

**CHARACTERISTICS OF SUCCESSFUL NURSE MENTORS AND POTENTIAL
EFFECTS ON THE RETENTION AND JOB SATISFACTION OF NEW GRADUATE
NURSES:
AN INTEGRATIVE REVIEW**

Submitted to the
Faculty of Liberty University
In partial fulfillment of
The requirements for the degree
Of Doctor of Nursing Practice

By

Toni Cheryl Thompson

Liberty University

Lynchburg, VA

April 2021

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Scholarly Project Chair Approval:

Dr. Vickie Moore, DNP, FNP-C (Chair must sign and date above).

Date

Abstract

Mentoring is a process that has become embedded into new graduate nurses' transition to professional practice since the 1980s. The Institute of Medicine's *The Future of Nursing* identifies mentoring as a mechanism to increase patient safety and satisfaction. Effective mentoring has been categorized as one of the important components of transforming nurses into leaders, improving retention, and increasing job satisfaction. By recognizing the characteristics of successful mentors, organizations can increase the consistency and success of their mentoring programs. The purpose of this integrative review was to examine successful mentor characteristics and identify the effect of mentors on new graduate nurses' job satisfaction and retention. The review included the identification and appraisal of relevant literature to substantiate successful mentor characteristics. The analysis of current literature demonstrated clear evidence of mentor characteristics generating four broad themes: professionalism, psychosocial success, interpersonal relationships, and intrapersonal traits. Thematic assignment allowed a clear picture of the relationship between successful characteristics and professional, mature, and emotionally intelligent mentors. Identification of exact mentor characteristics resulted in the best success for job satisfaction and retention of new nurses.

Keywords: mentor, successful mentor characteristics (traits, qualities), retention of new graduate nurses, job satisfaction of new graduate nurses

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Dedication

To my family and my husband Dave, who provided so much insight into APA writing methods, listening to me think out loud and never giving answers. Thanks to Zechariah, my oldest son, ICU nurse and master's student who "got me" and with whom I could brainstorm. Thank you both, Caleb and Jonathan, my college-aged sons whose diversity of training expanded my understanding of my own profession, who listened and developed ideas unique to their major in places where I would never have looked.

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List of Abbreviations

American Association of Colleges of Nursing (AACN)

American Nurses Association (ANA)

Collaborative Institutional Training Initiative (CITI)

Doctor of Nursing Practice (DNP)

Evidence-Based Practice (EBP)

Institutional Review Board (IRB)

Institute of Medicine (IOM)

Integrative review (IR)

National Academy of Medicine (NAM)

New graduate nurse (NGN)

Nurse residency program (NRP)

Registered Nurse (RN)

Robert Wood Johnson Foundation (RWJF)

Transition to practice (TTP)

Section One: The Review Question

Nurse residency program development has occurred with greater frequency in the last 30 years due to the increasing awareness in promoting positive nursing development, advancement goals, and leadership skills (Rush et al., 2019). It is also vitally important to provide mentorship for new graduate nurses (NGN), known as novice nurses, as many are leaving their jobs-- at times, leaving nursing permanently. In addition, aging nurse population demographics contribute to rising concerns regarding nursing shortages within the next 15-20 years. These attrition rates hover at approximately one-third of the NGN population leaving acute care hospital setting employment within their first two years of employment. This occurs across the spectrum of organizations, even those with established mentoring programs (Schroyer et al., 2020). Developers of mentoring programs need to understand how to select mentors to optimize the results. Equally important is understanding the roles and responsibilities of the mentor and the characteristics an effective mentor possesses.

Background

Mentoring is a process that is typically embedded into NGN transition to professional practice. Although the concept of mentoring dates to the classical Greek period, most recently the Institute of Medicine (IOM; now called the National Academy of Medicine [NAM]), Robert Wood Johnson Foundation (RWJF), and Magnet® Recognition program (Magnet®) sponsored by the American Nurses Credentialing Center (ANCC) has identified mentoring as a critical component to NGN successful transitions into practice (Apospori et al., 2006). They advocate for the use of mentoring within residency programs. Additionally, nurse mentoring has been flagged as a critical component and requirement within the Magnet® application based on the Carnegie Foundation recommendations (Benner, 2012; Chant & Westendorf, 2019; Cusanza, n.d.; Speight

et al., 2019). The IOM, RWJF, and American Nurses Association (ANA) state that understanding how to increase retention within the first two years of the NGN professional practice is a priority.

IOM's *The Future of Nursing* states mentoring has been identified as a mechanism to increase patient safety and nursing satisfaction (Chant & Westendorf, 2019; Speight et al., 2019). Yet recent statistical analysis of attrition rates shows that even with the institution of residency and mentoring, little has changed to increase nursing retention and job satisfaction. Although the transition to practice (TTP) gaps occur across all spectrums of nursing, newly licensed nurses are the most vulnerable and in need of the most support (Rush et al., 2019), as difficult transitions increase attrition rates for NGN. Additional stress occurs if the NGN is not successful in navigating the new role (Benner, 2012; Blair, 2014; Chant & Westendorf, 2019; Dimino et al., 2020; Jakubik et al., 2017; Rush et al., 2019; Schroyer et al., 2020; Speight et al., 2019). A 2014 study in *Policy, Politics & Nursing Practice* found an approximate attrition rate of 17.5% for newly licensed registered nurses (RN) within the first year/first nursing job (Schroyer et al., 2020). They also estimated 33.5% leave the nursing profession after less than two years (Blair, 2014). In addition, the loss of a NGN within the first or second year of employment resulted in approximately 581,000 nursing job vacancies in 2018 alone (Schroyer et al., 2020). Since the goal of mentorship is to advise and train younger colleagues and assist them through the transition period, what are the essential characteristics of a successful mentor?

As a result of research, components have been identified that result in positive nurse development. This leads to increased satisfaction, advancement, and a desire to embrace leadership skills (Rush et al., 2019). Effective mentoring has been categorized as one of those important components to transform nurses into leaders, improve retention, and increase job

satisfaction when it is combined with a transition to practice residency program. Without residency and mentoring programs, organizations may lose as many as one-third of all NGNs (Schroyer et al., 2020).

However, as mentoring programs proliferate, the concepts that mentoring variables inconsistently provide positive results in retention and job satisfaction for NGN's needs further exploration. Identifying characteristics of successful mentors has been included in information on mentoring, but the focus of mentor characteristics is only recently beginning to be addressed. Through developing an understanding of successful mentor characteristics, organizations can increase consistency in their mentoring programs and resultant increases in retention and job satisfaction should occur.

Problem Statement

Conflicting data creates difficulty in identifying optimal mentorship methodology. Some studies strongly correlate the use of mentorship to mentee retention, but other research articles state there is a lack of robust and/or directly correlated data linking mentorship to attrition or retention of the mentee (Chant & Westendorf, 2019; Dimino et al., 2020; Rush et al., 2019; Schroyer et al., 2020; Speight et al., 2019). Determining best practices for NGN mentoring is problematic. Overlapping and poorly differentiated terminology describing the components of TTP and uneven application of the learning process requirements for NGNs occurs. Terms within the mentoring data, when used broadly, vaguely defined, inaccurately communicated, or with misidentified labels results in confusion. In an attempt to standardize nomenclature, the following are a list of definitions used within the field (Table 1): "onboarding", "orientation", "preceptorship", "residency", "fellowship", and "mentoring/mentorship" (Jakubik et al., 2017).

The terms “onboarding” and “orientation” describe the process of acclimating a new employee to the organizational environment and occurs with each new employee regardless of his or her level of experience. During this process, they are provided structured learning and training in a programmatic style. This provides the nurse skill exposures and increases understanding of rationales behind methods for the skill acquisition and skill veracity (Hale & Phillips, 2016; Jacobs, 2018). “Fellowship” is specialized training in areas of healthcare that require specific types of clinical experience to develop expertise (Speight et al., 2019). The use of the terms “preceptor” or “mentor” are often mistakenly used interchangeably. Preceptorships include structured, time specific skills, and process development. Mentoring is a psychosocial-matched relationship that is created between an inexperienced NGN and an experienced nurse (Hale & Phillips, 2019; Jakubik et al., 2017). Highlighting mentor characteristics which have resulted in the most successful TTP through identifying-- and then developing-- a teaching plan for mentors, the developers can increase the success of their program. Equally important is understanding the roles and responsibilities of the mentor for the best results.

Table 1

Commonly used Nomenclature in Transition to Practice Period

<i>Terminology</i>	<i>Description</i>
<i>Onboarding</i>	Cultural socialization of organization, knowledge, behavior, and skills which should be emulated. Environment orientation.
<i>Orientation</i>	Semi-structured to structured training, formal classroom setting or self-paced learning, with the goal of transferring job skills/knowledge of competent professional.
<i>Preceptorship</i>	Structured, formal relationship for the purpose of developing preceptee tasks or skills in a new role.
<i>Residency</i>	Formal and structured training program, curriculum-based training for role translation into the fast-paced environment of nursing.
<i>Fellowship</i>	Post-graduate specialization training, optional, not required.
<i>Mentoring</i>	The creation of a well-matched senior employee with a junior employee, development of long-term career advancement. It is time-limited, emphasizing teaching or goals. Intense and personal (Jakubik et al., 2017); A psychosocial relationship (Hale, 2016).
<i>Transition to Practice</i>	Formal and structured program with curriculum, transitioning into the nursing practice. Provides acculturation and promotes retention by use of a preceptor and a mentor (Jakubik et al., 2017).

