



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Obstetrics & Gynaecology

Faculty of Medicine

UBC DEPARTMENT OF OBSTETRICS & GYNAECOLOGY FACULTY MENTORING PROGRAM

For more information about this program, please contact:

Ms. Donna Bradley

HR Manager

UBC Department of Obstetrics & Gynaecology

dbradley@providencehealth.bc.ca

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DEPARTMENT DISCLOSURE STATEMENTS

In accordance with the Committee on Accreditation of Continuing Medical Education (CACME) Standards for Commercial Support, all faculty participating in these programs are expected to disclose to the program audiences any real or apparent conflict of interest related to the content in their preparation.

Name	Affiliations, financial or otherwise, with a commercial organization that may have a direct or indirect connection to the content of this program
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PROGRAM OVERVIEW

The UBC OBGYN Faculty Mentoring Program is a department wide initiative. The goal for the initiative is to build a mentorship program that will accommodate the needs of all faculty members in the Department of Obstetrics & Gynaecology around the province.

The intentions of the program are to:

- I. Support the career goals of UBC OBGYN faculty in the areas of administration, clinical, teaching and research
- II. Enhance overall engagement within the UBC Department of Obstetrics & Gynaecology

This **structured peer mentoring** program is designed to support and assist faculty navigate through departmental roles by pairing senior faculty (**mentors**) with other faculty (**mentees**) in the areas of teaching, clinical, administration and research. Mentors and mentees will engage in learner driven professional development sessions over the 12-month duration of the program. Participants in this program will also have the opportunity to form practical and meaningful professional relationships.

LEARNING OBJECTIVES

At the end of the mentoring program, participants will be able to:

Demonstrate growth as faculty in the following ways:

- I. Attain new professional and personal skills
- II. Realize greater confidence in being a faculty for the UBC Department of Obstetrics & Gynaecology
- III. Feel supported and connected in their role as UBC OBGYN faculty members

Each learning objective is matched to specific CanMEDS-FM competencies and the Essential Competencies for OBGYNs in Canada as shown in the table below:

CanMEDS-FM Competencies	
Learning Objective 1	Leader/Manager, Scholar, Professional
Learning Objective 2	Communicator, Leader/Manager, Scholar, Professional

WHAT IS A MENTOR?

Our definition of mentoring is “a purposeful and personal relationship in which a mentor provides guidance, feedback and wisdom to facilitate the growth and development of the mentee”. The mentee takes active responsibility for their own learning and development, and the mentor serves as facilitator of that growth.

Mentoring is ...

- A relationship in which the mentee takes active responsibility for their learning and development, and the mentor serves as facilitator of that growth;
- Built on the history, experience, and knowledge of both partners;
- A relationship in which the mentor facilitates the mentee’s growth and development by asking thoughtful, thought-provoking questions; and
- A mutually beneficial relationship in which the mentor and mentee share insights, knowledge, and experience.

Mentoring is not ...

- A relationship in which the mentee passively receives instruction from the mentor;
- A relationship in which the mentor tries to mold the mentee into a version of themselves; or
- A relationship in which the mentor solves the mentee’s problems or gives them all of the answers.

Establishing Relationships

We consider the relationship aspect a large part of this program and the first task will be to establish a relationship. To do this we recommend that you meet at least twelve times during the course of the program, but **the actual frequency and type of meetings will be up to you and your mentee** to decide.

This program uses a formal structure to support the formation of relationships that participants might not have been comfortable initiating informally. Each mentoring pair will define most aspects of their relationship, including the **types of support** the mentor is asked to provide to the mentee, **the frequency of meetings** and the **desired learning outcomes** for the mentee.

Forms of Mentoring

Traditionally, mentoring is thought of as a one-to-one relationship, with the more experienced person mentoring the less experienced person. Mentoring occurs in a wide range of contexts and “more experienced” and “less experienced” are very relative terms. Regardless of their respective levels of experience, mentors and mentees should expect to be able to learn from each other; the relationship and information flow should not be one-directional!

