Developing a resident mentoring program for Transition to Practice

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Anna Karwowska, Stella Yiu: I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Marianne Yeung: The Department of Emergency Medicine at the University of Ottawa has received an education grant from Pfizer Canada ULC that does not pertain to this program.
Objectives

List the main components needed to establish a mentorship program;

Include strategies advised by literature review for successful implementation;
Objectives

Tailor to mentee needs with the right model;

Incorporate practical tips to support mentees from diverse background.
Outline

• Introduction
• Topic 1: Roles + responsibilities
• Topic 2: Creating buy-in
• Topic 3: Mentoring challenges
• Wrap up
Introduction
Who are we?
Anna Karwowska
Stella Yiu
You can do this.
Who are you?

+ what would you like answered in this workshop
Why is mentorship important

Waiting for a mentor to appear like a *deus ex machina* is a loser’s game. Some people luck out, but most don’t.
Why is mentorship important

• Only 20% of clinical faculty report having a mentor, finding a mentor can be hard!
• 90-95% of trainees rate mentoring as important
• Experience excellent career preparation 2x as often
• Influence on choice of career path
• Higher career satisfaction
• 2.3x as likely to be promoted
Work in groups
Topic 1
Topic 1: Roles + Responsibilities

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https://creativecommons.org/licenses/by-nc-nd/2.0/ by Kristina Alexanderson
Work in groups

Consider the scenarios + Answer the guiding questions (7 min)

Share your answers with the larger group
Topic 1 Qs

1. How to prepare for meeting with roles and responsibilities for mentees and mentors?
2. What potential problems can you foresee? How would you address in first meeting?
3. What potential difficulties would you address as program lead?
Box 2. Getting started in mentoring

- Set aside 30 minutes for the first meeting
- Get acquainted (e.g., backgrounds, interests, hobbies)
- Exchange phone numbers and email addresses
- Discuss best modes of communication and times to be reached
- Request a copy of the mentee’s curriculum vitae
- Define expectations of both mentee and mentor
- Identify the mentee’s short- and long-term goals
- Identify 3 areas to work on together
- Schedule regular meetings (e.g., every 1–2 months)
Mentee - Roles and Responsibilities

- Mature and ethical
- Mindful of mentor time constraints
- Schedule meetings
- Take initiative in asking questions
- Set the agenda
- Offer follow-up on action plans
- Take responsibility for directing own career
Mentor Roles

Teacher
Sponsor
Advisor
Advocate
Role Model
Coach
Confidante
Mentor Responsibilities

• Courtesy and respect, confidentiality
• Promote mentee interests
• Time - Limit number of mentees
• Be sensitive to culture, gender, religious and ethnic differences

• Be sensitive to changes that indicate stress
• Offer career advice
• Promote integrity and lead by example
• Facilitate networking
• Connect to other mentors
Box 4. Potential problems in a mentoring relationship

- Lack of time and commitment from either mentee or mentor
- Overdependence of the mentee on the mentor
- Making a “clone”
- Following a mentor’s agenda (e.g., using the mentee as “free labour”)
- Lack of respect for the boundaries of the relationship
- Divulging confidences
- Not knowing limitations — the mentor must know their limits and refer the protege for expert help as appropriate

Adapted from Rose et al., Garmel, Wright and Hedges, and Williams et al.
Program lead potential problems

Poor team fit
Time and resources - Mentorship teams don’t meet
Mentor and mentee have different goals
Lack of training for mentors
Lack of engagement from your department
Topic 2
Topic 2: Creating Buy-In
Topic 2: Pitch

Who would organize/plan the program? What resources?
Which processes could you use to pair the teams?
Incentives/support to offer mentors? Curriculum? Outcomes?
Give us your pitch
Main program components

• Mentor preparation
• Planning committees
• Mentor-Mentee contracts
• Mentor-Mentee pairing
• Mentoring activities
• Formal curricula
• Program funding
Mentor preparation

Mentors desire training on how to mentor

Resources:
  Manual
  Workshop
  Coaching
Planning Committees

Design, match, oversight, monitor, intervene

Program evaluation
Contracts

Mission statements/contracts

Provide summary of meetings

Attend mandatory training

Regular check-in
Mentor-Mentee pairing

Request mentors*

Thoughtful matching*
- survey of interests/topics/life stage
Team activities

Regular meetings

Set up expectations: frequency, what happens in meetings
Formal Curriculum

Didactic sessions: career development, research, teaching, clinical practice
Program funding

Protected time*
Stipend, recognition for mentors
Admin
CME credits for sessions
Evaluation and outcomes

Subjective: Satisfaction, skill, benefits

Objective: Committee, retention, projects, promotions
Topic 3
Topic 3: Mentoring challenges
Topic 3

Q1. Should a mentor be someone to whom they were dependent on for resources?

Q2. Is mentoring between genders an issue?

Q3. What are challenges that might arise from mentoring between genders?

Q4. What are some solutions? What can we do to mitigate risks?
Mentoring in the Era of #MeToo

Julie Story Byerley, MD, MPH

Author Affiliations

Mentoring challenges

We do the best we can with what we know, and when we know better, we do better.

Maya Angelou
Mentoring challenges

• Mentoring is a highly complex, dynamic and interpersonal relationship

• Mentoring is not a “magic bullet”

• Hansford, Ehrich, & Tennent 2004
• Sambunjak et al, JAMA 2006
Mentoring challenges

- Individual level:
  - Poor fit of needs/personalities
  - Power imbalance
  - mentoring over distance
  - Lack of reward
Mentoring challenges

• Institutional level:
  • Lack of resources: human, time, space, remuneration
  • No community of practice
  • Not perceived as academically important by institution
Mentoring challenges

• Global level
  • power imbalance
  • mentoring in #MeToo era
  • specific mentoring needs of women
Mentoring challenges: mitigation

• Don’t be complicit
• Set boundaries
• Be flexible about choice of mentor
• Communicate needs/ expectations about roles and goals
• Have open discussions
• Plan for occasional face-time
• Establish a mentorship team
• Know when to walk away

Chopra, Edelson & Saint, JAMA 2016
Byerley, JAMA 2018
Holroyd Leduc & Straus CMAJ 2018
Zerzan, Hess Schur et al. Academic Medicine 2009
Wrap Up

• Invested in the relationship
• Clear roles, expectations, goals
• Main program components
• Include those from diverse background
What is your take home point/1\textsuperscript{st} step?
Help us improve. Your input matters.

• Download the ICRE App, or
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Aidez-nous à nous améliorer. Votre opinion compte!

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References


References

The Mentor – What’s in it for Me?

Share knowledge and experience
Pride in a mentee’s success
Give back to our profession
A new collaborator
Peer recognition, academic promotion