

The Effect of a Formal Mentoring Program on Career Satisfaction and Intent to Stay in the Faculty Role for Novice Nurse Faculty

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- Disclosure Statement

- Stephanie Jeffers (Widener University) and Bette Mariani(Villanova University) indicate that they have no conflict of interests that relate to this presentation.

- Objectives

- The learner will be able to:
 - discuss the effect of a mentoring relationship on career satisfaction and intent to stay of novice nurse faculty in an academic role.
 - explain the implications this study has for nursing education.

Nurses in Academia

- Current national faculty shortage: 6.9%
- Numerous faculty retirements
- Not enough incoming nurse faculty to meet demand
- (AACN, 2014)
- Increase in novice nurse faculty
- Preparation of novice nurse faculty
- Transition from bedside to academia
- Satisfaction with new role

Purpose

- Explore the influence of a formal mentoring program on career satisfaction of novice, full-time nurse faculty in undergraduate and graduate nursing programs.
- Explore the influence of participation in a formal mentoring program on novice nurse faculty intent to continue in role of faculty.
- Explore the experiences of novice nurse faculty.

Review of Literature

- Looming faculty shortage
- Causes include: retirements, lack of degree preparation, little academic teaching experiences
- Role transition
- Stress, decreased job satisfaction
- Novice faculty may or may not be mentored

Literature Review: Research on Mentoring

- Small number of studies examining outcomes of mentorship
- Positive relationships with mentors leads to increased job satisfaction
- Mentored faculty have lower levels of ambiguity and stress
- Mentoring is beneficial to novice faculty

(Bittner & O'Connor, 2012; Chung & Kowalski, 2012; Specht, 2011)

Experiences with Mentoring

- Relationships with mentors were positive
- Transition from expert bedside nurse to novice nurse faculty was difficult
- Mentors were valuable
- Mentorship programs should extend beyond first year

(White, Brannan & Wilson, 2010)

Method

- IRB Approval –
Widener University,
Villanova University
- Mixed method
design: descriptive-
comparative, and
qualitative
descriptive



Research Questions/Hypotheses

- Novice nurse faculty who have participated in a formal mentoring program will have higher career satisfaction scores than novice nurse faculty who did not participate in a formal mentoring program.
- Novice nurse faculty who have participated in formal mentoring program will intend to continue in the career role as a nurse faculty more than novice faculty who have not participated in a formal mentoring program.
- What is the experience of novice nurse faculty who teach in an undergraduate baccalaureate nursing program or graduate program?

Sample & Setting

- Subjects recruited via email
- Publically Available Nursing Organization Member Directory
- A priori power analysis – 102 subjects
- 1435 Online Surveys sent
- Total returned surveys: 252 (17.6%)
- Total useable surveys: N = 124 (8.6%)

Data Collection

- Demographic Questionnaire
- Mariani Nursing Career Satisfaction Scale (MNCSS)*
 - A 16-item semantic differential scale
 - Opposite adjective pairs where participants rate their career
 - 7-point scale
- Open-ended questions

*(Mariani, 2007;2012)

Data: Quantitative

- MNCSS Cronbach's Alpha
 - $r = .96$
- Hypothesis # 1: T-test (Mentored vs. Non-mentored Novice faculty and CS)
 - No statistically significant difference
- Hypothesis # 2: Chi Square
 - No statistically significant difference
- Additional Analysis – CS and Intent to Stay
 - T-test (Effect of CS on Intent to Stay)
 - $p < .001$

Data Analysis: Qualitative

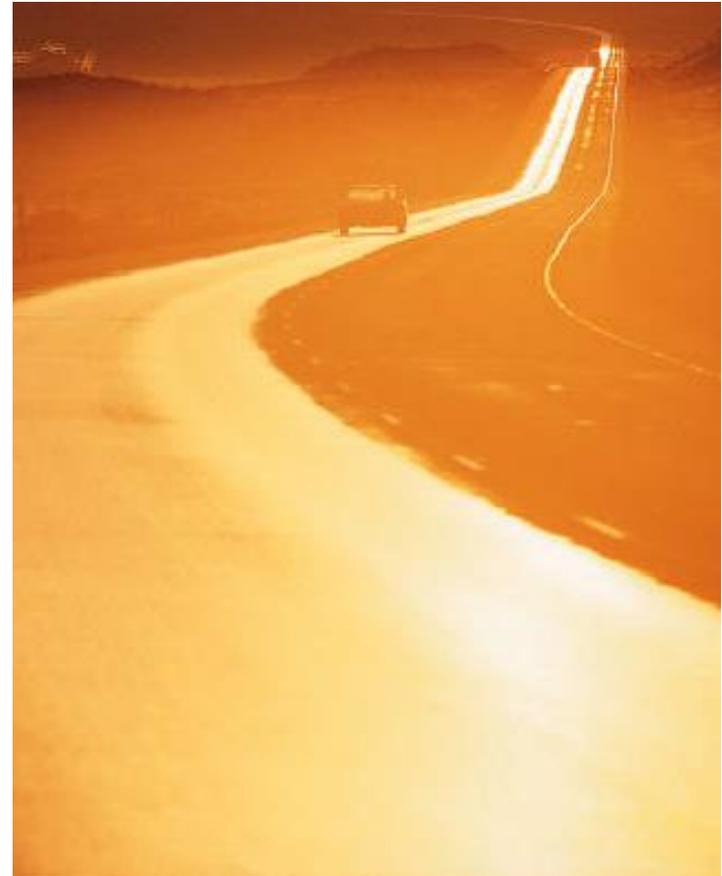
- Qualitative data analyzed utilizing Colaiezzi's method of thematic analysis
- Significant statements extracted, clustered
- Major theme with subthemes emerged

