

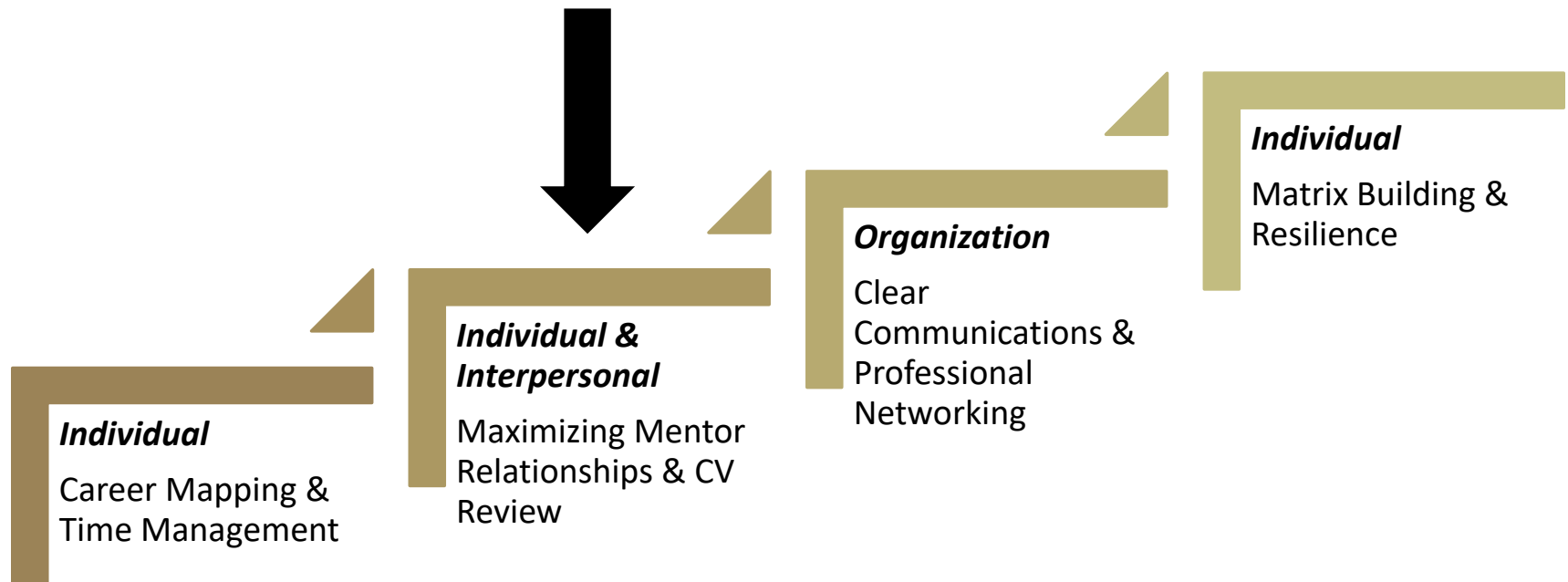
## **SESSION TWO**

### **Maximizing Mentoring Relationships CV Review**

**March 2, 2021**



# BUILDING FOUNDATIONS



Community Building  
*in session & encouraged between*

# Desired Outcomes

---

## Program

- *Cultivate* a cross departmental faculty community through a learning collaborative cohort
- *Provide introductory skills* to create an individual career development plan and develop skills identified for your professional success
- *Create an opportunity* to learn from senior School of Medicine faculty

## Session 2 Today:

- *Enhance understanding* of mentoring relationships and opportunities to leverage in career development
- *Elevate documentation* of your career accomplishments through CV review and feedback

## SETUP FOR SUCCESS

---

- Start and end on time
- Be present physically and mentally
- Engage and learn from your colleagues
- One person speaks at a time, actively listen
- Maintain confidentiality

## Department Faculty and Contacts

---

<b>Emergency Medicine:</b>	Anne Libby, PhD, Vice Chair Academic Affairs
<b>Family Medicine:</b>	Kent Voorhees, MD, Vice Chair for Education Jodi Holtrop, PhD, Vice Chair for Research
<b>Medicine:</b>	Penny Archuleta, MA, Assoc. Chair Faculty Advancement Greg Austin, MD, MPH, Director Junior Faculty Development & Vice Chair Regional Clinical Affairs Elle Herner, Administrative Coordinator
<b>Ophthalmology:</b>	Prem Subramanian, MD, PhD, Vice Chair Academic Affairs
<b>Pediatrics:</b>	Andy Sirotnak, MD, Vice Chair Faculty Affairs Justin Lotspeich, MA, Faculty Affairs Coordinator
<b>Radiology:</b>	Carol Rumack, MD, Vice Chair, Professional Development & Chair Department Promotions and Tenure Committee Beth Post, Assistant to Carol Rumack, MD Jana Garin, Administrative Assistant



# MAXIMIZING YOUR MENTOR RELATIONSHIPS

---

**ANDY SIROTNAK, MD**

**PROFESSOR AND VICE CHAIR FOR FACULTY AFFAIRS**

**DEPARTMENT OF PEDIATRICS, UNIVERSITY OF COLORADO SCHOOL OF MEDICINE**

**CHILDREN'S HOSPITAL COLORADO | THE KEMPE CENTER**



School of Medicine

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

## OBJECTIVES

---

- **Describe characteristics of an ideal mentor(s)** recognizing that mentors may be internal or external and be junior, senior or peers
- Review shared challenges and **identify strategies to finding and sustaining mentoring relationships**
- Characterize the **roles a mentor can play in networking and helping one appraise new opportunity**
- Understand the **concept and benefits of a mentoring mosaic / mentorship map**

