Due to the Global Challenges of Health Care and Nursing, - we need an ***increased pool of transnational, flourishing nurse leaders for the range positions in different of fields of Health Care, Education and Research nationally and globally***

→ which ultimately will improve patient outcomes, quality of patient care and patient safety.

Questions



Mentoring in Nursing through Narrative Stories Across the Globe

THANK YOU!

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