



Systematic Review on Mentorship among Nurses as Tool for Professional Growth

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Abstract: Mentoring is a mutually beneficial learning relationship in which a mentor and mentee work together to accomplish predetermined objectives that will advance the mentee's knowledge, skills, and capacity for thought. When Odysseus, the king of Ithacus, embarked on the Trojan War, the concept of mentoring was born in Greek mythology. He entrusted his friend Mentor with the protection of his son Telemachus and his own royal household. Because of his excellent performance of the duties assigned to him, the word Mentor became a noun in the English language by the late 1700s, meaning "wise counselor." Nowadays, a mentor is a more seasoned individual who serves as a mentee's instructor, friend, or counselor. Peer mentoring, group mentoring, casual mentoring, and formal mentoring are some of the various forms of mentoring. There are several ways to categorize mentors based on the part they play in the mentee's life. Making use of the required abilities facilitates effective mentoring. There are several advantages to mentoring in nursing, and a mentor may be a great resource for novice nurses. They can offer the young person assistance, direction, and counsel as well as assist in the development of fundamental abilities and knowledge required for one's future profession. A competent mentor will always provide information that can guide the young person through a career in nursing. They can provide temporary assistance, offer insightful criticism, and assist the mentee in creating a career strategy and goal-setting.

Keywords: Nursing, mentor, knowledge profession.

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INTRODUCTION

Mentoring is a crucial aspect of professional growth, as it helps individuals achieve their goals and improve their lives. It involves experienced individuals helping less experienced colleagues achieve their goals, fostering a mutually beneficial

professional relationship. Mentors, teachers, counselors, or advocates provide support and professional skills to mentees, while seasoned professionals guide and develop the next generation of professionals, preserving the profession's traditions and guaranteeing its survival [1].

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Mentoring has been instrumental in the success of many prominent figures in history, such as Aristotle, Socrates, Rachael Williams, Mark Zuckerberg, Oprah Winfrey, Mother Teresa, Yves Saint-Laurent, and Bill Gates. The presence of seasoned experts in the nursing profession has led to remarkable growth, making mentoring one of the most effective means of enhancing the profession's development [2].

Mentoring is particularly beneficial when following specific mentoring models and using the appropriate mentor class or group. Both parties must possess certain abilities to be a mentor, as the success of a mentorship program will suffer if these skills are not utilized. In summary, mentoring is essential for professional advancement and career success, as it provides support and guidance to young professionals in various aspects of life [3].

History of Mentoring

Greek mythology has a strong foundation in mentoring [4]. Homer's epic poem "The Odyssey," composed in the 12th century BC, is where the word "mentor" first appeared. Odysseus, king of Ithacus, called upon his friend Mentor to look after his young son Telemachus and to guard his entire royal household while he was away on the Trojan War. Mentor concurred and provided Telemachus with nurturing and guidance throughout his growth from childhood to maturity. Since Mentor was at Telemachus's whim at the time, he performed the task assigned to him effectively [5]. He was followed on his quest to find his father by a mentor who served as a teacher, coach, counselor, buddy, and guardian. The term "mentoring" was created in response to the interaction between Mentor and Telemachus. As a result, the term "mentoring," which Homer inadvertently coined, gained popularity and has been used extensively throughout human history [5].

The concept of mentoring

Mentoring is a dynamic and non-competitive process that promotes independence, autonomy, and self-actualization in mentees [6]. It involves a one-on-one encounter between a mentor and a mentee, who differ in age, personality, life stage, and experience. The mentor provides guidance, practical counsel, and ongoing assistance to help the mentee develop their professional abilities and gain valuable knowledge from experienced professionals. A good mentor should be approachable and encouraging, considering the best interests of their mentees and adapting their mentoring approach accordingly [6].

Mentoring helps people take charge of their education, reach their full potential, and acquire new skills. It is essential for both mentors and mentees to

establish professional collaborations that maintain limits. A mentor serves as a counselor to a mentee, providing guidance based on their more advanced knowledge or experience. They are well-established and knowledgeable individuals who encourage and support a mentee's career advancement [7].