## DISPENSE WITH SOME OBVIOUS

---

- Need for sustained, meaningful mentoring does not end after training, board certification, promotion to higher faculty status, or advancement to senior leadership positions
- Ideal culture of colleague mentorship:
  - transcends the end of training, fellowship etc.
  - connects midcareer and senior with junior faculty
  - supports career decisions at all touch points
  - helps with transitions, moving up or onward

# MENTORS HELP US BUILD & EXTEND OUR NETWORKS

---

## **Make connections and build networks**

- introduce to key contacts, collaborators, additional mentors

## **Provide key opportunities**

- enhance the profile/visibility of the mentee
- help others “see” you in current or new roles
- challenge and support you

**Teach** mentee to advocate for and promote themselves confidently and graciously

**Identify** areas of improvement or for coaching

# SPHERE OF INFLUENCE CAN BE BROAD



**Career guidance:** vision specifically tailored to mentee and new role

**Support:** personal/professional and balance / resilience

**Role model:** teach *you* about being a mentor and establish a culture that supports mentoring for all

**Cho CS et al. *Am J of Med* 2011; 124(5): 453-8**

# Mentoring is a Reciprocal Relationship



**Keith Haring** had some good mentors in Warhol, Basquiat, and Kenny Scharf.

Best Buddies International is a nonprofit organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment, leadership development, and inclusive living for individuals with intellectual and developmental disabilities

# THE IDEAL MENTOR

- Advisor, advocate, protector
- Committed
- Available, present, listens
- Coach and confidant
- Role model
- Common interests
- See potential and expresses confidence
- Primary goal is YOUR success



## MENTOR BENEFITS

---

- Gratifying experience of helping others thrive
- Personal and career growth
- Reconnection to others
- Sharing knowledge and experience
- Opportunity to strengthen own skills
- Learn from mentee, gain new knowledge
- Professional benefits
  - Co-investigator
  - Promotional capital



# MENTOR CHALLENGES

## Takes TIME

Numerous competing demands

May already have other mentees

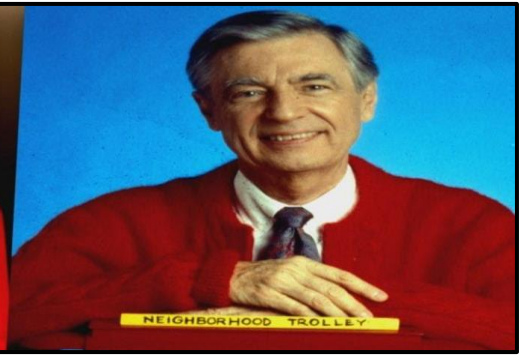
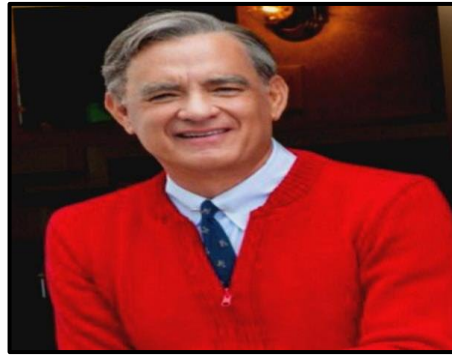
Limited skills in the area that mentee needs or desires

Skills are rusty

Career fatigue



# “Will you be my mentor?”



**Yoda / Luke Skywalker and Luke / Rey - STAR WARS**

**SKILLS:** Task, Skills, Empowerment, Coach, Encourage, Empower

To achieve goals, we can learn through and with others. Yoda's dialogue throughout the film franchise served to deliver lessons on how one could live their lives in the Jedi Order.

Yoda...**“Always pass on what you have learned”.**

**Mr. Rogers - PBS Kids Audience**

**RELATIONSHIPS:** People, Identity, Trust, Connections, Communications

Fred Rogers “...our job in life is to help people realize how rare and valuable each one of us really is, that each of us has something that no one else has...something inside that is unique to all time. **It's our job to encourage each other to discover that uniqueness...and provide ways of developing its expression.”**

## SELF ASSESSMENT IS FOUNDATIONAL

### Personal

What drives you?

What are my goals?

My strengths and challenges?

How do I work best?

How do I spend my time?

### Professional

What would the ideal picture of my professional activities [X] years from now look like?

Do my current professional activities align with my self defined areas of focus?

Does my current FTE align with my defined areas of focus or work efforts?

What is needed to align my time with my defined areas of focus or work efforts?

**What are my mentoring needs?**



# STRATEGIES & OPPORTUNITIES MENTOR RECRUITMENT

---

## **Make it a priority**

Where to look

Be creative

Think outside the box

Consider 'connectedness'

Seek the right "chemistry"

**Expand reach** beyond home  
department or section / division

Think more broadly about  
potential mentors

## **Consider peer mentors**

Look within the organizations  
you belong to for unique  
mentoring opportunities

Reach out and ask

Take some risk

**E-connections beyond email  
and zoom meetings**

# What are you looking for with mentoring?



**CLARIFY EXPECTATIONS at the outset and revisit over time!**



**Amount of time you request**



**Frequency of meetings**



**In person or by phone (local or distant)**



**Outcomes you are seeking**



**Be receptive to and don't personalize "no"**



**Start slow and "Test it out"**

# SHIFTING THE PARADIGM

<b>Mentee Role</b>	From passive receiver to <u>active learner</u>
<b>Mentor Role</b>	From authority to <u>facilitator</u>
<b>Focus</b>	From knowledge transfer and acquisition to <u>critical reflection and application</u>
<b>Learning Process</b>	From mentor-directed to <u>self-directed</u> From face-to-face only to <u>multiple and varied opportunities and formats</u>

