

Evaluation of WCN's Diversity Initiative Mentorship Pilot Program

Report for the Washington Center for Nursing

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Evaluation of WCN's Diversity Initiative Mentorship Pilot Program

This report describes the results of the evaluation of the one-year pilot mentoring program which was part of WCN's Diversity Initiative. This program paired newly graduated minority RNs with experienced RNs. The purpose of the mentorship program was to support minority nursing students as they transitioned into professionals. The goals of the mentorship program were to help these nurses develop organizational skills, understand interpersonal conflicts at work, and to give them the opportunity to reflect on new experiences.

The aims of the evaluation of this program were to:

1. Describe the experience of mentors and mentees in the mentoring program.
2. Explore how the experience of participating in the mentoring program benefited both the mentors and the mentees.

The information obtained from this evaluation will be used to improve this program. It will also be disseminated to aid in the design and implementation of other similar programs.

Methods

This qualitative descriptive study used a mixed-methods approach to collect and analyze data. Approval for the study was granted by the University of Washington's Human Subject Division. Data was collected via face to face interviews and an on-line survey. Interviews were conducted between June and October 2014. Interview participants received a generic \$25 gift card. The on-line survey was made available October and November 2014. Respondents to this survey were entered into a drawing for a \$50 generic gift card.

Recruitment for the interviews was done via email, and began in late May. Prior to the recruitment effort, an email announcement of the study was sent by WCN to the participants of the mentoring program. This was followed by an email from the researcher inviting participants to contact her to set up an interview. Response rate was poor, particularly among the mentees, and several rounds of email were sent. In July, WCN staff contacted mentors and mentees via telephone to remind them of the study, and to request they contact the researcher to arrange an interview. This resulted in two more interviews. When the on-line survey announcements were sent, participants were informed that face to face interviews were still being conducted. As a result, one more mentee signed up for an interview.

Interviews took place in a location chosen by the participant. Locations included coffee shops, restaurants and a conference room in the participant's workplace. The interviews were conducted in a conversational style with open-ended questions (see Appendices A & B). This allowed participants to use their own words to describe the experience of being a mentor or a mentee. Informed consent and permission to audiotape the interviews were obtained prior to the start of the interview.

The online survey was built on Catalyst WebQ, a web-based platform developed and maintained by the University of Washington. The survey primarily consisted of multiple choice questions

(see Appendices C & D). There were also a few open-ended questions. Links to the survey were sent via email. Three rounds of announcements were sent, each approximately two weeks apart.

Data Analysis

Data from the on-line surveys were analyzed using simple descriptive statistics using a built-in function of Catalyst WebQ.

Audiotapes of the interviews were professionally transcribed, and to ensure quality, were checked for accuracy against the original. During this process, to protect the identity of participants, all names of organizations and persons were changed or removed. Transcripts were then loaded onto NVIVO, a software program which was used to aid in storing, coding and retrieving the data.

In this report, a descriptive overview of the qualitative and quantitative results is presented. The main goal of this report is to identify areas that can be improved as the program enters its second year. Subsequent analysis will involve a thematic analysis of the qualitative data. The goal of the thematic analysis will be to gain an understanding of the experience of being in a mentorship relationship, and how this relationship might benefit the professional development of minority nurses.

For clarity, when presenting the results, “respondents” will be used to identify mentors or mentees who contributed data to the study, and “participants” will be used to identify all mentors and mentees in the program. Since the majority of respondents were female, feminine pronouns will be used throughout this report.

Results

Characteristics of the Sample

Five of the eight mentors (62%) and three of the nine mentees (33%) participated in face to face interviews. Coincidentally, all of the mentees that were interviewed were paired with one of the mentors that were interviewed, which meant that information was obtained from both sides of the mentor/mentee dyad in three instances.

The on-line survey had seven respondents; four mentors (50%) and three mentees (33%). Two of these respondents had not completed a face to face interview. Between the interviews and the surveys, the response rate for the overall study was 75% (6/8) for the mentors and 44% (4/9) for the mentees.

