

BACKGROUND

Experienced nurses transitioning from a clinical to a nonclinical nursing position often experience feelings of insecurity and frustration. These feelings are often compounded by the fact that they are assigned to mentors with little experience and no formal training.

- Effective mentor-mentee relationships require a mentor that is confident and comfortable in their role⁴.
- Less than 15% of mentors receive any formal training, and less than 1/3 of organizations have inclusion criteria for mentors³.
- Formal mentor training increases mentor competency, role satisfaction, and confidence^{3,4}.

The question this project aims to answer is: Would implementing a mentor training program for nurses tasked with mentoring newly hired nurses provide enhanced role preparation compared with nurses receiving no training?



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EVALUATION

The effectiveness of this project will be determined by comparing pre-and post-education surveys administered to the program participants. Participants will be asked to use a Likert scale to rate their knowledge, skill, confidence, and role satisfaction related to mentoring. Questions will be focused on whether participants found the program valuable, were satisfied with program contents, and any suggestions for improvement.

- The first survey will be administered to program participants prior to beginning the program and will measure baseline knowledge and role confidence.
- The second survey will be administered to program participants immediately after program completion and will measure satisfaction with the program, current role confidence, and knowledge of techniques used for mentoring.
- The final survey will be administered to program participants three months after program completion and will measure ongoing role confidence and enduring knowledge.

METHODS

A literature review revealed significant evidence to suggest that a well-designed mentor training program will lead to significant benefits for the mentor, mentee, and host organizations³. Prosci's ADKAR® Model for organizational change was selected as the framework for this project⁵. There were three themes identified by the literature.

1. Benefits of a mentor training program.
2. Characteristics of a successful mentor program.
3. Need for additional research.

Following approval from management for program implementation; education regarding the mentor training program will be provided to senior staff who have expressed an interest in being mentors. Each session of the mentor training program will have ten participants and will last four weeks. Each week will have two sessions. One session will focus on education and training and one session will be designated for problem-solving and collaboration. Participants will be encouraged to provide support, encouragement, and assistance to one another throughout the program.



CONCLUSIONS

A successful mentoring program can increase job satisfaction, self-confidence, workplace camaraderie, and skill competency². However, research indicates that these benefits are only observed when there is an effective mentor-mentee pairing. An effective mentor-mentee relationship requires a mentor that is comfortable and confident in their role⁴. Unfortunately, most mentors have little mentoring experience and no formal mentor training³. Lack of experience and training can lead mentors to feel apprehensive and unsupported². This project aims to provide a framework for developing, implementing, and evaluating a formal training program for mentors to improve the confidence, support, and effectiveness of nurse mentors.



REFERENCES

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