<https://www.centerformentoring.com/>

CENTER *for*  
MENTORING  
EXCELLENCE



School of Medicine

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

## MENTEE RESPONSIBILITIES

---

Be prepared

Participate openly and honestly

Agree upon frequency of meeting

Identify personal needs and goals

Be open to feedback

Listen intentionally and be 'present'

Seek external advice if it is not 'working'

Value, respect and honor the relationship

**"Thank You"**

## MENTOR RESPONSIBILITIES

---

Accessible, committed and available

Build trusting relationship

Help identify needs, goals and priorities

Provide and accept feedback

Listen intentionally and be 'present'

Develop, augment own skill set

Communicate honestly; know self challenges

Value, respect and honor the relationship

**“ Thank you”**

## Breakout Room 10-minute EXERCISE

---

Reflect on an impactful mentoring relationship or experience you have had - either good or bad.

***How has this the experience informed your approach to mentoring?***

Share your experience with your colleagues and include:

- 2-3 key takeaways from what happened
- What you do now(or will do) differently as a result of the experience

## SOME COMMON ISSUES

---

Mentor / mentee personality mismatch

Goals are not SMART

Mentor not available, accessible, leaves

Does not provide feedback or sounds authoritarian

Mentor takes credit for work

Favoritism for others or dismissive of you

Obligations outweigh opportunities – time

Academic or job performance – comorbid issues

Failure (of either ) to take responsibility, admit fault

# DIFFICULT SCENARIOS

---

## ***Mentor Asks You to Do Something***

Consider the suggestion

Obtain the perspective of the mentor as to what may be the benefit to you

Share your thought process as to why you are reluctant or don't think beneficial

Balance of best interest to self and / or relationship

## ***Mentor is Your Boss***

Consider if mentor trying to offer you opportunities that you don't understand

Ask for rationale of why you are being asked

If you determine not in your best interest, then share your thought process of why you don't want to do it.

Balance of obligation to opportunity



## HAVE A MEETING AGENDA

---

### Meeting with your current primary mentor

Objective: *[e.g. state in your email or zoom meeting request how you want to spend / share the time]*

Already accomplished:

Specific questions and areas for advice:

What is the next for the to do list:

# Mentoring Mosaic



El Anatsui B. 1944. MAN'S CLOTH II; aluminum bottle caps, neckbands and copper wire; 108 by 177 by 9 in.

## MENTORING MOSAIC

---

A mentoring mosaic brings together a broad **range** of individuals in a **non-hierarchical** relationship, where each member is expected to bring something of **value** to the **network**, from which others can continuously **learn and grow**.

Mosaics allow for a diverse range of opinions, experiences and cultures, and place value on each **contributing individual**.



# MOSAIC MENTORING: LITERATURE SUPPORT

---

Also called ‘**multiple mentoring**’, involves the protégé seeking a team of mentors

- each mentor performing a different role in the person’s professional development

Team members referred to in one paper as  
“**relationship constellations**”

- emphasizing that individuals are best served by relying on a community of mentors for developmental support

## POTENTIAL BENEFITS: MOSAIC MENTORING

---

**More effective than no mentoring at all.**

Collective mentoring makes mentoring the responsibility of the entire organization

Networks provide an informal community that deemphasizes hierarchies and encourages team building and collegiality

Reduces pressure on a mentor to be the “ideal faculty member” in all domains

Makes most of small pools of mentors and time

## POTENTIAL BENEFITS: MOSAIC MENTORING

---

- Can be equally successful across genders and under-represented groups
- Ideally includes mentors of different ranks, ages, races, genders, etc. with a diversity of skills and experiences
- Mix of formal and informal mentoring relationships and departments inside and outside institution, organization, or university
- Can decrease the silo mentality/ solo status by providing a sense of community and support

