Using Mentoring and Individual Career Development Plans to Facilitate Career Success

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Disclosures

• Advisory Board – Merck, Gilead
• Research Support: Merck, Astellas, MiraVista, Synexis
• None relevant to today’s talk
Career development

• MB BCh University College Dublin 1979
• Fellowship in Infectious Diseases 1983
  – Washington University School of Medicine
• Assistant Professor of Medicine 1988
  – Washington University School of Medicine
Initial Reports of HIV AIDS

• June 5, 1981: 5 cases of PCP in gay men from UCLA (MMWR)

Pneumocystis Pneumonia - Los Angeles

In the period October 1980-May 1981, 5 young men, all active homosexuals, were treated for biopsy-confirmed Pneumocystis carinii pneumonia at 3 different hospitals in Los Angeles, California. Two of the patients died. All 5 patients had laboratory-confirmed previous or current cytomegalovirus (CMV) infection and candidal mucosal infection. Case reports of these patients follow.

• July 3, 1981: 26 additional cases

• Dec 10, 1981: 3 NEJM papers describe cases

Gottlieb MS NEJM 2001;344:1788-91
1987 – first glimmer of hope

- Randomized placebo-controlled trial of AZT, 250 mg q4h.
- Patients with AIDS (prior PCP) or ARC
- 145 AZT recipients, 137 placebo
- Mortality: 1 AZT; 19 placebo
  Mean duration on study 120 days
Clinical research in AIDS

1988 NIH established AIDS clinical research network
~24 centers across US with funding for clinical research (MDs, RNS, pharmacy, data management);
Central statistical unit at HSPH

Washington University awarded one of the centers
A controlled trial of fluconazole or amphotericin B to prevent relapse of cryptococcal meningitis in patients with the acquired immunodeficiency syndrome. The NIAID AIDS Clinical Trials Group and Mycoses Study Group


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COMPARISON OF AMPHOTERICIN B WITH FLUCONAZOLE IN THE TREATMENT OF ACUTE AIDS-ASSOCIATED CRYPTOCOCCAL MENINGITIS


A CONTROLLED TRIAL OF FLUCONAZOLE OR AMPHOTERICIN B TO PREVENT RELAPSE OF CRYPTOCOCCAL MENINGITIS IN PATIENTS WITH THE ACQUIRED IMMUNODEFICIENCY SYNDROME

What is Mentoring?
What is Mentoring?

Levinson DJ: “The Seasons of a Man’s Life”.
New York, Alfred A Knopf, 1978

• The mentoring relationship is “one of the most complex and developmentally important” in a person’s life.

• The mentor will . . . “assist and facilitate the realization of the dream.”
“Mentoring is a dynamic, reciprocal relationship in a work environment between an advanced career incumbent and a beginner aimed at promoting the development of both.”

Roles of Mentors

• Mentor as Teacher
  – Educate mentee about research content and methods

• Mentor as Advocate and Protector
  – Advancement, Promotion and Recognition

• Mentor as Role Model

• Mentor as Troubleshooter
  – How things work
Ideal Mentoring Behaviors

- **To Inspire**: recognizes trainee’s potential and encourages realization of dreams
- **To Support**: reduces stress, orients, provides sense of belonging
- **To Invest**: pushes, draws out capabilities, demonstrates trust
- **To Inform**
- **Ask questions** that provoke critical thinking, analysis, and reasoning
Mentors vs Role Models

• Mentors play an active role in protégé’s development through direct interaction, goal setting, feedback
  – role models display behavior
• Mentors develop strategy & plan for future career development
  – role models focus on present
• Mentors are chosen or assigned
  – role models often dependent on visibility
• Mentor engaged in an interactive continuing process
  – role model exposures often brief
• Role modeling not necessarily interactive
  – (may not be aware of observation)
• Role models may affect many persons
  – mentors ordinarily have relationships with only a few

“I think I am supposed to have a mentor...but I don’t know why.”
Benefits of Mentorship

• Mentorship influenced:
  – Personal development
  – Career guidance
  – Career choice
    • Discipline selected
    • Academic vs. non-academic position
  – Research productivity
  – Retention and recruitment

