



Nurse as a Mentor

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ABSTRACT

Mentoring is a vital process in nursing; it is a means for experienced nurses to orient and to facilitate acclimation of novice nurses to their new role. This process involves the art and science of guiding another through the purposeful actions of inspiring, coaching, teaching, directing, and leading an individual to a new place of cognition (Barker, 2006; Metcalfe, 2010).¹ Nurse mentor is a nurse who has more experience in a nursing field than you do and is willing to share their knowledge and time to help you achieve your goals. Mentoring can be done formally or informally.

Keywords: Freshmen, Spoon Feeding

1 INTRODUCTION

A NURSE MENTOR - Is a nurse who has more experience in a nursing field than you do and is willing to share their knowledge and time to help you achieve your goals. Mentoring can be done formally or informally.

A formal mentoring relationship is arranged through nursing school, a nurses' association, or a hospital or another employer. In a formal mentoring relationship, you are paired with someone who has volunteered to be a mentor and the mentoring process is overseen by a supervisor or monitoring board. However, plenty of nurse mentoring is also done informally. In these arrangements, your nurse mentor may be a teacher, colleague, or supervisor who lends you a hand simply because they want to help you succeed.

2 WHAT MAKES A GOOD MENTOR?

Not all people are suited to mentoring. The best mentors share certain character traits and skill sets that make them right for the task. These traits and skill sets include:

- ☞ **Positivity:** Remaining upbeat and undiscouraged, especially in regard to the job of nursing.
- ☞ **Tolerance:** Willing to accept all kinds of people.
- ☞ **Patience:** Capable of maintaining calm and focus when dealing with difficult challenges.
- ☞ **Insight:** Able to assess situations and provide useful solutions and/or advice.

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- ✎ **Clarity:** Able to clearly communicate information and advice.
- ✎ **Commitment:** Possessing an earnest devotion to the job of nursing and the role of nurse mentor.

3 WHAT CAN A MENTOR DO ?

Whether engaged in formal or informal mentoring, mentor can help in numerous ways. The top five ways a nurse mentor can benefit include:

Providing Guidance: Mentor will know more about the nursing field you're entering than you do. As such, they can give you insights and advice to help you avoid mistakes and find success

Helping Solve Problems: If you're struggling with a specific nursing task or are having difficulty balancing work, life, and school, your mentor can sit down with you—or chat with you over phone or text—and help you find a way through the challenges you're facing.

Offering Emotional Support: Sometimes, all you need is someone to listen. A good mentor will be there for you when you're feeling overwhelmed, confused, or otherwise out-of-sorts. Remember: They know what it's like, so you'll have a sympathetic ear.

Helping Build Your Confidence: While mentors will certainly let you know if you're making a mistake, they also let you know when you're doing well. This positive affirmation can help you recognize your own talents and can validate that your progress is right on track, despite whatever struggles you've faced.

Guiding Your Career: Because your nurse mentor will know more about your nursing field, they will be able to help you steer your nursing career in the direction you want. In addition to career advice, mentors can also serve as great sources for networking, connecting you with other healthcare professionals and helping you find employment opportunities.

Mentoring of students thus, is an essential feature to render equitable service to all our students having varied background. Student-mentorship has the following aims:

- To enhance teacher-student contact hours
- To enhance students' academic performance and attendance
- To minimize student drop-out rates
- To identify and understand the status of slow learners and encourage advanced learners
- To render equitable service to students

Programme implementation will be in following phases:

- **Phase I:** Selecting Students
- **Phase II:** Allotment of students to the mentors.
- **Phase III:** Interaction of students with the mentors and identifying strengths and weaknesses of the mentees. Forming whatsapp group, if possible, to keep contact among the group.
- **Phase IV:** Periodic meeting of the mentees with the mentors and remedial training of the learners, training students to take up higher skills.
- **Phase V:** Obtaining feedback from the students at the end of the session.

4 ROLE OF FACULTY MENTOR (FM)

Faculty Mentor shall meet respective students as per the mentoring criteria and time table set by the institution.

- ✎ Personal counseling is the main role played by FM.

- The Mentor should ensure to the best of his/her ability that the freshmen (especially his/her mentees) are able to adjust comfortably to college life.
- FM shall certainly meet students of their batches in the first meeting and discuss general matters and make them at ease.
- Subsequently, they shall meet students at regular intervals likely after the 1st and 2nd semester examinations and discuss their performance and comfort level.
- FM shall counsel the students with difficulty in adjusting to the environment. The responsibility of each mentor extends to the entire three years for the batch.
- The student mentor should establish a close rapport with his mentees.
- The Mentor should see to it that he/she meets them at certain critical junctures of the first year such as the first few weeks of the semester, well before end semester exams and at the time of results.
- The Mentor must act on any complaint.
- The Mentor should be ready to help his/her mentee overcome any problems (academic or social) in an advisory role and act as a responsible role model. At the same time, he must realize the importance of making his/her mentee independent and self-reliant. Spoon-feeding is a strict no-no.

Here are some of the strategies to help faculty members stay in tune with the needs of students:

- Identify strengths and weaknesses in all fields of the student mentees by using SWOT analysis.
- Identify hobbies and fields of their interests.
- Guide and motivate to improve their results
- Know their academic and psychological needs and guiding them accordingly Conduct regular counseling sessions for building discipline at two meetings per year.
- Encouragement and Orientation provided in developing enthusiasm to participate in multi-skilled activities such as curricular, co-curricular and extra-curricular
- Collect feedback to strengthen the feedback system and achieve desired results on different aspects.
- Taking feedback at the end on this Student Mentor system.

TO DO LIST FOR FACULTY MENTOR AND STUDENT MENTOR

- Identify strengths and weaknesses in all fields of the student mentees by using SWOT analysis.
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CHECKLIST FOR STUDENT MENTOR (SM)

Ten things a mentor should definitely know about his/her mentees by the end of the first month:

1. Name and contact number and residential address.
2. Whether he/she is at ease in interacting with others? Is he/she too reserved?
3. If he/she faces any Language problems.
4. If he/she suffers from any medical issues.
5. If he/she hails from a remote village/town/metropolis.
6. Whether he/she is enthusiastic for academics.
7. His/her hobbies?
8. Whether he/she is able to cope up with the academics or has he/she given up?
9. Attendance (rough estimate).
10. How well he/she has settled in (to the institute)?

PERSONAL SWOT ANALYSIS

Personal SWOT Analysis Worksheet

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

5 CONCLUSION

Mentoring is more than just sharing knowledge . mentors help mentees identify their own goal and offer empowerment and encouragement to guide them to achieve the goals or solve any challenges along the way . mentors are t intended to dictate how to do something , but rather they are to offer insight and support as their mentee develop their own methods during their career path

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