# MOSAIC MENTORS

---

**Primary Mentor** - the 'go to person' for you

**Skills Mentor** –develop or augment skill(s) – your 'yoda'

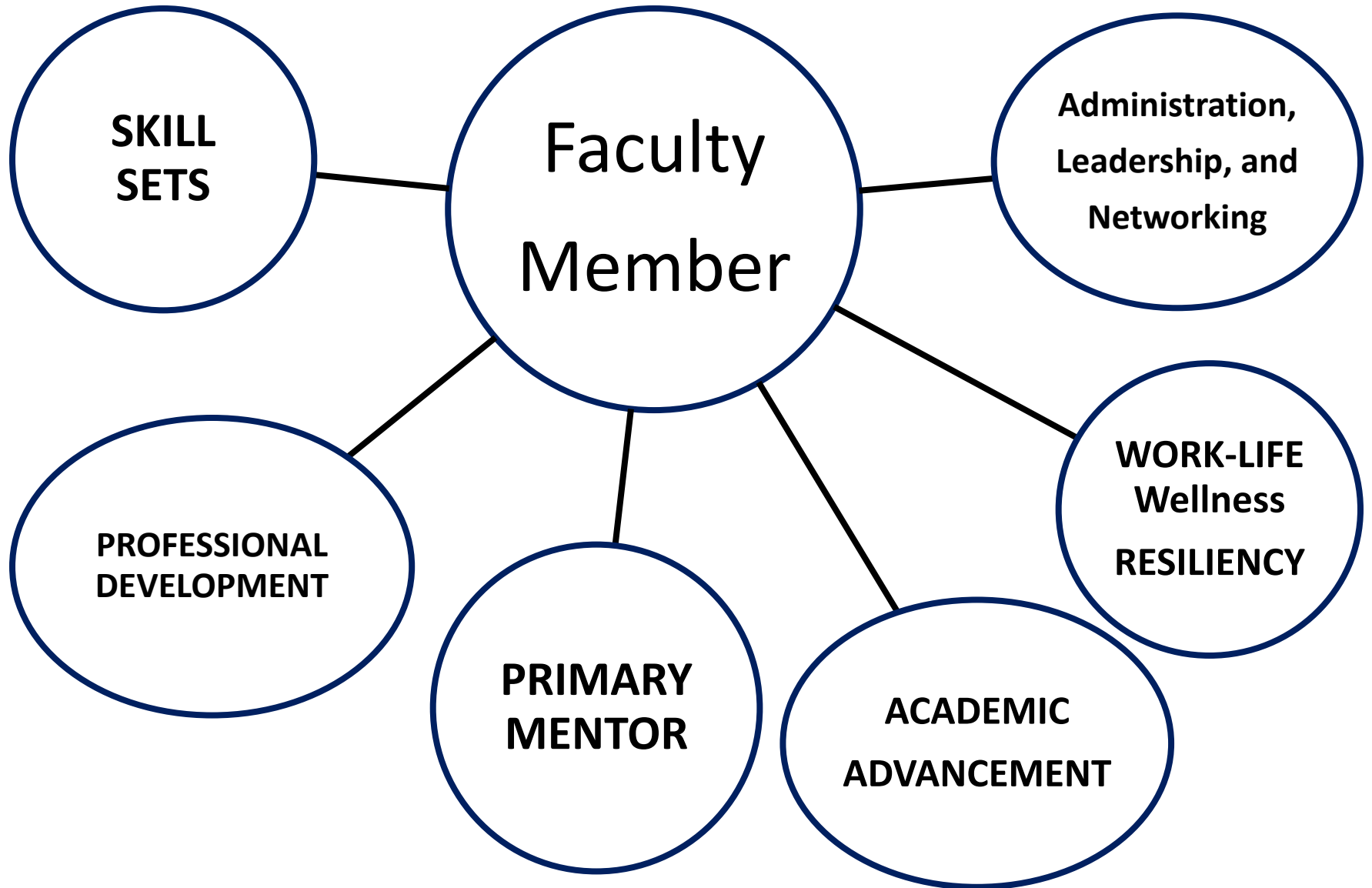
**Professional Development** - networking, leaders

**Academic** - promotion, career advancement

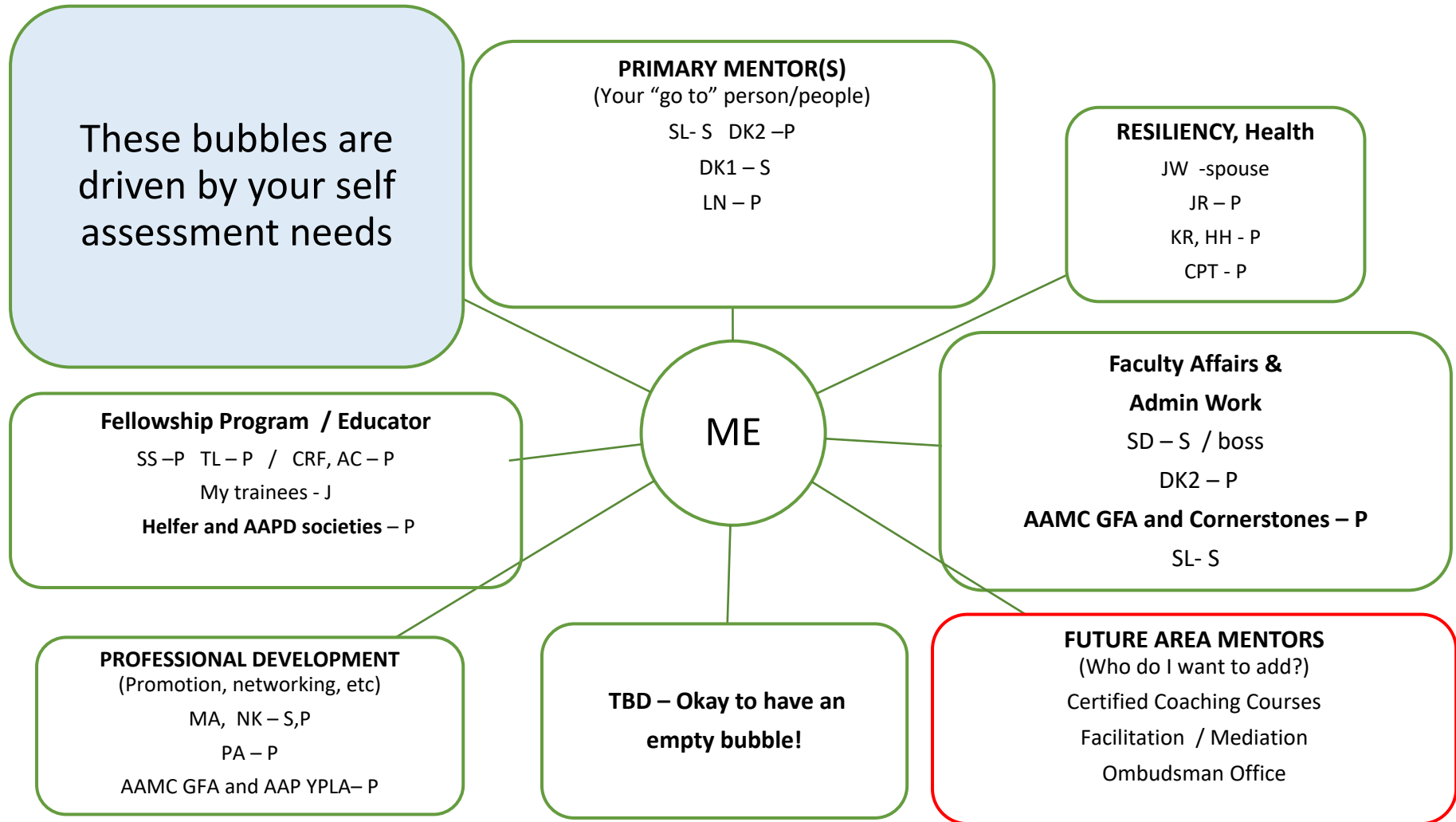
**Work-Life** - wellness, integration, 'balance'

