



WELCOME BACK



Settle in, grab lunch



Meet and Greet



Andrews McMeel Syndication

In your table group...

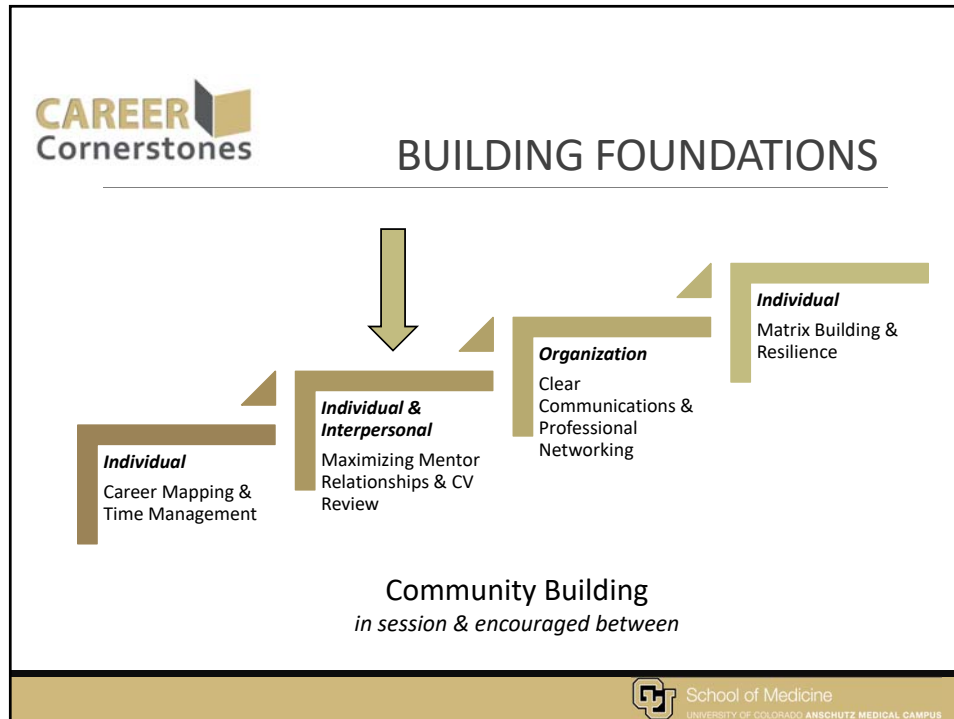
Introduce yourself

Share one good thing (personal or professional) that occurred for you in the past few days / week.

1-2 minutes per person

Be specific about why it was a good thing





CAREER
Cornerstones


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

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

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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

Emergency Medicine:	Anne Libby, PhD, Vice Chair Academic Affairs
Family Medicine:	Kent Voorhees, MD, Vice Chair for Education Jodi Holtrop, PhD, Vice Chair for Research
Medicine:	Penny Archuleta, MA, Assoc. Chair Faculty Advancement Greg Austin, MD, MPH, Director Junior Faculty Development & Vice Chair Regional Clinical Affairs Elle Herner, Administrative Coordinator
Ophthalmology:	Prem Subramanian, MD, PhD, Vice Chair Academic Affairs
Pediatrics:	Andy Sirotnak, MD, Vice Chair Faculty Affairs Justin Lotspeich, MA, Faculty Affairs Coordinator
Radiology:	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
Director, Child Protection Team | Children's Hospital Colorado | The Kempe Center



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 and 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 for coaching





SPHERE OF INFLUENCE CAN BE BROAD



Career guidance: vision specifically tailored to mentee and new role

Support: personal/professional balance

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



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Mentoring is a Reciprocal Relationship





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

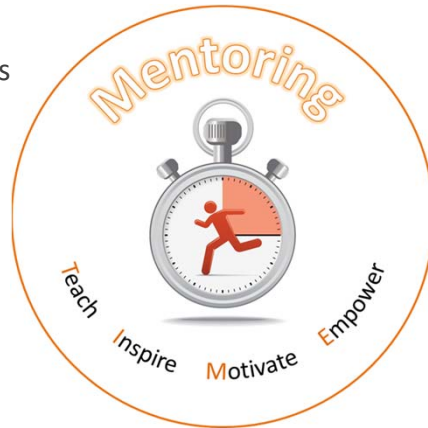
Numerous competing demands

May already have other mentees

Limited skills in the area that mentee needs or desires

Skills are rusty

Career fatigue



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"Will you be my mentor?"