Information on age and ethnicity was not collected from the sample as WCN had previously collected this information on the group as a whole, and it was felt that collecting this information on the subset might inadvertently reveal the identity of respondents. The mentees who responded to the online survey all had BSNs, and had been RNs for one to three years. Although they were not specifically asked how long they had been employed, during the interviews several mentioned that it took them a year or more to find their first job as an RN. Two of the mentees

were not employed when they began the program. Both found work during the program, with direct or indirect assistance from their mentor.

For most of the mentees, this was their first experience with formal mentorship. One of the mentees had a formal mentor while in school, but did not think it was beneficial to her professional growth. Another mentee had an informal mentor while in school and felt it was beneficial. One mentee indicated that she did not currently feel the need for a mentor, but participated in the program because she knew it was just getting started, and she wanted to see it succeed. Other mentees said they participated in the program to help them determine how to advance their careers, to get help finding a job, or to get support in their new position.

The mentors who responded to the online survey had been RNs for five to 33 years (Mean = 21 years). One was a BSN nurse who was working towards a DNP, two had MN degrees, and one was completing her PhD. None of the mentors had a formal mentor as a new nurse, but three said they had informal mentors. They said this experience was beneficial to their professional growth, and helped them learn how to be a mentor. Three of the mentors had been an informal mentor in the past; and two had been formal mentors.

The mentors said they were inspired to participate in the program to “see more diverse nurses recruited into nursing and into public health specifically.” Another said, “One of the reasons I did this is because being a new nurse was so awful,” and a third said, “I think, you know, in a funny way it sort of heals me too.”

Description of Meetings: Frequencies, Settings, Topics Discussed

Frequencies & settings of meetings. Frequency of face to face meetings ranged from two times during the entire program, to weekly (about 20 times). Most participants reported they met at least monthly (about 10 times). The mentor who said she met with her mentee twice had moved to another state, but had remained in contact with her mentee via email, texts and phone calls. Another mentor, who participated in an in person interview in June, said that she met with her mentee three or four times but then lost touch with her when the mentee stopped responding to emails, phone calls and texts. She said she informed staff at WCN, and they had not been able to touch bases with this mentee, either.

Meetings between mentors and mentees mostly took place in coffee shops or restaurants. One pair reports meeting in the mentee’s home. Three of the mentors said one of their meetings involved joint attendance at an educational offering sponsored by the mentor’s organization.

Other methods of staying in touch were email, text messages, phone calls, and skype (see Table 1). Mentors said their mentees preferred text messaging over the emails. Text messages were primarily used to arrange meetings, or to quickly check in. For example, one mentor said she texted her mentee periodically to ask, “How are you doing? Do we need to meet?” Most of the contacts between mentors and mentees were initiated by the mentor.

Topics discussed. The topics that respondents discussed included the following:

- Career advice or help finding a new job
- Difficulties with patients or patients' families
- Concerns about clinical situations
- Difficulties with physicians
- Difficulties with co-workers and managers
- Work-life balance
- Experiences with bias in the workplace
- Experiences with workplace bullying or lateral violence
- Gaining self-confidence and leadership skills

Of these topics, career advice (i.e., future plans), finding a new job, and issues related to adjusting to being a new nurse were the ones which were discussed most often.

One of the interesting findings of this study was that in the in-person interviews, which were mainly conducted in June and July, respondents said they had not discussed issues of workplace bullying or bias. At this time, the mentors said they did not think it was an issue their mentee had faced. However, all of the mentees who were interviewed said they had experienced either workplace bullying or bias at some point during their nursing education or job career. They said they had not discussed these issues with their mentors because they did not want to sound like they were complaining, and they did not feel it was something their mentor could relate to.

Subsequently, on the on-line surveys, which were administered in October, all of the respondents (both mentors and mentees) said they had discussed workplace bullying and bias. Since most of the respondents to the online survey also participated in the interviews, it is possible that these discussions were prompted by the discussion during the interviews. It is also possible that the mentors and mentees had reached a level of comfort and trust in their relationship that allowed them to broach this difficult issue.