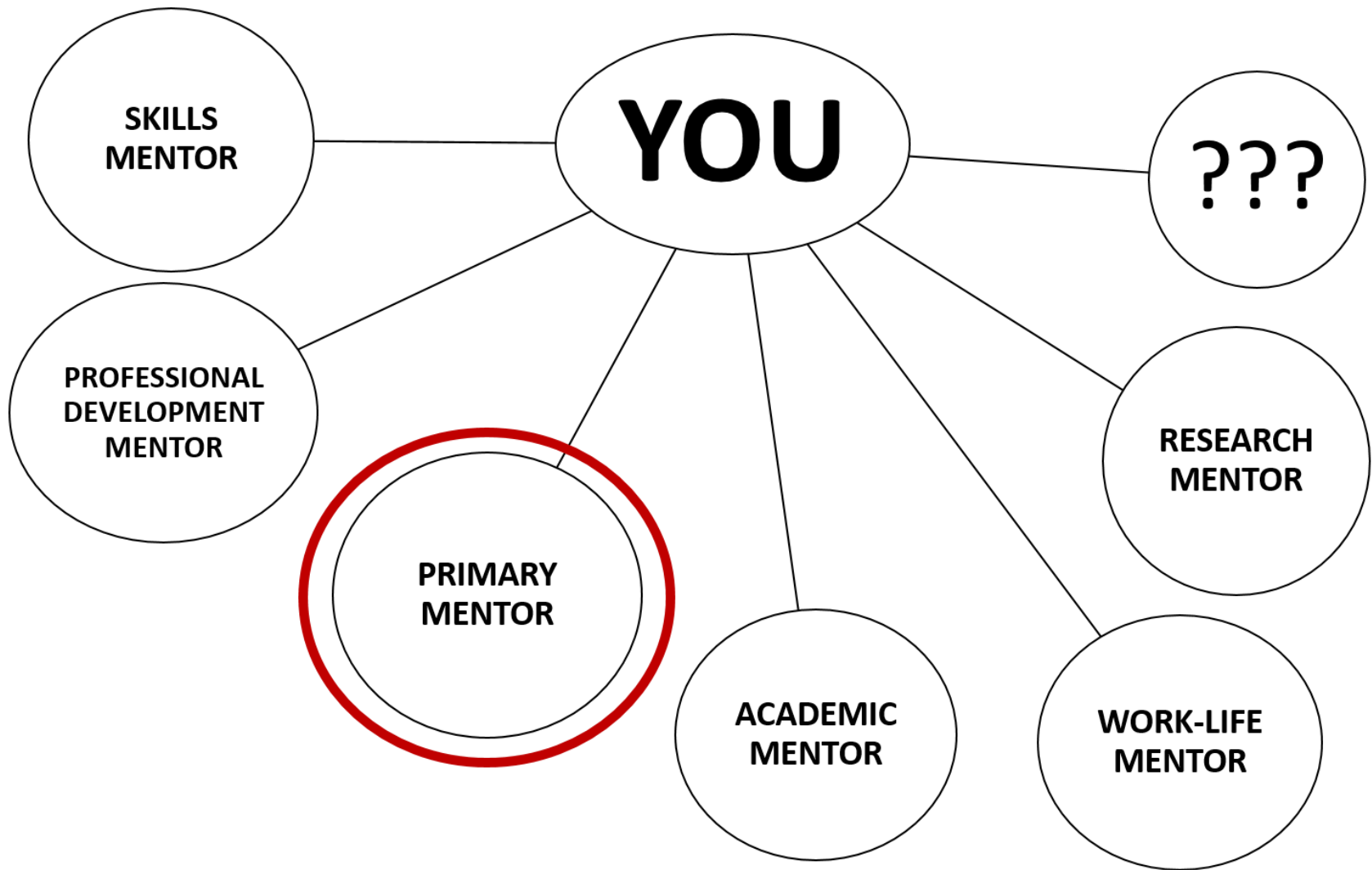
**Research** - manuscripts, abstracts, posters preparation, grants, collaborations