Yoda / Luke Skywalker and Luke / Rey - STAR WARS

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

QUOTES: You must unlearn what you have learned. The greatest teacher, failure is.

Fear is the path to the dark side. Fear leads to anger. Anger leads to hate. Hate leads to suffering.

Do or do not. There is no try.



Mr. Rogers - PBS Kids Audience

RELATIONSHIPS: People, Identity, Trust, Connections, Communications

QUOTE: "...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."



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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?



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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



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CLARIFY EXPECTATIONS

What are you looking for?

Amount of time you request

Frequency of meetings

In person or by phone (local or distant)

Outcomes you are seeking

Be receptive to and do not personalize “no”

Start slow and “Test it out”



SHIFTING THE PARADIGM

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



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"**





TURN AND TALK EXERCISE

Turn & Talk – groups of 3 (3-4 minutes per person)

Reflect on an *impactful* mentoring relationship and / or experience you have had (good or bad).

How has this the experience informed your approach to mentoring?

Share your experience with your colleagues include:

2-3 key takeaways

What you do (or will do) differently as a result

Reference the Mentee Missteps and Mentorship Malpractice articles



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



WHEN MENTORING FALTERS





HAVE A MEETING AGENDA

Meeting with your current SOM primary mentor

Objective:

Already accomplished:

Specific questions and areas for advice:

What is the next for the to do list:



Mentoring Mosaic





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'

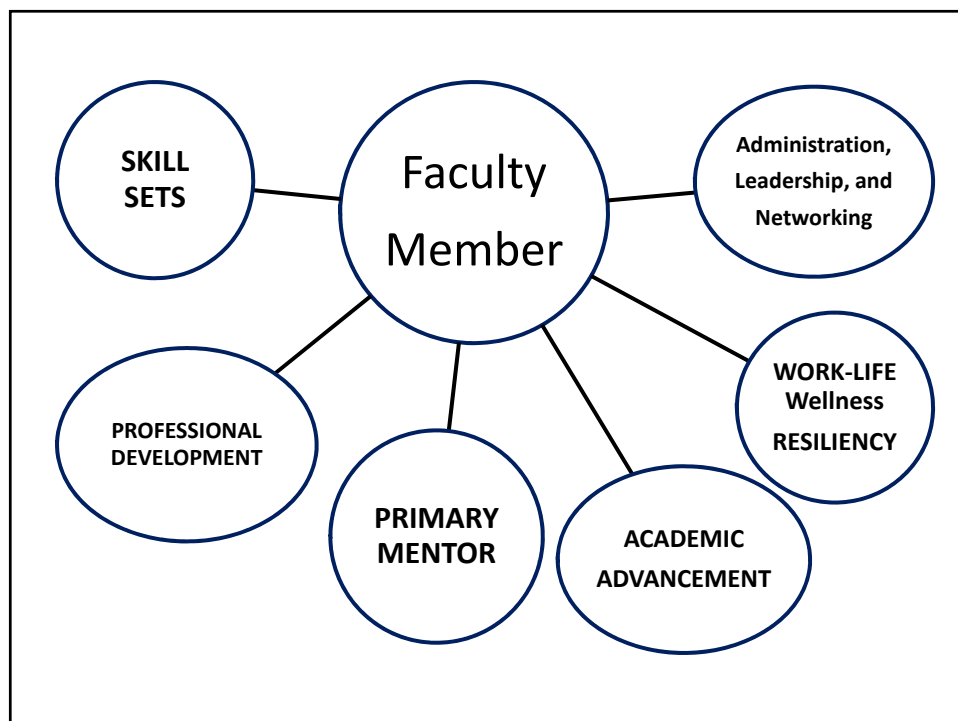
Professional Development - networking, leaders

