Robert Lull Memorial Lecture: Growing into Mentorship

Transitioning into Mentorship

Junior Faculty

David M Schuster, MD
Director, Division of Nuclear Medicine and Molecular Imaging
Department of Radiology and Imaging Sciences
Emory University
Talk can be found at radiology.emory.edu
The Next Stage of the Atlanta Clinical and Research Institute

Zerhouni's tenure as Director of the National Institutes of Health (NIH) was responsible for launch of the "NIH Roadmap," designed to address knowledge gaps and barriers to translation. He established the ambitious Clinical and Translational Science Award (CTSA) Program to better equip investigators to chase the "valley of death," where most translational projects fail to meet the bridge of moving advances from bench to bedside. In December 2011, Zerhouni passed a proposal of the current NIH Director, Francis Collins, to create a new NIH institute called the National Center for Advancing Translational Sciences (NCATS). NCATS is home to the now-80 CTSA grants.

Read more in the May Rad Report.

New Grant

Tagging Medical Data Streams with Patient Photographs to Decrease Patient Misidentification Errors

Principal Investigators: Sini Troadetopang, PhD, MD
Co-Investigators: James Provencal, MD, Kimberly Applegate, MD, MS, P. Bhatti, PhD
Funding Organization: Emory/Georgia Tech Healthcare Innovation Program (HiP) and the Atlanta Clinical and Translational Science Institute (ACTSI)
Clinical Divisions - Nuclear Medicine & Molecular Imaging

The faculty of the Emory Division of Nuclear Medicine & Molecular Imaging offers the highest quality patient care, incorporating the latest knowledge, innovation and equipment. Nuclear Medicine not only uses the most advanced methods, but also helps set the bar for the field. All of our physicians are board certified in nuclear medicine, and some are double-boarded in other fields, particularly Radiology; many have national and international reputations in their fields.

Equipment includes PET/CT and SPECT/CT scanners at Emory University Hospital (Clifton campus) and Emory University Hospital Midtown. We offer a wide variety of specialized nuclear medicine therapies including that for thyroid cancer, bone cancer pain palliation, lymphoma, neuroendocrine tumors and Y-90 liver therapy in cooperation with Interventional Radiology. Research devices at our disposal include a high-resolution brain PET scanner, micro-PET/CT for animal research, and a research cyclotron. A full range of nuclear medicine and PET/CT services are also provided at Grady Memorial Hospital and the Atlanta VA Medical Center. The Division is integrally involved in research as well as close collaboration with colleagues in Radiology, Cardiology and the Emory Winship Cancer Institute. Our faculty are principal investigators and co-investigators on many research grants including those sponsored by the NIH.

- David M. Schuster, MD
  Associate Professor of Radiology and Imaging Sciences
  Director, Division of Nuclear Medicine and Molecular Imaging

Recent Conferences
Mentorship Outline

- Definition
- References
- Why mentorship?
- What makes a mentor?
- What makes a mentee?
- Models and basic elements of mentoring
- Seeking a mentor
- Supervisor as mentor

- Stages
- Assessing and maintaining relationship
- Barriers
- Special Issues
- Setting up formal program
  - Emory
- Summary
What is Mentorship?

• Mentor: a trusted counselor or guide

– First known use in English in 1616
What is Mentorship?

- Wikipedia:
  - Personal developmental relationship
  - more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person
What is Mentorship?

- Wikipedia:
  - More than just answering occasional questions or providing ad hoc help
  - Ongoing relationship of learning, dialog, and challenge
Merriam-Webster Dictionary

• Latin, from Greek Mentōr: a friend of Odysseus entrusted with the education of Odysseus' son Telemachus
  – exceeded just teaching to all facets of development
  – Athena, goddess of wisdom, appeared as Mentōr at times
What is Mentorship?

• The means by which we can ensure our specialty survives and prospers

Nuclear Medicine and Molecular Imaging

THE NEXT GENERATION
What is Mentorship?

• Goal is to cultivate, like a garden, careers of our future leaders
• Dynamic model
  – Further career and development of mentee through a deliberate series of meetings, reflection, and academic collaboration
• Should be multidimensional with clinical, research, teaching
  – Centered around *Triple Threat*
What is Mentorship?