There are two broad types of mentoring relationships: formal and informal.

Formal mentoring happens through structured mentoring programs. Formal mentoring programs are often designed and implemented by an organization, and involve a structured process for assigning or deciding upon mentor-mentee pairings. These formal programs are often driven by a set of guidelines or expectations that dictate, among other things, the beginning and ending dates to the relationship, how often you are to meet with your mentor, require regular check-in points with a Program Coordinator, and offer a formal orientation or training session and often a formal closure to the program. The UBC OBGYN Faculty Mentoring Program falls into this category.

Informal mentoring happens without these formal structures in place. In fact, you may have benefited from informal mentoring in your life and not even realized it at the time. Often teachers, parents, clergy, and even peers serve as informal mentors. An informal mentor is a person who takes an interest in a mentee’s growth and development, and sets out to purposefully guide that individual. Most often, informal mentoring relationships are defined as those that developed primarily through the two parties having a mutual interest in the relationship and choosing to further develop the relationship as a pair.

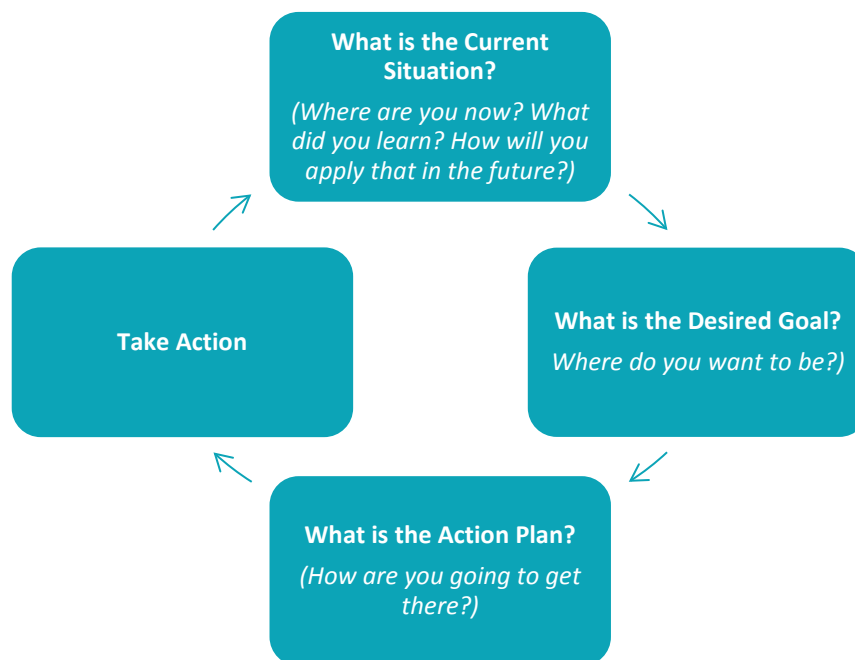
In the past, it was commonly believed that informal mentoring relationships were superior to formal ones because they occur “naturally” and so enable deeper connections between mentors and mentees. More recent literature on mentoring indicates that formal mentoring programs are as good as informal ones, and some emerging evidence suggests that formal mentoring programs can facilitate even better outcomes for participants than informal mentoring relationships. Here are some reasons why formal mentoring may be better than informal mentoring:

- Formal programs can dramatically increase the ability of those seeking a mentoring relationship to establish one. This is important because evidence suggests that new clinicians have considerable difficulty establishing effective mentoring relationships in the absence of a formal process that pairs mentors and mentees.
- Empirical studies have shown that formal mentoring had positive and significant effects on mentees’ job satisfaction, commitment to and a sense of belonging in their

organizations, mentees' perceptions that they are a good fit for their team and/or organization, and job performance measured through supervisor's comments.

