

Facilitating the Career Development of Today's and Tomorrow's Academic Rheumatologists

3/14/09

Janet Bickel
Career and Leadership Development Coach
and Consultant



4 Generations in the workplace

- Veterans 1922-1943
– 40 million
- Baby Boomers 1944-1964
– 80 million
- Gen X 1965-1982
– 55 million
- Millennials 1983-2000
– 90 million

Boomers (1944-1964)

Want communications to be:

- Personable
- Making a difference
- Vision and mission

Want in work environment:

- Recognition, \$, advancement
- Meaningful opportunities

Veterans (1922-1943)

Want communications to be:

- Logical
- Good grammar
- Traditions and history

Want in work environment:

- Stable, secure
- Respectful

Baby Boomers

- **THE Generation [perfection = "like us"]**
- **Traditional family/upbringing**
- **Define selves through work**
- **Define quality/professionalism in terms of hours worked**
- **Comfortable with hierarchy**
- **Uncomfortable with conflict and feedback**

Boomers (1944-1964)

- Work hard out of loyalty even if unhappy
- Expect long-term career
- Pay dues
- Self-sacrifice is virtue
- Respect authority

Generation X (1965-1982)

- Find most efficient way
- Expect multiple job searches
- Entitled to flexibility
- Not gonna be "24/7"
- "You're not the boss of me"

Source: J. Bickel and A. Brown. "Generation X: Implications for Faculty Recruitment and Development in Academic Health Centers." *Acad Med.* 2005; 80:205-10.

Generation X

- **Absent parents**
- **Latchkey kids**
- **Reject rules**
- **Multitask**
- **Want "balance"**
- **Cynical**
- **Pragmatic**

Millennials

- **Protective parents**
- **Trophy kids**
- **Rewrite rules**
- **Multitask faster**
- **Want to "blend"**
- **Optimistic**
- **Inventive**

Gen X

Want in work environment:

- Flexibility
- Opportunities for development
- Informal
- Want communications to be direct, genuine

Millennials

Want in work environment:

- Structure
- Positive, motivational
- Many different experiences
- Oppy for personalized career
- Want communications to be collaborative, two-way

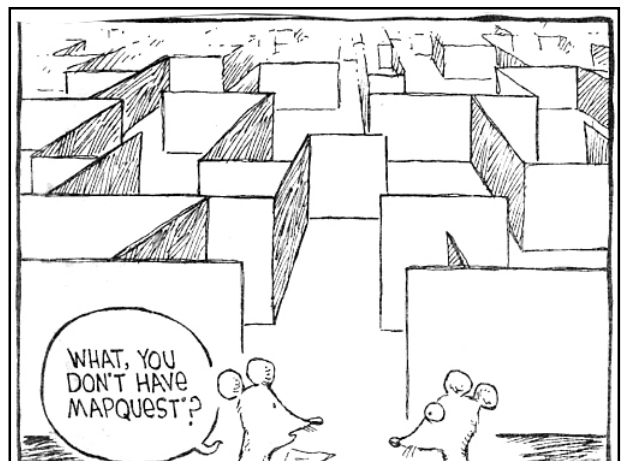
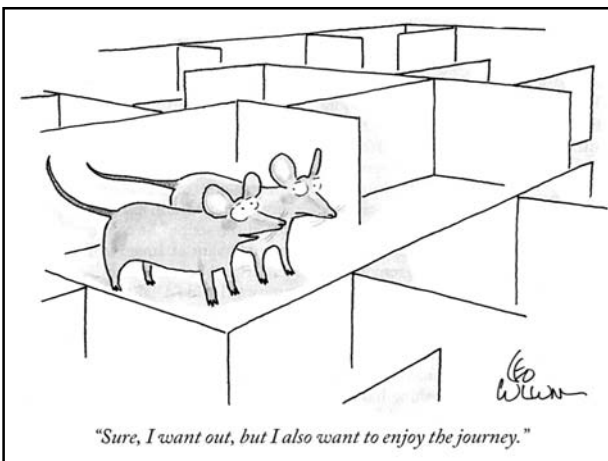
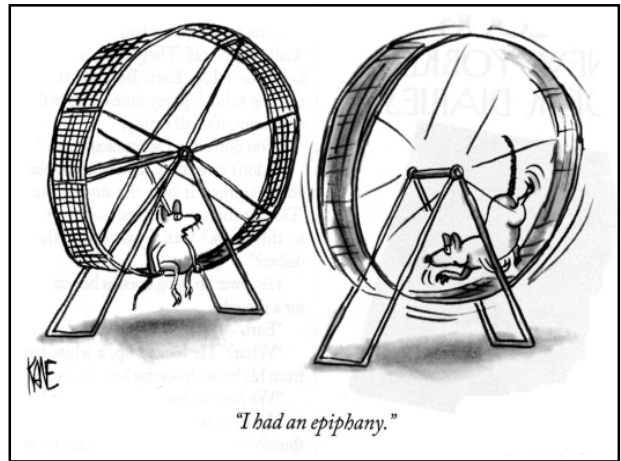
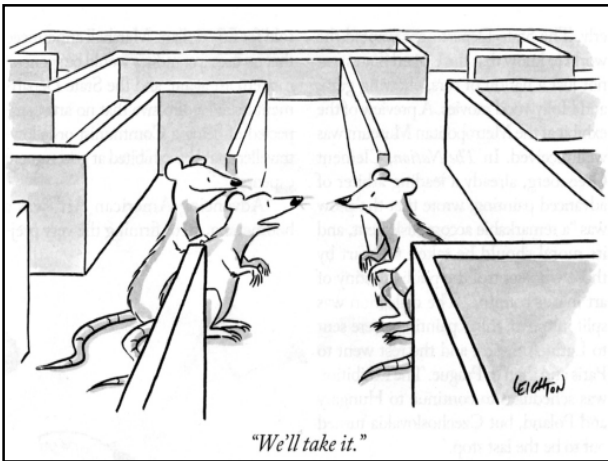