According to Merriam-Webster Dictionary (2021), the noun “mentor” is defined is an experienced and trusted guide. Other terms used describe components of a mentor include counselor, pilot, shepherd, and coach. The phenomenon of interest for this Integrative Review (IR) has identified articles with characteristics of mentors. If applied in mentor programs, it can lead to a successful new graduate nurse mentoring program and ultimately increase retention and job satisfaction (Heeneman & de Grave, 2019; Carapinha et al., 2016). Identification of the

beneficial methods for mentor training and continuous development of experienced nurses will result in increased skills, growth, and satisfaction. It may also include other incentives such as job mobility or financial and/or educational rewards giving mentors a beneficial impact for participation, promotion, and acceptance of the use of mentoring.

Purpose of the Project

The next 10-15 years are significant because of the pending retirement of a large segment of nurses and rising hospitalization rates according to the IOM and RWJF (Schroyer et al., 2020). As losses increase, hospitals must recruit and train new nurse staffing (Chant & Westendorf, 2019). A positive mentoring experience results in reduced attrition, increased confidence, and competency of NGN according to research. It also creates a supportive and collaborative relationship between the mentor and mentee benefitting the mentor (Ackerson & Stiles, 2018). A COVID-19 pandemic research study found that current acute care nurses benefited from the mentor role through social and psychological support, as well as organizational support. Additionally, increased resiliency aided nurses to be better able to manage stress (Labrague & Santos, 2020). Since this benefit was felt with experienced nurses, the implications for NGN are compounded. Clarification and differentiation of each step of the NGN process (onboarding, orientation, preceptorship, residency, and mentorship) are important concepts for researchers to investigate to determine if there is a relationship between mentoring and retention in the literature.

In 2019, Chant and Westendorf published an integrative review asking the question: what contributes to sustainability in nurse residency programs? They found that a strong, structurally founded program with established evaluation processes produced the best results. Acculturation to the new setting increased retention, clinical competence, and professional development and

were identified as the key elements in those results. By achieving these goals, they also met organizational needs for improved quality of patient care. Yet they failed to identify which components constituted strong foundations, or which components were essential to creating a viable program (Chant & Westendorf, 2019).

Unfortunately, much of the evidence on successful mentoring characteristics is either outdated or confined to a small sub-section of data within the mentoring process. The concept of mentoring in nursing does not have significantly definitive findings or details to identify the optimal mentoring methodology (Lin et al., 2018). Significant gaps are evident in the literature related to understanding the best evidence-based practice (EBP) methods for mentorship creation, essential components required, and/or additional components required to achieve the highest rates of success. A significant amount of data is available, describing determinant qualifications for mentors, but there has been little agreement on the terminology or definition of those terms.

A preliminary review of the literature was conducted to support the need for a more comprehensive integrative review of the literature. The purpose of this integrative review (IR) is to systematically organize research within the past five years on successful mentor characteristics and examine the effect of mentors on new graduate nurses, with a focus on retention and job satisfaction (Whittmore & Knafl, 2005).

Clinical Question

This Integrative Review will focus on the following primary and secondary questions:

1. Since the goal of mentorship is to advise and train new colleagues, what are the essential characteristics of a successful mentor?

2. If noted in the literature, can successful mentorship be linked to new graduate nurse job satisfaction and job retention?

Conceptual Framework

The scholarly project utilized the guiding framework of Whittmore and Knafl's (2005) integrative review method to provide organization and structure to the information gathered and presented. The information was broadly approached and has multiple types of literature which was reviewed and included in the review (Toronto & Remington, 2020). This allowed for a wide array of research evidence to be examined and explored. The process allowed the project leader to consider diverse methodologies, including experimental and nonexperimental research as well as qualitative, quantitative, and mixed method studies. According to Whittmore and Knafl (2005), this combination "has the potential to play a greater role in evidence-based practice for nursing" (2005, p. 546).

These searches were then evaluated using Melnyk and Fineout-Overholt's (2015) levels of evidence for quality appraisal. The project leader also used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2009 flow diagram to guide the literature search and appraisal process. The flow diagram depicts the flow of studies through each phase of review and maps out the number of records identified, included and excluded, and the reasons for exclusion (Moher et al., 2015).

Eligibility Criteria Through Formulation of Inclusion and Exclusion Criteria

Based on the initial limited literature search, the inclusion criteria for this project included scholarly primary research articles that were published from 2015-2020 and were peer reviewed. Other articles out of this date range were examined and utilized if the content was pertinent and a classic study. Opinion articles which add relevance to the topic were also

included in the review. Additional qualifying criteria included articles that were printed in English, and research from outside the United States if the article was published in English. Exclusion criteria for the articles included articles that were less than full-text and articles that did not include any characteristics of mentors.

Section Two: Literature Review

Information Sources and Search Criteria

In order to gather and assemble the best available evidence on successful mentor characteristics, a comprehensive search of the literature was undertaken by the project leader. This review includes articles from the Elton B. Stephens Company (EBSCO) hosted database and the ProQuest hosted database. The searches included PubMed with full text, Cumulative Index of Nursing and Allied Health (CINAHL), and Health Source: Consumer and Nursing & Academic. Inclusion and exclusion criteria, in addition to the keywords, were applied to each search to ensure that all relevant and current data on the topic of successful mentor characteristics was obtained. The use of the ProQuest database was conducted separately using the same key words. EBSCO's and ProQuest's automated removal of exactly matching studies resulted in a limited number of duplications where 21 were found and eliminated between the two databases.

Multiple keywords and keyword combinations were employed in the search process to enlarge the data sets on pertinent and current studies related to successful mentor characteristics that result in new graduate job satisfaction and retention. The keywords utilized in the search process included: mentor characteristics, training effective mentors, mentoring program, mentoring, nurse, nurses, nursing staff, transition to practice, new graduate nurse, retention, attrition, and job satisfaction. Additional criteria included articles with scholarly primary

research within the publication period and were peer reviewed. Other articles out of this date range were utilized based on the pertinent and classic content of the study. Opinion articles which added relevance to the topic were included in the search. Other qualifying criteria included articles that were printed in English and research from outside the United States, if the article was published in English. Exclusion criteria for the articles included articles that were less than full-text and articles that did not include any characteristics of mentors. Preliminary keyword search of the databases identified 1,212 articles. After exclusion criteria were applied, it yielded 41 articles. Upon review of the remaining articles, 19 were selected based on the review question to determine the successful qualities of an effective mentor, as well as the concept definition of a mentor.

Quality Appraisal

Melnik's *Levels of Evidence* was used to appraise the literature for quality, content, and evidence strength (Melnik & Fineout-Overholt, 2015) coupled with PRISMA identification methods (Moher et al., 2015). A variety of levels of evidence existed among the articles included in this integrative review. Using to Melnik and Finout-Overholt (2015) criteria, the literature chosen included one Level 1 and Level 2 for each study, revealing the highest level of evidence. In addition, there were three Level 3 well-designed controlled trials without randomizations, experimental found in three peer-reviewed journal articles; two Level 4 well-designed case-controlled and cohort studies; five Level 5 well-designed, systematic reviews of qualitative or descriptive studies based on case controlled or cohort studies; three Level 6 from a single descriptive or qualitative study; and four Level 7 opinions of authorities and/or reports of expert committees included in the evidence. The complete matrix and a comprehensive breakdown of each study is included in Appendix A.

Study Selection

The review focused upon identifying and analyzing the most current information on successful mentor characteristics. The goal of the project was to identify linkages between successful mentor characteristics to their relationship to NGN job satisfaction and retention. The articles reviewed included information on key mentoring skills found in existing mentorship programs. Unfortunately, much of the research focused on program structure, phases of mentoring, and the effects of mentoring on retention and job satisfaction, not the mentor characteristics. This integrative review contains 19 peer-reviewed articles that were identified to be paramount, based on the search and analysis process.

Summary Measures

The main purpose of this integrative review was to investigate the characteristics of successful mentors and show the most recent evidence-based information on mentoring and successful outcomes of mentees. In addition, the project leader also strived to show a correlation between successful mentors and NGN job satisfaction and retention. After a careful analysis of the literature, the project leader identified themes common to successful mentors and how this may increase a NGN's job satisfaction and retention. The four themes of current research on successful mentors found commonalities in the concept of professionalism, psychosocial skills, and inter- and intrapersonal traits as approaches to the subject of mentoring characteristics.

Synthesis of Results

The results of the integrative review demonstrate that problems exist related to the conceptual development, implementation, goals, and results of mentoring. This created issues regarding the adequacy of support using evidence-based research. The literature fails to

adequately demonstrate methods for the development of the mentor role. Much of this confusion is related to the overlapping and conflicting use of terms in describing mentors and preceptors.

Attention to definitions and verifiable quality measures led to fewer articles in the integrative review than were initially anticipated. However, each article chosen was evaluated and critiqued for successful mentor characteristics or qualities within the limitations of the individual study. Common themes of successful mentors did emerge and were thoroughly examined.

Reduction of Bias

Clarity of the terms used led to problem identification issues in literature searches and the ability to appropriately limit (i.e., ranges for inclusion/exclusion enhance the rigor for integrative reviews) searches (Whittemore & Knafl, 2005). Data evaluation, including the key search words, narrowly identified literature to include into the analysis and reduce selection bias. To ensure that the literature was appropriately screened and classified according to the eligibility, a systematic review process was applied utilizing the PRISMA flow diagram process (Moher et al., 2009). The PRISMA flow diagram is included in Appendix B. During this integrative review, no identifiable risk of bias was discovered within the themes or article election.

