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

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Association for Nursing Professional Development Annual Convention
July 2014
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
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
– 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
• 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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<tbody>
<tr>
<td>LINKS: 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 professionally 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 PsycINFO (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
Mentoring- Related Concepts

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

• Workplace Social Support” (Harris et. al. 2007)
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
• Contradictory outcomes from studies outside of the nursing literature related to mentoring impact on retention
### Preceptor vs. Mentor

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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
• 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
• 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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<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>
<td>p=0.491</td>
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<tr>
<td>Gender</td>
<td>p=0.564</td>
<td>p=0.620</td>
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<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
• 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

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

- Apker et al found in 201 hospital nurses that the 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.
Discussion

• Use of secondary data set
  – Benefits and challenges

• Use of proxy measures
  – Benefits and challenges
Implications for NPD Specialists
Implications for Practice

• Group mentoring is a valuable tool to consider as part of new graduate transition program
• Of value for NPD Specialists to 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
Implications for Future Research

Now it’s your turn…….