**Project / Topic** – in a specific domain or for targeted goal



# ANDY'S INTERNAL MENTORING PORTFOLIO

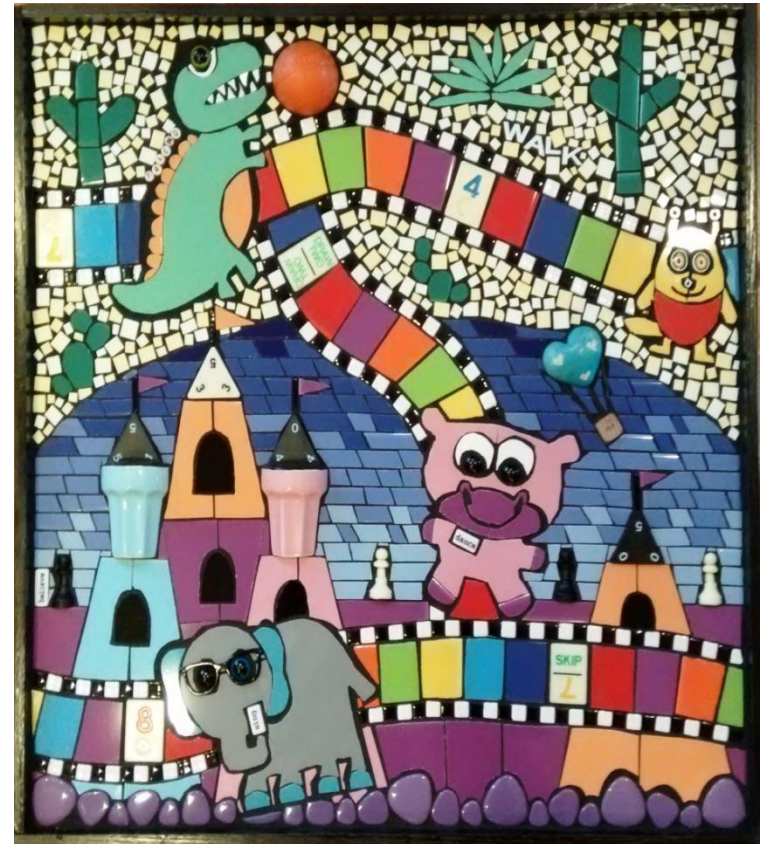




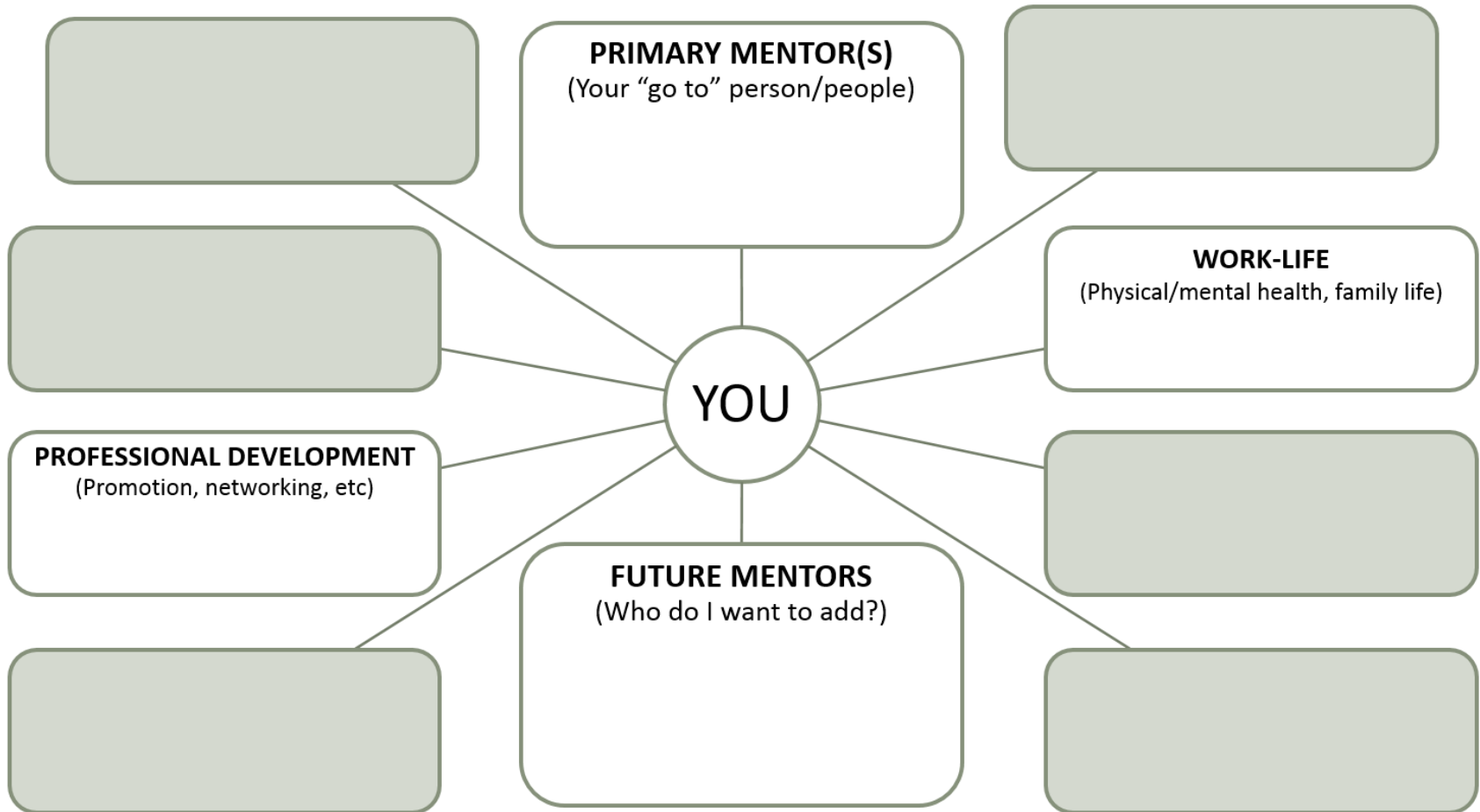
## PRACTICE ACTIVITY

*Inventory your mentors, mentees, and professional colleagues*

- Include **current** and **other** potentially helpful mentors and colleagues
  - Within institution
  - Outside institution
- Indicate their relationship to you as **Senior, Peer, or Junior**
- Link people to current projects or work efforts

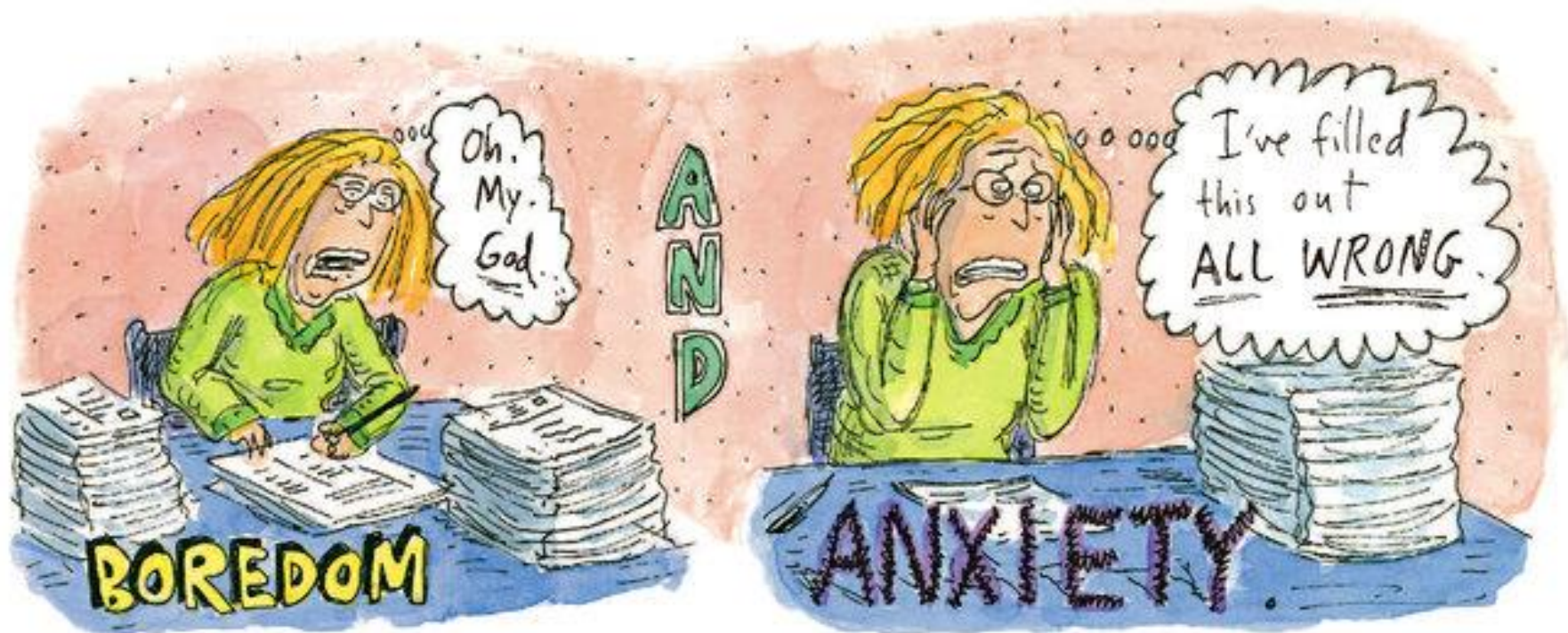


# My Mentoring Portfolio



1. Place the initials of your mentors in the box that describes how they mentor you. The same person can be used multiple times.
2. After each set of initials, add a dash (-) and indicate whether they are **senior (S)**, **peer (P)**, or **junior (J)**.

Hopefully this was a helpful exercise?



## SUMMARY/CONCLUSIONS

---

- Mentoring is critical for academic, professional, and leadership success
- Understand and clarify your needs and expectations for mentoring.
- Revisit them as iterative and not static
- Seek local, regional and national mentors and through organized opportunities and / or create new ones
- Navigate challenges by bi-directional dialogue and honest communication

## REFERENCES

---

Ibarra H., Hunter M. How Leaders Create and Use Networks. *Harvard Business Review*. 2007; 40-47

Cho CS et al. *Am J of Med* 2011; 124(5): 453-8

Carey EC, Weissman DE. Understanding and Finding Mentorship: A Review for Junior Faculty. *Journal of Palliative Medicine*. 2010; 13:1373-1379

Thorndyke L, Gusic M, Milner R. (2008) Functional Mentoring: A Practical Approach with Multilevel Outcomes. *Journal of Continuing Education in the Health Professions*. 28(3):157-164.