Section Three: Results

Synthesis of Results

The four themes which emerged were: professionalism, psychosocial success, positive interpersonal relationships, and intrapersonal traits. These themes were consistently found in the analyzed articles. Many of the articles leaned toward the externally evident subjects, such as professional qualifications or interpersonal/psychosocial strengths. Professionalism encompassed training and behaviors of the mentor, while psychosocial success was the development of a

positive intersection between societal factors, personal (psychological) behaviors, and thoughts. While “interpersonal” examines the relationship or communication between people and perceptions, “intrapersonal” occurs or exists within the mind of a single person (Merriam-Webster, 2021). The best measurement of intrapersonal traits to evaluate their interpersonal relationships, or “You measure a tree by its fruit” (D. Thompson, Psy.D., LSSP, personal communication, April 2, 2021).

Although inter- and intrapersonal appear to have overlapping characteristics, psychosocial and interpersonal have a closer relationship. Psychosocial combines perceptions with social interactions and interpersonal focuses on interactions in a more intimate setting. Closely associated intrapersonal traits relate to character traits, including perceptions arising from a mentor’s life experiences or emotional intelligence, which influence interpersonal interactions (Al-Hamdan et al., 2019; Cox, 2018). In clearer terms, psychosocial success is one’s interactions within culture overall, and interpersonal is one’s interactions with another person.

Professionalism

Sub-themes of professionalism include expertise (or competency), teacher, role model, educational preparation, and other ideas. These concepts relate to professionalism in the understanding, demeanor, and interactions of the mentor.

Expertise or Competency.

Mentors were addressed with a variety of descriptors: “experts,” “expertise,” and “experience.” Abdullah et al. (2018) describe mentors as experts with experience and change agent knowledge. Cross et al. (2018), plus Heeneman and de Grave (2019), note the mentor characteristic of expertise. Jakubik et al. (2016) and Olaolorunpo (2019) advocate for experienced nurses as mentors. Cross et al. (2018), Dover et al., (2019), and Martinez-Linares et

al. (2019) describe the mentor phenomenon as career development, competence, or nursing competency. Weese et al. (2015) add the elements of teaching and mentee protection as components of competence. Ferguson (2010) advocates for mentors to have strong knowledge.

Teacher.

Abdullah et al. (2018) state mentors target the identification of the needs of the NGN and evaluate their performance to standard. Hale (2018) and Heeneman and de Grave (2019) use the term “teacher” to describe how mentors use the subject matter for the purpose of learning. Martinez-Linares et al. (2019) also use the word “teacher” and define it as teaching skills, role modelling, and sharing the joy of nursing. Radha et al. (2019) call mentoring the teacher and tutor role, thus developing a structured program, and providing experiential learning, discussions, guided reflections, supportiveness, approachability, and a willingness to meet with the mentee. Negatively, the article identifies *superficiality*, which is described as not having the level of involvement in the mentoring process for mentee success.

Role Model.

Abdullah et al. (2018) discuss mentors as role models. This consists of appropriate communication, following an organizational model, and as a role expert. Ferguson (2010) stresses that a role model is a strong model who is admired and respected within the practice. Radha et al. (2019) conclude mentors are predictable interpersonally, which includes both social and professional aspects modeled either positively or negatively. Hale (2018) and Olaolorunpo (2019) describe the mentor role but fail to expand on the meaning of that concept.

Educational Preparation.

Educational preparation is an important attribute for mentors per Dover et al. (2019). Ferguson (2010) discusses the need for mentors to possess a high level of expertise in clinical

practice. In addition, Fowler (2018) describes education as the knowledge and skills a mentee wants to acquire.

Other Ideas.

Many authors describe additional themes in their articles that can be grouped under the main heading of professionalism. Dover et al. (2019) discuss a mentor's understanding of theory to practice gaps as an important quality to evaluate their mentees. Dover et al. (2019) believe that self-evaluation of one's career development is an important characteristic for mentors. Weese et al. (2015) discuss career optimism and identify it as equipping another for leadership, mapping for the future, teaching, and welcoming.

Ferguson (2010) states that mentors must be able to assist the mentee in their work setting and/or group integration. Gandhi and Johnson (2016) identify fostering independence and promoting the professional and personal development of the mentee as a significant part of the mentor role. Hale (2018) states that creating stimulating challenges and facilitating learning is part of the other roles of the mentor.

Jakubik et al. (2016) define mentor professionalism as the creation of a development driven relationship. Finally, mentors foster professional growth, support transition, teach, and equip their mentees for development. Weese et al. (2019) and William et al. (2018) discuss retention and economic impacts of mentoring which lowers turnover, enhances competency development, and promotes career planning.

Psychosocial Success

Psychosocially successful ideas involve the interrelationship between learned behaviors (social factors) and individual interactions, which result in a cultural norm. According to Abdullah et al. (2018), psychosocial success includes a dedication to the role and program as

well as providing a supportive learning environment for the mentee. Mentors accept their mentees as a person and value their perceptions. They are also comfortable working and mentoring in their work environment (Al-Hamdan et al., 2019).

Supportive Measures.

Supportive measures and features were the focus of many of the psychosocial aspects of the mentorship. According to Cross et al. (2018), the mentor role fosters personal development of the mentee, and the mentor acts as counselor, guide, and advisor (Hale, 2018; Jakubik et al., 2016). Heeneman and de Grave (2019) believe that having a supportive learning environment, and providing guidance in behavioral changes and reflection, are essential components of the mentor role.

Blevins (2016) identified that acceptance and values of the mentor promote a comfortable mentoring relationship. Radha Krishna et al. (2019) describe the psychosocial component as supportive but hierarchical, with mentee dependence for progress and career advancement. The mentor/mentee relationship can be characterized by trust or lack of trust. A non-trusting relationship will not result in the desired professional and emotional development in the mentee. Cross et al. (2018) describe the mentor role as providing psychosocial support. Fowler (2018) describes the role as a combination of being supportive and being approachable. An approachable mentor makes themselves available when the mentee needs them.

Williams et al. (2018) describes the mentor role as helping, while Cross et al. (2018) state mentors provide psychosocial support. According to Hale, (2018) mentors ensure socialization, and Jakubik et al. (2016) refer to a mentor as a counselor and guide. Sinclair et al. (2015) discuss the traits of value and empowerment to the role, while Martinez-Linares et al. (2019) offer recognition of the social relationship as viable features of successful mentors.

Coach or Sponsor.

Coaching, as described by Merriam-Webster (2021), is “to train or instruct others.” It may also define a sponsor or supporter of the learner. Hale (2018) calls for coaching and socialization in the mentor role. Radha Krishna et al. (2019) state coaching is focused on specialized skills, demonstrations, being a successful role model, and providing psychosocial support. Weese et al. (2015) state coaching provides security and welcoming with proven mentor leadership.

Reliability.

According to Olaolorunpo (2019), Williams (2018), and Sinclair (2015), reliability is an important characteristic of mentors. Olaolorunpo (2019) describes the concept of reliability as an effective mentor who regularly meets with their mentee. Williams et al. (2018) describe reliability as being dependable with a frequent and effective meeting relationship, while Sinclair et al. (2015) describe it as accountability.

Issues on Trust, Trusting, Trustworthiness.

The Merriam-Webster Dictionary (2021) states that trustworthiness is a noun with the synonym of reliability. Honesty and sincerity are also used to describe trust, as well as someone who can be relied upon. Trusting can have the same definition, but trust is the perception between two parties. Trusting can also be the act of a single party unless placed in conjunction with relationships. Ferguson (2010) describes the trusting relationship as a mentoring characteristic. Mentors can be described as possessing trustworthiness (Hale & Phillips, 2019), “unicity” (Heeneman & de Grave, 2019), and reliably understanding (Sambunjak et al., 2010). Fowler states that the reliably understanding is when the mentor “meets where the mentee’s at in terms of needs” (2018, p. 1082).

Behavioral Characteristics.

Behavioral characteristics of mentors include acceptance and effectiveness as a communicator (Hale, 2018), an align of expectations (Gandhi & Johnson, 2016), and possessing non-judgmental behavior. Being a motivator (Sambunjak et al., 2010), maintaining tolerance or non-bias (Sinclair et al., 2015), and possessing the ability to address diversity (Gandhi & Johnson, 2016) are other important behavioral characteristics of healthy mentors. Finally, Watson et al. (2019) added that the characteristics of leadership and one's perception of their own confidence are attributes desired in mentoring.

Sub-themes.

In searching the literature for psychosocial success, a variety of incidental findings were discovered. Heeneman and de Grave (2019) found that self-directed learning was an important characteristic for mentors. Sambunjak et al. (2010) note that dedication and the ability to maintain the professional role while maintaining "personability" was a critical feature for mentors. Cross et al. (2018) found that the mentor's job satisfaction was an important feature for successful mentors.

Interpersonal Abilities

The mentor role has been described as helping and providing psychosocial support (Williams et al. 2018; Cross et al., 2018), ensuring socialization (Hale, 2018), and being a counselor and guide (Jakubik et al., 2016). Sinclair et al. (2015) add the traits of value and empowerment, while Martinez-Linares et al. (2019) offer recognition of the social relationship as viable features of successful mentors. Interpersonal is defined as a relationship or communication between people. Interpersonal characteristics for mentors include the sub-themes of feedback, mutuality (connection), responsive to others' needs, and being an active listener.

Feedback.