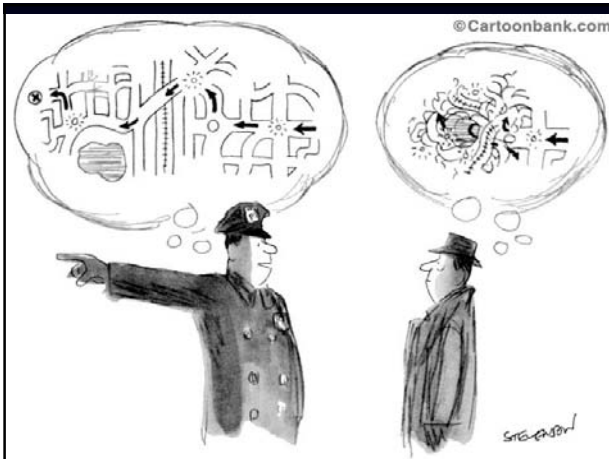
Millennials

- Digital natives/addicts
- Work asynchronously
- Self-confident, impatient
- High sense of entitlement
- More afraid of boredom than change
- Prefer interactive, supportive educational methods
- Expect frequent positive feedback

MESSAGES

- Challenge me, give me responsibilities
- Tell me *Why* i should do what you say
- Treat me like a team member
- Respect me
- Be flexible





What generational differences are most affecting you as Program Director?

How have you been handling these?

What bridges can you strengthen?



Women are less likely than men to:

- Obtain effective mentoring
- Accumulate "social capital"
- See their own potential
- Toot their own horn
- Negotiate

He's confident	She's conceited
He's analytic	She's cold
He's authoritative	She's bossy
He's good at details	She's picky
He's open	She's unsure
He follows through	She doesn't know when to quit
He's passionate	She's a control freak
They're networking	They're chitchatting
They're debating	They're catfighting

Redefining "Success"

Robert Wood Johnson Clinical Scholar women [14+ yrs post-fellowship] defined success both in terms of contributions to society and in terms of work/home balance which they explicitly created.

These results suggest that professionals be assisted to clarify their view of success and to make choices aligned with their values.

Source: Kalet A, et al. Defining, navigating and negotiating success: the experiences of mid-career Robert Wood Johnson Clinical Scholar women. J Gen Intern Med. 2006; 21:920-5.



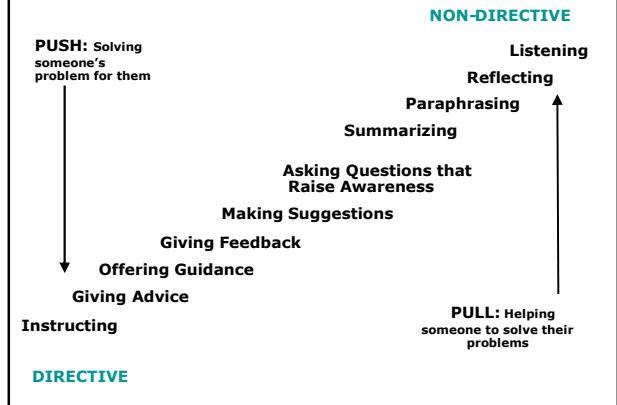
Mentoring Models

- Traditional hierarchical dyad
- "Assisted" pairings
- "Functional" mentoring [time-ltd focused around specific project]
- Facilitated peer and group mentoring
- Encourage building of professional network

Continuum of Involvement

- | | |
|-----------------|---|
| 1) teach/tutor | shares knowledge |
| 2) support | offers advice and direction |
| 3) intervention | protects mentee and assists access to resources |
| 4) sponsorship | sponsors the mentee for otherwise unavailable opportunities |

Spectrum of Coaching Skills



Mentoring Across Differences

- Acknowledge differences
- Create safety
- Use exploratory questions
- Identify "Coachable Moments" and select best coaching method
- Ask for feedback, eg what I'm doing too much or not enough of?