• In “Mentors, mensches, and models”, Wasserman provides some relevant definitions:
  – Mensch – We should be
  – Mentor – We can be
  – Model – We all are, perhaps unbeknownst to oneself

Not a New Subject even for Imaging but More Attention Now

- Earliest Paper specific for Imaging Sciences
References

• Kelly et al. Junior faculty satisfaction in a large academic radiology department. Acad Radiol. 2007 Apr;14(4):445-54


• Lee at al. Mentoring the mentors: Aligning mentor and mentee expectations. Acad Radiol. 2006 May;13(5):556-61
References


• Forman et al. Masters of radiology panel discussion: encouraging and fostering mentorship--how we can ensure that no faculty member is left behind and that leaders do not fail. AJR Am J Roentgenol. 2011 Jul;197(1):149-53

• Illes et al. A model for faculty mentoring in academic radiology. Acad Radiol. 2000 Sep;7(9):717-24

Do We Need Mentorship?

• Little formal research but much anecdotal evidence of benefits
  – Advantages include:
    • increased research productivity
    • enhanced career satisfaction
    • adopting academic values
    • managing an academic career
    • establishing and maintaining productive network
Do We Need Mentorship?

• Benefits to mentee:
  – encouragement
  – honest feedback
  – advice on setting priorities
  – informal rules of career advancement
  – how to behave in professional settings
  – interact with authorities
  – addressing work-life balance
Do We Need Mentorship?

- Junior faculty with mentors:
  - Publish more
  - Better career opportunities
  - Feel more confident
  - More professionally satisfied
  - More grants
Do We Need Mentorship?

• Helps the Department
  – Maintaining overall health of department
  – Promotions
  – Retention
  – Encourage institutional support for teaching, administration and research
  – Understanding and advancing organizational culture
Benefits for Mentor

• Internal rewards
• Inner satisfaction
• Mentee’s success can bring recognition to mentor
• Lead to opportunities for mentor in external world
  – Collaborating on a grant
Benefits for Mentor

• “Paying it back” if mentor had mentorship
• Pride in success of those you mentor
• Learn by helping others
• Official recognition at some institutions
# Mentoring Grants

- **Career Award Data and Administrative Information**
  - Funded Career Development Awards
  - Career Award Application Success Rates

- **Career Development Podcasts**
  - Enhance Your Research Capabilities through an Independent Career Award (July 29, 2010) - [MP3](#) (15 min) | [Transcript](#)
  - Using Career Development Awards to Achieve Independence (June 21, 2010) - [MP3](#) (12 min) | [Transcript](#)

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
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<tbody>
<tr>
<td>Policies and Notices</td>
<td>Career Award Policy Issues</td>
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<tr>
<td>K01</td>
<td>NIH: Mentored Research Scientist Development Award (Parent K01) (PA-11-190) (See <a href="#">NOT-OD-11-063</a>)</td>
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<td>NCI: NCI Mentored Research Scientist Development Award to Promote Diversity (K01) (PAR-12-050)</td>
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<td>NHLBI: Mentored Career Award for Faculty at Institutions That Promote Diversity (K01) (RFA-HL-13-018)</td>
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<td>NHLBI: Mentored Career Development Award to Promote Faculty Diversity/Re-Entry in Biomedical Research (K01) (RFA-HL-13-019)</td>
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<td>NIDDK: NIDDK Mentored Research Scientist Development Award (K01) (PAR-12-020)</td>
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<td>NINDS: NINDS Faculty Development Award to Promote Diversity in Neuroscience Research (K01) (PAR-12-152)</td>
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<td>OSC: Mentored Research Scientist Development Award in Metabolomics (K01) (RFA-RM-12-025)</td>
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<td>FIC: International Research Scientist Development Award (IRSDA) (K01) (PAR-13-072)</td>
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<tr>
<td>K02</td>
<td>NIH: Independent Scientist Award (Parent K02) (PA-11-191) (See <a href="#">NOT-OD-11-063</a>)</td>
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### NIH: Characteristics and Role of Mentor

#### Characteristics
- Supportive
- Patient
- Respected
- People oriented
- Good motivator
- Effective teacher
- Secure in position
- An achiever
- Accepts others
- Act in mentees best interest

