

Strategic Mentoring: Using Mentoring Families for Increased Benefit

*Rod Passman, MD, MSCE
Jules J Reingold Professor of Electrophysiology
Professor of Medicine and Preventive Medicine*

*Graham Peigh, MD, MSci
Fellow, Division of Cardiology*

NUCATS Series on Developing and Enhancing Mentoring Relationships: Upcoming

Scheduled for 9:00 – 10:30 AM on 2nd Wednesdays of the month

10/12/2022	<i>Establishing and Aligning Expectations in Mentoring</i> <i>Kenzie A. Cameron, PhD MPH & Robert I Liem, MD, MS</i>
11/09/2022	<i>Articulating Your Mentoring Philosophy and Plan</i> <i>Adam Goodman, PhD</i>
01/11/2023	Being an Ally and a Sponsor (Panel Discussion) – via ZOOM Khalilah L. Gates, Peter H. Sporn, Diane B. Wayne, Clyde W. Yancy, Betina R. Yanez
02/22/2023	Strategic Mentoring: Using Mentoring Families for Increased Benefit Rod S. Passman, MD & Graham Peigh, MD
03/08/2023	Applying Coaching Skills in Mentoring Relationships - via ZOOM Harriet W. Hopf, MD & Antonius (Tony) Tsai, MBA – University of Utah School of Medicine
04/12/2023	Developing and Evaluating your Mentee's Goals for Career Progression - via ZOOM Mercedes Carnethon, PhD & Leah Neubauer, EdD, MA
05/10/2023	Cultural Awareness in Mentoring across Differences Rick McGee, PhD & Namratha R. Kandula, MD, MPH
06/14/2023	<i>Speaker/Topic Confirmation in Progress</i>

Reminders & Guidelines for Mentor Training Certificate

- **SIGN IN** on sheet at front
 - must attend the *full* 90-minute session for credit toward Certificate
- Presenters will facilitate discussion, reserving the right to halt continued discussion to ensure:
 - Multiple voices are heard
 - Sufficient time remains to cover planned content/Breakout sessions
- Presenters are available immediately after presentation or via email if further discussion is desired
- Please complete the evaluation after the session
(REQUIRED if pursuing Mentor Training Certificate)



Thank You!



Morgan Barrowman

Morgan.barrowman@northwestern.edu

Program Coordinator
Center for Education and Career Development
NUCATS

Today's Presenters



Rod S. Passman, MD, MSCE

-Director, Center for
Arrhythmia Research

-Jules J. Reingold
Professor of
Electrophysiology

-Professor of Medicine
(Cardiology) and
Preventive Medicine



Graham S. Peigh, MD, MSci

-Fellow, Cardiovascular
Disease

Learning Objectives

- After participating in this session, attendees will be able to:
 1. Understand the benefit of mentoring using a hierarchical family-based approach.
 2. Isolate strategies to effectively mentor a wide range of trainees.
 3. Troubleshoot common situations in which a mentee is struggling to meet the appropriate benchmarks.
 4. Assess one's own mentorship strengths and weaknesses

Background

- The word *mentor* originates from Homer's famous poem, *The Odyssey*.
- Mentor was an extremely wise man who supported and guided Telemachus on the search for his father, Odysseus.
- In Greek, *mentor* literally means “to endure”—to last through the ages.
- In modern English, it is “a trusted counselor or guide.”

Our Own Experiences as a Mentees

- Medical student
 - Residency
 - Fellow in cardiology
 - MSCE/MSci – research mentors
-
- Fellow in cardiac electrophysiology – clinical mentors
 - Faculty (clinician educator track) – clinical and research mentors (finally!)

Why Do I Like Being A Mentor?

- Getting trainees excited about my field and research
- Good for the institution to put out competitive applicants and to attract our top trainees
- Helping trainees achieve their professional goals
- Helps me in my own research
- Allows me to have a broader research breadth

How I Got Started

- Questions would arise in clinic, on rounds, during procedures etc etc
- Started to publish more as junior faculty
- Fellows and residents interested in cardiology asked to work with me on a research
- Snowball effect

What Kind of Mentor Do You Want to Be?

- *Do you really want to do this?*
- Long list of mentoring roles do not need to be fulfilled by the same person
- May need mentoring network
- **I am a clinical research mentor**
 - Interest in medicine, cardiology, EP
 - Learn how to begin to do clinical research
 - Distinguish themselves in application process
 - Abstracts / presentations
 - Papers

If Possible, Establish A Mentorship Team

- Student; add a resident
- Resident; add a fellow
- Fellow/junior faculty; it's you

Building a Mentoring Family

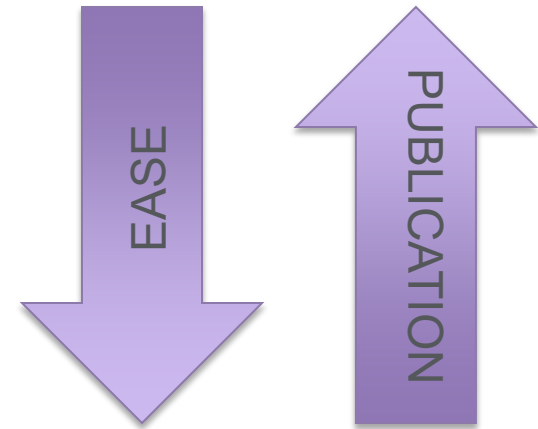
- Ensure a positive and supportive professional environment for your mentee
 - Regular meetings
 - Rapid responses to questions and review of materials
- Don't deny your own ignorance / get others involved
- Be liberal with feedback
- Provide accessibility and exposure for your mentee within your own professional circle
- Head off riffs; set expectations about authorship etc early on
- Create opportunities beyond the specific project (review submissions together)
- **Make their goals your priority**: “Your success is my success”

Questions for the Mentoring Family Members: Establishing & Clarifying Goals

- What do you want the mentees to be able to do or know at various stages?
- What are the (perceived and actual) responsibilities within the family.
- How do work styles differ within the family?
- What kinds of questions should be directed to another trainee vs faculty member of the mentoring family
- What kinds of opportunities can you provide your mentee family members that will help him or her acquire important skills / knowledge? Who else do you know who may be a good resource?
- How do you want your mentee to communicate with you? When is email appropriate? When is it necessary / important to meet face to face? Where is the best place for you to meet your mentor?
- Who should the mentee expect feedback from—the senior mentor, or a more junior member of the family?
- How will you know if the relationship is working / productive? How will the family gauge satisfaction and productivity?
- How do you anticipate your relationships changing over time (graduation from med school, residency, etc)?
 - How will you ensure that projects are completed with these transitions?