Reflective Listening

- An advanced communication skill dependent on attentive silence
 - Body language speaks
 - *Open-ended* questions invite the other to go deeper, eg "how," "what," "please give an example"
 - Reflect back content and feelings
- NB:** Accurately attuning to others saves time



Automatic Listening

- Right/Wrong
- Win/Lose
- Agree/Disagree
- Good/Bad
- Either/Or

Generative Listening

- What could make that possible?
- What could that allow us to do?
- What goals could that idea advance?
- What do you see that I don't?
- Say more



Judger Mindset

- Knows-it-already
- Debates
- Defends/attacks
- Defends assumptions
- Sense of separation

Learner Mindset

- Values not knowing
- Dialogues
- Seeks to resolve or create
- Questions assumptions
- Sense of connection

Powerful Coaching Questions

- What are your priorities?
- How will you develop the necessary expertise?
- Tell me more about your understanding of this dilemma.
- What was the lesson? How can you lock in the learning?
- What concerns you the most about...?
- Where are you being too hard [or easy] on yourself?
- How might you be limiting yourself?
- What are you willing/unwilling to change?

Exploratory Questions for Residents

- Looking at last year: What are you proudest of? And what would have done differently?
- What do you want to accomplish in the next 1-2 yrs? 5-10 yrs? What measures of success will you use?
- What relationships outside our discipline and institution do you want to build?
- What if anything is holding you back from reaching your potential?
- What areas of personal and professional growth do you most want to work on now?

Balance Advocacy with Inquiry

- Begin with and work from *common goals*
- Explain the structure of your thinking ie your reasoning and intent ["This is *why* I'm raising this and *how* I arrived at this place..."]
- Ask for help in understanding your own thinking ["I appreciate that I may be missing something here.... How do you see it?"]
- Test assumptions and inferences
- Use and ask for specific examples
- Discuss the undiscussable ["I need to raise what might be a difficult issue..."]

Please discuss Cases in Small Groups

[take in whichever order you wish —or discuss a participant's current issue]



Updating Mentoring Practices

- Offer options and resources
- Address in faculty orientation
- Establish Mentoring Awards
- Add mentoring to promotion criteria
- Act as if Mentoring were a core mission, eg CREAM



Outcomes of peer and group mentoring programs

- Self-presentation documents
- Exploration of research questions, funding sources, etc
- Submitted grants and articles
- Practice with collaborating, study design, data analysis, giving presentations
- Understanding P and T requirements and process
- Career skills ("personal career activism")
- Improved job satisfaction

See: Bussey-Jones et al; Emans et al; Pololi et al

MENTORSHIP EFFECTIVENESS SCALE:

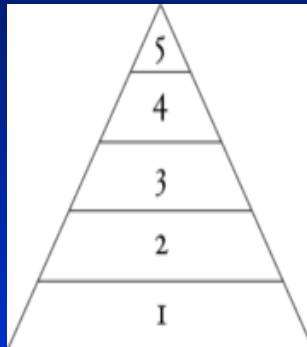
- Is accessible and approachable
- Demonstrates expertise in my areas of need
- Motivates me to improve
- Provides constructive critiques
- Challenges me to take risks and extend myself
- Suggests appropriate resources
- Listens skillfully
- Gives counsel on important professional decisions
- Communicates without racial or gender bias
- Role models the highest professional ethics

Source: Berk RA et al. Measuring the effectiveness of faculty mentoring relationships. Acad Med. 2005; 80:66-71.