#### Role
- Teacher
- Guide
- Counselor
- Motivator
- Sponsor
- Coach
- Advisor
- Role model
- Referral agent
- Door opener
Characteristics and Responsibilities of a Mentor

- Know what you have to offer
  - Know yourself
- Time to devote to do it right
  - Available
- Willing to actively seek feedback from mentee
- Willing to act as guide, counselor and peer
- Can you teach career success and pitfall avoidance?
- Can you serve as teacher, advisor, role model?
- Are you comfortable being an advocate?
Characteristics and Responsibilities of a Mentor

- Kind
- Familiar with the mentee
- Know what mentee is capable of
- Willing to invest in relationship
- Serve as mirror for mentee
- Accurate and constructive feedback
- Best mindset: “I am going to help you, not just to exceed in our Department but anywhere you may go.”
Questions to Ask Before Becoming a Mentor

1. What is your motivation for becoming a mentor?
2. What are your major professional or personal accomplishments?
3. What skills can you offer to potential mentees?
4. Do you have time to be a good mentor?
5. Are you approachable?
6. Can you create a confidential and safe mentoring environment?
7. Are you able to provide constructive feedback?

Slanetz et al. AJR 2012;198:W11
Characteristics and Responsibilities of a Mentee

- Have clear goals and priorities
- Do gap analysis in yourself
  - Recruit mentor who can fill in these gaps
- Find matching areas of interest with mentor
- Dive into projects
- Be intellectually curious
Characteristics and Responsibilities of a Mentee

• Shows initiative
• Does homework
• Welcomes feedback and seeks to improve
• Mentee must provide return on investment to mentor
• Mentor’s job is not to agree with you
  – In the end, it is up to the mentee
## Matrix of Mentor-Mentee

Table 1. Characteristics of mentors and mentees

<table>
<thead>
<tr>
<th></th>
<th>Personal</th>
<th>Relational</th>
<th>Professional</th>
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</thead>
<tbody>
<tr>
<td>Mentee</td>
<td>Honest</td>
<td>Proactive</td>
<td>Passion to succeed in career</td>
</tr>
<tr>
<td></td>
<td>Reliable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Courageous (to effect change</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>based on mentor feedback)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor</td>
<td>Altruistic</td>
<td>Accessible</td>
<td>Well-respected in field</td>
</tr>
<tr>
<td></td>
<td>Honest</td>
<td></td>
<td>Knowledgeable</td>
</tr>
<tr>
<td></td>
<td>Open</td>
<td></td>
<td>Senior</td>
</tr>
<tr>
<td></td>
<td>Trustworthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active listener</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nonjudgmental</td>
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</tbody>
</table>

Source: Adapted from Sambunjak et al [10].
Formal vs Informal Mentorship

• Each has advantages and disadvantages
• Mentee who identify own mentor may be more comfortable and effective
• Formal with assigned roles can feel strained and artificial
• Ultimately need combination
• Speed dating approach
  – Potential mentors are suggested and the mentee then chooses after interviews
Basic Elements of Mentoring

- Coaching
- Keep the protégé focused
- As succeed with simple tasks, provide increased responsibility
- Offer feedback early
  - Positive and negative
- Take into account whole person and every aspect of career
Basic Elements of Mentoring

• May occur inside and outside of work
  – Where work and social intersect
    • Introducing protégé to others at a national meeting cocktail party
• Must be two-way street
  – Acceptance by mentee of need to be mentored and willingness of mentor
Basic Elements of Mentoring

• No one size fits all
• Effective mentor encourages protégé to find own solutions
• Confidentiality
• Chemistry
One or Many Mentors?

• No single person can be it all
• Different people with different facets
• Even for 1:1 mentoring, still “Takes a village”
• One may have academic, administrative and clinical mentors, all different
One or Many Mentors?

- Different mentors for different part of life
- Good to have mentors outside of medicine for reality check
- Some suggest mentoring team
- But probably helpful to have 1 central mentor
Seeking Out a Mentor

• Mentees must understand their own needs and seek those with needed qualities to help them
• Yet also mentors can help mentees shape their needs
  – Maybe shape it enough to have to go to different mentor
• Should be one career stage above mentee but beware of generation gap issues
Questions a Mentee Should Ask Before Seeking a Mentor

1. What are your personal and professional accomplishments to date?
2. What challenges are you currently facing, and what specific goals do you have?
3. To meet those goals, what specific qualities are you seeking in a mentor?
4. In your current environment, can you identify any potential mentors?
5. Do you have time to commit to maintaining the mentor-mentee relationship?
6. Are you open to constructive feedback?

