

# ED Mentorship Orientation Webinar

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[www.effectivepractice.org](http://www.effectivepractice.org)

## CEP Expertise/Experience

- Literature search and review, Environmental Scan
- Program Development:
  - Department of Family and Community Medicine, University of Toronto
  - Ontario College of Family Physicians
    - Stroke Prevention Network
    - Collaborative Mental Health Care Network/Medical Mentoring for Addictions and Pain
  - Ontario Renal Network
    - Mentorship Pilot Program

# What is Mentoring Generally?

- Mentoring aims to help people improve their professional performance by turning everything they do into a learning situation

*(“On Being a Mentor to Students in Science and Technology,” developed in 1997 by a joint committee of the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine )*

## What it is not?

- Mentor asks more questions than gives answers
  - This is not the case in respect to specific knowledge and skills but may be applicable in respect to attitudinal targets
- Not to deal with personal problems
  - Developing relationships to facilitate trust can have side effects – the introduction of personal issues is one such side effect
- Not intended to influence professional development

# Models

- Peer mentoring – collaborator, colleague, advisor, motivator
  - Seek shared insights, experiences, ideas, guidance, problem solving, support
  - Non-hierarchical – consistent with finding from grounded theory analysis (*Refer to [A Novel Network for Mentoring Family Physicians on Mental Health Issues Using E-mail](#)*)

# Characteristics of effective mentors

- Knowledgeable and respected in their field
- Responsive, approachable and available to their mentees
- Show interest in the mentoring relationship and supportive of the mentee
- Contingent on a strong relationship
- Knowledgeable of the mentee's capabilities and potential
- Motivating mentees to appropriately challenge themselves

# Key skills required for mentoring

- Active listening
- Observing
- Sharing experience
- Continuing to learn
- Coaching/advising
- The ability to give positive feedback as well as negative feedback (redirecting or calibrating a provider's practice can be experienced negatively)

# Key knowledge required for mentoring

- Understanding of mentee's context, e.g. understanding work realities, resources, accessibility, supports available
- Understand the cultural differences

# Key attitudes required for mentoring

- Mutual respect
- Trust
- Understanding
- Empathy

## Stages of mentoring process

- Building rapport
- Building trust
  - Relationship develops over an extended period of time

# Hierarchy

- Knowledge hierarchy  yes
- Other hierarchy  no

## Rewards – WHY DO IT?

- Extend your contribution, influence, impact and capacity
- Stimulation of ideas and professional satisfaction
- Opportunity for self reflection
- Appreciation of new perspectives
- Stay on top of your field
- Develop your professional network

# Challenges

- Utilization
- Establishing rapport
- Developing mutual trust
- Eliciting feedback
- Unrealistic expectations
- Side effects
  - Of the personal relationship
  - Wanting to help mentee by providing special favours

## Pitfalls for Mentors

- Lack of recognition of power differential
- Role confusion
- Lack of recognition of mentor insecurity
- Liability
- Boundary crossing – not recognizing boundaries
- Lack of clear expectations and responsibilities
- Over promising

# Communication

- In order to meet the mentees' needs, effective communication is critical
  - The mentee drives the process because the intention of the mentoring relationship is to meet the mentee's needs.
  - The communication must be respectful.
  - There is a knowledge hierarchy but not a power hierarchy. The mentor is being engaged for specialty knowledge.

# Communication: Process

- Mentors should initiate contact with individual mentees at the beginning of the program
- Mentors and mentees need to discuss and formalize through a contract:
  - frequency of contact
  - ways to communicate (e.g. telephone, email, etc..) in a manner that best suits them both.

## Key Tasks

- Offer guidance and direction -  
Mentees may not know what questions to ask, what information they need, or what their options are
- Encourage mentee's ideas and work
- Provide timely, clear, and comprehensive feedback to mentee's questions
- Provide constructive and useful critiques of the mentee's work
- Respect mentee's uniqueness and his or her contributions
- Appropriately acknowledge contributions of mentee
- Share success and benefits of the products and activities with mentee
- Provide resources, and source materials in the field

## Summary

- Clear structure with expectations and limits
- Communication style is critical
- Relationship is essential
- Relationship is not hierarchical but there is a potential power imbalance
- Be cognizant of barriers to utilization

? Questions ?

Thank you!