Mentoring sets the stage for a mentee's seamless entry into the workforce, offering advice on how to work independently. Both sides learn and share their expertise, making it a two-way street. Mentors can offer constructive criticism, provide support during challenging moments, and assist the mentee in setting and achieving goals [8].

To ensure a successful mentoring session, the mentor and mentee must grow in mutual regard, trust, and transparency. Mentoring is essential for professional development and contributes to career happiness and dedication to a specific area. Therefore, mentoring requires complete commitment to continue being beneficial and relevant to mentees [9].

Types of Mentoring

There are various forms of mentoring, including:

Formal mentoring: Most individuals are undoubtedly familiar with this kind of mentoring. These are official programs designed to pair mentees with mentors [10]. Usually, there is a set structure to follow, frequent meetings, and methods to specifically monitor the mentees' advancement and professional growth. Formal mentoring relationships in nursing school are usually started by the nursing program and entail a designated mentor who is tasked with supporting and guiding a student mentee. The mentee is guided by the mentor using SMART [11].

Informal mentoring: A causal relationship that usually develops between two persons who have similar interests or objectives is known as informal mentorship [12]. These connections are less formal and frequently grow naturally over time. Informal mentors are excellent listeners since they typically don't impose time limits on their "sessions" [12]."

Peer mentoring: Peer mentorship is when people at the same job level, coworkers, or peers of the same age give advice to one another. Because of their collaboration, they are able to hold each other responsible and support one another in reaching their professional goals. Despite their lack of experience, they may relate to the problems one is having and offer advice and assistance to one another [13]. This is done to hold colleagues accountable for their career goals and objectives and to create a structured support system. In short, it's a

relationship that allows colleagues to exchange information and offer advice based on their past experiences. Such mentorship can provide guidance, insight, and training to the participating colleagues. Because of their similar duties, these coworkers may take turns serving as mentors and mentees [14].

Group mentoring: In this kind of mentoring, a single mentor works with a number of mentees in a group setting. As a result, frequent mentorship sessions are scheduled to cover specific subjects that are pertinent to the group's mentees. Group mentoring, in particular, can help mentors and mentees comprehend one another's challenges and worries. New nurses acclimating to their roles may benefit most from this kind of mentorship [15].

Team mentoring: Team mentoring occurs when a group of mentors systematically works to establish a mentoring connection with groups of mentees in order to assist them with various challenges and areas of concern that these mentees may be facing. Similar to group mentoring, this kind of mentoring can promote cooperation and improved working relationships among mentees [16].

Identity-based mentoring:

The practice of matching mentors with mentees who may have comparable backgrounds is known as identity-based mentoring. It has gained popularity recently as a result of businesses realizing that their diverse workforce felt their demands were not being served by a system that doesn't give minority voices a voice [17].

Traditional mentoring: The traditional mentor is an experienced someone who has worked for a company for a long period; they are typically in a managerial role. A conventional mentor's role is to assist new hires in acclimating to the workplace culture and learning the ropes. There is a high chance for reverse mentoring with traditional mentoring [18].

Subject-Matter-Expert mentoring: As the name implies, the subject-matter-expert mentor is an authority in a certain field. Although they may not have much experience with the company they presently work for, they are extremely knowledgeable in their field [19].

Situational mentoring: This describes a brief interaction in which participants discuss a significant and targeted topic. Its goal is to use collaborative learning to provide solutions. In this partnership, mentees look for professionals who can assist them in resolving a particular problem that requires prompt attention [20].

Supervisory mentoring: This occurs when direct supervisors advise those in lower-level roles. Mentees can receive guidance on the best course of action and have their queries addressed [21].

Classification of mentors

The role that mentors play in mentoring determines their classification. They fall into the following categories.

The advisor: Advisors who serve as mentors frequently guide their mentees toward the best path. They provide guidance based on their knowledge and experience [22].

The protector: A mentor who establishes a secure environment for their mentee is known as a protector. Although they can be too protective, they are frequently supportive. They are perfect for mentees who are going through a hard adjustment [23].

The coach: Good listeners make a mentor feel more like a coach. They will be able to recognize potential difficulties that mentees may encounter. A coach will highlight and support mentees when they exhibit positive traits [24].

