Welcome Back

Settle in, grab lunch

Meet and Greet

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: Session Two
Andrew Sirotnak, MD, FAAP

BUILDING FOUNDATIONS

Community Building
in session & encouraged between

Individual & Interpersonal
Maximizing Mentor Relationships & CV Review

Organization
Clear Communications & Professional Networking

Individual
Matrix Building & Resilience

Individual
Career Mapping & Time Management

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

January 2018
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


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

“Will you be my mentor?”

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.”
## Self Assessment is Foundational

<table>
<thead>
<tr>
<th>Personal</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>What drives you?</td>
<td>What would the ideal picture of my professional activities ([X]) years from now look like?</td>
</tr>
<tr>
<td>What are my goals?</td>
<td>Do my current professional activities align with my self defined areas of focus?</td>
</tr>
<tr>
<td>My strengths and challenges?</td>
<td>Does my current FTE align with my defined areas of focus or work efforts?</td>
</tr>
<tr>
<td>How do I work best?</td>
<td>What is needed to align my time with my defined areas of focus or work efforts?</td>
</tr>
<tr>
<td>How do I spend my time?</td>
<td></td>
</tr>
</tbody>
</table>

### What are my mentoring needs?

## Strategies & Opportunities

<table>
<thead>
<tr>
<th>Make it a priority</th>
<th>STRATEGIES &amp; OPPORTUNITIES MENTOR RECRUITMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where to look</td>
<td>Think more broadly about potential mentors</td>
</tr>
<tr>
<td>Be creative</td>
<td><strong>Consider peer mentors</strong></td>
</tr>
<tr>
<td>Think outside the box</td>
<td>Look within the organizations you belong to for unique mentoring opportunities</td>
</tr>
<tr>
<td>Consider ‘connectedness’</td>
<td>Reach out and ask</td>
</tr>
<tr>
<td>Seek the right “chemistry”</td>
<td><strong>Take some risk</strong></td>
</tr>
<tr>
<td><strong>Expand reach</strong> beyond home department or section / division</td>
<td></td>
</tr>
</tbody>
</table>
**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**

<table>
<thead>
<tr>
<th>Mentee Role</th>
<th>From passive receiver to <strong>active learner</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Role</td>
<td>From authority to <strong>facilitator</strong></td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>From knowledge transfer and acquisition to critical reflection and application</td>
</tr>
<tr>
<td><strong>Learning Process</strong></td>
<td>From mentor-directed to <strong>self-directed</strong></td>
</tr>
<tr>
<td></td>
<td>From face-to-face only to <strong>multiple and varied opportunities and formats</strong></td>
</tr>
</tbody>
</table>
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*

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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

“I know, it can be hard when your mentor and your life coach are fighting.”
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.

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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
Career Cornerstones: Session Two

ANDY’S INTERNAL MENTORING PORTFOLIO

These bubbles are driven by your self assessment needs

PRIMARY MENTOR(S)
(Your “go to” person/people)
SL - S
DK2 - P
DK1 - S
LL - P

RESILIENCY
Health
JW - P
MV - P
JL- P
AC - P

Faculty Affairs & Admin Work
GC - S
SD - S
DK2 - P
AAMC GFA - P
SL - S

FUTURE MENTORS
(Who do I want to add?)
Certified Mediation Training
Coaching Courses
Facilitation / Ombudsman Office

CAP / FELLOWSHIP PD
SD - P
TL - P
DG - P
AC - P

PROFESSIONAL DEVELOPMENT
(Promotion, networking, etc)
MA, NE - S
AL - P
PA - P
AAMC GFA - P

TBD as I look beyond 2020

ME

SKILLS MENTOR

PROFESSIONAL DEVELOPMENT MENTOR

PRIMARY MENTOR

YOU

ACADEMIC MENTOR

WORK-LIFE MENTOR

RESEARCH MENTOR

???

January 2018
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


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
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

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
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

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
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

#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!**
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

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
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.)
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 6, 1pm – 4:30pm (lunch noon – 1)
Research 2, Krugman Conference Hall
Clear Communications & Networking