

REVIEW ARTICLE

Mentorship in Nursing Academia: A Conceptual Model

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ABSTRACT

Mentoring has been used in various forms for centuries in education business, and industry. Changes in health maintenance over the years have stemmed in a nursing lack and insufficient nursing staff. There is evolving proof to hold up the importance of mentorship in other specialties. But in nursing division the proof of mentorship is not properly identified. Mentorship systems are a scheme to help to retain nursing profession. Research reveals mentoring to be valuable for nurse and new graduate nurses to improve retention and reduce their stress. Therefore, the purpose of the survey is to understand recognize attributes of mentorship systems that influenced nursing education programs. The methodologies employed in this study were systematic review. Initial thematic analysis revealed four themes as potential contributions of mentoring to facilitate health care flow amongst nurses. The outcomes of literature review were incorporated to create conceptual model.

Keywords: Mentorship, Nurses, Mentoring**Corresponding Author:**

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INTRODUCTION

Mentoring can be a valuable tool in the nursing profession. It is considered to be beneficial for new graduates to be mentored by seasoned nurses. Strong survival skills are needed by nurses that include the ability to speak without fear, to be heard, and to validate both themselves and others (1). Through the peer mentoring process these skills are learned as the process of mentoring allows this to occur. Mentoring Program of nursing is one of the programmes drawn up and introduced by the Nursing Division Ministry of Health Malaysia in 2006. The program was revised and many improvements were made in 2009 -1st review, 2012 - 2nd review, 2016 -3rd review and 2018 - 4th review, (Ministry of Health, March 2018).

A research done by the Malaysian Ministry of Health in the year 2005 showed that 80 out of 100 of nursing sisters and matrons were doing extra administrative work resulting in patient being neglected and their key responsibility of monitoring and educating the trainee nurses being ignored. Starting in the year 2006, nursing sisters and matrons were given the job to be mentors to trainees' nurses and to assess their performance before they could register as qualified nurse with the Nursing Board (2). The Nursing Board of Malaysia has taken remedial steps to overcome this problem by implementing a mentorship

programme at the service level. The aim is to improve nurses' confidence, competence and accountability in their work (Nursing Board Malaysia /Ministry of Health). The Malaysian Ministry of Health is committed to ensuring that newly qualified nurses, student nurses are trained by professionals with practical and current knowledge. In 2006, the Nursing Board of Malaysia recognized the necessity to commence work to expedite the execution of a Mentorship programme in Malaysia. In October 2006, a team of senior nurses from the service and training sections conducted the training for trainers throughout Malaysia and the training targeted 100% of the nurses to be mentors. In lines with this the Training Division of Ministry of Health Malaysia selected and sent six nursing educators to learn the Practice Education and Development Module AC631 Facilitating Learning and Assessment in Practice Settings at Northumbria University in November 2006. The researcher was one of the nursing educators who was selected and attended the course at Northumbria University. During this training a new guidance of framework was developed for mentor and educators. The course was to prepare guidance of a new framework for development of mentor and educators. The face of nursing education is changing whereby mentors and educators are crucial for the planning of the next generation of practitioners. The mentorship concept has been in the Malaysian nursing training system for a last few years but unluckily, the mentorship programme was not followed and enhanced. Hence, the implementation of this guidance framework would strengthen the mentoring programme as well as mentor and educator training, especially related to training and learning practice. The kind and excellence

of upcoming mentors and educators will have a profound effect on the quality of upcoming practitioners as well as the excellence of patient nursing provided by them. Having realized that mentorship activities enhance the teaching and learning development of nursing students, the researcher implemented the mentorship programme on 01 October 2014 at Training Institute Ministry of Health (Nursing) Sandakan. The mentees were matched to mentors by the management within the first month of the training. The mentees were mentored by the same mentor throughout her or his three years training.

THE CONCEPT OF MENTORING

There is no precise agreement as to what explains mentoring. On reviewing the literature, the author found that some researchers did not directly state the definition of mentor or mentoring in their studies thus allowing the researchers to draw their own understanding of mentor and mentoring process. Mentoring process implies to a individual training among a fewer qualified mentee and an extra skilled person (i.e. mentor), and in this process each mentee can become a better individual with respect career development benefits gained from skilled person (3).

Green and Jackson (4) argued that in a few research, mentoring is positioned in a range of expansion equipment as coaching, supervision, preceptor ship, with hard work being made to identify their differences and shared characteristics. Jokelainen et al., (5) pointed out that the universal definition of the concept of mentoring is the guidance process that takes place between a mentor and a protégé or mentee. Demir, (6) viewed that the knowledgeable individual eager to take vigorous responsibility for the expert development of a junior person. Bulut et al., (7) viewed where one person invests time, energy, and personal know-how assisting the growth and ability of another person. It is being carried out around mutually agreed upon purposes, expectations which are clinically orientated and career focused. Mentoring is institutionalised in today's organizational and educational environments (8).