The clarifier: For a mentee, a clarifier functions more like a buddy. They will apply their expertise to assist mentees in comprehending the company. The ideal match for a clarifier is self-sufficient mentees who require less guidance [25].

The sponsor: A sponsor is a mentor who uses their position within the organization and their extensive network to advocate on behalf of their mentee. A sponsor-style mentor would be beneficial for mentees seeking assistance in progressing within the organization [26].

The affirmer: For mentees, affirmers are excellent listeners. They enjoy discussing difficult emotions and circumstances. An affirmer is a good tool for mentees who are seeking support [27].

Special Counsel: A mentor who uses their knowledge to offer organizations and individuals advice, suggestions, and recommendations is known as a special counsel mentor. They provide guidance so that mentees are better knowledgeable about the project, protocol, and initiatives. They are frequently top executives. When listening to mentors, the most common mentoring program that comes to mind is special mentorship [28].

Advocate: Another name for this kind of mentor is a cheerleader. The mentee will receive support and

encouragement from this ideal mentor. All employees must have this mentorship at every level of their careers [29].

Challenger:

The opposite of a cheerleader is a challenger. Essentially a devil's advocate, challenger mentors will critique their mentees' ideas and initiatives before anybody else does. Pushing and challenging the mentees for greater accomplishments and better future jobs is the constant goal with this mentor type [30].

They'll give you just the proper amount of difficulty to keep you alert. Furthermore, the goal here will always be to support the mentees' viewpoints with facts and unbiased evaluations rather than to minimize them. These mentors are necessary because they must present the facts honestly and without bias. They have no emotional weight and are there to deliver zeros and ones [30].

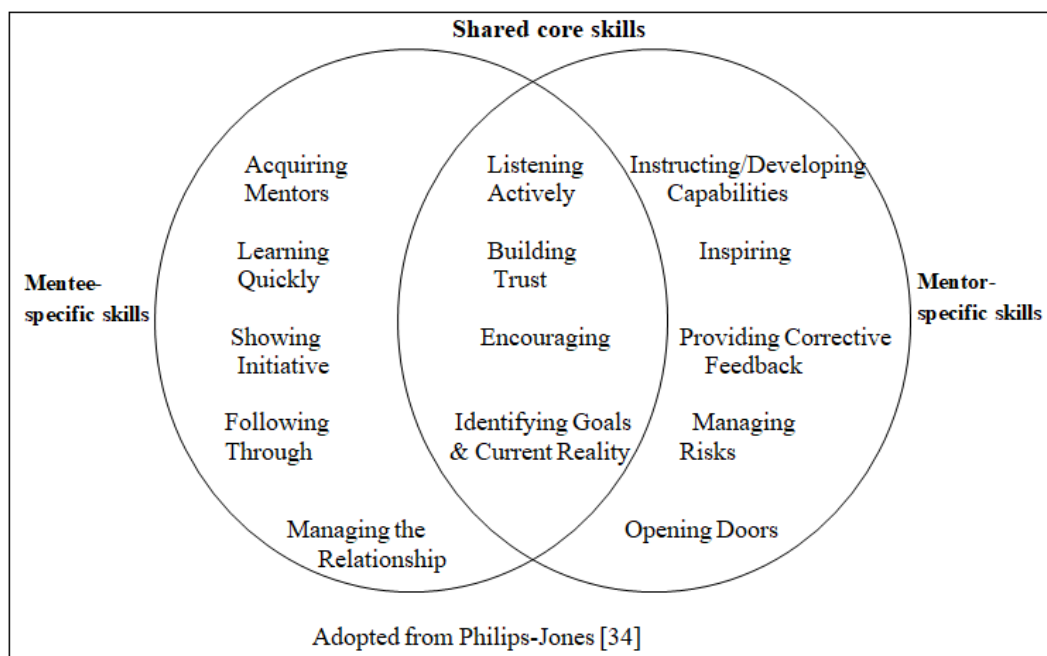
Connector: By fortifying their network, connector mentors assist mentees in developing their abilities.

They will assist their mentees in making the appropriate connections with powerful individuals who are essential to their professional growth. In order to assist their mentees, connectors can draw on a vast array of deep networks of crucial contacts. Connecting mentees allows them to have essential business relationships that foster mutual development, as some of these contacts may be of their other or former mentees [31].

