Mentoring and Being Mentored

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## MENTORING VALUES

<table>
<thead>
<tr>
<th>Mentoring Values</th>
<th>Mentee</th>
<th>Mentor</th>
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<tbody>
<tr>
<td>Career gain</td>
<td>Receives expert guidance</td>
<td>Exercises higher level of dynamic teaching</td>
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<tr>
<td>Work productivity</td>
<td>Gains knowledge and resources</td>
<td>Mentee extends work productivity</td>
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<tr>
<td>Personal</td>
<td>Gratification from expert attention, support, direction</td>
<td>Rejuvenation of work and self-esteem via mentee’s enthusiasm</td>
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<tr>
<td>Interpersonal</td>
<td>Long-term personal and professional relationship</td>
<td>Long-term personal and professional relationship</td>
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## TRANSITIONS IN THE MENTORING PROCESS

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

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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

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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

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

• Energy and enthusiasm
• Ability to work with the young
• ‘thinking’ environment
• Every question is a project
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
- The became mentors themselves