Some factors that have been demonstrated to mediate the positive impact of formal mentoring programs are voluntary participation, input into mentoring pair selection, receipt of training, and quality and duration of training. The UBC Department of OBGYN has sought to include these best practice elements into this mentoring program. Participation of mentors and mentees is entirely voluntary, mentees have input into choosing their mentors, and the program includes components formal training and on-going support to both mentors and mentees.

Mentoring Conversation Model



One of the key steps in this model is the act of reflection. After taking action, mentors will prompt mentees to reflect on what happened, why it happened, what they learned, and how they will apply that new knowledge in the future. This brings the discussion full circle to a new Current Situation and thus the cycle begins again. The mentor may not use the exact words contained in the model, but the model can serve as a helpful guide both to mentor and mentee during their mentoring relationship.

At the end of each meeting, mentees/mentors should take a few minutes to debrief the conversation that has just occurred. The purpose of this debrief is to:

- Review what was discussed;

- Seek clarity on goals and action steps for the next meeting; and
- Evaluate the meeting's effectiveness.

This debrief ensures that both mentees/mentors are in agreement about the plan of action, and it also serves as feedback to both partners on the effectiveness of the relationship. What is working well in your mentoring relationship? What needs to change?

Goal Setting: Tips for Setting Goals - Think SMART

When developing your goals, it is helpful to use the SMART goal model. Goal statements should be:

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Timely**

Please refer to the Individual Development Plan form for more information on SMART goals. The Individual Development Plan form is a tool that can assist both you and your partner with setting specific, measurable, achievable and realistic goals, while keeping in accordance with a timeline. It is available at <https://obgyn.ubc.ca/ubc-obgyn-mentorship-documents/>

- Some potential areas you may want to focus on for the Individual Development Plan:
 - Develop your clinical competence related to critical thinking, learning styles, personal intellectual responsibility;
 - Develop professional expertise in a specific area of focus;
 - Establish interpersonal relationships;
 - Develop a personal identity – what do you value, what do you believe in;
 - Develop leadership abilities;
 - Explore personal interests and abilities;
 - Build confidence and learn to take risks;
 - Learn how to handle life-work balance;
 - Explore future career paths and opportunities; and
 - Explore opportunities to contribute to the community

Mentee self-reflection and self-development

The Mentee-Mentor relationship is about *your* development and growth. It will require work by you to reflect on your past and your present, to develop a roadmap to your future, and then to take steps on your personal developmental journey. Your mentor will not provide you with all of the answers, but will ask a lot of questions that are meant to provoke deep and critical thought, reflection and discussion.

As part of your reflection process, you should **keep a journal**. After each meeting with your mentor, write down what was discussed and agreed upon. Then spend some time writing your thoughts and feelings.

Answer the questions:

- What? (What did we discuss? What questions did my mentor ask?)
- So what? (What are my reactions? How do I feel about the discussion?)
- Now what? (What are the next steps that I am going to take?)

Personal Reflection and Vision

Consider engaging in personal reflection and establishing a personal vision to develop your goals for the future. Reflect on major milestones/accomplishments and major challenges (personal, academic and professional) in your life.

Think about where you want to be five years from now. Consider what you are doing, the contributions you are making, the impact you are having, and in what ways you have grown or developed. Like goals, your personal vision is not static and you can modify it at any time.

We strongly encourage you to use your vision and personal reflection in a discussion with your mentor in order to create your Individual Development Plan. While it may take several meetings with your mentor to develop your goals, it is the process that matters. Your developmental journey will include revisiting these very acts of creating a vision, goals, and an action plan. These are all skills that you will carry with you through your career.

The Phases of a Mentoring Relationship

Mentoring relationships have three distinct phases that require different focuses of attention.

The Beginning

Mentoring pairs work on getting to know one another, set goals for the relationship, and agree on commitments and expectations. At your initial meeting, take some time to get to know each other. Here are some suggested topics for discussion:

- Discuss your backgrounds and histories;
- Use what you learn about each other to help you ***complete the Mentoring Agreement, the Confidentiality Agreement, and the Individual Development Plan;***
- Discuss your responses.