Qualitative Data

- Major Theme: Navigating Academia
- Subthemes:
 - Learning about the complexity of the nurse educator role
 - Building relationships among a new peer group
 - Feeling abandoned and fending for oneself

Subtheme 1: Learning About the Complexity of the Nurse Educator Role

- Transitioning to nurse educator role from the bedside is a challenging task
- Mentors provided academic and emotional support
- Learning the political processes of nursing programs
- Understanding new roles and responsibilities



Subtheme 1: Learning About the Complexity of the Nurse Educator Role

- “personal guide in understanding the intricacies of the role”
- “someone to help me avoid the minefields, understand the politics and culture, and be successful”
- “I have a writing mentor and a statistical design mentor and an academic politics mentor...”



Subtheme 1: Learning About the Complexity of the Nurse Educator Role

- If mentors were not helpful, sought alternatives
- “used blog sites, watched seasoned faculty teach, drew upon my experiences as a student”
- “...have to be an independent thinker”
- “Loads of trial and loads of errors”
- “self taught and sleepless nights...”
- “I attended conferences for nurse educators. It was expensive but worth the time and money.”

Subtheme 2: Building Relationships Among a Peer Group

- Learning how to manage new relationships
- Formal and informal
- Determining new roles
- Building a supportive network



Subtheme 2: Building Relationships Among a Peer Group

- “The majority of the faculty are open to impromptu meetings. These relationships help fill any gaps that may occur in the formal mentoring relationships, plus I get others’ perspectives and benefit from their specialized expertise.”
- “I came into the role of novice faculty thinking it would be an easy transition since I was a very experienced nurse, however it was a difficult transition. Had I not had the informal mentoring relationship, I would not have remained in my role as a faculty, I would have left and returned to nursing practice.”

Subtheme 3: Feeling Abandoned & Fending for Oneself

- Participants discussed disadvantages and negative aspects of mentoring (or lack of mentoring)
- This data conflicts with quantitative data collected



Subtheme 3: Feeling Abandoned & Fending for Oneself

- “...the faculty member I was placed with never met with me or helped me.”
- “The mentoring program was a farce. I did not receive any help when I asked for it. Was told “we all had to learn the hard way’.”
- “Informal mentoring to me means ‘when it’s convenient’ and so it rarely happens.”
- “appropriate faculty are spread extremely thin!”

Subtheme 3: Feeling Abandoned & Fending for Oneself

- ...”I have been biased by incivility and bullying. I know that I would never treat another nurse the way that I have been treated. As novice faculty, I was in a vulnerable position and at the mercy of those guiding me through the nuances of academia.”
- “My mentor was a bully. She rejected all my ideas and was detrimental to my success.”

Subtheme 3: Feeling Abandoned & Fending for Oneself

- “Incivility is occurring all around me. I am shocked at how students speak to me. I am shocked at how faculty treat one another. When I learned how to become a nursing faculty member, I learned the importance of boundaries with the students yet all around me I am surrounded by faculty having such a casual relationship/friendship with students.”
- “It has been very difficult transitioning from a clinical role to faculty. I have been disappointed by all of the meetings that are required of me, all of the workload plus all of the little things that are requested of my time. I am overwhelmed and really reconsidering this as a full time job.”

Subtheme 3: Feeling Abandoned & Fending for Oneself

- “Very overwhelming. I feel as though I am required to cater to the desires of the students as opposed to making them rise to the precedent that has been set for them. Based on my first year of experience, I’m not sure this is a career field I will continue to pursue in the future.”
- “I do not think many PhD programs prepare you for the teaching role. My experiences were because I sought them out. I wish there had been more pedagogical instruction and mentoring.”

Implications for Nursing Education

- Establish formal mentoring programs
- Provide novice faculty with ongoing orientation program
- Educate seasoned faculty on the needs of novice faculty and how to guide them
- Expand on current curricula in doctoral programs preparing nurse educators
- Workshops
- Support conference time to improve pedagogical skills

Implications for Nursing Research

- Conduct research on the outcomes of formal mentoring programs
- What works? What does not work?
- Continue to explore novice nurse faculty experiences with mentoring, transition into academia

Conclusions

- Although, there was no statistically significant difference in CS or intent to stay for novice faculty who participated in formal mentoring and those that did not, faculty feedback from the open-ended questions indicates that mentoring is valued by most novice faculty
- Additional research is needed to measure outcomes of formal mentoring programs
- With the faculty shortage looming it is important that experienced nurse faculty and administrators identify strategies for retention

Questions

- Thank you!
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