_Slanetz et al._ AJR 2012;198:W11
TABLE 2. Potential Mentor Considerations

- What is the achievement record of the mentor in a variety of areas?
- How has the mentor determined his or her standard of excellence, and are these standards high?
- Is the mentor respected as a key player in various networks throughout the department, regionally, nationally, and internationally?
- Does the mentor have enough faith in me to provide wholehearted support?
- Does the mentor understand my needs and goals, both personal and professional?
- Is the mentor perceptive and honest enough to recognize when he or she cannot provide me with the information I need?
- If the latter is the case, will the mentor help me find someone who will provide the missing elements?

Seeking Out a Mentor

- Identify someone you respect professionally and personally
- Chemistry and comfort
- Look for generosity
  - Must be willing to provide you with opportunities
- Role model
- Experience as mentor
Seeking Out a Mentor

- Takes time for you
- Provides constructive criticism
- Multiple mentors
  - Do not confine oneself to a single mentor
- For help in finding outside mentors look in PubMed and who is doing CME courses
- Outside of field may be valuable
Seeking Out a Mentor

- 4 step process:
  - Seek others who know more than you
  - Establish relationship
  - Acquire skills
  - Repeat
Supervisor as Mentor

• Many of us find ourselves in this situation
• My Chair has told me:
  – “My job is to advance your career”
• Strictly speaking, supervisor should not be a mentor.
  – Inherent conflict of interest
Supervisor as Mentor

• Speak to persons strengths
• Also how they may fit into enterprise
• But ultimately, the supervisor’s allegiance is to the team as a whole
• May still be valuable, but beware of issues
• Have other mentors
Stages of Mentorship

- Stages in relationship
- Develop common goals and revisit regularly
  - Early identification of goals, milestones, expectations
- Initial meeting
  - Gauge skills, if not qualified for a project suggest others
- Test out relationship
  - See if deadlines met
- Create safe environment to allow it to evolve
Four Stages of Mentorship

• Initiation stage
  – 6-12 months
  – Relationship and goals are defined

• Protégé stage
  – 2-5 years
  – Most productive

• Breakup stage

• Final stage
  – Lasting friendship and peer-peer relationship
Assessing Relationship

• Must be a good fit
  – Harmony of interest?
• Do goals align?
• Assess communication skills between both
  – May be easier for mentee than mentor to see
• Can mentor explain how he or she does what they do?
Assessing Relationship

• Assigned or choose
  – Have a way out

• Decide in advance how to disentangle
  – Outlet valve
  – No hard feelings in case does not work out
    • or you may get caught in a bind

• Open and honest

• No perfect fit, but can be good enough
Maintaining the Relationship

Steps to Maintaining a Successful Mentor-Mentee Relationship
1. Establish specific goals for both mentee and mentor.
2. Establish ground rules for accountability, confidentiality, and boundaries up-front.
3. Create a workable plan with timelines to accomplish both short-term and long-term goals.
4. Set aside time to meet at regular intervals to assess progress and provide feedback.
5. Be open to criticism, be respectful, and listen attentively to each other.
6. Regularly reflect on the relationship with regard to what is working or not working and what challenges remain to be addressed.

Slanetz et al. AJR 2012;198:W11
Barriers to Mentoring

- Lack of access to mentors
- Mentor may be reluctant due to self-doubt
- Mentors may choose mentees too much like themselves
- Differences in race, creed, sex, age, social background, culture, etc.
Barriers to Mentoring

- Stressful, overworked environment
- Mentor may be overbearing
- Jealousy
- Lack of academic recognition for mentors
- Sexual misconduct
Barriers to Mentoring

- Power imbalance
- Ideally mentee recognizes mentor as friend and confident
- Careful balance buttressed with trust
- Male dominant specialty or department may be challenging for women
Special Issues

• Not necessary to paired by sexes, race or ethnicity
  – Need to be sensitive to issues
• Key is experience
• Not just sympathy, but empathy
• Yet in one study, women who were planning to have kids believed a female mentor was important
  – Acknowledge special needs and requests
    • Why of request may be telling for leadership
Setting Up a Formal Program