The term “feedback” was widely used in mentoring. Blevins (2016) stated the character of feedback to a mentee should be clear, concise, and “probing” the situation. Providing timely and constructive feedback fosters the mentee’s level of development as well as allowing a mentor to see challenges for future learning opportunities (Sinclair et al., 2015). Mentees value feedback (Cross et al., 2018); feedback encourages and reinforces learning (Hale, 2018) and provides guidance for behavior changes (Heeneman & de Grave (2019).

Mutuality, Connection.

One component which is important to an interpersonal mentor/mentee connection is for the mentee to come to any meeting well prepared (Martinez-Linares et al. 2019). Other components needed for a successful mutual connection include possessing good interpersonal skills, as well as the ability to share knowledge and experiences (Sinclair et al., 2015). Cross et al. (2019) state mentors should have mutuality and be responsive to the mentee’s needs. A successful mentor must also be nurturing (Hale, 2018; Olaolorunpo, 2019; Sambunjak et al.,2010). Ferguson (2010) describes mentors as friendly, welcoming, supportive, and encouraging. Jakubik et al. (2016) state a mentor/mentee relationship should be oriented toward developing a long-term relationship.

Responsiveness to Needs.

Responsiveness results in effective mentoring (Cross et al., 2018; Hale, 2018). Responsiveness is described as a connection with a mentee (Heeneman & de Grave, 2019) and provides a sense of mutual benefit (Williams et al., 2018). Hale and Phillips (2019) entitle this a filial bond where the mentor is receptive to the mentee. This concept includes honesty, trusting, and a desire for mentee success.

The mentor celebrates with the mentee and creates a safe and secure environment for the mentee. Ferguson (2010) entitles this as a trusting relationship, and Jakubik et al. (2016) describe this as a relationally oriented mentor. Sinclair et al. (2015) found that tolerance and the ability to eliminate personal bias (being non-judgmental) creates an effective mentor.

Active Listener.

In interpersonal communication, an active listener is one where the listener goes beyond passively listening to another person's conversation. Rather, they attend closely to the story and identify significance to the person's words, posture, and facial changes. Known as non-verbal communication, this is a type of interpersonal communication. Sambunjak et al. (2010) describe active listening as a characteristic of successful mentors.

Intrapersonal Character

Positive intrapersonal character traits are common to psychologically healthy persons. Intrapersonal character includes awareness and drive, caring, and commitment to mentoring and the mentee.

Awareness and Drive.

Successful mentors are aware of the realities and work pressures of their mentees (Fowler, 2018). Heeneman and de Grave (2019) believe successful mentors should be authentic. They use the terms "self-aware" and "passionate" to describe personal dedication or drive. Interestingly, Sinclair et al. (2015) were the only authors to use the term "emotional intelligence" (EI). This is a theory developed in the 1980s (Al-Hamdan et al., 2019; Cox, 2018; Hurley et al., 2019; MacCann & Roberts, 2008; Petrides, 2010) and is described as the ability to measure one's own emotions and remain sensitive to others (Sinclair et al., 2015). Along with emotional intelligence, they believe that mentors should have consistency and a desire to mentor. Watson et

al. (2019) state mentors should have resiliency features which include increased confidence in their abilities, the capability to control irritations, positive feelings, a feeling of being on top of things, and being well-prepared. Ferguson (2010) shares that effective mentors are holistic with high aspirations of academic craftsmanship, and William et al. (2018) believe that mentors possess personal satisfaction.

Caring.

Caring is a character trait synonymous with nursing. Hale (2018) believes mentors are caring and committed to their proteges, the mentee. Heeneman and de Grave (2019) discuss mentor caring concerning the ability to present themselves to the mentee and behave in a relationally supportive manner. Fowler (2018) expresses caring as the ability to invest themselves into the relationship.

Committed or Commitment.

Mentors exhibit commitment by engaging in the mentor/mentee relationship. Mentors demonstrate earnest intention by displaying professional characteristics, such as expertise and mentor confidence, in the relationship with their mentee. In addition, mentors show concern for their well-being, empathize with them, and have their best interests at heart (Hale & Phillips, 2019). Jakubik et al. (2016) state commitment involves being trusted, having a close relationship, and being engaged in the mentee's journey.

Synthesis of Results

Having completed a detailed examination of successful mentor characteristics in the literature, the project leader found significant evidence to support four broad themes detailing essential characteristics for successful mentors. The four themes consist of professionalism, psychosocial success, interpersonal relationships, and intrapersonal traits. Each focus on specific

attributes or characteristics and can be divided into broad domains, internalization, and externalization. Externalizing their skillset involves professionalism and psychosocial success while internalization of thoughts, perceptions, and interactions involves interpersonal and intrapersonal traits. The themes are highly integrated within the domains and work simultaneously and harmoniously to describe the mentor characteristic phenomenon. The domains are not simply descriptions of the themes, but how the themes are expressed (Figure 1).

The first domain is the mentor's self-development through the acquisition of *externalizing* skillset: professional expertise and psychosocial success. Professionalism is the first theme in this domain. It includes skill and knowledge expertise of the different roles of the nurse (teacher and role model), based on training (Merriam-Webster, 2021). Mentors continue their development with educational advancement and preparation as effective nurses within their practice and for their patient population. Self-development also encompasses an intrapersonal understanding of oneself through both innate and acquired self-awareness.

Understanding the emotional dynamics of self when expressed to others is important. It allows mentors to develop a positive personality, a caring approach, a commitment to work, and awareness of context while working. Professionalism is a trait developed throughout the time a person spends within an organization or profession itself-- for example, professional focus on expertise in their chosen field.

Professionals who are competent in their skillset, sensitive to the needs of their patient population, and willing to share the ideas, tips, and shortcuts they have acquired over time with their colleagues make effective and successful mentors. Nursing professionals understand the nursing culture and the culture within their employment organizationally. They can negotiate the

culture easily to provide the best results for their patients, other nurses, and the organization because of their psychosocial maturity.

The second theme in the externalizing domain is a psychosocial success. Psychosocial success involves both psychological and social aspects, which are cultural or environmental influences on behaviors (Merriam-Webster, 2021). Successful navigation of the behaviors at play allows the nurse to negotiate within multiple contexts: organization, profession, or coworkers. This implies that the mentor has fleshed out their role of nurse for themselves and applied their knowledge of the culture to their interactions with others. They have the unique interpersonal ability to relate to others in a one-to-one relationship. They understand the essential elements for growth by being mutually connected, responsible, and giving individual feedback. The mentor understands others' needs and willingly assumes the specialized role of supporter, coach, reliable friend, trustworthiness, and encourages behavior change for their self-benefit and benefits of others.

The remaining two themes include the concepts of interpersonal and intrapersonal, which fall within the *internalized* domain. Internalizing addresses the mentor's moral character. Thoughts within a single person (Merriam-Webster, 2021) or personal factors/constructs (Psychology Dictionary, 2013) are called intrapersonal traits. Interpersonal traits, however, describe a person's ability to relate to and communicate with another person and involves perceptions (Merriam-Webster, 2021) or connections and actions which have either social or emotional significance between two people (Psychology Dictionary, 2013).

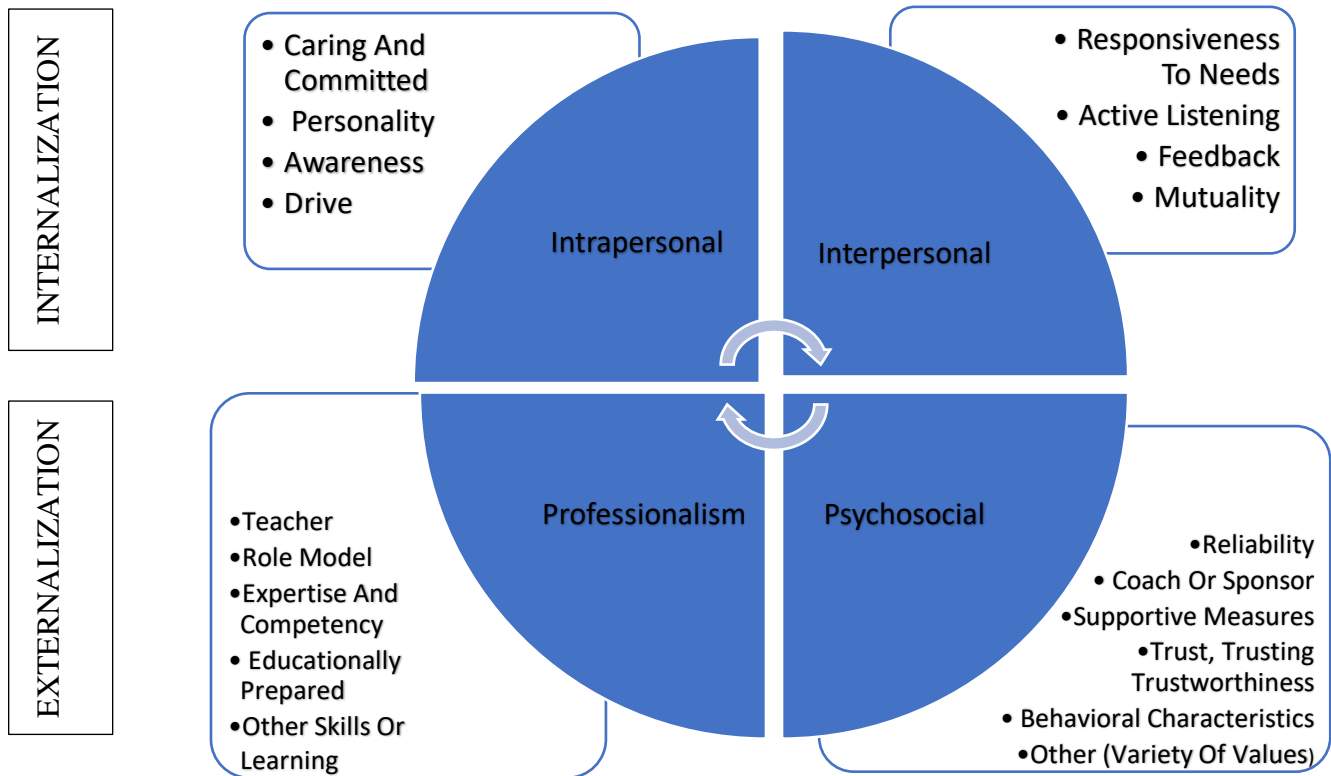
A strong foundation for successful mentor characteristics was demonstrated from the literature review by carefully defining terms and quality measures. This led to fewer articles than anticipated for the actual review. During the screening process, the project leader was cautious to

identify potential mentoring characteristics regardless of the descriptive language in each article. Each article was evaluated for the strategic investigation of mentor characteristics or qualities even within the research context. Characteristic themes emerged in the review outlining the characteristics successful mentors possess, which result in increased job satisfaction and retention for new graduate nurses. Overwhelming evidence supports the relationship between mentors, mentoring programs, and the success of new graduate nurses.