Challenges in the Relationship

On the whole, respondents described an open, friendly relationship with their mentors or mentees. Challenges were easily overcome, and included arranging meetings, personality issues, and difficulties adjusting to the role of being a mentor (see Table 2).

Arranging meetings. The primary challenge that respondents reported was that it was difficult to arrange meetings. Finding a time when both were available to meet, finding time in busy schedules, and finding a location that did not involve a lot of travel for either partner, were all common concerns. Despite these challenges, all of the mentees said they felt the frequency of face to face meetings was adequate.

Personality issues. On the whole mentors and mentees said there were no personality issues. One mentee said that both she and her mentor had the same quiet personality. She felt this led to some

awkward silences during their meetings, but that it was a minor problem. Her mentor did not mention this issue.

Several of the mentors were White, but this did not seem to be an area of concern to the mentees. They all said that successful mentoring relationships did not have to involve people of similar cultural or ethnic backgrounds. However, one mentor reported that there was a misunderstanding that arose because of these cultural differences. Her mentee (who was from a different country), expected that the mentor would be able to use her influence to help her find a job within the organization in which the mentor worked. The mentor said she had to explain to the mentee that she could only alert her when jobs were available, and that they would have to go through the same hiring process as other applicants.

Adjusting to the role of mentor. The mentors said they initially had difficulties figuring out how to be a mentor, and that they did not always know how to address their mentee's concerns. Three mentors said the training they received helped them understand their role as a mentor; one said it did not. One mentor felt that the resources that were available to them through WCN helped them be a good mentor, one was ambivalent, and two said they did not have enough resources.

The primary area mentors struggled to address was related to job and career advice. They said they were surprised by their mentees' focus on career development and initially felt unprepared to help with the job search. They said they stepped up to the challenge by focusing on concrete tasks like writing cover letters and resumes, and working on interview skills. They also said they contacted people they knew and tried to network on behalf of the mentees.

Issues related to workplace bullying and bias also were an area that mentors struggled to address. One mentor, who helped her mentee get a position on the same unit in which she worked, said:

When she did get hired she definitely experienced bullying and racism and this was really difficult to assist with – I sometimes felt like I was being judged for advocating for her even though I know she will be a great nurse and there is a history of racist practices on my unit. It has been extremely uncomfortable having to deal with a system that denies there is bias in the workplace. Managers are able to simply deny what you have seen and heard and the problem is attributed to the novice nurse of color and all accountability is simply missing – I feel like I am the one who is facing the system gatekeepers and saying – there is a problem here.

Another mentor said, "Mentee was hoping for support from WCN to go to the workplace and address racism issues. I wasn't sure what our role should be in addressing institutional issues." The mentee in this dyad said: "it [the program] doesn't [have] any plan to prevent bullying on minority nurses."

Benefits of the Program

Both the mentors and mentees had overwhelmingly positive things to say about the program. One of the mentees said: "So I'm telling you, this program is really good." Another mentee said,

“I just wanted to say, thank you for giving me this opportunity to be in this wonderful program and I hope it expands more, and more and more people are aware of it.” They also reported that the conversations that they had with their mentors were helpful most of the time, and that their mentors knew how to address their concerns. Mentees said the mentoring experience helped them feel more committed to the nursing profession, and it benefited their professional growth. They also said they were inspired to mentor another nurse in the future.

Mentors said that while being a mentor probably did not help them advance their own career, they got satisfaction knowing they were helping another nurse. They also said the experience helped them feel more committed to nursing as a profession. Finally, they were pleased they could contribute to increasing the diversity of the profession.

Recommendations

The evaluation process indicated that the program is essentially sound. However, some areas for improvement were identified. The following recommendations come from direct feedback from the participants, as well as from the analysis of the data.

