

## **Abstract**

This project examined whether the implementation of an e-mentoring or online mentoring program would demonstrate a favorable response from both mentors and mentees provided to novice nurse faculty at an inner city, baccalaureate program on a small private co-ed college campus, in southeastern Louisiana. The intent of this qualitative investigation was to depict the significance of mentoring novice nurse educators as it relates to hiring and orientation practices in nursing education. Lankau, et al. (2006) asserts role stressors, such as role ambiguity, role strain, and role conflict may be experienced at different phases of the role transition of novice nurse educators, which may lead to job dissatisfaction and ultimately, staff turnover. Integrating the university's Blackboard Learning Management System with the mentoring process, served as the platform to establish the mentoring relationship and provide additional support to the mentees as a strategy to decrease role stressors that may be experienced during their role transition to academia.

*Keywords:* dyad, e-mentoring, mentee, mentor, mentoring, novice