Resident Mentorship Program
Mini-Manual

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Scenario 1:

You’ve matched to a residency program in another city in March.... By May you’re trying to figure out which electives to select as you’d just received an email from the university asking you to have them ready a.s.a.p..... You’re not sure how you’d fit among the other residents or where you’ll even live.....You know you want to get more experience in a certain subspecialty but don’t know who to contact....You feel like you’re starting a new phase in your life and pray that the transition from being a medical student to a physician with order-writing abilities would be smooth.

Scenario 2:

You just started your second year of residency having thankfully gotten through the first. You feel a bit more confident at work and haven’t annoyed any nurses as of late with incorrect orders. You no longer have insomnia the night before call, and at the very least know the best sushi places around town. You’ve stumbled on a few great electives and some that you’d rather avoid in the future. You also finally heard back from a supervisor you’d been dying to work with but didn’t know about till five months ago. You wonder that if you’d had some of this information
before starting residency and through the first year, you wouldn’t have felt so stressed out. You know that the transition from being a clerk to a resident was rewarding but also challenging, and that you’re willing to impart some of that hard earned wisdom to someone just about to go through all that you just did.

It just so happens that the Psychiatry Residency Program at Western University now has a formal mentorship program to address these two very common scenarios, which everyone at some point has experienced. We’ve successfully completed our pilot year of the program and wanted to pass on what we’ve learned along the way, in the form of a mini-manual. We also hope that future participants and coordinators of the mentorship program will have these guidelines to build upon and enhance. So.......let’s get to work!
TOP TEN REASONS TO BE A MENTOR:

1) You’ll learn-
   By serving as a mentor, you’ll also learn from your mentees, enhance people-skills, and get to know yourself better.

2) Pay it forward-
   This is your chance to pay it forward, especially when you’ve had a positive mentorship experience in the past. It might also be your chance to have a corrective experience if you’ve had a negative experience in your past.

3) Recognition-
   It won’t go unnoticed when you’re dedicating your time to another person in the organization. If you’re in a formal mentorship program, it looks great on a CV and highlights that you’re a team player and therefore a big asset to an organization.

4) Review and Validate-
   When teaching another person, you often review and check what you know as you reframe all that you’ve learned about that subject.

5) Generativity (vs. Stagnation)-
   For you Psychiatry residents, this one hits home. As Erikson said, you can help guide the next generation coming behind you, or can give up (Stagnation). By mentoring, you’ve moved yourself into the Generativity Phase, and this may be the catalyst for further self-development.
6) **Positive Emotions**-
Usually, when having a positive effect on your mentee, pride and satisfaction are common emotions.

7) **Future Payoffs**-
Although this may not your reason for helping your mentees out, when they are successful, they are often grateful to their mentors. This is a great networking relationship that may lead to future opportunities for you.

8) **Helping your Organization**-
Mentoring can shorten learning curves, enhance employee well-being, and enhance team work. In the organizations’ eyes, this leads to increased productivity and quality.

9) **Sharing your passion**-
When coaching someone just entering the work force, you’re in the position to get them just as excited about the job as you are! You love your job – why not encourage someone else to feel the same?

10) **The world benefits**-
By contributing your time and energy and sharing your wisdom, you’ll be doing something good for society, one life at a time.
DEFINITIONS AND GUIDING PRINCIPLES

Mentor= An experienced person who goes out of his/her way to help another person (mentee) do two things:

1) Set important goals
2) Build the competencies necessary to achieve them

Mentee= The person receiving help from the mentor

Coach= A person who closely observes another’s behaviours, breaks down those behaviors into specific discrete steps and provides suggestions for improving those behaviors. Mentors can be coaches when they have content expertise on a skill.

KEY COMPONENTS NECESSARY TO CREATE A SUCCESSFUL MENTORING RELATIONSHIP

- Relational Matching
  - Is of paramount importance and all mentorship relationships should be voluntary
  - Both the mentor and mentee should feel comfortable with the match

- Mutual Respect and Collaboration
  - Mentoring relationships should involve collaboration and mutual discussion
Mentees have the right to use the information & knowledge provided by their mentors to make their own decisions.

- **Open & Honest Communication**
  - This forms the foundation for a strong mentoring relationship.

- **Confidentiality**
  - Both the mentors and mentees must honour the professional ethic of confidentiality.

- **Encouragement**
  - It is important for mentors to provide encouragement to mentees.
  - Mentors have the responsibility to provide constructive feedback to their mentees and encourage them in pursuing their goals.

**MENTORSHIP COMMITTEE**

Comprises of:

- Two residents who had served as mentors in the previous year
- Three to four mentor representatives
- One to two mentee representatives
- Staff Advisor
HOW TO GET STARTED

The following is a basic time line to follow with certain milestones to hit...

January-February

• The mentorship committee meets to establish who the mentors are for the following calendar year. (In our dept., the R2s are mentors for the incoming R1s.)
• Collect mentorship profiles of the mentors (sample topics listed below)

March-April

• Obtain the list of new residents after the CaRMS Match
• Obtain their mentee profiles (see below)
• The committee meets to compare the profiles and match mentors with mentees based on:
  o Common interests
  o Shared career and personal goals
  o Time and level of involvement desired
  o IMG (International Medical Graduate) with another IMG if possible or when requested
• The mentors then contact the mentees they’ve been paired up with and away you go!