- Create opportunities for all of the mentors and mentees to meet, either separately (i.e., just mentors or just mentees), or as a group. These meetings would also allow WCN to get some “real time” feedback on the program.
- Provide ongoing professional development opportunities related to mentoring.
- Offer tools and ideas for mentors, beyond the initial training that might assist them with the experience. It would be helpful to let the next cohort of mentors know that mentors sometimes struggle to figure out how to address their mentees’ concerns, and they do not always know if they have the right advice. As nurses, we often want to solve other people’s problems, or at least help them find the tools to solve them on their own. However, most of the mentees felt that as long as their mentor was kind, friendly, and was a good listener, the experience was helpful.
- Forward information on local conferences or continuing educational opportunities to mentors. Many expressed a desire to attend such events with their mentee.
- Mentors said they need more training on how to discuss difficult issues such as workplace bullying, racism, and institutional bias (particularly in hiring and training practices). Mentors also need to be able to understand and clearly communicate the extent of their ability to help their mentees resolve these issues.
- Have a dedicated program coordinator who can address concerns and answer questions. One person said, “I had a question six weeks ago and still haven’t gotten a response to my request for resources for my mentee.”
- Provide the mentors with topics or open-ended questions they can use to initiate discussions. An example of a prompt they could use is: “Incivility, or even bullying, is a problem that new nurses often experience. Is this something you have seen in your workplace?”

Conclusion

The first year of the mentoring program was a success. While there were some issues with recruiting participants for the evaluation process, ultimately almost half of the participants contributed data either through an interview, the online survey, or both. While it is possible that the participants we did not hear from had a different experience, and did not benefit from the program, they would represent a minority opinion. The mentors and mentees who contributed to this evaluation felt the program was beneficial and would like to see it continue in the future. Finally, since mentees reported that the program increased their commitment to the profession of nursing, it is likely that this program, if it continues, can positively impact the diversity of the nursing profession.

Table 1: Type and Frequency of Meetings

Type of meeting	Percentage who reported meeting in this manner (number/total sample)	Number of times Mean (Range)	Who initiated
Face to face	100%	14 (2-30)	Mentor 70% Mentee 30%
Email	85% (6/7)	8 (0-20)	Mentor 100% Mentee 0 %
Text	100%	15 (5-20)	Mentor 70% Mentee 30%
Telephone	71% (5/7)	10 (0-40)	Mentor 90% Mentee 10%
Skype	14% (1/7)	1 (0-1)	Mentor 0% Mentee 100%

Table 2: Challenges in the Mentor/Mentee Relationship

Finding a time when both could meet	Never	42% (3/7)
	Sometimes	58% (4/7)
Creating time for a meeting	Never	42% (3/7)
	Sometimes	58% (4/7)
Distance made it difficult to meet face to face	Never	58% (4/7)
	Sometimes	15% (1/7)
	A lot of the time	28% (2/7)
Personality issues	Never	71% (5/7)
	Sometimes	29% (2/7)

Appendix A: Guide for Interview with Mentees

Participant ID _____

Date of Interview _____

Introduction:

- The purpose of this interview is to learn about your experiences in the mentorship program. I want to assure you that there are no right or wrong answers. If you don't understand a question, let me know.
- The interview will last about an hour. This includes time for me to answer any of your questions, and for you to sign consent forms. If you need to stop the interview at any time, let me know. You do not have to answer any question that you do not want to answer. You may also ask me to remove any answers from the record at any time.
- To protect the confidentiality of co-workers or patients and their families, please avoid using full names, or the name of your workplace. To further protect confidentiality, I will be changing all names on the written transcriptions.
- First I need to go over the consent form with you.

Informed Consent:

- I will give you an opportunity to review and sign the consent form. The purpose of this form is to make sure your rights as a participant in this study are protected.
- The information that you share with me today will be kept confidential. The staff at WCN will not be informed of who participated in the interviews, or what they said. The information that I will share with them will be grouped with other participant's data.
- The audiotapes will be destroyed after they are transcribed. The people who transcribe these tapes will be asked to sign a confidentiality agreement.
- **After form signed:** Thank you, before we begin the interview, do you have any questions?
- **If participant has given permission (verbally and on Consent Form) for taping and taking notes:** I will now turn on the tape recorder, and will also be taking notes. The notes are thoughts that I want to remind myself of later, as well as questions that come up that I might want further clarification of. The purpose of tape recording the interview is so that I can have your words verbatim.

Questions:

1. To start, please describe the relationship with your mentor.
2. What factors do you feel are important to establishing a good relationship with a mentor?
3. What characteristics do you think it is important for mentors to have?
4. What challenges have you faced as a new nurse? Do you feel these challenges are unique to nurses with your social or cultural background? How has your mentor helped you with these challenges? Is there anyone at work who has helped you with these challenges? How have they helped?

5. In your discussions with your mentor, has the issue of balancing work & family obligations ever come up? What did you talk about? Who initiated the conversation? Do you feel your mentor was able to help you?
6. In your discussions with your mentor, has the issue of adjusting to the realities of being a new nurse (as opposed to the ideal world of a student) ever come up? What did you talk about? Who initiated the conversation? Do you feel your mentor was able to help you?
7. In your discussions with your mentor, has the issue of workplace bias ever come up? What did you talk about? Who initiated the conversation? Do you feel your mentor was able to help you?
8. In your discussions with your mentor, has the issue of workplace bullying ever come up? What did you talk about? Who initiated the conversation? Do you feel your mentor was able to help you?
9. What other topics have you and your mentor discussed? Did you or your mentor initiate this conversation? Do you feel your mentor was able to help you?
10. What challenges or difficulties have you encountered in the relationship between you and your mentor? How have you dealt with these?
11. What were the personal benefits to you, if any, from having a mentor?
12. What were the professional benefits to you, if any, from having a mentor?
13. Do you have any other comments before I turn off the tape?

- I will now turn off the tape. Thank you for your time!

Appendix B: Guide for Interview with Mentors

Participant ID _____

Date of Interview _____

Introduction:

- The purpose of this interview is to learn about your experiences as a mentor. I want to assure you that there are no right or wrong answers. If you don't understand a question, let me know.
- The interview will last about an hour. This includes time for me to answer any of your questions, and for you to sign consent forms. If you need to stop the interview at any time, let me know. You do not have to answer any question that you do not want to answer. You may also ask me to remove any answers from the record at any time.
- To protect the confidentiality of co-workers or patients and their families, please avoid using full names, or the name of your workplace. To further protect confidentiality, I will be changing all names on the written transcriptions.
- First I need to go over the consent form with you.

Informed Consent:

- I will give you an opportunity to review and sign the consent form. The purpose of this form is to make sure your rights as a participant in this study are protected.
- The information that you share with me today will be kept confidential. The staff at WCN will not be informed of who participated in the interviews, or what they said. The information that I will share with them will be grouped with other participant's data.
- The audiotapes will be destroyed after they are transcribed. The people who transcribe these tapes will be asked to sign a confidentiality agreement.
- **After form signed:** Thank you, before we begin the interview, do you have any questions?
- **If participant has given permission (verbally and on Consent Form) for taping and taking notes:** I will now turn on the tape recorder, and will also be taking notes. The notes are thoughts that I want to remind myself of later, as well as questions that come up that I might want further clarification of. The purpose of tape recording the interview is so that I can have your words verbatim.

Questions:

1. To start, please describe the relationship with your mentee.
2. Have you ever been a mentor before? How was that experience similar or different from this one?
3. What factors do you feel are important to establishing a good relationship with a mentee?
4. What characteristics do you think it is important for mentors to have?