• Impact on research productivity and success
  – Association between having a mentor and:
    • Completing a thesis
    • Completing a research project
    • Number of publications
    • Likelihood of obtaining a grant
  – Lack of a mentor associated with inability to complete a project or obtain a grant

“I could use a mentor. But what I really need is a nap.”
Working with Mentors

- Mentor models
- Finding a mentor
- What to avoid
- Regular interactions
- Stages
  - Exploration
  - Early development
  - Working phase
  - Closure
Mentor Competencies

• **Generic** (leadership, empowerment, strategic perspective, integrity skills, judgment skills, political skills, creative thinking, communication skills)

• **Communication and Relationship Management** (feedback, diverse backgrounds, disciplines, ethnicity, positions, styles, active listening)

• **Psychosocial Support** (role model, reflect & enhance relationship, attend to diversity, encourage peer mentoring)

• **Professional Development** (CDP, provide information, networks)

• **Professional Enculturation** (ethics, rules, culture)

• **Research** (research training plan, questions, implement, train)
A Team of Mentors

• **Career Mentor**: Responsible for overall career guidance and support for their mentee
  – career mentor may or may not also serve as the scholarly mentor
  – Scheduled meetings take place at least 2-3 times per year.

• **Scholarly/Research Mentor**: Responsible for developing the creative and/or independent research careers of their mentees.
  – Unlike the career mentor, the scholarly mentor *must* have expertise in the mentee’s area of scholarship and help provide resources to support the mentees work.
  – Scheduled meetings take place 1-2 times per month.

• **Co-Mentor**: Works with the mentee and scholarly mentor to provide specialized content area or methodological expertise. Scheduled meetings every 1-3 months.
Types of Assistance Provided by Scholarly/Research Mentors

- Developing research questions
- Reviewing & critiquing literature
- Identifying key variables
- Formulating hypotheses
- Selecting theoretical framework
- Choosing research designs

- Developing methodology, sampling size
- Developing instruments
- Writing proposals
- Developing a budget
- Applying for funding
- Working with research team
- Day to day decisions
Mentor Compacts

- Written contracts, statement of philosophy, identifying and aligning goals
- Roles, responsibilities, expectations of mentor and trainee
- Research, ethics, collegiality, progressive responsibility, seek regular feedback, formal evaluation
- Dissemination of results
- Commitment to lifelong learning
- Seek opportunities for professional development (writing, speaking, teaching, management)
What mentor should expect from you:

• Learn how to plan, design, and conduct high quality scientific research
• Learn how to present and document your scientific findings
• Be honest, ethical, and enthusiastic
• Be engaged within the research group
• Work hard – don’t give up!
• Treat your colleagues, staff, research funds, equipment, and research subjects with respect
• Take advantage of professional development opportunities
• Publish your research findings in scientific journals in a timely manner
What you should expect from your mentor:

• Serve as an advisor in your research, offering guidance and advice.
  – Together design a research project tailored to your interests that is feasible to complete.
  – Ensure that you have sufficient opportunities to acquire the skills necessary to become an expert in an agreed upon area of investigation.
• Be available for regular meetings (once a week or every other week initially).
• Help you learn to present and publish your work.
• Be your advocate – locally and nationally
Effective Communication: The Key to Effective Mentoring

• “The single biggest problem in communication is the illusion that it has taken place”  George Bernard Shaw

• Active listening involves forgoing all other activities for the time being and giving your full attention to the act of listening to ensure that you understand the speaker's intent as well as the feelings behind the speaker's words.
Expanding your network

• Relationships change over time
  – Your needs change over time as well – important to think of others as additional mentors, advisors, colleagues, friends
  – Good mentors help in this by expanding your network with you
    • Local, regional, national
    • Professional societies & organizations
    • Advisory Committees
  – Develop long term relationships
Create your own network
To do list

- take Suzie to soccer
- pick up dry cleaning
- groceries
- call contractor
- PTA mtg
- mentor someone
Become A Mentor

- Multiple sources of trainees
- MD, MPH, PhD students, residents, fellows, med students
- Diverse disciplines
- Undergrad & grad students
- High School
- Keep track of your trainees: trainee table
- Peer/Jr mentors on T32s, K awards
Individual Career Development Plan (IDP)

• Where do you want to be in 5 years?