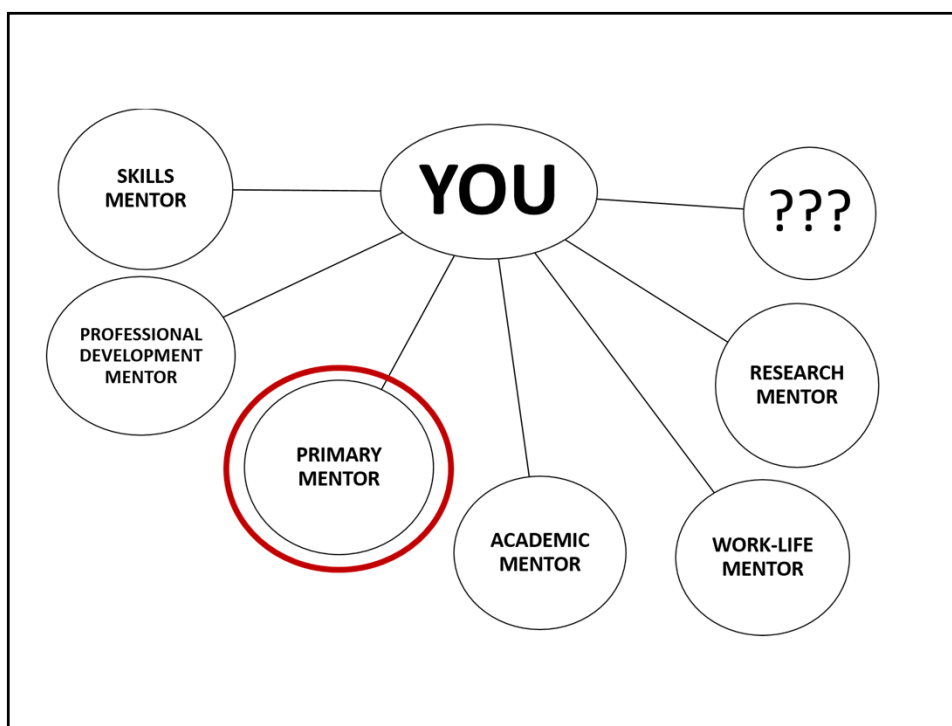
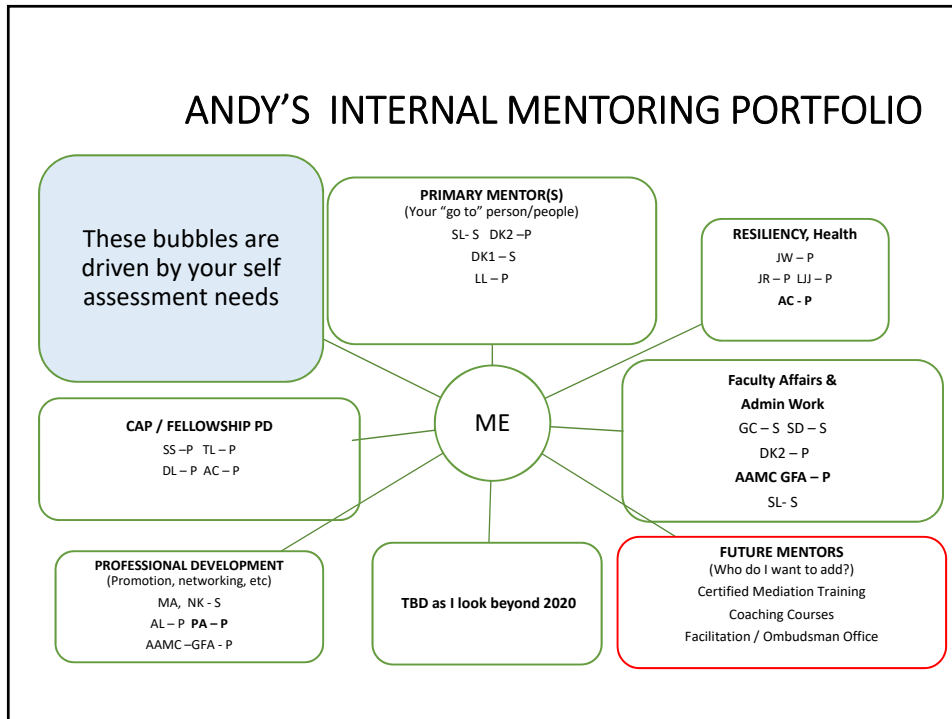
Academic - promotion, career advancement

Work-Life - wellness, integration, 'balance'