Vaughn V, Saint S, Chopra V. Mentee Missteps. *JAMA* February 7, 2017 Volume 317, Number 5

Chopra V, Edleson DP, Saint S. Mentorship Malpractice *JAMA* April 12, 2016 Volume 315, Number 14

<https://www.centerformentoring.com/>



# STRETCH BREAK





# **CV: How to Demonstrate Your Success for Assistant to Associate Professor**

**Carol M. Rumack, MD**

**Professor of Radiology & Pediatrics with Tenure**

**Chair, P&T committee Department of Radiology**

**Vice Chair, Professional Development**



SCHOOL OF MEDICINE

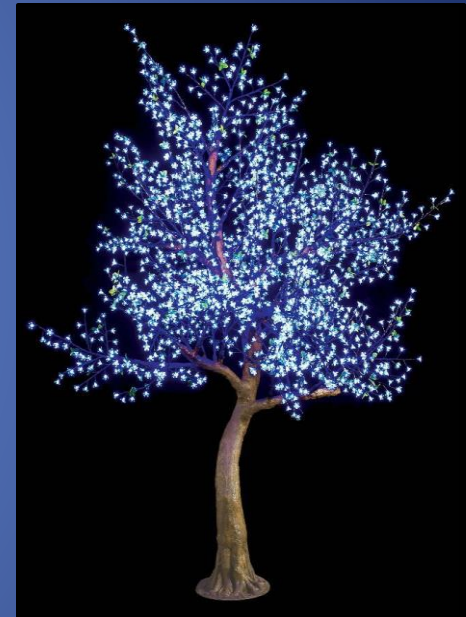
Graduate Medical Education

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

# Promotion Criteria: How to move up!

## #1 Structuring your CV for success

- **Good chronological flow** - early to now
- **Layout** – CUSOM P&T format
- **Abbreviations** – Write Out  
*e.g. American College of Radiology (ACR)*
- **Numbering** - why make the reviewer count?
- **Font** – readable for senior faculty
- **Matrixes** are best to demonstrate excellence



SCHOOL OF MEDICINE

Graduate Medical Education

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

# Promotion Criteria: How to move up!

**#2 Bragging** - about your unique value/“brand”

Publications – peer reviewed/significance

Presentations – where? when?

**Honors** – explain significance

**Mentees** – Asterisk\* their names in your publications so you are senior author

**Matrix-** Choose 1 Excellence, 2 Meritorious

- *Teaching, Clinical, Research*

**Narratives** – Your Signature Story of Expertise



SCHOOL OF MEDICINE

Graduate Medical Education

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

# Publications & Presentations

## #3 Show where your expertise is **focused**

- More publications in one area show expertise
- More presentations in expertise
- Presentations at national meetings
- Need emerging national reputation demonstrated by invited lectures, invited review articles
- **Provide names of 3 references outside the institution who will send letters about you**



SCHOOL OF MEDICINE

Graduate Medical Education

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

# Presentations show you are a recognized expert

- **Titled** like publication
- **Location** demonstrates reputation
  - Department
  - Medical School – other depts.
  - Hospital
  - University
  - State/Regional Society
  - National Organizations
- **Date** shows active progress



SCHOOL OF MEDICINE

Graduate Medical Education

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

# #4 Professional organizations show Focus

## Membership demonstrates your focus

- e.g. **subspecialty** society
- List **committees** & **leadership** roles within each organization demonstrates your recognition as an **expert**
- **Start as a member and become a leader!**



SCHOOL OF MEDICINE

Graduate Medical Education

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

# Medical Organizations - All Societies Count

## National

American Society of Neuroradiology

Aim for committees in area of expertise  
e.g. Pediatric stroke

## Regional

Colorado Radiological Society

Aim to be President

## Local

Interdisciplinary Peds Stroke Program

Aim to be Director



SCHOOL OF MEDICINE

Graduate Medical Education

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

# Titles & Committees Count!

You need a strong title for what you do



## Clinical Hospital Administrative Positions –

e.g. Chief Pediatric Neuroradiology Service  
Director of Clinical Ultrasound

## Department of Radiology UCSOM:

e.g. Pediatric Radiology Clerkship Director or  
Committees–

at least one – evidence of CUSOM service

## Medical School:

Don't accept until you know the time commitment!

Admissions Committee -major committee – NO!

Wait until you reach Associate Professor for Major



SCHOOL OF MEDICINE

Graduate Medical Education

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

# Show Emerging National Reputation

## Honors and Awards

2014 Children's Pediatric Neurology Teaching Award

2015 Children's Century Award – Young Investigator

## Presentations - separate

Local – Medical student lectures

Regional or Nat'l meetings - Scientific Presentations

Scientific Presentations – National meetings

Invited Lectures - regional and national

listing by title, dates, city/state/country

**Scientific Exhibits - stronger than posters**



SCHOOL OF MEDICINE

Graduate Medical Education

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

# Group Instructions

**Breakout groups of 3-4 plus facilitator**

**Pull up CVs folder in Teams and review each person's CV individually**

**Support each other in identifying next steps (areas for enhanced documentation or possibly career development e.g. becoming a member of a professional organization etc.)**



SCHOOL OF MEDICINE

Graduate Medical Education

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

## Next Steps

---

**Reflect** and write down one action step you will complete in the next 30 days related to today's workshop topics.

**Complete today's session evaluation – virtual**

**Prior to next session:**

- **Complete your mentor mosaic** and identify action items, as needed
- **Update your CV** based on feedback received and put in place action items to address areas identified as potential gaps



# See you at Session 3!

## April 6<sup>th</sup> , 2021

---



School of Medicine

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS