One-on-One Versus Group Mentoring: Does It Really Matter?

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Gina Reid Tinio, PhD, MS, MPH, RN-BC

Presentation Objectives

- Discuss the current state of the mentoring literature as it relates to the retention of the new graduate nurse

- Discuss the findings of a quantitative study which examined the effect of both one-on-one mentoring versus mentor circles on the group cohesion, work empowerment and turnover intent scores on a sample of new graduates who completed a formal new graduate nurse residency program

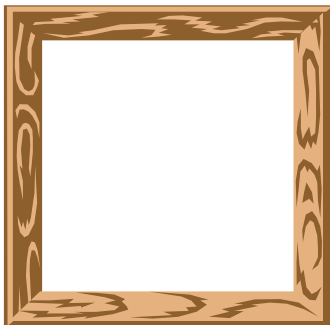- Verbalize the study's implications for nursing professional development practice and future research

Reflective Exercise

Background and Literature Review

Background & Problem

- Between 27% and 53% of new graduate nurses change jobs within their first year of work (Pricewwaterhouse Coopers, 2007)
- Departure of one new graduate within their first year can cost the hospital between $82,006 and $88,032 per nurse (Jones, 2008)
- New graduate transition programs vary widely across institutions
- Job embeddedness research tells us that individuals remain at an organization partly because they feel "connected"
- Mentoring interventions include providing support and guiding the mentee in the development of a support system which help the mentee feel "connected"

Significance of the Problem

- New graduate nurse turnover has significant implications for the individual nurse as well as the organization

- Mentoring is an intervention that is often used in new graduate transition programs but no studies to date have empirically examined the difference in the type/effectiveness of mentoring intervention employed

Research Interest

- Passion for new graduate nurses
- Strong interest in best practice new graduate transition programs
- Frustration with lack of standardized on-boarding curriculum and new graduate nurse transition support frameworks
- Financial realities often challenge nurse educators to decrease resource utilization attached to new graduate transition programs, especially around "soft skills" such as mentoring interventions
- Long term goal- develop a measure specifically targeted at measuring new graduate satisfaction with transition

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My Passion in Action…………

New Grad Class Spring 2012
Central DuPage Hospital

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Purpose of Study

To assess the effect of two different mentoring interventions (one-on-one vs. group) on new graduate nurse intent to stay, utilizing the theory of job embeddedness as the framework for analysis

Primary Research Question

What is the effect of one-on-one mentoring
and mentoring circles, as part of a formal new
graduate residency program, on:
  – The new graduate's perception of connection to
    their unit assignment colleague group (as a proxy
    measure of job embeddedness)
  – The new graduate's perception of work
    empowerment structures (as a proxy measure of job
    embeddedness)
  – The new graduate's turnover intent

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Review of the Literature-Overall

  – Literature supports lack of support as both
    direct and/or indirect cause of new graduate
    attrition (Pearson & Floyd, 2003; Alderman, 1999, White, 1996;
    Cowin & Hengsberger, 2006; Greenwood, 2000; Duscher, 2001)
  – Job embeddedness literature supports
    "connection" to organization as support for
    employee retention
  – Mentoring is one strategy to foster a sense
    of connection to the organization thus
    promoting new graduate retention

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Review of the Literature-Job Embeddedness

  • Original concept presented by Mitchell, Lee,
    Holtom, Sabynski, & Erez in 2001

  • Defined by them as "the combined forces that
    keep a person from leaving his/her job"

  • Basic theoretical premise- individuals remain at
    an organization because they feel connected to
    a social web

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Job Embeddedness- Facets of the Model

Off-The-Job Embeddedness	On-The-Job Embeddedness
LINKS: Community	LINKS: Organization
FIT: Community	FIT: Organization
SACRIFICE: Community	SACRIFICE: Organization

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Job Embeddedness- Significance of *Links*

- Links refer to the extent to which individuals feel linked to activities and people
- The higher the number of links between the person and the social web, the more the employee is bound to the organization
- Example of links:
  - Number of colleagues with whom the employee interacts
  - Amount of support and recognition they receive from their peers
  - Number of years in position

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Job Embeddedness- Significance of *Fit*

- Fit refers to the employee's relationship between their job and other facets of their life
- The better the fit, the more likely the employee will feel personally and professional connected to the organization (Mitchell et al., 2001)
- Examples of fit:
  - Socialization opportunities for newcomers
  - Utilization of individual's skills and talents
  - Values and culture preferences
  - Work schedule which supports work-life balance

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Job Embeddedness- Causes

- Socialization of new employees

- Providing employees with information about the phases of their transition

- Continued positive social support

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Job Embeddedness- Consequences

- Negatively correlated with intention to leave and subsequent turnover (Mitchell et al. 2001)

- Less likely to search for a new job (Crossley et al., 2007)

- Predictor of organizational citizenship behaviors and job satisfaction (Tanova and Holtom, 2008)

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Summary and Conclusions-Job Embeddedness

- Limited literature demonstrating a formal connection between job embeddedness, mentoring, and retention

- Only one result found in the context of the new graduate nurse

- Mentoring interventions clearly support job embeddedness *links* and *fit* by providing socialization, information, and support

- More research in this area is clearly needed

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Review Of Literature- Mentoring and Retention

- Concept analysis completed on mentoring in the context of employee retention-

    – 24 articles form CINAHL (nursing)
    – 12 articles from PscyINFO (non-nursing)

- Definitions, antecedents, referents, and outcomes of mentoring vary within the literature

- Very few scientific quantitative studies in the nursing literature-most are program descriptions

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Mentoring- Definitions

- 13 articles failed to provide any definition
- 10 borrowed definition from other literature sources
- 13 provided varied self-developed definitions
- Common themes:
    – Relationship between experienced and novice team member for the purpose of professional development
    – Relationship extends over time
    – Career and psychological
    – Mutually beneficial
    – Formal or informal
    – Various methods- i.e. one on one, group, electronic
    – Many activities: role modeling, counseling, coaching, teaching, providing support

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Mentoring- Surrogate Terms

- Mentor:
    – Internship program
    – Mentorlink
    – Keystoner
    – Clinical coach
    – Preceptor
    – Career mentor

- Mentee:
    – Protégé
    – Orientee
    – New graduate

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Mentoring- Antecedents

Elements that precede the occurrence of the concept

- High turnover
- Scarce resources within a particular profession
- Inadequate support after initial orientation period
- Increase professional satisfaction of experienced staff (mentor)

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Mentoring-Consequences

Situations that follow the occurrence of the concept

- Organizational Impact
  – Increased retention of employees
- Mentee Impact
  – Increased motivation
  – Increased clinical competence
  – Decreased social stress
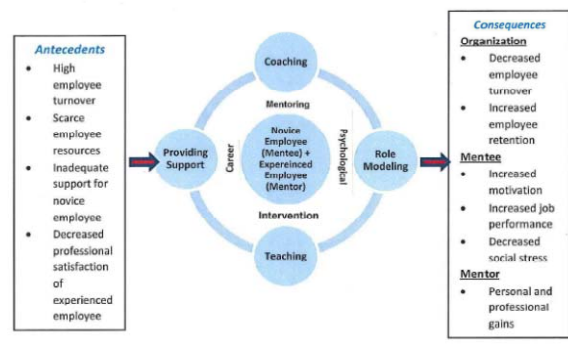- Mentor Impact
  – Personal and professional gains

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The GRT Mentoring Model

Mentoring- Related Concepts

- "Walking with Another" (Mills et. al 2012)

- Workplace Social Support" (Harris et. al. 2007)

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Discussion

3 studies which published results on-one-on one mentoring:

- Apker et. al found in 201 hospital nurses that relationship between mentoring and intent to leave was partially mediated by team communication
- Garbee & Killacky (319 faculty members who received one-on-one mentoring)-mentoring scores did not significantly predict intent to stay
- Harris et. al (184 employees of teaching hospitals)-career mentoring (one-on-one) did not predict job tenure

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Review of Literature- Mentoring and Retention

Most common themes:

- Novice as the mentee
- More experienced peer as the mentor
- High turnover as primary antecedent
- One on one face to face as the method
- Retention of the mentee as the primary outcome

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Review of the Literature-Mentoring and Retention

- Contradictory outcomes from studies outside of the nursing literature related to mentoring impact on retention

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Preceptor vs. Mentor

Preceptor
- Formal assignment
- Intentional pairing
- Set amount of time
- Usually focus is competency/skill based
- Clearly defined objectives
- Relationship typically ends with orientation

Mentor
- Formal or informal
- Intentional or unintentional pairing
- Timeframe determined between mentor and mentee
- Focus on personal and professional growth
- Mutually developed objectives and outcomes
- Lifelong relationship

Study Design, Setting, Measures & Sample

Methods

- Design
  - Secondary data analysis
  - Exploratory comparative cross-sectional design
- Setting
  - Data from Versant, LLC- evidence-based RN Residency in both general acute care and pediatric hospitals
- Measures
  - Versant RN Residency utilizes two measurement tools that can be used as a proxy to measure *fit* and *links*- Group Cohesion Scale and Conditions of Work Effectiveness Questionnaire

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Sample

- 2032 new graduate nurses who completed the 18 week Versant RN Residency between 2007and 2010
- Majority were female
- Age-greater than 50% were 23-30 y.o
- Degree status-greater than 50% BSN
- 54.9% were mentored through mentor circles
- 45.1% received one-on-one mentoring

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Measures-CWEQ

- Widely used tool within nursing to measure nurses' perceptions of four work empowerment structures
- Based on Kanter's theory-employees who have access to information and resources, receive support, have the opportunity to learn and grow have increased organizational commitment- originally 31 items
- In 1986 Chandler adapted Kanter's original CWEQ for use in nursing- never published
- Dr. Heather Laschinger (1996)- first to publish adapted measure- CWEQ -six subscales- Likert scale 1 to 5; self- report
- Higher the overall score, the higher individual perception of empowerment

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CWEQ- Versant Modifications

- 30 items; four subscales- Opportunity, Information, Coaching & Support, Job Activities
- Subjects not only score what they currently have but also how much they would like to have
- Coaching & Support subscale-evaluate based on supervisor
- Only "have" items used for this study

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Measure-Group Cohesions Scale

- Limited use within nursing
- Measures employee's perception of their colleague group
- 6 items scored using 7- point Likert; self-report
- Higher the score, the higher the level of group cohesion
- Origination of measure remains controversial

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Measures- Turnover Intent

- One item measure- Do you plan to leave this facility within the next year?
- 6 point scale: "Not At All" thru "I Surely Do"
- Administered the last week of the RN Residency (18 weeks)

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the data analysis and interpretation is your doctoral work and does not reflect Versant standards or recommendations

Results-Demographic Regressions

- Looked at age, education, and gender-none were significant

Demographic	TOTAL Group Cohesion	CWEQ Total "Have"
Education	p=0.160	p=0.491
Gender	p=0.564	p=0.620
Age	p=0.062	p=0.463

NOTE: The data analysis and interpretation presented here does not necessarily reflect Versant, LLC's standards or recommendations.

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Results-Group Cohesion and Mentoring

- Dependent variable=TOTAL Group Cohesion at end of residency (18 weeks)
- Independent variable= mentoring intervention
- Performed regression analysis
- Findings:
  - Statistically significant association between both one-on-one mentoring and mentor circles and group cohesion
    - One-on-one mentoring actually lowers group cohesion
    - Participation in mentor circles positively impacts group cohesion

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Results-CWEQ and Mentoring

- Dependent variable=TOTAL WeHave at end of residency (18 weeks)
- Independent variable= mentoring intervention
- Performed regression analysis
- Findings:
  - Statistically significant association between one-on-one mentoring and mentor circles and work empowerment
    - One-on-one mentoring actually lowers perceptions of work empowerment
    - Participation in mentor circles positively impacts perceptions of work empowerment

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Results- Relationship to Turnover Intent

- Dependent variable= Turnover intent
- Independent variables=mentoring circle, Group Cohesion, TOTAL WeHave
- Performed regression analysis
- Findings:
  – All three independent variables are significantly associated with turnover intent

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Discussion

- Initially surprising results for one on one mentoring…that said…in looking at items on measures..not conceptually surprising
- Does sample size play a role in significance?
- Could mentor/mentee fit play a role?
- Could one-on-one mentor knowledge and skill play a role?
- In one-on-one - is mentee totally dependent on mentor for access to information?

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Discussion

- Use of secondary data set
  – Benefits and challenges

- Use of proxy measures
  – Benefits and challenges

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Implications for Practice

- Group mentoring is a valuable tool to consider as part of new graduate transition program
- Consider using theoretical framework to guide and develop new graduate transition programs and outcome measures-mentoring theory still sorely underdeveloped
- What's the true cost and demonstrated ROI of group mentoring intervention?
- Don't lose sight of the many other factors that influence intent to stay

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Questions?

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Thank You

- Presenter Contact Information

- **Gina Reid Tinio PhD, MS, MPH, RN-BC**
- Senior Director
- Department of Professional Practice
  Northwestern Medicine Central DuPage Hospital
- Northwestern Medicine Delnor Hospital
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  25 N Winfield Rd
  Winfield, IL 60190
  630.933.3531 office
  gina.reid@cadencehealth.org