The Middle

Mentoring pairs go through an ongoing process of setting goals, creating an action plan, taking action, reflecting on outcomes, and setting new goals. Most of your relationship will be spent in “the middle.” This is the period where you will really get to know your mentor/mentee. Focus on building the relationship. It will be the opportunity to explore issues that arise related to your successful adjustment to practice. It is important that you stay focused on your goals and your commitment to the relationship and to your developmental progress. As with any relationship, it will be tempting to slip into old habits as time goes on and you become more familiar with your mentor. Remember, a mentoring relationship is a *purposeful relationship*. You must make time for it, come to meetings prepared, and do the work between meetings that is required to make progress towards your goals. Building relationships takes time, and successful relationships are built through respect, trust, follow-through, accountability, and honest communication. ***Revisit the Mentoring Agreement periodically*** to remind yourself and your mentor of your commitments and to make sure they are still appropriate. Update the agreement if necessary.

The End

The relationship and achievements are evaluated and accomplishments are celebrated. The end of the mentoring relationship is the time for reflection on the wisdom gained during the partnership. The end of the mentoring relationship is an opportunity to harness all that was learned and to push both you and your mentor forward towards new goals and action. It is a time for a final, formal conversation, to reflect on all that you have learned and to discuss how you will use that new knowledge in the future. Additionally, it is time to redefine the relationship with your mentor/mentee, to set new ground rules and boundaries for your future interaction. You may choose to remain in the relationship on an informal basis, develop a peer-support relationship, or move on to new partnerships with others.

Learning how to bring closure to a relationship is also another opportunity for growth. There will be numerous times in your future when you will have to experience the end of relationships, both personally and professionally.

PROGRAM SUPPORT & ADMINISTRATION

MENTOR AND MENTEE MATCHING

We will ask potential mentors to complete a questionnaire with some personal information that will allow a potential mentee to 'get to know you'. These profiles will be on our website (password protected).

When a mentee decides to join the program we will provide them with the link and password so they can review all the mentors who have signed up.

We have a similar questionnaire for a mentee that includes their ranking of the top three mentors they would like to be paired with and why they would like that match. We don't want to overburden any of our mentors so hope to pair only one mentee to each mentor. We will use the information provided by the mentee to match them to a suitable mentor of their choice. It may not be their number one choice but we will do our best to make that happen. Obviously some of our mentors will be a very popular choice though so all mentees will be informed before they sign up that they may not get their initial choice. We do also ask mentees if they have someone in mind who is not on our list. We can then approach that person to see if they would be willing to act as a mentor.

Obviously there will be some back and forth on this until we have suitable matches! Once these are confirmed we will make an email introduction and share the information of the program. We hope to have an information session that both mentors and mentees can attend.

MENTOR-MENTEE MEETINGS

To take full advantage of this program, each mentor-mentee pair should meet at least twelve times during the program. Each pair will determine when and how to meet. We have included a template to keep notes on each of the meetings/encounters you have with your mentor (See the "Meeting Notes" document).

TELE/EMAIL CHECK-INS

As this is a new program we hope to conduct check ins over the course of the program. These will be done by email with the OBGYN HR Manager. This is an opportunity to debrief and provide additional feedback on the ongoing mentoring program.

You can expect email check-ins to occur in the following order:

- 6 weeks into the program
- 6 months into the program
- Towards the end of the program

REQUIRED FORMS

Our formal program involves a set of guidelines or expectations but at the UBC department of OBGYN we believe in a “Tools not Rules” approach. A few of these forms are required as part of the program and to receive study credits for your participation. Below is the list forms that are required as part of the program. They are available at <https://obgyn.ubc.ca/ubc-obgyn-mentorship-documents/>

Mentoring Agreement: This document allows the mentee and mentor to discuss and agree upon expectations and the format of the sessions. It is helpful to discuss and agree upon expectations and the format of mentoring sessions at the outset. Modifications can be made as needed during the program. Please take some time to discuss your expectations with your mentor.