Kram and Isabella (9) viewed the definition of mentoring from an organizational perspective that includes a connection between the junior and senior colleague that is a step towards successful and developing career (10). Thorpe and Kalischuk (11) viewed the definition of mentoring as a connection developed between senior and young students or by matching students to mature volunteers from an educational environment perspective. Nevertheless there are also another view that nurses are left with no clear definition of mentoring (12,13). In this myth, an experienced individual takes a personal interest in another person's career, guides, and supports, advises and nurtures that person to enhance development. In mentoring there is a process of learning, in which case the role of mentor is developmental

and caring. Mentoring as focused activities that make easy career development, personal growth, caring, and empowerment, that is integral to nursing practice and leadership (14) viewed mentoring as an intense relationship between novice and a wise, knowledgeable person to transfer knowledge to a mentee. It is a long-term relationship that promotes the novice's well-being. Research has consistently found mentored individuals to be more contented and committed to their professions than non-mentored individuals (15).

MODELS OF MENTORING

Mentoring bridges, the gap between theory and practice

A range of replicas of mentoring have been created as means of bridge the space in theoretical knowledge and practice "know how" including "experiential learning" and "practical theorizing" by Fox (16). According to Brody et al., (17), the traineeship mock-up is distinct as observing and emulating an professional experienced in the workplace. It is the reinforcement offered for the unbeaten acceptance of behaviours acquired under guided supervision. It has been viewed that the pensive practitioner mock-up appears to have a higher status than either the apprenticeship or competency models of mentoring (18,19). This framework serves to enhance nurses' awareness of their line of work in relative to wider social and moral obligations (20).

Awases et al., (21) considered the mentoring relationship model as integrating the three aspects of socialization, task development and lifespan development. In this model, two critical forces were identified to have an impact on the mentoring relationship namely the environment and the human dynamic of two people interacting. The student nurses were matched with mentors so called nurse educators or guidance facilitators. The structured mentoring relationships would contribute to socialization. This mentoring concept would enhance acquisition of knowledge, skills, and attitudes and enables them to be part of the nursing team. It is a procedure in which student nurses learns new abilities for acclimating to environment. The quality of the mentee-mentor relationship has direct influence on the development of the nursing students and this is likely to influence the quality of nursing care rendered to patients. Benefits of mentoring programme are a result of a good mentor that can help to improve students' nursing abilities and nursing career. A nurse mentor is a nurse who has extra knowledge in a nursing field who is ready to contribute the expertise to support mentee attain his or her targets (22).

Benefits of the mentoring programme

Studies have shown that mentoring in health care training brings with it many benefits, and not just to those in the mentor-mentee dyad but in addition to the organizations that offer mentoring (23). Benefits of mentoring programme are a result of a great mentor that

can support to enhance students' nursing abilities and nursing career. A nurse mentor is a nurse who has more experience in a nursing field who is willing to share her or his knowledge and time to help mentee achieve the goals (24).

METHODOLOGY

The method applied in this document was literature evaluation. Findings examining the efficacy of mentorship involvements with nursing staff who tutor in registered nursing training programs were involved. Mentee, mentor, and nursing teaching institutional results were investigated. The purpose was to review the existing literature about the effective mentorship program and identify important factor that effect mentorship of nurses. The research enquiry was wisely chosen to get back as far as possible all appropriate literature. Examples of search terms and combinations are provided below: Mentoring, mentorship, Mentors, Career choice, Career mobility, Nursing, Nurses, Academia, Faculty, Systematic research.

Two boundaries were functional to the search enquiry: language which was restricted to English and year of publication (limited to 2000-2020). After studying the summaries of suppliers and also ensuring about the quality of them (published in peer-reviewed publications), the left over articles, were ultimately nominated for an in-depth analysis. Studies was included if they involve nurses research training in nursing training course, nursing instructors, staff, researchers, and academics. Findings involving faculty nurses, undergraduate nursing students, nursing teachers for licensed nursing programs, and/or care for associate courses was prohibited.

DISCUSSION

Study shows that the mainstream of students felt that the greatest benefits that they have gained from their mentors was sharing experiences and learning. The students had chance to understand new things and had optimistic skill during the mentoring programme. Students voiced out they had profited from excellent communication aids thus enhanced their connection with mentor. Student nurse gave positive report that they had gain knowledge and skills during mentorship thus made them more confident dealing with patients (25). In the year 2016, Douglas et.al reported that the mentorship program perceived to provide a considerable amount of help to students by reducing their anxiety increasing their confidence in performing clinical skills (26). This is done by sharing of concept, clarification of ideas and rehearsal of skills.