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

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



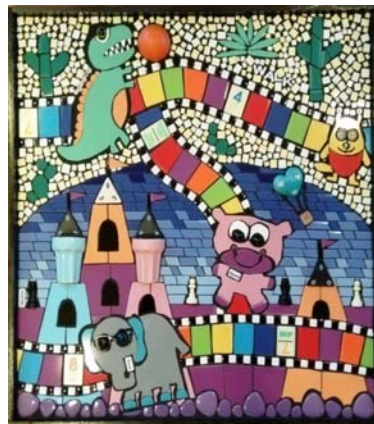




PRACTICE ACTIVITY

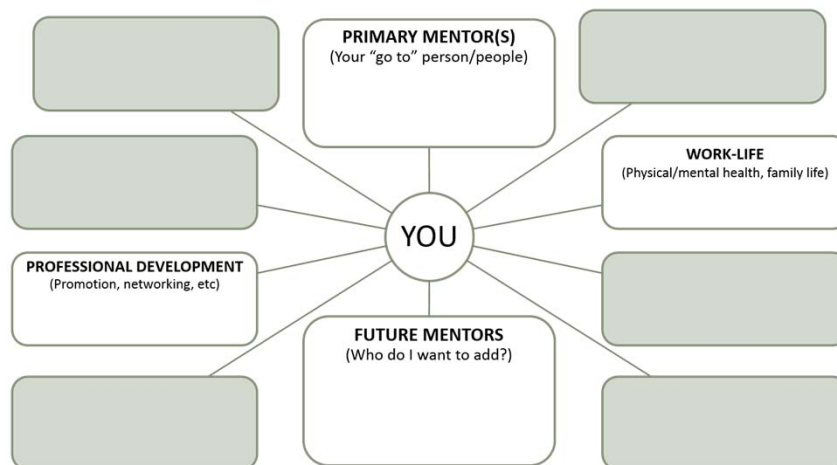
Inventory your mentors, mentees, and professional colleagues

- 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



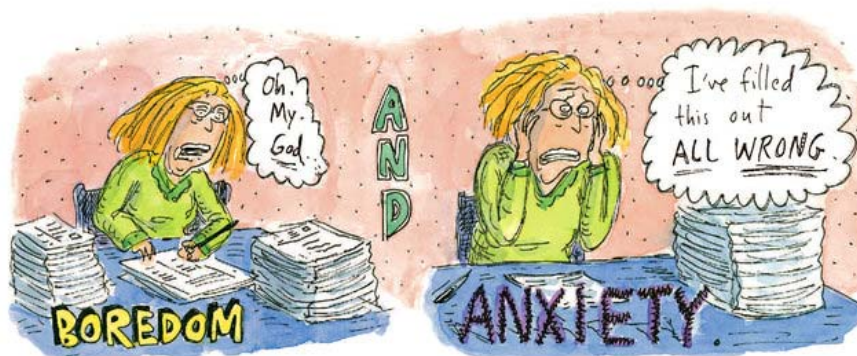
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My Mentoring Portfolio



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.centerformentoringexcellence.com> – business focus but applicable construct and resource manuals

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



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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



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Promotion Criteria: How to move up!

#2 **Bragging** - about your accomplishments

- **Publications** – peer reviewed/significance
- **Presentations** – where? when?
- **Honors** – explain significance
- **Mentees** – Asterisk* their names in your publications so you are senior author
- **Matrices** – Teaching, Clinical, Research



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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**



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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



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#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!**



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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



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Titles & Committees Count!

You need a 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:
Admissions Committee -major committee - NO
Always ask time commitment!
Wait until you reach Associate Professor for Major



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Categories to emphasize strengths

Honors and Awards

- 2014 Children's Pediatric Neurology Teaching Award
- 2015 Children's Century Award – Young Investigator

Presentations - separate

Local – Medical student lectures

Scientific Presentations – National meetings

Invited – all others – regional and national

listing by title, dates, city/state/country

Scientific Exhibits - stronger than posters



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Group Instructions

Locate two of your Departmental colleagues

Exchange CVs

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.)



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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 – hard copy

leave on the back table as you exit – thank you

Prior to next session:

- **Schedule coffee with a colleague** from a different department
- **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!
Tues., March 3, 1pm – 4:30pm (lunch noon – 1)
Research 2, Krugman Conference Hall
Clear Communications & Networking