Individual Development Plan: Goal setting can be a difficult process. It requires reflection on your current situation and where you would like to see yourself in the future. Here you will find some suggestions for creating ‘SMART’ goals. This document is to facilitate goal setting for the mentorship relationship. It is to be revisited to ensure that the mentee and mentor are on track with their goals and to add new ones as the relationship develops.

Program Evaluation: The Department will be in touch at the end of the program with a short questionnaire for both mentors and mentees.

Password to access documents: **obgynmentorship**

EXPERIENCING PROBLEMS WITH YOUR MENTOR?

We care about your mentorship experience and want to make sure that you are in a respectful and amicable mentee-mentor relationship. If you are a mentee or a mentor who is experiencing challenges with your match, the department of Obstetrics and Gynaecology is here to help. Any concerns that you have that you wish to discuss will be treated confidentially. Please email Donna Bradley with any concerns (dbradley@providencehealth.bc.ca).

TERMINATION OF A RELATIONSHIP REFLECTION FORM

If you are a mentee who would like to conclude your mentoring relationship, you may feel awkward about telling your mentor. Many people feel confusion about how to express gratitude

for a mentor's voluntary commitment and also to let the mentor know that the mentoring conversations are no longer needed. However, most mentors are seasoned managers who understand the ebbs and flows of professional life. Often, the mentor may sense the diminished need for the mentoring conversations or feel that the conversation has grown stale over time. By communicating that you would like a change, you are freeing up yourself and your mentor from a commitment that may have served its purpose or may no longer be working optimally. Remember that ending the formal mentor relationship may not mean ending the relationship. Many mentors and mentees continue to stay in touch informally and support each other in a variety of ways over time.

If possible, best practice for communicating with your mentor about ending the formal mentoring is to tell the mentor in person. Plan to spend five to ten minutes at the end of your next session talking about it. While every person's situation is unique and requires individual explanation, here is a straightforward approach that may help you plan this conversation:

- Begin with a simple, clear statement about how you see your career and the mentor relationship at this time. Explain how your situation may have changed. Express gratitude to the mentor for their time and contribution to your progress
- Let your mentor know how talking with them has benefited you. (e.g. "Thanks to you, I have a much better understanding of how to navigate within the FoM. I really appreciate your insights and support.")
- Suggest a focus for the final session. You might like to celebrate all that has been accomplished and have a more informal session. You could also ask for help in identifying "next steps" for your career.
- Write a personal thank you note and mail it to your mentor within two days after your last session.

Perhaps the most important advice for ending a mentoring relationship is to handle the situation in a forthright manner, rather than avoiding it. If you manage yourself with integrity and respect for the other person, the communication will go well. After all, it is natural for things to change or for the relationship to evolve for both of you. By allowing for the relationship to come to closure, you are respecting each other's time and potentially freeing yourselves for other kinds of development and mentoring.

HOW TO OBTAIN SELF-LEARNING CREDITS: MOC SECTION 2 PERSONAL LEARNING PROJECT

Personal learning projects are self-planned learning activities that can be used to claim MOC Learning credits. To receive credits you will need to record the process and conclusions in MAINPORT.

To save information on the Self-Learning area of MAINPORT either submit or send an activity to the Holding Area. Login to **MAINPORT account on the Royal College site**
<https://login.royalcollege.ca/oamlogin/login.jsp>

1. Click **ENTER A CPD ACTIVITY** and input the following information: Section 2 – Self-Learning Activities: PLP (Personal Learning Project)
2. Respond to the following questions

Please select the type of project it was: (Select from list)

How many hours did you spend participating in this activity: (Enter in 15 minute increments and credits will be auto-calculated)

Describe the question, focus or title for this activity: (text response)

What date did you complete this activity: (text or calendar popup)

3. Plus at least one of the following questions:

What did you learn or confirm?

What additional learning are you planning to complete?

What changes are you planning to implement in your practice?

4. (Optional) Upload any relevant documentation for personal use rather than for credit validation purposes.