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

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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 (PriceWaterhouse 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

My Passion in Action…………

![New Grad Class Spring 2012 Central DuPage Hospital](image)

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

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

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
Job Embeddedness- Facets of the Model

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<tr>
<th>Off The Job Embeddedness</th>
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<td>Community</td>
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<td>Community</td>
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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

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
Job Embeddedness- Causes

- Socialization of new employees
- Providing employees with information about the phases of their transition
- Continued positive social support

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)

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
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

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

Mentoring- Surrogate Terms

- Mentor:
  - Internship program
  - Mentorlink
  - Keystoner
  - Clinical coach
  - Preceptor
  - Career mentor
- Mentee:
  - Protégé
  - Orientee
  - New graduate
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)

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

The GRT Mentoring Model
Mentoring- Related Concepts

• “Walking with Another” (Mills et. al 2012)

• Workplace Social Support” (Harris et. al. 2007)

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

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
Review of the Literature-Mentoring and Retention

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

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 links: Group Cohesion Scale and Conditions of Work Effectiveness Questionnaire

Sample

- 2032 new graduate nurses who completed the 18 week Versant RN Residency between 2007 and 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

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
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

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

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)
Results-Demographic Regressions

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

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<tr>
<th>Demographic</th>
<th>TOTAL Group Cohesion</th>
<th>CWEQ Total “Have”</th>
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<tr>
<td>Education</td>
<td>p=0.160</td>
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<tr>
<td>Gender</td>
<td>p=0.564</td>
<td>p=0.620</td>
</tr>
<tr>
<td>Age</td>
<td>p=0.062</td>
<td>p=0.463</td>
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NOTE: The data analysis and interpretation presented here does not necessarily reflect Versant, LLC’s standards or recommendations.

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

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
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

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?

Discussion

- Use of secondary data set
  - Benefits and challenges
- Use of proxy measures
  - Benefits and challenges
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

Questions?

Thank You

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