Projects Appropriateness

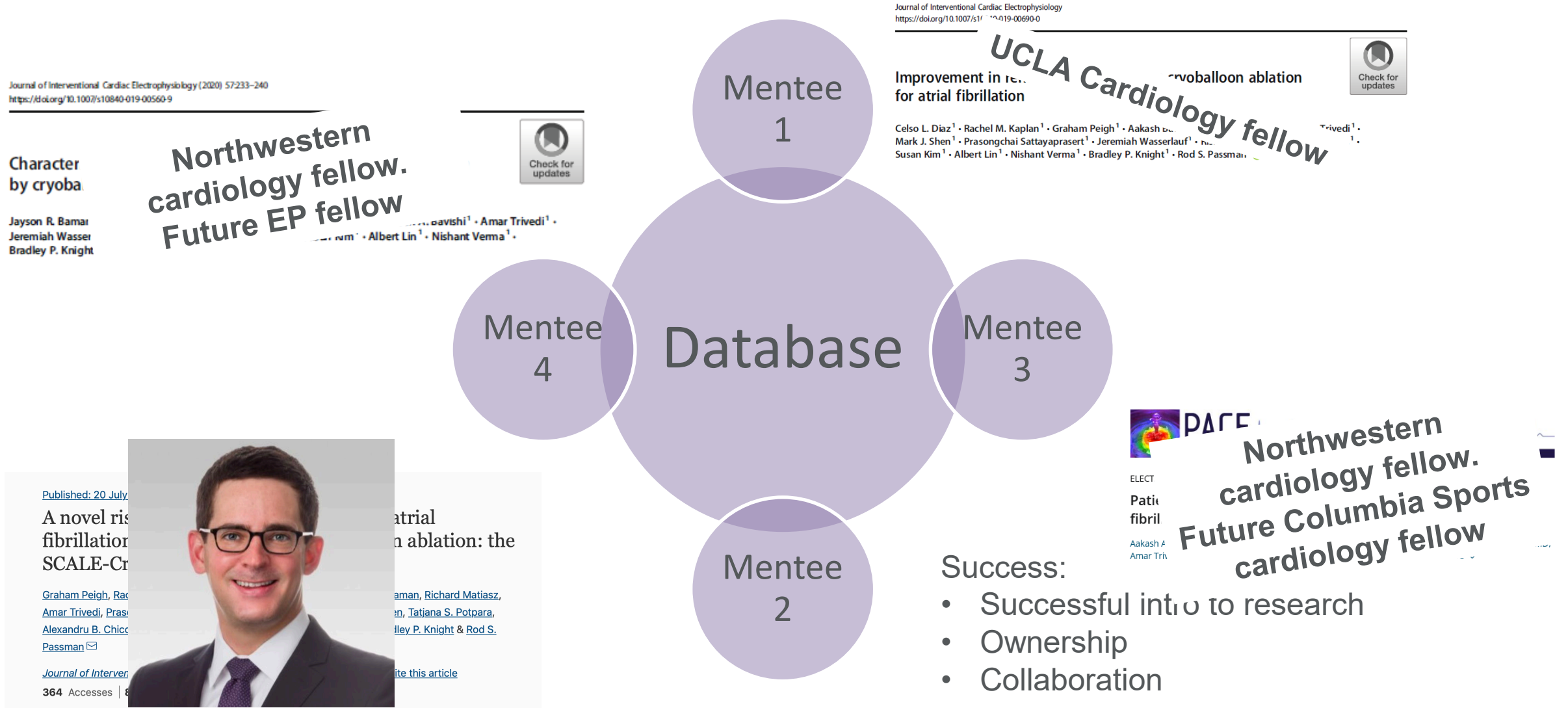
- Start simple, “age appropriate” and work your way up
 - Case reports / case series
 - Retrospective studies
 - Prospective studies
- Appropriate timeframe
 - Mentee should be an integral part of the project
 - Mentee should take ownership of their part
 - Project completion time should be consistent with where they’re at and what their needs are
- Appropriate credit
 - Mentees within the family should be recognized for their relative contribution to the project



Large Projects / Several Mentees

- Create a team
- All contribute
- All have own subproject if possible
- Synergy – all benefit from contribution

Group Mentees: Individual Projects from Common Source



Case Study Introduction

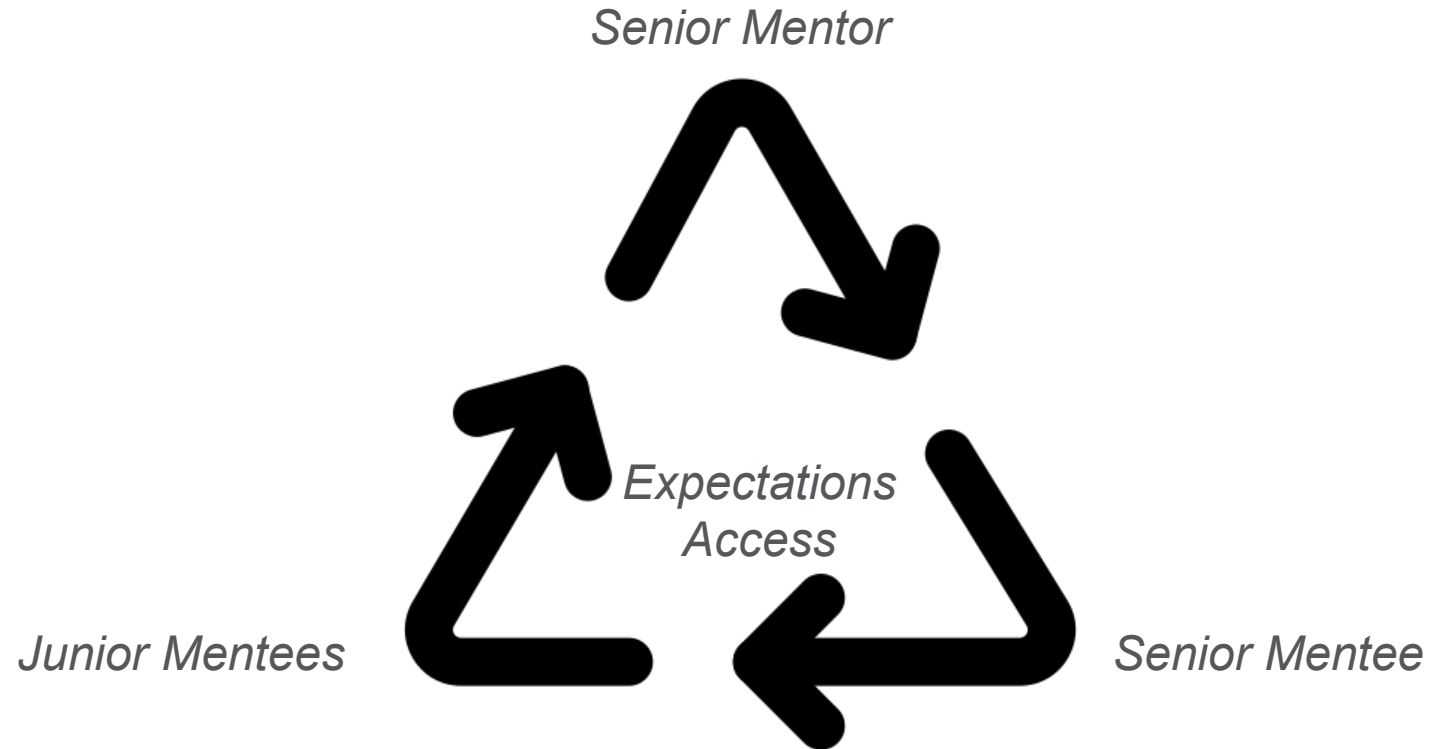
Breakout groups

Large group discussion of case studies

Where I Could Have Done Better

- Resident 1 , retrospective database review
 - Research day
 - Poster: Missing data, poorly executed
 - “Didn’t want to bother you”
 - Accessibility
 - Partnership
- Resident 2
 - Approached to write a review article
 - Initial conversations; no contact for 8 months
 - I assumed no longer interested – assigned article to another resident
 - Poor communication

Setting Expectations in Mentoring Families



- Trains senior mentee to easily transition into the senior mentoring role
 - Senior mentee should feel like the senior mentor

Mentee Perspective

- I am very fortunate.

On Sep 29, 2017, at 9:13 PM, Graham Spencer Peigh <graham.peigh@northwestern.edu> wrote:

Dear Dr. **Passman**,

I hope all is well. Dr. Didwania sent me your email address and said that I could reach out to you regarding potential research/mentor opportunities. I am an Internal Medicine intern interested in cardiology, with a specific interest in EP. As a brief background about me, I grew up in Chicago and attended Princeton for undergrad. I graduated from Jefferson Medical College this spring. While at Jefferson, I contributed to a number of publications on VA ECMO. I am very confident with my plan to pursue a career in cardiology, and would appreciate the opportunity to learn more about your clinical and research interests.

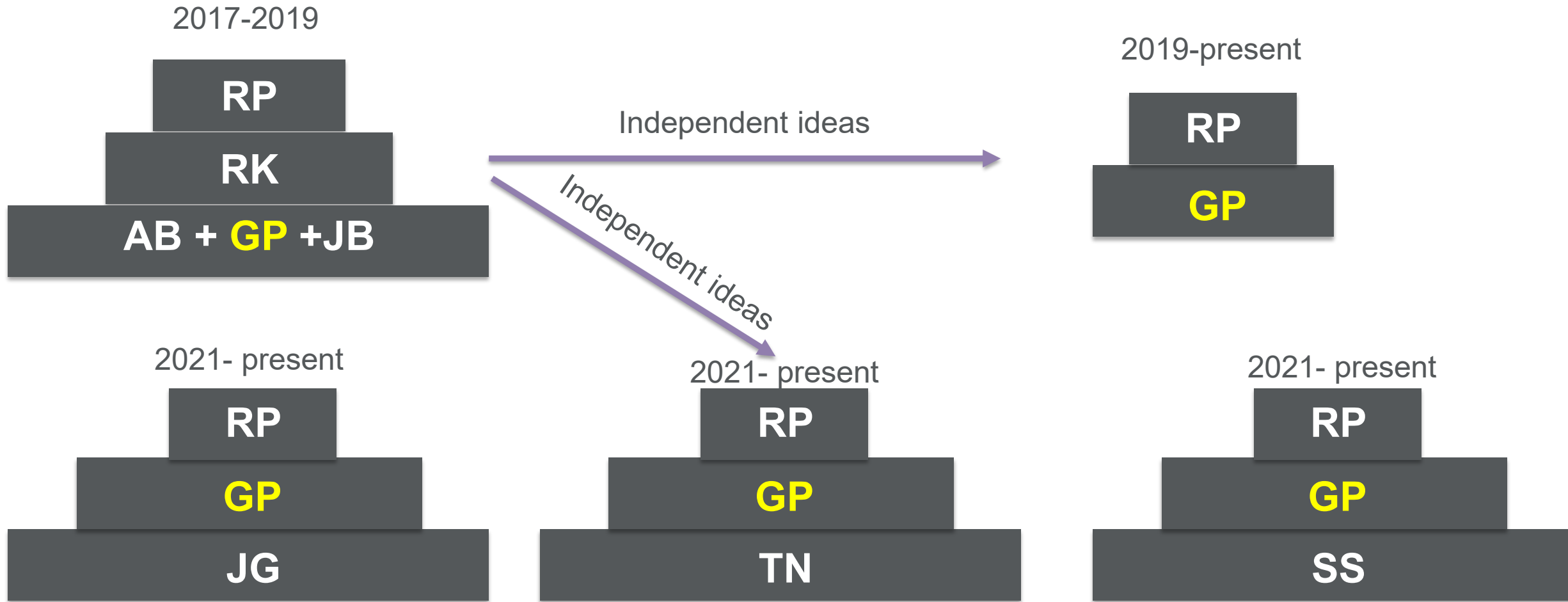
I am currently on an inpatient service at NMH. I am available to meet most afternoons, and during the mornings on 10/5 and 10/9. Please let me know if you have any availability to chat over the next few weeks.

Thanks in advance, and I look forward to meeting with you.

Best,

Graham Peigh

Mentee Perspective: My Families



How being a member of a “mentoring family” has had an impact on my career

- Early stages: Learn strengths and weaknesses of good middle mentors
 - 2 were outstanding; 1 was not
- Throughout: Learn from senior mentor by example
 - “your success is my success”
 - “Respond in 24h”
 - More red = more care
- Now: Learn how to mentor different levels of trainees
 - Different personalities and work ethics
 - Different levels of communication
 - Should allow for smooth transition to being a senior mentor

Lessons Learned

- Choose Mentees Carefully
 - Beware the mentee candidate who expects mentor to keep relationship going
 - Mentee should be curious, organized, efficient, responsible, and engaged
 - Invite them to observe you in clinic, on rounds, in procedures
- Assess mentee's level of preparation/stretch goals
 - Can test mentee; give them some articles and schedule a follow-up
- Set ground rules: honesty, structure, mutual accountability among entire group
- Recognition that this is also a partnership: "I don't shine if you (we) don't shine"
- Don't get upset if mentee decides to go in a different direction
- Don't take on more than you can handle