The purpose of the integrative review was to identify the characteristics of successful mentors and examine the effect of successful mentors on new graduate nurses, with a focus on retention and job satisfaction. Evidence in the literature is abundant on the development of mentoring programs since 2015. Most of those studies pointed to increased job satisfaction and retention. The evidence in the literature for successful mentor characteristics was limited, but 19 articles met the predetermined criteria. In reviewing the articles, the project leader identified four overarching themes related to successful mentor characteristics. The themes were further analyzed, and many successful mentor characteristics were excised from the literature. These characteristics should form the basis for successful future mentor programs.

Figure 1

The Four Themes of Successful Mentor Characteristics



Ethical Considerations

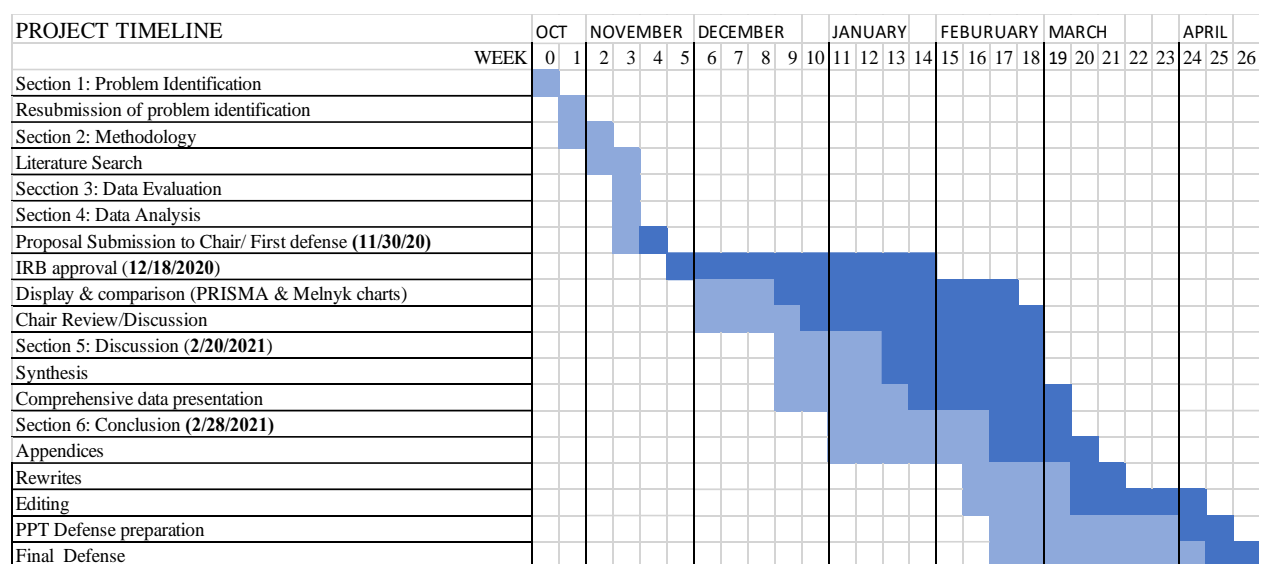
Ethical considerations were of the utmost importance, both for the protection of ethical and moral standards, as well as the validity of the findings of the integrative review (Toronto & Remington, 2020). This integrative review was approved by the Liberty University Institutional Review Board. The IRB approval letter is found in Appendix C. The project leader and project chair have completed the Collaborative Institutional Training Initiative and the project leader’s CITI certificate is posted in Appendix D.

Timeline

Timeline development began in October 2020 and was completed in April 2021. The project manager fell ill with COVID-19/complications which led to the steep drop in progress in November 2020. This led to the accelerated completion of research and project development in the Spring of 2021 (Figure 2).

Figure 2

Project Timeline



SECTION FOUR: DISCUSSION AND CONCLUSION

Summary of Evidence

Mentoring program development in the literature has increased with an abundance of evidence since 2015. Information on successful mentor characteristics was limited in the literature, but the 19 articles reviewed for this project showed significant consensus on mentoring characteristics. Even with the inconsistency of the terminology or semantics which describe said characteristics, the articles demonstrate there is significant evidence of mentor characteristics that are garnering predominately positive results. Conclusive links exist in the literature tying

mentor characteristics and new graduate nurses' perceptions of job satisfaction and intention to leave (attrition) rates.

The project leader identified four overarching themes related to successful mentor characteristics. These themes include professionalism, psychosocial success, positive interpersonal traits, and intrapersonal traits. The themes were further analyzed and attributed the successful mentor characteristics to the mentors' level of professionalism and emotional intelligence (psychosocial, inter-, and intra-personal attributes). The subtle differences in the terminology may be the result of a lack of refinement or lack of semantic development within the field of study. These characteristics should form the basis for successful future mentor research to quantitatively identify which of the components offer the best results.

By identifying the two broad areas of external and internal domains, the questions of mentor program differences in job satisfaction and success rates can be better linked. The identification and quantification of characteristics, the links to resulting job satisfaction and retention rates, and understanding methods for training mentors can improve mentoring programs. This met the integrative review's purpose of the identified phenomenon (successful mentor characteristics) and further bolsters the evidence and provides key areas for improvement.

Implications for Future Practice and Research

Findings in the recent literature demonstrate that there are problems related to the development, implementation, goals, concepts, and results of mentoring. Gaps exist in the literature with the words semantically consistent. The ultimate goal is to remove the terms that have been confused and create technical and specialized terms on the specific subject. By defining and using semantic terms specific to the specialty of mentoring, the result will exhibit

the best evidence to advance research identifying successful mentor characteristics. This can lead to a better understanding of how to effectively train or apply skills for mentors. This could benefit the nursing practice by resolving problem areas, as well as solidifying and instrumentalizing the development of emotional intelligence (Mayer et al., 2011). Unification and accurate interpretation of the terms within mentoring in general advances each of the concepts. Furthermore, clear differentiation of the terms within research contexts will assist in refining mentoring itself.

The lack of consensus for the development of mentoring programs may be the result of overlapping or conflicting terminology, not the characteristics themselves. By solidifying the terminology and testing them in a broader context related to new graduate nurses, it could bring new context for mentors themselves. Training mentors can result in an improved pathway to leadership advancement (Jakubik et al., 2016) and more successes within the mentoring relationships. This results in more concisely built and organized mentoring programs with positively anticipated outcomes.

Limitations

Continued development of our understanding of effective mentor characteristics will never be a static process. With each generation of changes, the nursing population will continue to evolve and require constant monitoring and reevaluations. Therefore, the development of effective mentor characteristics depends upon the characteristics of the mentee more than the mentor. The lack of a definitive and quantifiable connection between the mentor characteristics and the success of mentor programs may fall victim to a rapidly changing set of characteristics of mentees, requiring mentor flexibility and training to generalize the materials. This integrative review also identified gaps in the literature of developing universally accepted terminology,

concepts, and goals for mentor programs that can be researched. By reducing the terminology to concepts which are specific and identified as mentor characteristics, they can then be taught.

Generalization of the information from the articles may be another problem area as a majority of the articles were written without a specific mentor characteristic development investigation. Three articles addressed mentoring characteristics in equivalent language. Blevins (2016) describes the characteristics of mentors but entitles them *qualities* and provides attributes of these qualities to *preceptors*, not mentors. Fowler (2011) discusses the effective mentor. Gandhi & Johnson (2016) also write about creating effective mentors. Sambunjak et al. (2010) conducted a literature review specifically reviewing qualitative research on the meanings and characteristics of mentoring in academic medicine.

Another barrier identified in mentor characteristics data gathered was based on mentee perceptions of the mentor and the perceived value of the mentor. This approach is perception-based, and therefore subjective. Williams et al. (2018) conducted a large, post- Versant® residency program that “weakly” validated mentoring value in a quantitative evaluation survey. Williams et al. (2018) is the sole article identified linking mentor program with turnover intention (TI). The Chi-squared values showed a statistically significant relationship when comparing one-on-one versus group mentoring as variables in three key areas—mentoring experience helping the NGN transition to practice, professionally developing, and managing stress-Job satisfaction was not directly addressed. William et al. stated, “NGNs who were uncomfortable as a staff nurse were more likely to describe turnover intention as high or definite” (2018, p. 124). Two studies found mentoring resulted in improved job satisfaction (Cross et al., 2018; Hale, 2018).

A single study resulted in the development of an instrument, which they validated. Of their findings, they discovered that the weight of the concept “equip the leaders” was an important component in mentoring (Jakubik et al., 2016; Weese et al., 2015). In contrast, the use of this instrument resulted in limitations to the identification of uniquely gathered research on mentor characteristics. Hence, the establishment of a more quantifiable interpretation of subjective data can better support the notion of additional resources to ultimately enhance and promote the function and purpose of a mentor.

Mentoring studies for the last five years have been predominantly focused on the development of mentor programs. The Mentor Benefits Inventory and Mentor Practice Inventory (MBI/MPI) research study validated the instruments’ measurement of benefits (MBI) and has been increasingly relied upon to categorize mentor characteristics. Yet, the instrument’s use for practice was identified as a set of pre-established criteria (MPI) to achieve the practice component values. The study’s analysis demonstrates pre-established criteria where the formation informs the efficacy rather than the interplay of the characteristics informing the effectiveness.

Dissemination

Mentoring in nursing is an important topic and this integrative review was designed to reveal both the data accumulated to identify successful mentor characteristics and to reveal the status of the research. It also is effective in identifying gaps in nursing leadership’s current understanding of said characteristics. A published article is the best option to disseminate the results. Another option that allows for a more intimate understanding of the phenomenon is a poster presentation at a nursing conference. This information is set to be incorporated into the

development of a mentor program at CHI St. Joseph's Regional Hospital in Bryan, Texas currently. This is set to occur by June 2021.

Conclusion

This integrative review serves to summarize the past empirical and theoretical literature about effective mentor characteristics as the phenomenon of interest and linking these characteristics to successful job satisfaction and retention for the new graduate. The answer appears to be *maybe*. This review method used diverse methodologies to capture the context, processes, and subjective elements of the topic, as well as demonstrated how the results can be applied to further research and development. It can advance our evidence-based initiatives to better understand and identify crucial, teachable characteristics. The rapidly changing social environment of mentees must also be considered when determining the best characteristics for effective mentoring, considering the ethical and legal implications of the nursing license.

The research discovered four themes associated with successful mentor characteristics: professionalism, psychosocial success, interpersonal and intrapersonal traits. Psychosocial, inter- and intra-personal components can be integrated into the theory of emotional intelligence. There are many ideas related to an emotionally intelligent subject, but the theory only identifies an individual's ability to accurately be self and socially aware, and self and relationally competent to manage emotions (Cox, 2018). The two domains (externalization and internalization) demonstrate the need for the commitment of the mentor to achieve the successes desired for mentor programs.

Several ideas arose from the articles. One idea that would result in long-term satisfaction was resilience (Watson et al., 2019). Watson et al. (2019) have demonstrated a promising increase in resilience in nursing students through cognitive behavioral training, and most mentors

feel that mentoring increased their ability to work in leadership roles. Jakubik et al. (2016) described this as equipping for leadership. Success follows success. Training mentors not only for their job, role, or skills, can improve personal satisfaction within the organization (psychosocial), peer relationships (interpersonal), and self-directed feedback (intrapersonal). This will ultimately result in increased job satisfaction, retention, and leadership training for every organization.

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Weese, M. M., Jakubik, L. D., Eliades, A. B., & Huth, J. L. (2015). Mentoring practices benefiting pediatric nurses. *Journal of Pediatric Nursing, 30*, 385-394.

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Appendix A: Melnyk’s Level of Evidence

Article Title, Author, etc.	Study Purpose	Sample	Methods	Study Results	Level of Evidence Melnyk Framework	Study Limitations
<p>Abdullah, G., Higuchi, K. A. S., Ploeg, J., & Stacey, D. (2018). Mentoring as a knowledge translation intervention for implementing nursing practice guidelines: A qualitative study. <i>The International Journal of Nursing Education</i> Scholarship. Doi: 10.1515/ijnes-2017-0077.</p>	<p>Seeks to understand the characteristics and outcomes of mentoring, specifically for initiating clinical practice guidelines, knowledge translation intervention.</p>	<p>n=18, n=10 in person, n=8 telephone nurses working at long term care between 2013-2014, Canada.</p>	<p>Semi-structured, pilot tested interviews. Qualitative interpretive design with grounded theory. Plus, a demographic data, by descriptive analysis to obtain understanding of events, trends, and</p>	<p>Description of mentor characteristics, mentee characteristics and evaluation of mentoring experience characteristics and mentoring outcomes. Analysis formulation of proposed guidelines for implementation of the model.</p>	<p>Level VI Single descriptive or qualitative study</p>	<p>Researchers indicated recall bias: lag between experience and interviews. Short term rather than longitudinal outcomes. Small sample with mentors having multiple mentees, may be generalization.</p>

			place into categories.			
Blevins, S. (2016). Qualities of effective preceptors. <i>MEDSURG Nursing</i> , 25(1), 60-61.	Purpose is education: descriptive on preceptor and mentor qualities, review of literature.	Research embedded review on concepts. Definitions, characteristics related to preceptors, USA	Cited data sources, journal article synopsis of research and advocacy for mentorship.	Found preceptor/mentor operates as teacher, role model, supportive learning environment, provide feedback.	Level VI Qualitative or descriptive study	Education focused, identified preceptors not mentors; Single subject, opinions/experiences.
Cross, M., Lee, S., Bridgman, H., Thapa, D. K., Cleary, M., & Kornhaber, R. (2019). Benefits, barriers and enablers of mentoring female health academics: An integrative review. <i>PloS One</i> , 14(4),	Integrative review: Synthesize evidence related to female in academic health setting roles between 2000-2018. Perform a gap analysis in the knowledge and	n=27. Evaluation n=815 records, identified n=27 studies which were relevant	Integrative literature review method using three independent reviewers. Theory to practice gap, competency,	Evaluated the, “Benefits, barriers, enablers and outcomes” (Cross, et al., 2019, p. 10) when female academics are poorly or not mentored.	Level V Non-experimental, qualitative study or systematic review with or	Women targeted studies not always met; English language, some studies not quality rated and studies not always

<p>e0215319. doi:10.1371/journal.pone.0215319</p>	<p>consequences with a deficit adequate and absent mentorship.</p>	<p>between 2000-2018.Female focus Australia. Medicine.</p>	<p>mentoring and lack of preparedness; Scopus, PubMed, Embase, CINHAHL, between 2000-2018</p>		<p>without meta-synthesis.</p>	<p>focused on academic medicine.</p>
<p>Dover, N., Lee, G. A., Raleigh, M., Baker, E. J., Starodub, R., Bench, S., & Garry, B. (2019). A rapid review of educational preparedness of advanced clinical practitioners. <i>Journal of Advanced Nursing</i>, 75(12), 3210-3218. doi:10.1111/jan.14105</p>	<p>Review educational preparation for advanced practitioner nursing (APN) and identification of major themes in current available data. This is related to preparedness for APN for entry into practice.</p>	<p>n=38, publications met their criteria, no time limiting factors mentioned. UK. APN</p>	<p>Mixed method reviews of literature using Trico’s seven-stage process . Included both qualitative and quantitative source materials.</p>	<p>Identification of four themes in perceptions of preparedness for APN role: theory/practice gaps, competency & mentoring. Mentoring focuses and consolidates learning which increases skills.</p>	<p>Level I Non-experimental study. Systematic review of combination or variety of studies.</p>	<p>Rapid review implies a short timeframe to evaluate evidence in order to develop new curriculum. Not as rigorous as a systematic review.</p>

<p>Ferguson, L. M. (2011). From the perspective of new nurses: What do effective mentors look like in practice? <i>Nurse Education in Practice</i>, 11(2), 119-123. doi:10.1016/j.nepr.2010.11.003</p>	<p>Key factors in developing positive mentor relationships, grounded theory, personal journeys as part of a work group.</p>	<p>n=25, 2-3 yrs. fulltime nursing with multiple assignments. Canada.</p>	<p>Grounded theory, qualitative method, interpretive description, two Canadian provinces, followed by audio recorded interview.</p>	<p>1/2 population had mentoring if first 2 years, mentor relationship developed slowly, strong role model, workgroup integration, supporting behaviors, shared knowledge trust.</p>	<p>Level VII opinion of evidence from authority, educational consultant to nursing programs</p>	<p>Type of mentor relationship not explored, small sample size, response opinion led evidence.</p>
<p>Fowler, J. (2018). From staff nurse to nurse consultant: Continuing professional development, part 6: Mentoring and being mentored. <i>British Journal of Nursing</i> 27(18): 1082-1083.</p>	<p>Education: Professional development on mentoring or being mentored.</p>	<p>Opinion from educational consultant with long nursing career. UK.</p>	<p>Distillation of a series of article based on mentoring or being mentored.</p>	<p>Definition and qualities of a mentor described and linked to clinical professional development for the mentors.</p>	<p>Level VII opinion of evidence from authority, educational consultant to nursing programs</p>	<p>Single subject, opinions/experiences</p>

<p>Gandhi, M., & Johnson, M. (2016). Creating more effective mentors: Mentoring the mentor. <i>AIDS and Behavior</i>, 20(Supp 2),294-303. http://doi-org.ezproxy.liberty.edu/10.1007/s10461-016-1364-3. USA. <u>Medicine.</u></p>	<p>Research of mentor studies to develop and discover results of training for diversity. Evaluation of formal structural curriculum, best practice, tools, techniques and effective management of mentors with focus on diversity materials inclusion.</p>	<p>N=26 academic researchers at 14 universities. USA.</p>	<p>Training 2-days, 3 episodes from 2011-2014, Qualitative assessment of awareness of bias, commitment to improve awareness and mitigate effect. Social cognitive theory.</p>	<p>Discovery of 6 domains: effective communication, alignment of expectations, assessing understanding, fostering independence, address diversity, promoting development of diverse researchers.</p>	<p>Level III Quasi-experimental</p>	<p>Research ability in value placed on mentoring by organizations (protected time, advancement etc.); sample in research is perception-based, small sample size.</p>
<p>Hale, R. (2018). Conceptualizing the mentoring relationship: An appraisal of evidence. <i>Nursing Forum (Hillsdale)</i>, 53(3), 333-338. doi:10.1111/nuf.12259</p>	<p>Investigate the conceptualization of the mentoring relationship and conceptualization of the relationship by concept evaluation using Vance's five step process (definition, characteristics, distinct boundaries,</p>	<p>n=17 studies re: nurse-nurse mentoring USA.</p>	<p>Literature review between 1983-2016 to identify mentor characteristics and mentoring relationship (mentee outcomes).</p>	<p>Vance's five step process (definition, characteristics, distinct boundaries, preconditions and outcomes).</p>	<p>Level V Systematic review of concepts for analysis.</p>	<p>Single author review, evolution of understanding and concepts within mentoring, descriptive not explanatory research.</p>

	preconditions and outcomes).					
Hale, R. L. & Phillips, C. A. (2019). Mentoring up: A grounded theory of nurse-to-nurse mentoring. <i>Journal of Clinical Nursing</i> , 28. 159-172. doi: 10.1111/jocn.14636	Processes involved in nurse-nurse mentoring, from mentee perspective, addressing identified gap in literature. Mentoring Up model.	n=15, student nurses; RN, 3.5 to 40 years, clinical specialty units USA.	Classical grounded theory model (CGT); explore experience of mentee re: NN mentoring, behavior processes: interview, memoing, confidencing and referencing.	Concepts and properties: internal confidencing (self-perception); External confidencing (others' perceptions); Referencing, vertical (others higher) or horizontal (other equal); mentoring relationship include: Earnest intention; Filial bond; Trustworthiness.	Level VI quasi-qualitative research	Small sample size, location SE Texas may limit generalization, all perspective opinions.
Heeneman, S., & de Grave, W. (2019). Development and initial validation of a dual-purpose questionnaire capturing mentors' and mentees' perceptions and	Development & pilot of dual-purpose questionnaire of mentors and mentees on the actual v. preferred mentoring. Also evaluate alignment of mentoring	N=103 mentee and n=20 mentors Single university in Netherlands,	Questionnaire: experience, effective mentoring, responsibility, job satisfaction, take action on a Likert	Results show mentor actions: use of reflection, presence, addressing personal issues, student condition and perspective for behavior change;	Leve IV Correlational study	Lack of tool validity and general nature of questions, variability of mentee needs throughout years.

<p>expectations of the mentoring process. BMC Medical Education, 19(1), 133. https://doi-org.ezproxy.liberty.edu/10.1186/s12909-019-1574-2.</p>	<p>with needs assessment by mentees in the Versant® residency program.</p>	<p>over two years. UK. Medicine.</p>	<p>scale. Understanding of the principal component analysis.</p>	<p>address professionalism and identity development.</p>		<p>Focus on mentee, single setting.</p>
<p>Jakubik, L. D., Eliades, A. B., Weese, M. M., & Huth, J. J. (2016, Jan/Feb). Leadership series: "how to" for mentoring. Part 1: An overview of mentoring practices and mentoring benefits. <i>Pediatric Nursing</i>, 42(1), 37-38.</p>	<p>Introduction to a series of articles published for Pediatric Nursing introducing mentoring concepts: Origins and evolution of mentoring, definitions, benefits and practice. Followed by six articles on varying attributes in nursing.</p>	<p>None. Focus on pediatric nursing, results of studies from 2007-2011. USA</p>	<p>Mentor Competency Instrument (MCI). Introductory statements, history and evaluation plus definitions.</p>	<p>Series of articles followed "Mentoring practice and mentoring benefit". Benefits: belonging, career optimism, competence, professional growth, security, leadership readiness.</p>	<p>Level VII Opinion of evidence from authority, educational consultant to nursing programs.</p>	<p>Not study-based data. Focus is education and pediatric nurse.</p>
<p>Martínez-Linares, J. M., Parra-Sáez, C., Tello-Liébana, C., & López-Entrambasaguas, O. M. (2019). Should We Be Trained</p>	<p>Understand 4th year nursing student and NGN perception of lectures and</p>	<p>N=12 NGN and n=12 4th year student nurses</p>	<p>Qualitative exploratory descriptive perceptions of</p>	<p>Two themes: good lecturer (skills, competencies, interpersonal relationship and personality) and good</p>	<p>Level VI Correlational design</p>	<p>Small sample size. Perceptions of mentees current and past.</p>

<p>to Train? Nursing Students' and Newly Qualified Nurses' Perception on Good Lecturers and Good Clinical Preceptors. International Journal of Environmental Research and Public Health, 16(24). https://doi-org.ezproxy.liberty.edu/10.3390/ijerph16244885</p>	<p>clinical preceptor effectiveness.</p>	<p>Spanish university lectures and clinical rotations Spain.</p>	<p>lecturers and clinical preceptors (CP)</p>	<p>clinical preceptor (characteristic of CP, importance of socialization).</p>		
<p>Olaolorunpo, O. (2019, Jan-Apr). Mentoring in nursing: A concept analysis. <i>International Journal of Caring Sciences</i> 12(1), 42-48.</p>	<p>Analysis of concepts of mentoring in the field of nursing and identify attributes, antecedents and consequences on mentor relationship. Resulting clarification and definitions, uses, and applications in nursing practice.</p>	<p>PubMed, CINAHL, Ovid med, PsycINFO, EMB EBSCOhost, Science reviews. Nigeria.</p>	<p>Walker and Avant (2005) method - det. Eight step analysis method. Definition, interpretive use, application, conceptual meaning, existence of measures,</p>	<p>Investigated models , nomenclature/meanings. Found three domains of learning: psychomotor, cognitive, and affective domains. These result in measurable, positive changes in skills, knowledge, attitude.</p>	<p>Level I Systematic review of concepts for analysis.</p>	<p>Further research including how to measure mentoring relationship, boundaries in relationship, qualifications of mentor, maintaining professional relationship.</p>

			foundational work for model development, meanings and misconceptions on concept investigating.			
Radha Krishna, L. K., Renganathan, Y., Tay, K. T., Tan, B. J. X., Chong, J. Y., Ching, A. H., Prakash, K., Quek, N. W. S., Peh, R. H., Chin, A. M. C., Taylor, D. C. M., Mason, S., Kanesvaran, R., & Toh, Y. P. (2019). Educational roles as a continuum of mentoring's role in medicine - a systematic review and thematic analysis	Educational role of mentoring, systematic review evaluation of one-to-one learning, interactions, prevailing concepts of novice mentors.	N=104 articles, 2000-2018 UK. Medicine.	Braun & Clarke's thematic analysis. Differentiating teaching, tutoring, role model, coaching, supervision to context of mentoring.	Search approaches: role modeling, teaching & tutoring, coaching, & supervision. Four themes: characteristics, processes, nature of the relationship, problems faced (educational role). Mentoring increase structural better formal, assessment, feedback and personalized support	Level I Systematic review of concepts for analysis.	Limited scope based on key word selection limitations, novel and unproven assumptions on priority of mentoring. Further study in matching m-m, structure and environment of mentoring.

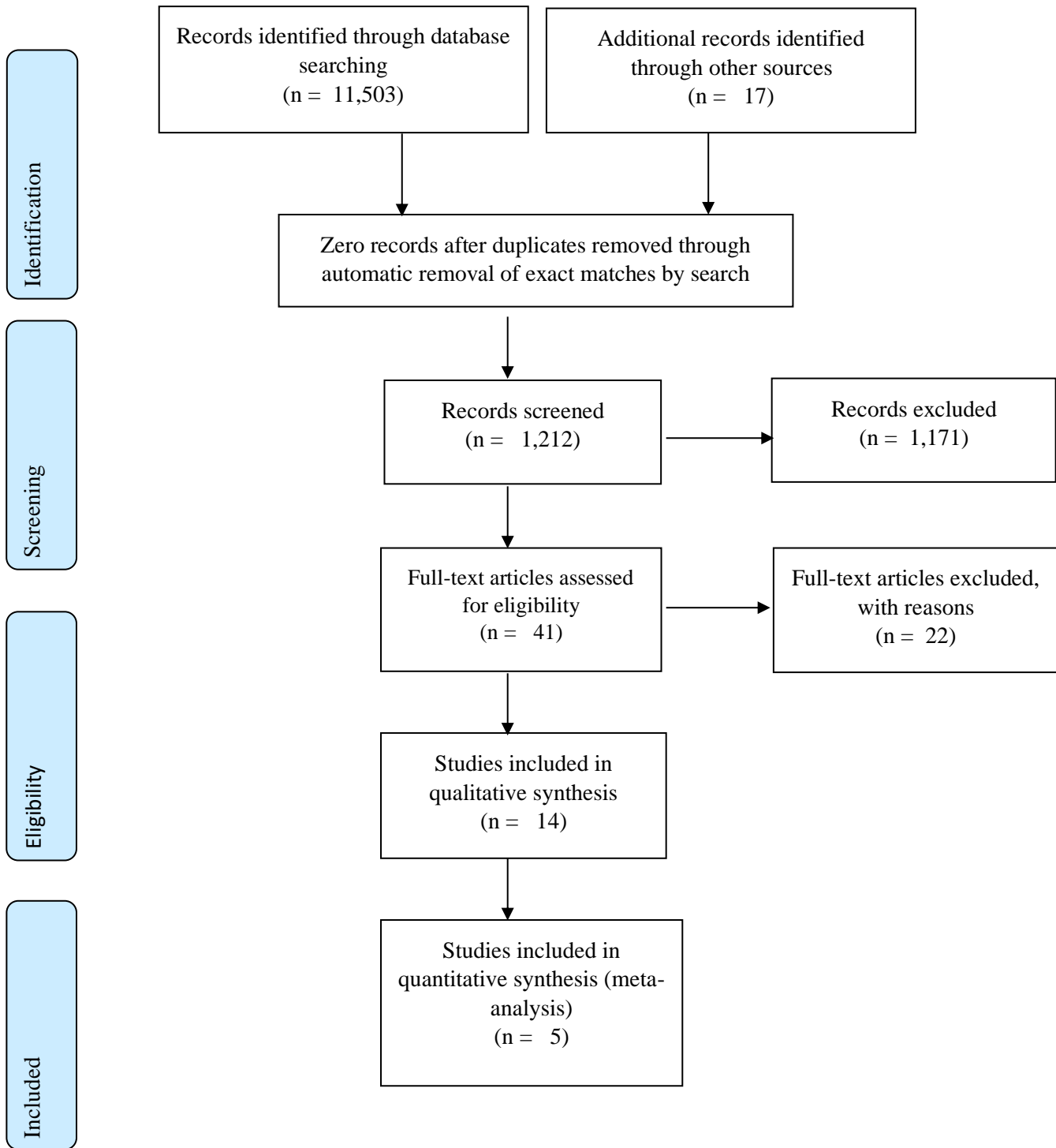
<p>of educational studies from 2000 to 2018. BMC Medical Education, 19(1), 439. https://doi-org.ezproxy.liberty.edu/10.1186/s12909-019-1872-8</p>				<p>highest rated. Relationship of 4 approaches: observation, reflection, emulation, experimentation, assimilation.</p>		
<p>Sambunjak, D., Straus, S. E., & Marusic, A. (2010). A systematic review of qualitative research on the meaning and characteristics of mentoring in academic medicine. <i>Journal of General Internal Medicine: JGIM</i>, 25(1), 72-78. doi:10.1007/s11606-009-1165-8</p>	<p>Academic medicine. Systematic review exploring development, perceptions and experiences of mentoring relationship.</p>	<p>n=8487 citations, n=114 full-text review and n=8 meeting inclusion criteria. UK. Academic Medicine.</p>	<p>Systematic review with inclusion/exclusion criteria. Qualitative articles, "academic medicine" PsychINFO, Medline®, Scopus, Ovid.</p>	<p>Desired characteristics: personal ; Relational; Professional. Actions of a good mentor: Personal/emotions, moral support, private-professional issues, self-awareness, Vision-building & goal setting, Role modeling, skill development, expanding engagement, career monitoring, navigating</p>	<p>Level I Non-experimental study. Systematic review of combination or variety of studies.</p>	<p>Medical field. No gray literature, did not retrieve all studies or contact experts, North America only, Lack of depth for exploration in literature for academic mentoring or characteristics.</p>

				organization, Organization/protect & advocacy. Barriers and strategies to improve mentoring.		
Sinclair, P. M., Pick, J., Hennessy, M., Wooding, J., Williams, J., Young, S., & Schoch, M. (2019). Mentorship in the health disciplines. <i>Renal Society of Australasia Journal</i> , 11(1), 41-46.	Continuing Education and professional development: Mentoring in health disciplines, define roles & responsibilities, identify strategies, key attributes for success of mentor, stages of mentoring. Description of mentoring components and enabling mentee. NEN eLearning.	None. educational training on mentoring UK	Educational training for mentors to understand the purpose and improve their ability to effectively mentor.	Development of mentorship relationship includes preparation, negotiation, enabling mentee, providing feedback and closure.	Level VII Expert opinion	Single education descriptive article. Non-research linked descriptive tips for success.

<p>Watson, D., Monson, K. & marshal, B. (2019, February). Working on nursing students' resilience. <i>Kai Taiki Nursing New Zealand</i>, 25(1), 13.16.</p>	<p>Addition of Resilience training to improve outcomes in final year nursing students, effectiveness of training to refocus to optimize results in coping via training and use by a variety of methods.</p>	<p>n=15, inclusion group (IG), n=14 control group (CG). Senior nursing students, single site. New Zealand.</p>	<p>Well controlled clinical trial without randomization. Brief Resiliency Scale (IG) and Perceived Stress scale (CG). Provided training on resilience and reinforcement through followed up emails to interventional group.</p>	<p>Researchers found IG had increased optimism and active coping as a result of interventions by almost 50% difference from CG. Method: ability to reframe negative thoughts over CG.</p>	<p>Level II Random controlled trial</p>	<p>Small sample size, results on perception answers to stress/resilience, single setting; pre- and post-test questions differ between IG/CG.</p>
<p>Weese, M. M., Jakubik, L. D., Eliades, A. B., & Huth, J. L. (2015). Mentoring practices benefiting pediatric nurses. <i>Journal of Pediatric Nursing</i>, 30, 385-394.</p>	<p>Comparison of mentor predictive values vs. mentor beliefs by investigation of mentee perception survey in Manet® setting; goal is to</p>	<p>n=186, convenience sample. USA.</p>	<p>Descriptive correlative study, 26 states multiple organization all Magnet®</p>	<p>Found that their predictive data and their newly developed mentor competency questionnaire (Jakubik's MCQ, renamed into MCI for instrument)</p>	<p>Level VI quasi-qualitative research</p>	<p>Pediatric nurses only, all Magnet® with high percentage of prior mentees indicating desire to mentor and Magnet®</p>

<p>http://dx.doi.org/10.1016/j.pedn.2014.011</p>	<p>understand how to leverage mentoring relationship to produce better nursing staff/involvement/retention.</p>		<p>recognized, survey online.</p>	<p>was validated by the benefits results.</p>		<p>recognition requirement.</p>
<p>Williams, F. S., Scott, E. S., Tyndell, D. E., & Swanson, M. (2018). New Nurse Graduate Residency Mentoring: A Retrospective Cross-Sectional Research Study. <i>Nursing Economic\$,</i> 36(3), 121–127.</p>	<p>Examination of the relative influence of one-to-one & group mentoring of transition to practice, professional development, stress management, comfort with other staff members, and turnover intention. In residency, efficacy of mentoring as TTP tool.</p>	<p>N=3484 NGN or <2 years practice experience, 102 hospitals. USA.</p>	<p>Retrospective, cross-sectional secondary data analysis. Preceptor-guided clinical emersion, education/ curriculum, formal mentoring, formal debriefing cases, looping.</p>	<p>Two grouped mentoring experiences 1:1 and group. Helpful for mentees, but not for those who mentoring little to no help. 1:1 “significant but weak relationship” higher help with TTP, professional development, stress management. No significant relationship between type and outcomes for comfort w role of staff nurse or turnover intention.</p>	<p>Level III Quasi-experimental</p>	<p>Stronger research design needed to validate. No optimization of mentor-to-mentee ratio. Further research of first year needs for NGN.</p>

Appendix B: PRISMA 2009 Flow Diagram



Appendix C: Institutional Review Board Approval Letter

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

December 16, 2020

Toni Thompson
Vickie Moore

Re: IRB Application - IRB-FY20-21-479 KEY CHARACTERISTICS OF EFFECTIVE MENTORS WHICH RESULT IN SUCCESSFUL, HIGH QUALITY TRANSITION TO PRACTICE RESULTS FOR NEW NURSING GRADUATES: AN INTEGRATIVE REVIEW A SCHOLARLY PROJECT PROPOSAL

Dear Toni Thompson and Vickie Moore,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study does not classify as human subjects research. This means you may begin your research with the data safeguarding methods mentioned in your IRB application.

Decision: No Human Subjects Research

Explanation: Your study is not considered human subjects research for the following reason:

It will not involve the collection of identifiable, private information.

Please note that this decision only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued non-human subjects research status. You may report these changes by completing a modification submission through your Cayuse IRB account.


Also, although you are welcome to use our recruitment and consent templates, you are not required to do so. If you choose to use our documents, please replace the word *research* with the word *project* throughout both documents.

If you have any questions about this determination or need assistance in determining whether possible modifications to your protocol would change your application's status, please email us at irb@liberty.edu.

Sincerely,

G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

Appendix D: Collaborative Institutional Training



Completion Date 23-May-2020
Expiration Date 23-May-2023
Record ID 36727374

This is to certify that:

Toni Thompson

Has completed the following CITI Program course:

LUCOM Biosafety Training
(Curriculum Group)
Initial Biosafety Training
(Course Learner Group)
1 - Biosafety/Biosecurity
(Stage)

Under requirements set by:

Liberty University

Not valid for renewal of certification through CME.

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w8940a6b9-007e-4d9c-82be-1a5741f458e4-36727374