5. What challenges did you face when you were a new nurse? Do you feel these challenges are unique to nurses with your social or cultural background? Did you have an informal or formal mentor who helped you with these challenges? How might that have helped (or how did that help?)
6. In your discussions with your mentee, has the issue of balancing work & family obligations ever come up? How did you handle this? Do you feel you were able to help her/him? In your discussions with your mentee, has the issue of adjusting to the realities of being a nurse (as opposed to the ideal world of a student) ever come up? How did you handle this? Do you feel you were able to help her/him?
7. In your discussions with your mentee, has the issue of workplace bias ever come up? How did you handle this? Do you feel you were able to help her/him?
8. In your discussions with your mentee, has the issue of workplace bullying ever come up? How did you handle this? Do you feel you were able to help her/him?
9. What other topics have you and your mentee discussed? Did you or your mentee initiate the conversation? Do you feel you were able to help her/him?
10. What challenges or difficulties have you encountered in the relationship between you and your mentee? How have you dealt with these?
11. What challenges or difficulties have you encountered in learning how to be a mentor? How has the WCN program helped you overcome these?
12. What were the personal benefits to you, if any, from being a mentor?
13. What were the professional benefits to you, if any, from being a mentor?
14. Any other comments before I turn off the tape?

- I will now turn off the tape. Thank you for your time!

Appendix C: On-line survey for Mentees

You are being asked to complete this survey because you were a participant in the Washington Center for Nursing's Diversity Mentoring Initiative. Please do not complete the survey if you were not involved in this program. The purpose of this survey is to learn about your experiences in the Washington Center for Nursing's Diversity Mentoring Initiative. The goal is to improve this program, and to help other organizations design similar programs in the future. The ultimate goal is to help minority nurses in their first years of practice.

Completion of the survey is voluntary, and will not affect your standing in the program. If you do choose to complete a survey, you will be entered into a drawing for a \$50 gift card to be spent wherever you choose. Your name and contact information will be collected for this drawing. This information will be kept separately from your answers. Employees and staff of WCN will not have access to this information. They will not know who did or did not complete surveys.

The survey will take approximately 20 minutes to complete. It consists of a combination of multiple choice responses and open-ended questions. Examples of an open-ended question that will be asked in the survey is: "Approximately how many times did you meet in person with your mentor?" An example of a multiple choice question is: "Having a mentor has been a positive experience."

Some of the questions will explore your relationship with your mentor, or negative experiences at work. You may experience slight discomfort when answering these questions. You may skip any questions that you do not feel like answering. To protect the confidentiality of co-workers or patients and their families, please avoid using full names, or the name of your workplace, in this survey.

If you would like any more information about this study, please contact the Principle Investigator, Susan Johnson, RN, PhD at: 253-692-5673 or slj6@uw.edu

If you agree to complete the survey, please click "next" to move to the survey questions. If you decide you do not want to complete the survey, please click "Cancel" to end the survey.

1. How long have you been an RN?
2. What is your highest level of education?
3. When you were a student, did you have a formal mentor?
 - A. Did you feel this experience has helped your professional growth?
4. When you were a student, did you have an informal mentor?
 - A. Did you feel this experience has helped your professional growth?
5. Did you and your mentor establish a regular schedule for meetings?

6. Approximately how many times did you meet in person with your mentor?
 A.. Where were meetings held?
 B.. In general, did you or your mentor initiate the meetings?
7. Did you and your mentor use email to communicate?
 A. Approximately how many times did you exchange email with your mentor?
 B. In general, did you or your mentor initiate emails?
8. Did you and your mentor use text messaging to communicate?
 A. Approximately how many times did you exchange texts with your mentor?
 B. In general, did you or your mentor initiate texts?
9. Did you and your mentor communicate via phone?
 A. Approximately how many times did you talk on the phone with your mentor?
 B. In general, did you or your mentor initiate phone calls?
10. Were there any other forms of communication you and your mentor used (e.g. skype)?
 A. If so, what were they?
 B. How often did you use these forms of communication?
11. Which of the following topics did you and your mentor discuss? Who initiated discussion?
 Was the discussion helpful?

Topic		Discussion initiated by:	Was discussion helpful?
Difficulties with patients or patients' families	Y	Mentor	Y
	N	Mentee	N
Concerns about clinical situations	Y	Mentor	Y
	N	Mentee	N
Concerns about ethical issues	Y	Mentor	Y
	N	Mentee	N
Difficulties with physicians	Y	Mentor	Y
	N	Mentee	N
Difficulties with co-workers	Y	Mentor	Y
	N	Mentee	N
Difficulties with managers	Y	Mentor	Y
	N	Mentee	N
Difficulties balancing work & personal life	Y	Mentor	Y
	N	Mentee	N
Experiences with bias in the workplace	Y	Mentor	Y
	N	Mentee	N
Experiences of lateral violence with bullying in the workplace	Y	Mentor	Y
	N	Mentee	N
Other	Y	Mentor	Y
	N	Mentee	N

12. The following are about any challenges you may have encountered in the mentor/mentee relationship.

It was difficult finding a time we both were free to meet (in person or using technology).	Never/not an issue Sometimes A lot of the time This was a major issue
It was difficult creating time for a meeting.	Never/not an issue Sometimes A lot of the time This was a major issue
It was difficult to meet face to face because we live far apart.	Never/not an issue Sometimes A lot of the time This was a major issue
The advice that I got was not helpful.	Never/not an issue Sometimes A lot of the time This was a major issue
My mentor did not know how to address my concerns.	Never/not an issue Sometimes A lot of the time This was a major issue
There were difficulties created by personality issues between me and my mentor.	Never/not an issue Sometimes A lot of the time This was a major issue

13. Were there any other challenges that you encountered in the relationship with your mentor?
Please describe.

14. Please answer the following questions about mentoring in general:

Likert Scale: 1-5 disagree to agree

Having a mentor has helped me feel more committed to nursing as a profession.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
Having a mentor has benefited my professional growth.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree

This experience has inspired me to be a mentor.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
In order for mentor/mentee relationships to be successful, mentors and mentees need to have similar values and interests.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
In order for mentor/mentee relationships to be successful, mentors and mentees need to have similar cultural, racial or ethnic backgrounds.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
Having a mentor has been a positive experience.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
Having a mentor who does not work in the same organization as I do has prevented me from seeking mentors in my own organization.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
Having a mentor who does not work in the same organization can be particularly helpful to nurses who are experiencing bias in the workplace.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
Having a mentor who does not work in the same organization can be particularly helpful to nurses who are experiencing bullying or lateral violence in the workplace	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
Nurses can benefit from having a mentor who works in another organization, particularly if the nurses they work with have different cultural, ethnic or racial backgrounds than they do.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree

15. Do you have any suggestions for improving this program?

Appendix D: On-line Survey for Mentors

You are being asked to complete this survey because you were a participant in the Washington Center for Nursing's Diversity Mentoring Initiative. Please do not complete the survey if you were not involved in this program. The purpose of this survey is to learn about your experiences in the Washington Center for Nursing's Diversity Mentoring Initiative. The goal is to improve this program, and to help other organizations design similar programs in the future. The ultimate goal is to help minority nurses in their first years of practice.

Completion of the survey is voluntary, and will not affect your standing in the program. If you do choose to complete a survey, you will be entered into a drawing for a \$50 gift card to be spent wherever you choose. Your name and contact information will be collected for this drawing. This information will be kept separately from your answers. Employees and staff of WCN will not have access to this information. They will not know who did or did not complete surveys.

The survey will take approximately 20 minutes to complete. It consists of a combination of multiple choice responses and open-ended questions. Examples of an open-ended question that will be asked in the survey is: "Approximately how many times did you meet in person with your mentee?" An example of a multiple choice question is: "Having a mentee has been a positive experience."

Some of the questions will explore your relationship with your mentee, or negative experiences they had at work. You may experience slight discomfort when answering these questions. You may skip any questions that you do not feel like answering. To protect the confidentiality of co-workers or patients and their families, please avoid using full names, or the name of your workplace, in this survey.

If you would like any more information about this study, please contact the Principle Investigator, Susan Johnson, RN, PhD at: 253-692-5673 or slj6@uw.edu

If you agree to complete the survey, please click "next" to move to the survey questions. If you decide you do not want to complete the survey, please click "Cancel" to end the survey.