- Formal program has advantage of being top down and setting the culture of mentorship
- Best if ingrained in institutional culture
- Enough time set aside by leadership
- Customized for environment and well thought out before implementing
- Mutually rewarding for mentor and mentee
Setting Up a Formal Program

• Department can encourage
  – Find own mentor
    • If not, assign advisor

• Start with informal meetings with no commitment
  – Then a check in period to see if working out
Setting Up a Formal Program

• If problems with relationship, institution can help with conflict resolution
  – Communication workshops
  – Mentoring workshops

• Recognize mentorship officially
  – Included on faculty evaluations
  – Promotion packets
  – Mentorship awards
Setting Up a Formal Program

- Use of “virtual mentors”
  - “How to” manuals and documents to fill in the blanks
    - Getting IRB approval or an IND
  - May benefit from formal contract with expectations outlined
- Regular metrics of success
- Institutional buy-in key
Setting Up a Formal Program

- 5 stage system from Stanford
  - a) Organizational readiness, set goals
  - b) Recruitment
    - Mentoring committee, white paper, who could be mentors
  - c) Mentor matching and orientation
  - d) Implementation (formal mentoring meetings)
  - e) Evaluation of program by mentee and mentor
    - Retrospective analysis of performance reviews
Setting Up a Formal Program

• How often to meet with mentor?
  – 2-4 x per year and ad hoc
• Retreats
• Seminars
• Departmental meetings
• Just because there is a formal program does not mean that junior faculty should not have access to senior faculty
Emory Program

- Biennial full day retreat
- One-on-one mentoring program for the first two years of faculty post training
- Quarterly faculty development workshops
- Collect data on how the mentor-mentee relationships have gone (mentees have the option of a new mentor after the first year), and also on what topics people want to hear about
Radiology
Junior Faculty Mentorship Program

Kick-Off
Mentor Expectations

• Initiate first meeting with your mentee

• Ensure a minimum of one meeting each quarter
  - Jan-March, April-June, July-Sept, Oct–Dec

• Be available for your mentee outside of regularly scheduled meetings
Mentee Expectations

• Bring three professional goals to your first/next meeting with your mentor

• Discuss what you hope to get out of the mentor program

• Be prepared to enact professional growth suggestions provided by your mentor
Mentor/Mentee Relationship Progress Together

• Develop a commitment contract
  – How often to meet
    • Length of meetings, preferred time of day, where?
  – Who will arrange?
  – Focus/scope of mentoring relationship
  – Will discussions be confidential?
Areas of Mentorship

• Teaching
• Priorities/Focus
• Writing Skills
• Networking
• How to Handle Conflict
• Translation of Culture, Institution and Politics
• Dealing with Ambiguity
• Promotion
• Balance of Time: work/home
Mentor/Mentee Relationship Progress Together

• Select a set of goals on which to focus
  – e.g., 1-3 short-term and 1-3 long-term goals

• Create an action plan with milestones for each meeting
## Mentor/Mentee Matches

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
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**Department of Radiology**

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**EMORY UNIVERSITY**

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**EMORY HEALTHCARE**
Group Mentoring Opportunities

2013 Career Development Discussions
All sessions will take place at 7:30 – 8:30 am, on Clifton Campus

March 14
• How to Develop and Build Collaborations
• Overview of Funding and Department Support Opportunities

April 5
• Negotiating Difficult Conversations

September 12
• When to Say Yes and When to Say No
• Negotiating for Success

October 31
• How to optimize your CV
• Preparing a Teaching Portfolio

November 21
• Interactive Tools for Engaging Presentations
Summing it Up

• Original Mentor was not one but actually 2 people
  – Athena also came in guise of mentor
  • Multiple mentors are valuable
• Whether formal or informal, mentorship can play a critical role for junior faculty
• Be open to fluid model
  – Like any relationship, will evolve over time
  – And takes work
Summing it Up

- Look before you leap
- Evaluate each other carefully including accessibility
- Mutual interests and chemistry
- Begin with small tasks then progress to larger
Summing it Up

- Can provide wisdom from experience but everyone will make mistakes

- Even if you are not a mentor, remember that whether you like or not, you are a role model to those around you