

Professional Development 101: Mentorship and Networking

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Disclosure

We have no financial relationships to disclose or conflicts of interest to resolve.

Session Outline

Growing as a leader through mentorship

Building a network to solve problems, create opportunities, and develop collaborations

Developing your skills as a mentor

expected
important
ways
behavior
power
positive
lead
response
think
way
leader
development
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talents
strongest
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productivity
qualities
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types
strong
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result
own
best
leadership
higher
achievement
specific
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function
effectively
charisma
win

unique
task
style
emotions
influence
group
intelligence
position
society
objectives
action
contrast
person
personality
team
power
work
leadership
decisions
different

skills
lead
others
authority
decision
research
process
emotional
achieve
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concept
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function
effectively
charisma
win

person
leader
coaching
Mentoring
effective
situation
powerful
approach
resources
authority
developing
decision
intelligence
research
followers
manager
democratic
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together
goal
reward
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job
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style
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others
success
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know

How Do Professionals Grow and Develop?

- ❑ Learning on the Job—
 - ❑ “stretch assignments”
- ❑ Education and Training—
 - ❑ “fill in the gaps”
- ❑ *Mentoring and Coaching*

What is Mentoring?

Mentoring is most often defined as a **professional relationship** in which an experienced person (ie. the mentor) assists another (ie. the mentee) in developing skills and knowledge that will enhance the mentee's professional and personal growth.

Benefits of Mentoring

- ❑ Increased career satisfaction/success
 - ❑ Clinical
 - ❑ Research
 - ❑ Administrative
- ❑ Improved confidence
- ❑ Improved personal satisfaction
 - ❑ Work life integration
 - ❑ Increased job satisfaction/retention

Being a good mentee

- ❑ Know what you want from this mentor
- ❑ Plan for each meeting; respect time
- ❑ Make your expectations clear and concise
- ❑ Be open to feedback and ideas
- ❑ Follow through
- ❑ Diversify

Characteristics of a Successful Mentoring Relationship

- ❑ **Personal connection**—“chemistry” and feeling that other person cares
- ❑ **Mutual respect/reciprocity**
- ❑ **Clear expectations**
- ❑ **Shared values**—around approaches to work and personal life

Why would mentoring fail?

- ❑ **Lack of commitment**—lack of time or decreased interest over time
- ❑ **Personality differences**—different personality and/or communication styles
- ❑ **Perceived (or real) competition**—difficulty to not view the mentee as “perennial student” as mentee matures; fear of competition and issues with intellectual property

How often?

Mentor	Tasks	Frequency	Duration
The Career	Big Picture	Q 6-12 months	1-5 years
The Project	Individual Project	Weekly or Monthly	Duration of Project
The Personal	Personal Issues	Q 3-6 months	1-5 years
The Promotion	Promotion	Yearly	1-10 years

Slide adapted from ACP Webinar by Dr. Jeffrey Wiese

Mentors, Coaches, Sponsors

What's the Difference?

- ❑ **Coach**—addresses performance in some aspect of an individual's work or life
- ❑ **Mentor**—associated with much broader, holistic development and with career progress
- ❑ **Sponsor**—offers guidance like a mentor, but also delivers:
 - ❑ Suggests promotion or new position (eg. a stretch assignment)
 - ❑ Calls in favors
 - ❑ Connects with other leaders/researchers
 - ❑ Puts one's reputation on the line for a protégé and takes responsibility for his or her performance

Goal Setting

- ❑ The success of a mentoring, coaching, or sponsor relationship is largely dependent on goal setting
- ❑ Be proactive—in reacting to the demands of your day to day job, it is easy to lose track of the longer term goals for growth and development

Goal Setting

- ❑ **S - Specific**
- ❑ **M - Measureable**
- ❑ **A - Achievable**
- ❑ **R - Relevant**
- ❑ **T - Time-Bound**

*Align your goals with
your personal values
and where you want
to end up.*

Questions to Ask a Mentor

- ❑ How do I get promoted academically? professionally?
- ❑ What are the weak areas on my CV?
- ❑ How can I negotiate my role with my boss?
- ❑ What professional organizations should I join?
- ❑ How do I balance my clinical responsibilities with teaching, research, getting more involved in resident/fellow training?

Questions to Ask a Mentor (cont.)

- ❑ How do I balance my personal and professional life?
- ❑ Should I get involved with my national organization...how do I do it?
- ❑ What departmental or SOM committees should I serve on and how do I get appointed?
- ❑ What positions should I pursue that make the most sense for my career?
- ❑ How do I deal with conflict inside and outside my service, department, unit, program?

Last thoughts on practical strategies

- ❑ You own your own development—your mentor doesn't. It's up to you to identify your goals and objectives along the way, and to keep the relationship going and focused
- ❑ *Really* listen to your mentor
- ❑ Be prepared to ask for specific advice on your skill set, ideas, plans, goals

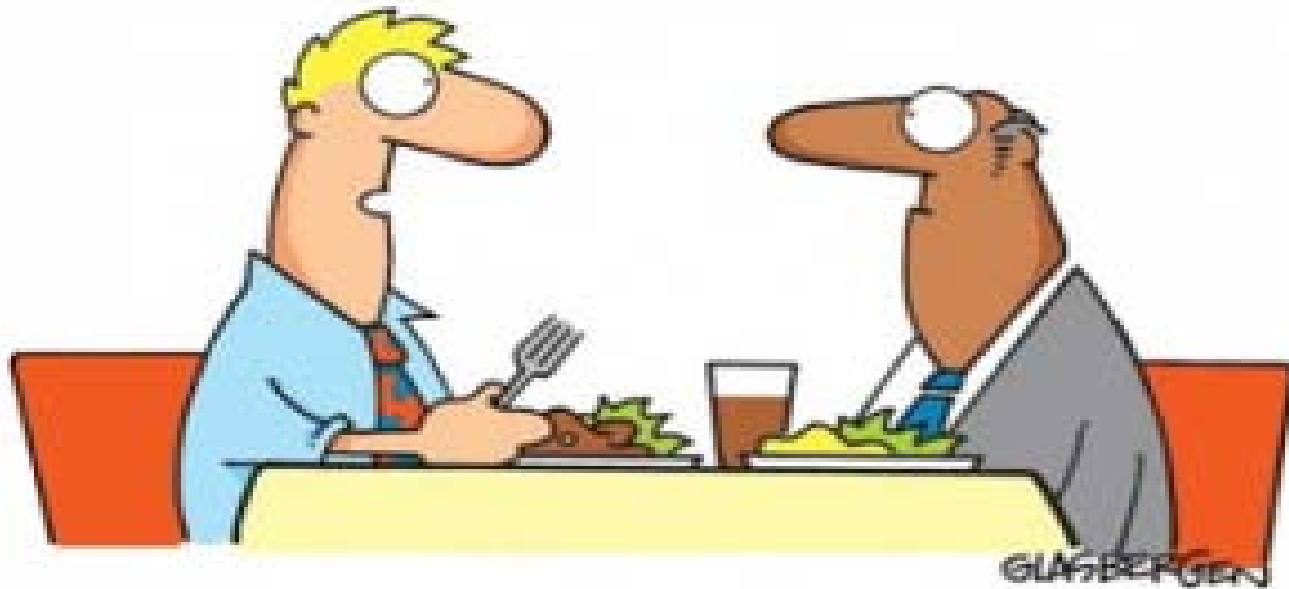
Last thoughts on practical strategies

- ❑ Make it easy for your mentor to give you honest, specific feedback—ask for it early in your relationship
- ❑ If you receive corrective feedback, don't get defensive—thank your mentor for their honesty. Then ask, “what specifically don't you like about ____?” or “what specifically would you recommend?”

Next Steps—Pair Share Exercise

- ☐ Think about mentors you have
- ☐ Where are the gaps?
- ☐ Who/where should you look for other mentors?

What mentorship expectations are important to discuss together?



"I'm looking for a mentor who can show me how to get rich without boring me with a lot of advice."

Stretch break!

Building a network



Using networking to solve problems

Pick a table with a case that interests you:

- Case #1: Succeeding in a new leadership role
- Case #2: Mid-career planning
- Case #3: Developing faculty as educators
- Case #4: Networking for introverts
- Case #5: Managing time as junior faculty

Developing Your Skills as a Mentor

Michelle Barnes, MD
John Mahan, MD
Maria Ramundo, MD, MEd

What are your strengths as a mentor?



Stretch break!

Objective

To develop and practice the skill of using targeted questions to help your mentee define their professional goals

Professional Mission Statement

What you want to be the defining, most notable accomplishment of your professional career

VISION

- Children with sickle cell disease will have better clinical outcomes as a result of better patient/parent education.

PROFESSIONAL MISSION STATEMENT

- To become an expert in incorporating patient/parent education in improving the care of children with sickle cell disease.

Purpose: Help Mentee Discover Their Ideal Self

- “Our noble purpose in life, our dreams and images of a desired future, our passion, our calling....It is supported by our belief that we can actually have an impact on our lives and the world around us.”
- Embraces who we wish to be, not just what we want to do in life.
 - McKee, Boyatzis, & Johnston. 2008 Becoming a Resonant Leader. Harvard Business School Press., p. 72.

Coaching Skills Refresher-

Questioning

- Use open vs. closed questions
 - Open-ended questions elicit many possible answers
 - Closed questions limit dialogue and often lead to “yes” or “no answers
- Don't stack questions
 - When one question is asked in rapid succession of another...Can shut down thinking and dialogue
- Avoid “why” questions
 - Puts people on the defensive...tip: replace with “what” or “how”
- Suspend your judgement
 - Ask from a place of curiosity, not evaluation
 - From the Weatherhead Coaching for Intentional Development Course, CWRU, 2017

Questions to Tap Into Ideal Self

- What would you do if time and money were not a factor?
- What is your vision of your future?
- What do you wish your professional life to be in 5 & 10 years?
- What is your professional passion?
- What do you wish your professional legacy to be?
- What are your top strengths?
- What are your core values and beliefs?
- What professional goals did you accomplish last year?
- What process did you use to reach your goals?
- What professional goals do you have for the upcoming year?
- What could hinder you from reaching your professional goals?
- Which of your core values does this goal express?
- Is this goal pulling you forward or are you struggling to reach it?
- Is this goal giving you energy or draining your energy?
- Will this goal move you forward in meeting your professional dreams in 5 & 10 years?
- What's the first step you need to take to reach your goal?

Back to the cases

Consider your case from the perspective of a mentor for the individual in the case:

- What questions would you propose?
- How might you suggest s/he investigate opportunities?
- How might you help the faculty member make a specific plan?

Revisit your Professional Development Plan

Consider how mentorship and networking may help you to achieve your existing goals. Add these to your strategies.

Are there other goals specific to mentorship or networking that you may want to add to your PDP?



MENTORING

*Successful people never reach
their goals alone.*