Maslow's Hierarchy of Needs

5. Actualization
4. Esteem
3. Belonging
2. Safety
1. Physiological



Nine Circles of Mentee Hell

- underestimate of potential
- failure to respect protégé's goals
- failure to promote independence
- exploitation
- inappropriate praise or criticism
- conflicts avoided
- expecting protégé To defer
- desertion/ inaccessibility
- physical intimacy (or appearance of)

Critical Career Knowledge Areas

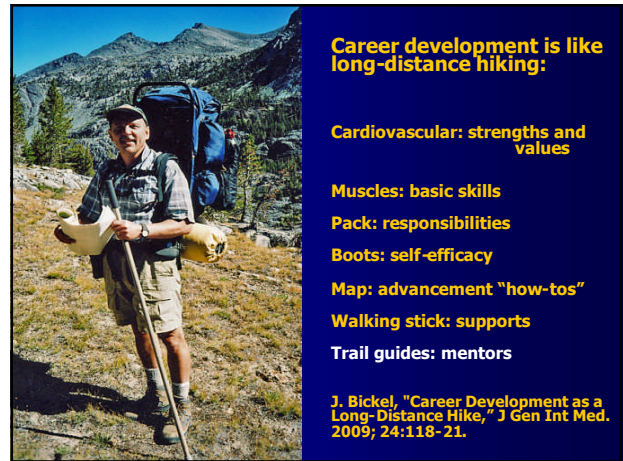
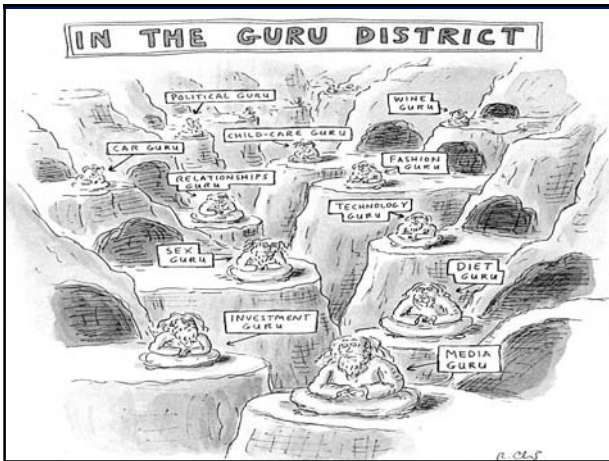
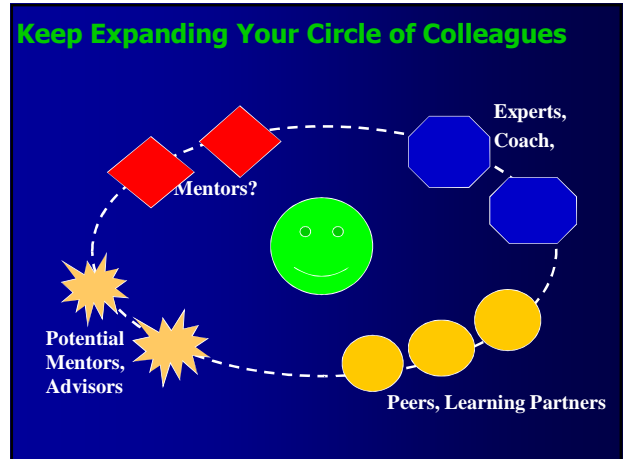
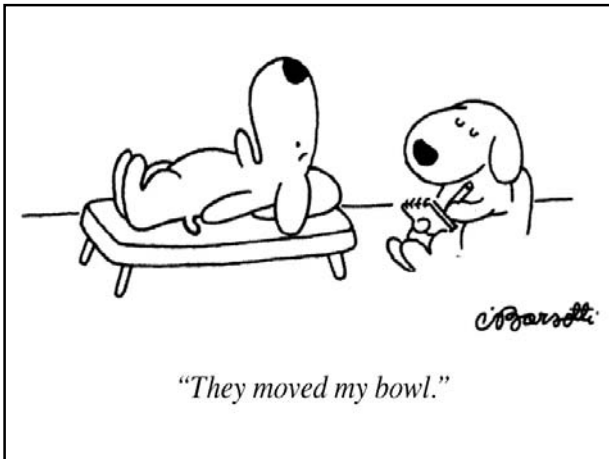
- know *what* (scientific/clinical expertise)
- know *why* you are doing what you're doing (goals, values)
- know *whom* (manage key relationships, build community)
- know *how* (negotiation skills, political savvy)
- know *when* (adaptable, take risks)

What are you doing to assist residents to build critical career skills?

What are you learning?

What do you need to do more of?





- ### Look for learning partners who:
- can see many sides of complex issues
 - ask great Questions
 - offer new lines of sight
 - challenge and expand your mental models
 - free from conflict of interest
-

- ### Mentoring is critical...
- To attract and engage high performers
 - To maximize "return on investment" in faculty
 - To nurture academic aspirations
 - To swiftly acculturate new members
 - To increase productivity
 - To promote diversity
 - To develop leadership talent
 - Being a mentor is the most effective way of extending one's professional contributions
 - Everyone can become a better mentor.

Organizations as Conversations

- We influence our environments by the way we participate in them.
- Connectivity, information flow and diversity contribute to organizational resilience
- Words create worlds.