Yates et al., (27) evaluated the pilot peer mentorship programme introduced into first year clinical students undertaking a three-year Bachelor of Nursing course. The study reported that the mentorship program

perceived to provide a considerable amount of help to students by reducing their anxiety and increasing their confidence in performing clinical skills. This was done by the sharing of ideas, clarification of ideas and the rehearsal of skills.

Locken and Norberg (28) conducted a study utilizing a mentored trio comprising of a staff, a Registered nurse and nursing pupils. The survey findings showed that anxiety of students was considerably decreased as they earned control over their rosters and founded a trusting connection with their mentors. The pupils also experienced an increase in proficiency practice and performance.

Nowell et al., (29) conducted a longitudinal naturalistic study on the mentor student relationship of eight nursing degree students during their four years programme. Five categories emerged namely befriending, planning, collaborating, coaching and reflection. Students perceived befriending to be the key to all activities in clinical practice. Mentors designed the clinical practice programme to meet their mentees' learning needs. Mentor-mentee social interactions promote trust, warmth, interest and a sense of belonging. The collaborative activity is important to help students who were newly placed in the unfamiliar clinical areas. Students viewed that the collaboration between mentors and the service staff enhances students' cognitive, affective and psychomotor skills development. The mentor's willingness and openness reduce students' sense of being burden.

There can be many benefits from engaging in mentoring. Mikkonen et al., (30) reported in their descriptive study on third year pupils 'sentiments around and expectations of effective nursing medical mentors. The study found that effective clinical mentors should be able to communicate without prejudice, give optimistic reaction, have understanding, need students to do their own research and offer information. The students reported that they have benefited from mentoring programme during mentoring; the student can be coached according to the needs (31). Coaching is a procedure of providing with kits, expertise, and prospects to create mentees. Mentoring provides continuous support to students on careers choices and resolves career dilemmas because in nursing there are many choices for nursing students to choose in their career pathway. The guidance of facilitator or mentor always help the mentees to develop the career and fostering critical thinking about their careers. As early as possible they both interact and counsel with each other about their career pathway. This will initiate and help mentees to assume responsibilities and duties (32).

Butterworth and Faugier (33) argued that supervision based on reflective practice enables mentee and mentor to benefit from the opportunity provided to reflect and

learn from past actions. Mentor–mentee supervision being determined by their learning contract. The learning contract is done in the early stage of their relationship. The mentee has to determine the amount of supervision needed from the mentor and the agreement should mutually agreeable. The contract addresses issues such as confidentiality, meeting time, frequency, expectation and responsibilities. The purpose of the contract is to support the development of trust within their relationship and in turn enable the sharing of experiences. Akehurst et al., (34) did a qualitative research study at the University Of Sheffield School Of Health on 81 student-mentor pairs. Mentors and students who worked the same shift spent significantly more time in student-related activities.

Gardner et al., (35) stated that the benefits from the relationship in nursing mentoring are increased satisfaction and sharing of knowledge and wisdom. The success of mentoring also believed to depend on the characteristics of a good mentor which includes approachability, effective interpersonal skills, practicing a positive teachers' role, paying good attention to learning, provide supervisory support and have good professionalism (36,37).

Mentored students also report less confusion, and a more positive environment for learning to occur. Nursing students reported that they benefited with increased practical skills during mentoring. Therefore, it can be hypothesized:

Hypothesis 1: From this study we come to understand that the mentoring nursing students was positively benefited from the mentoring programme.

Attitudes towards the mentoring programme

Nursing Board Malaysia /Ministry of Health Malaysia has laid down the criteria to become a mentor who comprises of a Registered Nurse who is prepared to undertake role of a mentor, has undergone mentorship training, has a positive attitude towards the mentoring role and possesses a satisfactory nursing appraisal record. The purpose of mentoring is to facilitate mentees in their training or in their transition to become nurse practitioners and function effectively as members of the healthcare team. Mentoring would also enhance the mentees' conceptual, technical and interpersonal skills in performing their duties.

The mentoring program would benefit the mentees; as mentees are guided in role of learner or nurse practitioner. It also builds self-esteem and confidence, enhances interpersonal skills, which support a person to enhance continuous learning and also facilitates in fitting into the organization. Therefore, mentoring is a tool that an organization can use to nurture and grow their people. It can be an informal practice or a formal program. The use of mentors with nursing students has also helped in their professional integration. In relation

to the clinical experiences, it has shown to increase self-esteem and confidence, teach students better time management, enhances real nursing world expectations and to instil in the students the good attitude that they have to be responsible for their own learning achievements. Mentoring enhances self-esteem, job satisfaction, personal and professional development and gains recognition from their organization.