1. How long have you been an RN?
2. What is your highest level of education?
3. When you were a new nurse, did you have a formal mentor?
 - A. Did you feel this experience has helped your professional growth?
 - B. Do you feel this experience has helped you be a mentor?
4. When you were a new nurse, did you have an informal mentor?
 - A. Did you feel this experience has helped your professional growth?

- B. Do you feel this experience has helped you be a mentor?
5. Have you ever been a formal mentor to another nurse?
 6. Have you ever been an informal mentor to another nurse?
 7. Did you and your mentee establish a regular schedule for meetings?
 8. Approximately how many times did you meet in person with your mentee?
 - A. Where were meetings held?
 - B. In general, did you or your mentee initiate the meetings?
 9. Did you and your mentee use email to communicate?
 - A. Approximately how many times did you exchange email with your mentee?
 - B. In general, did you or your mentee initiate emails?
 10. Did you and your mentee use text messaging to communicate?
 - A. Approximately how many times did you exchange texts with your mentee?
 - B. In general, did you or your mentee initiate texts?
 11. Did you and your mentee use a phone to communicate?
 - A. Approximately how many times did you talk on the phone with your mentee?
 - B. In general, did you or your mentee initiate phone calls?
 12. Were there any other forms of communication you and your mentee used (e.g. skype)?
 - A. If so, what were they?
 - B. How often did you use these forms of communication?
 13. Which of the following topics did you and your mentee discuss? Who initiated the discussion?
Was the discussion helpful?

Topic		Discussion initiated by:	Was discussion helpful?
Difficulties with patients or patients' families	Y	Mentor	Y
	N	Mentee	N
Concerns about clinical situations	Y	Mentor	Y
	N	Mentee	N
Concerns about ethical issues	Y	Mentor	Y
	N	Mentee	N
Difficulties with physicians	Y	Mentor	Y
	N	Mentee	N
Difficulties with co-workers	Y	Mentor	Y
	N	Mentee	N
Difficulties with managers	Y	Mentor	Y
	N	Mentee	N

Difficulties balancing work & personal life	Y N	Mentor Mentee	Y N
Experiences of bias in the workplace	Y N	Mentor Mentee	Y N
Experiences of lateral violence or bullying in the workplace	Y N	Mentor Mentee	Y N
Other	Y N	Mentor Mentee	Y N

14. What difficulties did you encounter in the mentor/mentee relationship?

It was difficult finding a time we both were free to meet (in person or with technology).	Never/not an issue Sometimes A lot of the time This was a major issue
It was difficult creating time for a meeting.	Never/not an issue Sometimes A lot of the time This was a major issue
It was difficult to meet face to face because we live far apart.	Never/not an issue Sometimes A lot of the time This was a major issue
I had difficulties being a mentor because I was not sure what advice to give my mentee.	Never/not an issue Sometimes A lot of the time This was a major issue
There were difficulties created by personality issues between me and my mentee.	Never/not an issue Sometimes A lot of the time This was a major issue
I did not know how to address my mentee's concerns.	Never/not an issue Sometimes A lot of the time This was a major issue

15. Were there any other difficulties that you encountered in the relationship with your mentee?
Please describe.

16. Please answer the following about the experience of being a mentor.

The experience of being a mentor has helped me feel more committed to nursing as a profession.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
The experience of being a mentor has benefited my professional growth.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
The experience of being a mentor has given me the opportunity to help a nurse with similar background succeed in nursing.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
In order for mentor/mentee relationships to be successful, mentors and mentees need to have similar values and interests.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
In order for mentor/mentee relationships to be successful, mentors and mentees need to have similar cultural, racial or ethnic backgrounds.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
Being a mentor has been a positive experience.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
Having a mentee who does not work in the same organization as me has prevented me from taking on mentees in my organization.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
Nurses can benefit from having a mentor who works in another organization, particularly if the nurses they work with have different cultural, ethnic or racial backgrounds than they do.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
The training I received in this program helped me understand my role as a mentor.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree
The resources available to me in this program helped me be a good mentor.	Strongly Agree	Agree	Neither disagree or agree	Disagree	Strongly Disagree

17. Do you have any suggestions for improving this program?