Wingman: Coworkers or individuals in similar positions that offer a mentorship program that involves mutual guidance are known as wingman or peer mentors. Since the mentor and peer mentors are at the same level of the hierarchy, they will encounter the same issue in real time and resolve it by exchanging experiences [32].

Skills for successful mentoring

Mentors and mentees require skills for successful mentoring to occur. There are specific skills for the mentor and mentee respectively and there are shares core skills needed by both parties [33].



Core mentoring skills

Active listening: Active listening is the most basic mentoring skill that other skills build on. The mentor and mentee are able to hear and understand each other if they listen attentively. There are various ways both parties can demonstrate that they are listening well, for example: making such responses as Hmmm....., interesting..... paraphrasing, use of non-verbal language like, looking directly into each other's eyes, nodding the head, frowning or smiling as

the case may be. When one listens actively, there is little or no interruption [35].

Building trust: The mentor and mentee must trust themselves. Of course, trust is built over time. In order to build trust, it is essential that both the mentor and mentee keep confidences shared together and as well respect each other's boundary [35].

Encouraging: Giving encouragement is an essential skill in mentoring as it helps the mentee become confident in what he / she does. Encouragement could take the form of complementing the effort of the mentee, pointing out positive traits, praising and commending them either one-on-one or in general [36].

Identifying goals and current reality: Both the mentor and mentee should have a personal vision, specific goals and a good grasp of current reality.

Critical skills for Mentors

Instructing and developing capabilities: This skill is important for mentors as they engage in teaching and instructing the mentee. In formal mentoring, it is of utmost important for the mentor [37].

Inspiring: Inspiring skill is essential for mentors as they inspire their mentees to greatness. They can as well challenge them to rise above the mundane and do important things in life [37].

Providing corrective feedback: Mentors should be willing to give positive and corrective feedback to mentees [37].

Managing risks: The mentors have the ability and willingness to protect their mentees from injury and disaster. The mentor will help the mentee recognize the risks involves in actions and probably mistakes made in the past [38].

Critical skills for Mentee

Acquiring mentors: The mentee will be able to know whom to approach for mentoring. It is necessary that the mentor makes appropriate selection of mentors who will properly guide them [39].

Learning quickly: Mentors love working with mentees who learn quickly and take seriously any efforts to teach them. This as well will motivate the mentor to give necessary attention needed by the mentee [39].

Showing initiative: This skill is required as with it the mentee can give suggestions, make inputs, ask appropriate questions, seeks to get useful resources needed.

Following through: The mentee need to follow through by ensuring that she keeps to agreements, complete ant assigned tasks, and be persistent even with difficult tasks [40].

Stages of mentoring

According to Peltz & Raymond, (2016), initiation, nurturing, separation, and redefinition are

the four phases of mentoring. Distinct interventional techniques are used to designate distinct stages. The presence of each stage and the rigorous observance of its tenets are crucial. Formal mentorship frequently uses this staging [40].

Initiation

The initial phase of mentoring is this. Relationships between mentor and mentee begin to take shape at this time as both parties establish communication based on respect and efficient information sharing. At this point, the mentee starts to realize the potential of their mentor and their proficiency in their field [41]. As noted by Babcock *et al.*, (2014), "Mentors must assist mentee students in connecting their acquired classroom knowledge with real patient encounters" during the first phase for educators [42].

CULTIVATION

During the cultivation phase, both the mentor and the mentee gain a better understanding of each other's strengths and maximize the advantages of collaboration. Because more areas are being touched and more knowledge is being imparted, the role of a mentor is at its peak during this time. Since this is the actual working phase, this stage could span anywhere from a few months to years. "Mentors are approachable, knowledgeable, honest, patient, experienced, enthusiastic, and willing to spend time with the mentee" throughout the entire course [41].

Separation

A structural and psychological split between the two parties characterizes the third stage. A certain degree of freedom is granted to mentees, and the mentor's involvement in the educational process eventually diminishes. The duration of the separation phase can range from 12 to 24 months, but it is typically much shorter and can be as brief as one month. According to Hodgson and Scanlan (2013), the time is frequently linked to feelings of fear and separation since the mentee is let to work independently, but choices are always made with the mentor's input in mind [43].

