

Mentoring and Being Mentored

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MENTORING VALUES

Mentoring Values	Mentee	Mentor
Career gain	Receives expert guidance	Exercises higher level of dynamic teaching
Work productivity	Gains knowledge and resources	Mentee extends work productivity
Personal	Gratification from expert attention, support, direction	Rejuvenation of work and self-esteem via mentee's enthusiasm
Interpersonal	Long-term personal and professional relationship	Long-term personal and professional relationship

TRANSITIONS IN THE MENTORING PROCESS

Level	Mentee	Mentor
I. Pedantic learning	Learns basic elements	Initiates ideas Primary task responsibility Active teaching
II. Tutoring	Increased responsibility Increased self-learning	Supervises work Frequent tutoring
III. Androgogic learning (learner sets agenda)	Initiates/develops ideas Primary task responsibility Tutors when needed	Provides feedback Negotiates ideas
IV. Autonomy	Full responsibility for ideas and tasks	Feedback when needed
V. Collaboration	Shared responsibility	Shared responsibility

KNOWLEDGE AND RESOURCES OF A MENTOR

- Knows how to provide expertise in areas of mutual interest
- Knows how to provide direction and guidance
- Is willing to provide resources (e.g. research assistants, source materials)
- Is connected to organizations and networks

TEACHING AND SUPERVISION ATTRIBUTES

- Is approachable, accessible, personable
- Is supportive and encouraging
- Provides positive *and* negative feedback
- Possesses good communication skills
- Seeks to improve the mentee's knowledge, skills, and productivity
- Promotes independence
- Challenges mentee to extend their abilities
- Recognizes and adapts to new learning styles

PERSONAL VALUES OF A MENTOR

- Exhibits professional integrity
- Achieves credibility and respect among peers
- Communicates satisfaction with career
- Acknowledges and facilitates mentee's contributions
- Able to tolerate challenges from a mentee without reacting personally

RULES FOR PHYSICIAN-SCIENTISTS IN TRAINING

- Do be inquisitive
- Do be ambitious
- Do not be *too* ambitious
- Do measure something
- Do not jump at the first problem
- If possible, do arrange data in graphic form
- Do not be a lone wolf or secretive
- Do develop a theory
- Do not be a slave to your theory
- Do reserve time each day for unadulterated thinking

PRINCIPLES ON THE PATH TO A HEPATOLOGIST'S ENLIGHTENMENT

- Get the best training you can
- View mentoring as a lifetime contract
- Remember that physician-scientists will never be obsolete
- Communication is everything

PRINCIPLES ON THE PATH TO A HEPATOLOGIST'S ENLIGHTENMENT

- There are no 'solo' artists in this business
- Savor success, use rejection and criticism as opportunities to improve
- Embrace change
- Utilize the wider hepatology community
- Be a mensch

SKILLS FOR PROSPECTIVE MENTEES

- How to select a mentor
- How to select a project
- How to get an article published
- Statistics for the MD trainee
- Database searches and electronic journals
- Use of reference management software

REASONS TO PURSUE RESEARCH IN FELLOWSHIP TRAINING

- Engenders an environment of curiosity and discovery
- Helps launch trainees into academic careers
- Helps faculty develop mentoring skills
- Supports publication among fellows and faculty
- Enhances the reputation of the training program
- Scholarly activity is an ACGME requirement

PROJECTS THAT SATISFY A PROGRAM'S SCHOLARLY RESEARCH REQUIREMENTS

- Prospective trial
- Retrospective original research
- Meta-analysis
- Systematic review
- Opinion article
- Book chapter
- Letter to the editor
- Case report

Mentoring: The Ten Commandments



The Ten Commandments

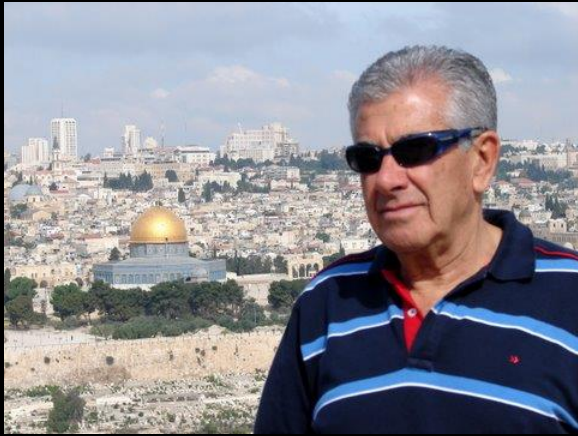
For the Mentor

- Be a role model
- Be an advocate
- Be enthusiastic and encouraging
- Critically evaluate projects and career goals
- Encourage individuality and differentiation
- Guidance not ownership
- Focus, focus, focus
- Take the long view
- Push the limits
- Market your products

For the Mentee

- Take initiative
- Choose a role model
- Find a niche
- Look for compatible interests and communication styles
- Define your projects and role
- Think big
- Focus on concepts, techniques and topics of study
- Focus, focus, focus
- Seek advice
- Shop around

A few pearls I learned from my Mentors



Simon Sacks L, MD
Professor of Medicine
Univ of Chile School of Medicine
1973-1978

- Excellence in teaching
- Mechanisms and pathophysiology
- Bedside master clinician
- Scientific mindset
- Liver cells have all the secrets

A few pearls I learned from my Mentors



- Energy and enthusiasm
- Ability to work with the young
- ‘thinking’ environment
- Every question is a project

Renato Palma, MD

Professor of Surgery

Univ of Chile School of Medicine

1979-1980

Attila Csendes, MD

Professor of Surgery

Univ of Chile School of Medicine

1979-1980



Willis C. Maddrey, MD
The Johns Hopkins School of Medicine
1981 - present

Key points learned from Willis



- The value of positive feedback
- Bullet-proof optimistic outlook
- Thinking outside the box
- Keep in mind the big picture
- Meticulous preparation
- Humor as natural stimulant

Lessons I learned from my Mentees

- They set up new headings and set their own agenda over time
- They came up with new ideas and initiated new projects
- They became gifted communicators
- They persisted in spite of adversity
- They became experts at seeking feedback
- They became mentors themselves