• What do you want to be doing?

• What do you need to get there and be successful?
Where do you want to go?
Dream BIG

“I’ve been listening to your motivational programs while you’re at work and I’ve decided to become a Great Dane!”
Definition of Academic Success Varies

- Environment and institution
- Culture
- Discipline, department, division
- Individual
- Timing
- Availability of funding/budgets
Setting Goals

• Get appointed to faculty or promoted to associate professor

• What are candidates measured on?
• What is the timeline?
• In what order do you need to perform activities?
• How should activities be prioritized?
Promotion Process

- Understand the 3 tracks (Investigator, Research, Clinician/educator)
- Job Descriptions
- Promotion Criteria
  - Washington University School of Medicine Appointments & Promotions Guidelines and Requirements (APGAR)
  - https://facultyaffairs.wusm.wustl.edu (Appointments and Promotions)
- Timelines
- Components of promotion packet (CV, letters, manuscripts, clinician/educator portfolio, national reputation, niche, networking, depth)
Mapping Your Route

• Short Term – What do I hope to achieve?
  – Action
    • What do I need to do to help me reach my goal?
  – Assistance
    • Who might help me?
    • What might help me?
  – Achievements
    • Expected outcomes
  – Review
    • Milestones
    • Timelines
    • Next steps
Setting Goals

• Short and long term (1, 3 & 5 year)
• Professional and Personal
• Start out general and then get more detailed
• Measurable and specific Timelines
• Review with mentors, advisors, family
• Use this to monitor your progress, identify barriers, address them yourself and with mentors
SMART GOAL SETTING

- Do I know what I want?
- How will I know when my goal has been achieved?
- Do I believe I can attain this goal?
- Is this the right moment in my life to pursue this?
- When will I complete this goal?

SPECIFIC
MEASURABLE
ATTAINABLE
READY
TIMED
Categories of Goals

• Research
• Educational
  – Writing skills
  – Communication skills
• Clinical
• Professional
  – Time management
  – Management
  – Leadership
• Personal
Career Development: Goals & Objectives

Research: develop & implement a project, IRB, make tool, data collection, management, analysis, abstract, paper

Educational:
• Coursework in biostats, epi, multivariate analysis
• Practicum experiences in committees, workgroups
• Write 2 abstracts/year, 1 paper, book chapters, reviews, reports
• Communication: public speaking, teaching, media relations, business communications, practice, feedback

Professional:
• Leadership: books, responsibility, seminars, courses
• Management: budgets, performance appraisals, reports

Personal: family, sport, travel, promotion.
Constructing an individual career development plan (IDP)

• Developed by the Scholar with Mentors and Mentoring Committee
• Signed off on by Mentors and Mentoring Committee
• Approved by your Program, Division head, fellowship director, chair etc.
• Updated yearly
• Iterative document
Constructing an IDP

• **Career Goals:** Succinctly describe goals for next 5 yrs. Categorize as research, educational, clinical, professional, personal.

• **Career Objectives:** For each goal, specify 2-5 objectives that, when met, result in achieving your career goal.

• **Educational Experiences:** For each goal, indicate any educational activities that you will engage in to assist you in meeting that objective. (Courses, seminars, meetings etc, describe why, where, when & how linked)
Constructing an IDP

• **Research Projects**: For each goal, indicate any research activities/projects that will assist in meeting goal. Specific aims, steps/methods to complete research project. Append any research project descriptions and budgets.

• **Products**: For each goal & objective, indicate individual products (degrees, publications, presentations, grants) expected.