Redefinition

This is the last stage of the mentoring program, where the mentorship ends and a proper atmosphere is established for the mentee to function on their own. Relationships between mentors and mentees progress to the point of casual communication and mutual support [44]. With mutually beneficial teamwork, this kind of relationship can actually develop into friendship. According to Weese *et al.*, (2015), "a better understanding of how mentoring relationships can

be leveraged within health care organizations is provided by the ability to identify the mentoring practices that predict specific benefits for individual nurses." The redefining stage's duration is usually ambiguous and could go on for as long as a person stays employed by a company and maintains contact with a previous mentor [44].

Benefits of having a mentor

Mentors support growth: The mentor supports and encourages the mentee's professional or personal growth because they perceive the mentee as helpless and in need of direction. Organizations typically design mentorship programs in order to help employees develop their talents. The expertise of the mentors might aid in developing a skilled and effective workforce. Workplaces that foster development are valued by employees because it shows that their company values and wants them to advance. The senior members mentor the younger ones as the group expands [45].

Mentors serve as a source of knowledge: The success of the mentee is made possible by the particular knowledge and insights that mentors impart. For instance, they provide guidance on how to carry out specific jobs or cultivate practical skills. For instance, a newly graduated nurse can learn from more seasoned nurses, which helps the young nurse hone his or her patient management abilities [45].

Mentor help set goals: A mentor assists the mentee in establishing goals for their professional or personal growth. They can develop SMART (specific, achievable, relevant, and time-bound) goals for efficient goal-setting. These objectives can assist the mentee in concentrating their efforts and facilitate the mentor's ability to monitor and evaluate progress [2].

Mentors maintain accountability: A mentor assists in holding their mentee responsible for achieving their objectives. The mentor keeps the mentee engaged and on course to finish them by monitoring progress. Additionally, the mentor can make sure the mentee remembers the objectives they have established. Since the mentee probably doesn't want to disappoint the mentor by not achieving goals, knowing that someone else is observing can motivate them [39].

Mentors offer encouragement: The mentee might seek assistance from their mentor when they realize they are having trouble completing their tasks or achieving their objectives. This encouragement can motivate them to keep moving forward despite challenges. To give their mentee confidence, a mentor can also recognize and highlight their talents. Strong

self-confidence might reduce the likelihood that the mentee would give up on their objectives [3].

Mentors help make connections: A mentee's professional network can be expanded with the assistance of a mentor. The mentor might put the mentee in touch with people who can assist them or with possible opportunities once they have identified their personal or professional goals. These relationships can be beneficial for job progression because the mentor usually has more industry experience or a higher-level career [41].

Mentors are willing to listen: A mentor is a resource that a person can use to discuss or test ideas they have. The mentor can use their relevant skills and experience to offer objective advice or thoughts. The mentee can decide whether to pursue the concept or abandon it with greater clarity thanks to these insights. In a similar vein, a mentor can listen to them and offer guidance on everyday issues like disagreements at work [41].

Mentors serve as a trusted ally: One of the most important components of mentoring relationships is trust. The mentee needs to have faith that the mentor will provide them accurate and truthful advice and will act in their best interests. They must rely on one another to protect sensitive information as needed because the corporate sector can be competitive. Two strategies for building trust in these partnerships are consistent communication and keeping their word [15].

Mentors offer constructive feedback: Honest feedback is made possible by a mentorship relationship based on trust. By building trust, the mentee realizes that constructive criticism is meant to advance their career development rather than cause them to feel inferior. Mentors are able to point out areas of weakness and offer suggestions for improvement. The mentor has an impartial function because this is a professional connection [4].

Mentors provide guidelines: A mentor can assist in establishing expectations for professional behavior for those who are just beginning their careers. For instance, they might make clear the role's priorities and appropriate conduct at work. By following these rules, the mentee can develop productive work habits that will help them concentrate and do their job well. They can increase their productivity and win over their managers with these productive work practices [20].

