

Tip Sheet for Mentors: Workbook

*CLIMB Faculty Mentorship Program / Residents As Mentors (RAMs) PROGRAM

Dr. Eric Woollorton, Dr. David Tobin *CLIMB: **C**linical, **L**eadership, **I**nvestigation, **M**edical Education, **B**est Self

The relationship between mentor and mentee is one of equals, where the mentor respects and supports the learning, development and growth of a mentee by giving support, feedback and assistance to empower the mentee.

What is Mentorship?

“A process whereby an experienced, highly regarded, empathetic person (the mentor) guides another...individual (the mentee) in the development and re-examination of their own ideas, learning, and personal and professional development. The mentor, who often (but not necessarily) works in the same organization or field as the mentee, achieves this by listening or talking in confidence to the mentee”

[Adapted from the Standing Committee on Postgraduate Medical And Dental Education. Supporting Doctors and Dentists at Work: An Enquiry into Mentoring. 1998.]



Why will you be a great mentor?

- You have relevant knowledge, experience, insight, wisdom and/or skills in an area of value to the mentee, and you are willing to share these.
- You are often a role-model with integrity and strength of character.
- You respect the mentee’s experience and knowledge.
- You remember that this is about the mentee and their journey and needs.
- You are an active listener.
- You balance being a “WISE GUIDE” (giving counsel/ advice/feedback/telling stories) vs. the “LISTENER/ FACILITATOR” (facilitating reflection, helping the mentee think for themselves).

What to Expect



Template for First Meeting

- Establish trust, warmth, review “Tip Sheet”
- Consider an icebreaker e.g.: share an example or past challenge and how you overcame it
- Define your relationship, how to communicate, boundaries (confidentiality, respect)
- Commit to respect each other’s time: this is driven by mentee, guided by mentor
- Define structure, preparation, and expectations of future meetings
- Mentee provides mentor with a rough “agenda” of what they want to discuss e.g., share feelings or “get something off my chest,” seek advice, or receive and provide feedback

Subsequent Meetings

- Warmth: “How ARE you? What’s new?” Review last meeting.
- Progress updates? “Where are you now?” “Where do you want to be (goals)?” “What’s important to you?” “What has changed?” “How might you get where you want to go?”
- Listen actively, with empathy, validate.
- “Help me understand.” “Are you making any assumptions?” Challenge these, if necessary.
- “Would you like feedback, reflections, advice?” How do they feel about your advice?
- Summarize key points, action plan, next meeting?



Mentoring Model

Current Reality

“How are you doing?”

“Where are you now?”



Action

Reflection

How might you get there?”

Where do you want to be?”

Informed Decisions

Example of Mentoring Model, adapted from:
Mentoring: Mindset, Skills and Tools, A Rolfe, pg. 45 (2020)

A Checklist for Mentors



A Checklist for Mentors

- ✓ Be honest but put the mentees at ease, build rapport, promote openness and trust – create safety to share and reflect.
- ✓ Maintain confidentiality and professional boundaries with mentees (friendly, not friends per se).
- ✓ Listen actively and facilitate the mentee's thinking process, e.g., goals, solutions.
- ✓ **Remember:** this is not “coaching” (focused on performance). Do not give “homework.” Mentors empower mentees to grow (it is their responsibility).
- ✓ Respect others and do not seek to disrupt relationships with other supervisors/preceptors or the Department.
- ✓ Treat this as a professional relationship.
- ✓ Share opportunities and contacts as a “sponsor,” if indicated.
- ✓ Monitor the relationship, and make sure to reach out for help from others and the “community of mentors,” if needed.

MY CAVES MENTORING TIPS

Mirror - “I notice you said”

Y - “Why do you think that is?”