• **Timeline**: Construct a 3 YR timeline displaying the goals, objectives, educational activities, research activities and products.
Most Common Flaws

- Overly ambitious
- Diffuse
- Too expensive
- Time line unrealistic
- Not in correct order, non linear
- Not aligned with K, overall goals
- Too much coursework, timing of coursework
- Research significance, impact not aligned with funding streams
Format of IDP

- No one way
- Does not need excessive text or narrative
- Bullets, short phrases, action oriented
- Key areas in order, prioritized
- Tracking tool
- Timeline options
- Document is for you & your mentors
IDP Example

**Educational Goals**
- Objective 1
  - Timeline for Objective 1
- Objective 2
  - Timeline for Objective 2

**Research Goals**
- Objective 1
  - Timeline for Objective 1
- Objective 2
  - Timeline for Objective 2

**Professional Goals**
- Objective 1
  - Timeline for Objective 1
- Objective 2
  - Timeline for Objective 2
## Individual Career Development Plan Sample

<table>
<thead>
<tr>
<th>Educational Goals</th>
</tr>
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<tbody>
<tr>
<td>Continue learning new statistical techniques</td>
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<td>Human Linkage and Association Analysis course</td>
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<tr>
<th>Research Goals</th>
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<tr>
<td>Breast cancer QOL grant</td>
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<td>Work on readmission/clinic visit database and revise</td>
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<td>Pilot test new QOL questions</td>
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<td>Data collection</td>
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<tr>
<td>Data analysis</td>
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<tr>
<td>Prepare and submit R21</td>
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<tr>
<th>Professional Goals</th>
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<tr>
<td>Improve time management skills</td>
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<td>Schedule a dedicated block of time each week for writing</td>
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<td>Delegate more work to research assistants</td>
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*Note: The table shows a timeline for the implementation of goals and objectives.*
Essential Skills for Success - Writing

• Read a lot, take a class
• Practice writing, writing, writing (reviews, chapters until research is ready)
• Get feedback, editing from others
• Block out protected time to write
• Make outlines
• Just write to get going, don’t worry about grammar, form, perfection (that’s easy to fix later)
• “Done is better than perfect”
• Expect multiple re-writes
I recommend MAJOR REVISION!

Whaaaaaat...... NOT again! : ( 

Reviewer

Author
Essential Skills For Success

• Time management
• Discipline and organization (lists)
• Setting and achieving goals
• Using timelines and finishing things
• Building successful teams
• Conflict resolution
• Negotiation
• Doing performance evaluations, giving feedback
• Managing people and budgets
• Juggling
• Knowing your strengths/limitations
• Developing a thick skin
Time management

Can you come to my meeting at 8 AM tomorrow? No.

I reserve the first few hours of every morning for useful work.

That feels like an insult.

I call it good time management. There's a lot of overlap.
Keep Track of Your Activities

• NIH Biosketch
• Curriculum Vitae (CV)
• Clinician Educator Portfolio (CEP)
  – Pertinent records of effort: lectures, teaching, clinical time, administrative, service
  – Community activities
• Trainee Tables
• Honors and awards
• This is your “portfolio”

“I don’t know about you, but I find these performance reviews to be nerve wracking.”
Career Development over Time

• Not a static process
  – Needs, aspirations and goals change over time

• Focus of career development also evolves
  – Clinical training and expertise (for clinicians)
  – Research training and expertise – from trainee to independent investigator
  – Leadership training and expertise – from team member to team leader to group leader.
“Great leaders are not born, they are made. Which explains why so many have a screw loose.”
Stages of Career development

Clinical
- Adaptive Enculturation
- Autonomous Integration
- Initial Mastery
- Consolidated Competence
- Clinical Legacy Mode

Research
- Conditional Exploration
- Setting the Foundation
- Achieving PI Status
- Established Investigator
- Senior Scientist

Leadership
- Team Player
- Departmental Leadership
- Enterprise Leadership

R. Dacey J. Neurosurg 2018
Career Goals for an academic physician scientist – example from Neurosurgery

R. Dacey J. Neurosurg 2018
Trainee’s Role

• Pick and interact with mentors and advisors
• Schedule regular meetings
• Ask a lot of questions, discuss your needs, goals, plans
• Show your work, ask for feedback on abstracts, papers, grants
• Be the driver of your career
• Work hard, be organized & disciplined
• It is ultimately YOU, not your mentor
• You do the research, write abstracts, papers, grants, develop your program, advocate for yourself
Mentorship