Mentors have relevant experience: People should, wherever feasible, select mentors with experience related to their goals or line of work. When mentors

share their accomplishments, the mentee can take inspiration from them and emulate their actions. Mentors might also talk about the mistakes they've made in the past. The mentee benefits since they are spared the penalties of their mistakes while still learning about their detrimental effects. Knowing about these experiences can also help the mentee get ready for the difficulties they will likely encounter and offer concrete guidance on how to get past them [20].

Mentors are a free resource: Mentors do not look for compensation because mentoring usually happens through networking or organization initiatives. They volunteer for this position because they sincerely hope to support the other person's development and create a more genuine and intimate bond. Additionally, because it is free, mentorship is available to all kinds of people rather than just those with the means to pay for it [35].

Challenges in mentoring

- Mismatched of personality types: A possible disadvantage is that If the mentor-mentee relationship is forced, such as when a supervisor assigns an experienced employee to tutor a new hire, it is possible that the two may not hit it off, or that the mentor may feel he doesn't have the time to fulfill the role while still carrying out his normal job duties [35].
- **Frustration:** Another possible disadvantage is that in some instances, the mentor may feel that the mentee is not progressing quickly enough or doesn't seem able or willing to follow her direction, leading to frustration. The mentee may also become frustrated if she feels that she is not getting the guidance she needs [46].
- Heavy reliance is placed on the wisdom and abilities of the mentor. This may limit the scope for development.
- Current management styles and practices are focused
- The senior managers may be unwilling for mentoring.
- Mentors may lack needed skills
- High level of dependence
- Bad mentors may do more harm

METHODOLOGY

The methodological framework created by Hilary Arksey and Lisa O'Malley served as the guide for the scoping review, and PRISMA ScR criteria were used to report the results. The MEDLINE, CINAHL, EMBASE, and ERIC databases were thoroughly searched in order to find publications that discussed nursing mentorship in Canada.

Design: Scoping Review.

RESULTS

Forty-six mentorship programs were described in fifty articles. Learning partnerships, dyad, peer, group, online, distance, highly relevant, and constellation models were some of the mentoring models. Important elements of the mentoring program included the presence of a program coordinator, program orientation, dyad matching, setting clear objectives and purpose, regular communication between mentors and mentees, faculty development workshops, mentee reflective journaling, facilitating socialization and networking opportunities, and administrative support.

DISCUSSION

This scoping review's objective was to evaluate the body of research on mentoring in nursing and produce insightful findings. Numerous concrete advantages of mentoring for both mentors and mentees have been supported by the research presented in the scoping review. Proven advantages include enhanced self-assurance, more job satisfaction, a sense of community, job performance assistance, the successful integration of recent graduates into workgroups, career promotion, and personal development.

CONCLUSION

Mentoring plays one of the most important parts of today's growth in all career or professions. The older experienced persons groom younger ones to continue to uphold the legacies of the profession. It therefore becomes necessary that mentoring is encouraged at all levels. The process of mentoring has been evolving throughout the entire history of humankind and it has helped to improve the growth in jobs and profession. Mentoring can be done at any time. Mentors play an essential role in the nursing profession. They serve as role models, educators, and leaders for new nurses, and their guidance is essential in helping them develop into competent and caring professionals.

Through mentoring, an individual or group of persons are helped to improve in their current work of life. The benefits of mentoring cannot be over emphasized. Hence, it becomes essential that we mentor others and those mentored should continue the process. We could have had some good mentors with us along our path in life or perhaps have had time and desire to mentor someone, can we think about that? I hope the experience was worthwhile. There is need to desire to be a mentor or mentee as to write our names with an indelible ink in someone's life. The case studies gave a practical impact

mentoring has. Therefore, let's embrace mentoring as a mentor or a mentee.

Implications for nursing

- Looking at the roles mentors play, it becomes imperative that mentor-mentee relationship is essential for continuous growth of nursing profession as with mentoring, the young nurse will be able to learn and acquire skills necessary to work better and provide more quality nursing care.
- Mentoring is a two-way process hence the attention of both the mentor and mentee is needed for a successful mentoring to occur.
- Mentoring can be done at any time as sides formal mentoring that will require a particular format, so experienced nurses should be available to help and mentor the younger ones.

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Conflict of Interest Statement

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