Clarify

Analyze what you heard

Validate

Empathize and explore mentees’ plans for next steps

Summarize



Wellness Supports



Topics mentees have discussed with their mentor (or wished to have discussed)

CLINICAL

- Challenges in the clinical environment - or medical knowledge stresses
- Time Management, finding efficiencies, working sustainably
- Dealing with emotionally challenging situations
- Overcoming common stresses at work
- Challenges of coming from a different system

LEADERSHIP

- Organizational challenges
- Leadership opportunities and challenges
- Stress with administrators or managers
- Joining or leaving, committees to join, when to “yes” and “no”
- Finding opportunities to “stretch my wings,” make a move, or seek promotion

INVESTIGATION

- Investigation, research, scholarship, quality improvement challenges
- Funding opportunities
- Publication opportunities, pathways
- Finding collaborators, statistical help and planning, getting funded

MEDICAL EDUCATION

- Academic struggles
- Challenges as medical educator or teacher
- Dealing with feedback/giving feedback
- Tips for bedside teaching
- Tips for teaching outside the clinic, including e-learning
- Completing assessment tools and evaluation forms
- Evaluating my teaching
- Doing a needs assessment

BEST SELF

- Progress towards personal goals
- What the mentee is proud of
- Mentee fears or concerns
- Racism, sexism, ableism, gender stresses or other
- Justice, Equity, Diversity, Inclusion (EDI) issues
- Wellness, burnout, feeling overwhelmed
- Hobbies
- Future planning, financial matters, retirement
- Planning extra career training or education
- Changing roles, exploring or changing career goals, planning for future opportunities, “finding your niche”
- Stresses outside of work (sick family members or stresses in family, kids, spouse)
- Booking vacation, leave time, “Imposter Syndrome”



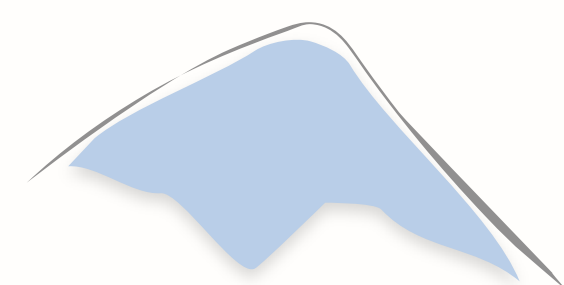
Wellness Supports



FACTOID!

- As a mentor, YOU need support, too! Sometimes a mentee's problems are not in your field of expertise. Seek support from Leaders in the program or from other mentors.
- Also know when to end a mentorship relationship: sometimes the fit is wrong.

TIP



Remember! Mentors are not the mentees' mental health counsellors or doctors. Advise mentees to seek the supports provided, below.

Other Recommended supports include:

OMA Physician Health Program: 1-800-851-6606

Mental Health Crisis Lines 24/7:

613-722-6914 (Ottawa) 1-866-996-0991 (outside Ottawa)
1-800-567-9699 (Outaouais)

References:

- Oxley, J. Supporting doctors and dentists at work: an enquiry into mentoring. 1998. SCOPME, London, UK
- Rolfe, A. Mentoring Mindset, skills and Tools. Fourth Edition, 2020, Mentoring Works.
- Starr J. The Mentoring Manual: Your Step By Step Guide to Being a Mentor. 2014, Pearson Education Limited, Harlow, UK
- Straus S. E., & Sackett, D. L. Mentorship in Academic Medicine (First). 2014. Chichester, UK: John Wiley & Sons, Ltd.
- Firth-Cozens J & Harrison J. How to Survive in Medicine, Personally and Professionally. 2010. Wiley-Blackwell.

Questions? Contact Roslyn Ahrens at rahrens@uOttawa.ca

Wellness Supports



A summary of other supports, including counselling and wellness supports

- CLIMB Faculty Mentorship Program: **Dr. Eric Wooltorton**, Office: 613-761-4334 (Eric.wooltorton@uOttawa.ca)
- Residents As Mentors (RAMs) Director: **Dr. David Tobin**, Office: 613-738-5691 (dtobin@uottawa.ca)
- Manager of Postgraduate Education: **Kim Rozon** (pgmanagerdfm@uottawa.ca)
- Director of Postgraduate Education: **Dr. Edward Seale** (erseale@gmail.com)
- Medical students can contact the Student Affairs Office by phone at 613-562-5800 x 8136 or email at medsao@uottawa.ca to connect with counsellors and other resources.
- Wellness program: Residents, graduate students and faculty can contact the Faculty Wellness Program: 613-562-5800 x 8507
- PARO support line for residents available 24/7 at 1-866-Help-Doc | wellness@uottawa.ca
- International students can contact the University's International Office (uointl@uOttawa.ca) and are reminded that services such as counselling, are available, if needed.