It is also important that mentor lead by example and are genuine in their attitude, response and behaviours. Nursing educators are role models to students because in the process of mentoring, transmitting professional attitudes and behaviours may occur from educators as mentor to mentees. Mentees would develop trust and integrity as shown by mentor to mentee. Mentor with a good attitude should be honest, open and approachable in communicating thoughts and feelings, and sharing one's experience to the mentee (38).

McInnes et al., (39) identified that in practice mentors are the most influential role model upon learners. Giordana and Wedin (40) stated that in the process of mentoring there is tendency for mentors to transmit professional attitudes and behaviours to mentees. Therefore, it is crucial that mentors should possess a good attitude and behaviour. Hutchinson et al., (41) viewed the qualities of a mentor as being having a skilful, good attitude, knowledgeable, friendly, approachable, accessible, and trustworthy, with a high emotional quotient (EQ), possesses a desire to help and teach and is committed. Wilkes (42) on investigating the implementation and impact of introducing mentors in the pre-registration nurse education programme in Wales reported that the assessment of student progress in the clinical areas was identified as a second key element of a mentor's functions. Total of 77.1% of questionnaire respondents strongly agreed. This showed that the nursing students had positive attitude towards mentorship. Mentees' attitude towards mentoring might be influenced by the good attitude of a mentor who possesses the appropriate professional attributes, is knowledgeable, has good communicational skills, ever willing to carry out the functions and role of mentor and is approachable. Mariani (43) reported in her national survey on ethic of American youths at the Josephson Institute of Ethics in 2006 that the teacher has an influential role in the lives of young people. The public expects teachers to display behaviours reflective of moral virtues such as fairness, honesty and adhere to professional codes of conduct. Public also viewed that the school should educate for character. Teachers interrelate with students thus it is important for teachers to serve as a role model of character to students by making professional judgements. As the teacher is a role model to students, therefore, it is crucial that the teacher should possess good personality, communicate appropriately, has good morals, is knowledgeable, skilful and with good attitude. In our previous study we found the mentoring programme had

a positive impact and the level of attitude and perceived benefit is different among students in different semesters (44). Montalvo and Byrne (45) reported that the students who participated in her case study, emulated her practice and role modelled her. The image of a mentor is seen as a trusted and experienced individual acting as a role model to shape up the attitudes of mentee's towards nursing by developing confidence, competent, to be to improve patient and client care (46). Therefore, hypothesis 2 could be made as:

Hypothesis 2: Attitudes of nursing students is positively associate with the mentoring programme.

Figure 1 reveals the possible conceptual mock-up of the research. The model is mainly on the thematic analysis of the data and the following literature.

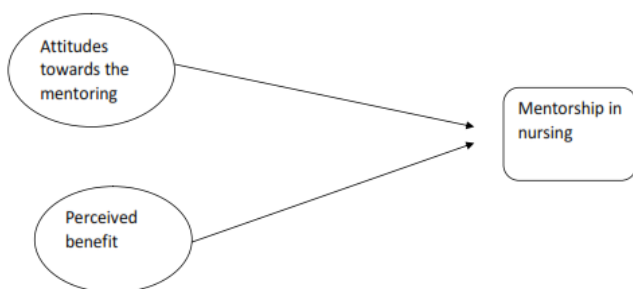


Figure 1: Conceptual model of mentoring in nursing

CONCLUSION

This study is the systematic assessment for mentorship in nursing academe. It will assist to find vital proof and notify the expansion and process of mentorship interpositions. The consequence from this evaluation might be utilized to monitor the routine of mentorship to develop optimistic results for nursing student and the endowment member they educate. Eventually this will affect nursing care with enhancement of care for the patients they are nursing. This analysis compartmentalizes main concern for potential investigation on mentorship in caring academe and the improvement of nursing science. The outcomes of this methodical study reassess the strategy, exercise, and investigate the proofs for mentorship in nursing academe and emphasize that upcoming research on mentorship must be performed. Provided the substantial resources needed to finance mentorship innovations, recognizing the advantages and limitations of different strategies.

The outcome from the analysis could be utilized to steer administrator and policy makers to most efficiently execute mentorship improvements designed at addressing the nursing staff deficiency. In conducting this study, the authors have learned that to produce the nurse educators' scope as mentor or guidance, it is very vital to improve one's understanding, skills and have a good mindset. The planned version will help to better appreciate the sensation of mentorship intrusions.

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