June

• ‘Meet and Greet’- here a chance to not only meet your mentor but also meet other mentors and mentees and network like there’s no tomorrow! You hit the ground running when you’ve met a bunch of people in your program before even you officially start residency on July 1st.
September

- Check-in with all pairs of mentors (individually) either by email, phone or via group meeting looking at:
  - Any issues with the mentorship match
  - Concerns that have come up along the way

November-December

- Winding down-
  - The formal mentorship as part of the program comes to an end in December (although, the informal mentorship usually continues afterwards!)

- Evaluation-
  - This can be in the form of narrative feedback or formal (and simple) evaluation forms (a sample of which is provided below).
  - Evaluations should be collected from both mentor and mentee, especially looking at what can be done to improve the program
  - The mentees who have completed the program will then go on to become mentors in March for a new group of incoming residents.
SAMPLE QUESTIONNAIRE FOR MENTOR/MENTEE PROFILE

• Basic information about you (name, education, where you're from etc.)

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

• Areas of potential interest in Psychiatry (e.g. child psychiatry, research)

____________________________________________________________________________________

____________________________________________________________________________________

• Hobbies and unique things about you

____________________________________________________________________________________

____________________________________________________________________________________

• 1 or 2 things that you would like to have in common with your mentor/mentee (e.g. similar career interests, family background, location, hobbies)

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

• Any expectations you may have as a mentee/mentor

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
The first communication with your mentee might have you feeling a little awkward, but I can guarantee you that hearing from you would be such a relief for them, given all that they need to do before the July 1st start date.

Some topics to consider:

- Moving to London, setting up a place to live
- Licensing information (CPSO, CMPA, PARO)
- Elective/Selectives during first year
- Tips to prepare for residency (reading material, policies to know etc.)

**SUBSEQUENT MEETINGS**

This could be in person or email etc. and some areas that mentees have found useful to talk about are:

- career goals and people to connect with the achieve them
- stressors and/or difficulty coping
- academic achievement and areas needing improvement
- review of upcoming rotations and tips to get through them successfully
- work/life balance
- conflict resolution, ethical and clinical difficulties

**PEER SUPPORT**

An integral part of mentorship is the peer support and camaraderie that develops between mentors. During the first year of the pilot program, the mentors had met every 3 months to touch base with each other, share their experience and troubleshoot any issues together as a group. Although rare, if a concern arises from either the mentor or mentee that is sensitive in, the staff advisor (and the chairpersons if appropriate) should be notified for further guidance.
EVALUATIONS

This can be completed at least once a year toward the end. They mainly serve to ensure that program continues to improve.

SAMPLE EVALUATION FORM FOR MENTORS (completed yearly)

Name (optional)___________________

How often did you meet/connect with your mentee on average?

- Once a month
- Quarterly
- Bi-annually
- Other

Were you satisfied with this frequency?

- Yes
- No (please indicate preferred frequency):____________________

Did you feel that the level of commitment needed on your part was:

- Excessive
- Adequate

What was your impression of the mentorship program?

- Very useful
- Satisfactory
- Somewhat useful
- Unhelpful

Was there anything you would like to see improve for the next year?

____________________________________________________________

Additional Comments:
____________________________________________________________
**SAMPLE MENTEE EVALUATION FORM** (completed yearly)

Name (optional)__________________

How often did you meet/connect with your mentor on average in the past year?

- o Once a month
- o Quarterly
- o Bi-annually
- o Other

Were you satisfied with this frequency?

- o Yes
- o No (please indicate preferred frequency):__________________________

Did you feel that the level of commitment needed on your part was:

- o Excessive
- o Adequate

What was your impression of the mentorship program?

- o Very useful
- o Satisfactory
- o Somewhat useful
- o Unhelpful

Did you feel you received adequate support from your mentor?

- o Yes
- o No

What areas do you feel you would have liked more support? (Academic, work/life balance, stress management etc.)______________________________

____________________________________________________________________

Was there anything you would like to see improve for the next year?

____________________________________________________________________

Additional Comments:_____________________________________________________

____________________________________________________________________
REFERENCES

1) Philips-Jones, L.; “Reasons to be a mentor” (www.mentoringgroup.com)
2) Philips-Jones, L. (2003); “The Mentoring Coordinator’s Guide: How to plan and conduct a successful mentoring initiative” (The Mentoring Group)
3) Rock, M., Cox, M.; “Mentoring: Sharing Knowledge, Empowering a Future”
4) ‘Mentoring Resource Centre’, London Health Sciences Centre (https://intra.lhsc.on.ca/priv/mentor/linkstor.htm)

ADDITIONAL RESOURCES

2) Dialog Prompts- (https://intra.lhsc.on.ca/priv/mentor/pdfs/dialog.pdf)
3) “Transitioning the Mentoring Relationship: Learn when to renew or end your partnership” by Larry Ambrose (http://www.ache.org/newclub/CAREER/MentorArticles/Transitioning.cfm)
5) “Making an Ongoing Mentoring Relationship Stronger and More Productive” by Dan Pinnington (http://apps.americanbar.org/lpm/lpt/articles/mgt08043.html)