



THE FACULTY FACTORY PRESENTS

SNIPPETS FOR SUCCESS

An eBook Brought to You by the Faculty Factory Community

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ACKNOWLEDGEMENTS



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COMMUNITY TESTIMONIALS



Linda Dillon Jones, PhD

Among many other benefits, this eBook will assist faculty with:

- Engaging people in productive conversation and building personal relationships.
- Improving work by engaging people at five key points in their careers.
- Practicing frequent conversations with your staff.
- Improving your ability to track the work and provide greater insight to your progress and goals.

COMMUNITY TESTIMONIALS



Thomas A. Louis, PhD

Snippets for Success consolidates podcasts from faculty who deliver important insights and advice on a broad array of topics in digestible and entertaining modules. Dive in and enjoy!

COMMUNITY TESTIMONIALS



Jeffrey M. Lyness, MD, FACPpsych

The Faculty Factory podcasts have been wonderfully informative and engaging. They have helped bring together the academic community of faculty and staff leading faculty development efforts. This eBook is a great idea, to extract the most salient, most pungent pearls – useful and a great read on its own, and whets the appetite for choosing which full podcasts to listen to next.

COMMUNITY TESTIMONIALS



Cynthia S. Rand, PhD

Faculty Factory brings together, in one resource, the career development insights and advice of academic leaders from across North America. This unique and valuable guide is a perfect roadmap to a successful and rewarding academic career for faculty at any stage of their career.

COMMUNITY TESTIMONIALS



Donna L. Vogel, MD, PhD

Academics have the responsibility to educate others while building their own careers - but often are left to figure out on their own how to do so. This eBook is a concise compilation of exactly what they need and won't find elsewhere.

COMMUNITY TESTIMONIALS



Wendy Ward, PhD, ABPP, FAPA

Prioritizing your own professional development—by reading this eBook and seeking additional development opportunities—will maximize the likelihood that you have both a successful and personally meaningful career.

It's great that the words and wisdom of all these faculty support thought leaders around the globe have been brought together in one bundle!

COMMUNITY TESTIMONIALS



Dave Yousem, MD, MBA

I'd like to remind all readers of this eBook that:

- Good leaders assign credit and take blame.
- For social skills it is better to be more interested than interesting.
- The most effective people under-promise and over-deliver.

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SECTION I: COMMUNICATION



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- [The Benefits and Pitfalls of Twitter in Academia](#) *with Mahadevappa Mahesh, MS, PhD*
- [Five Key Conversations to Have with your Employees](#) *with Linda Dillon Jones, PhD*
- [How to Handle Conflict](#) *with Dave Yousem, MD, MBA*
- [How to Turbocharge your Presentation Skills](#) *with Donna L. Vogel, MD, PhD*
- [Managing Difficult Issues](#) *with Charles G. Irvin, PhD, DE, ATSF, FERS*

The Art of Navigating a Difficult Conversation

Dave Yousem, MD, MBA



Top Takeaways

1. Work to get to a point where two people are describing what happened from the perspective of a third person narration to help identify the facts at stake in a difficult conversation.
2. Utilizing “I” language, otherwise called “I” statements, is an approach to communicate in a confident, non-forceful way. It’s helpful during a conflict.
3. Do not assign blame. Work on assigning a “contribution” instead. It’s far more than semantics.
4. Be careful with the word “but” it can cause people to become defensive, try using “and” instead.
5. Sometimes it’s better to preserve the relationship than to continue to argue about a topic that might not be worth harming the relationship.

The Art of Navigating a Difficult Conversation

Dave Yousem, MD, MBA



Questions for Self-Reflection

1. When I think of recent conflicts and difficult conversations, can I recall where “language” either increased or lowered the temperature?
2. When I'm “in the grip” of my emotions, what can I do to engage my brain?
3. Am I comfortable not having to be right all the time?

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The Benefits and Pitfalls of Twitter in Academia

Mahadevappa Mahesh, MS, PhD



Top Takeaways

1. When you “like” a Tweet, Twitter saves that. It can serve as a virtual hard disk drive to save any links you may want to come back to and reference later.
2. Twitter can expose you to interests that are outside your field of expertise. This can help you apply what you learn to your own field.
3. Direct messaging folks through Twitter can be as effective as emailing a colleague (especially if you don't have their contact info).
4. Following academic journals on Twitter allows you to keep up with the latest articles in an efficient manner.
5. A downfall of Twitter is it can be a vehicle for procrastination, so be careful!

The Benefits and Pitfalls of Twitter in Academia

Mahadevappa Mahesh, MS, PhD



Questions for Self-Reflection

1. How can I grow my social media presence? Do I know someone who is good at that and could give me advice?
2. Am I following my academic journals?
3. Do I schedule my social media posting/reading time and adhere to my allotted time?

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Five Key Conversations to Have with your Employees

Linda Dillon Jones, PhD



Top Takeaways

1. The first conversation should be about orienting your employee to the job and engaging that individual, so they are interested in the work.
2. The second conversation should be about how you establish a direction for the employee and tell them what they should be doing.
3. The third conversation is how you go about coaching the employee so their behavior and performance improves immediately.
4. The fourth conversation should be about how you review and manage performance over time (i.e., performance appraisal, progressive discipline).
5. The fifth conversation is about how you coach an employee for long-term development so they grow into their next position.

Five Key Conversations to Have with your Employees

Linda Dillon Jones, PhD



Questions for Self-Reflection

1. How can I institute a practice of deliberate staff/employee development?
2. How would my staff/employees/trainees rate my investment in their development?
3. What is the value in investing in others' development?

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How to Handle Conflict

Dave Yousem, MD, MBA



Top Takeaways

1. The Thomas–Kilmann Conflict Mode Instrument allows an individual to better understand their response to conflict by levels of cooperativeness and assertiveness.
2. Emotional intelligence begins with understanding yourself and once you do that you'll be better at dealing with others.
3. As a leader you must advocate for your colleagues and subordinates, so you cannot default to avoiding conflict.



How to Handle Conflict

Dave Yousem, MD, MBA

Questions for Self-Reflection

1. What is my conflict style? Would others agree with my answer?
2. Can I discern others' conflict styles?
3. How can we manage conflict better in our department, division, lab, office?

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How to Turbocharge your Presentation Skills

Donna L. Vogel, MD, PhD



Top Takeaways

1. Your presentation must begin with one main point that you never lose sight of throughout your talk. Don't veer from this point or you risk diluting your message and the audience's attention will wander.
2. Prepare for your presentation by carefully planning how you will organize the talk. You have to put in the time.
3. A good rule of thumb in presentations: Spend 10% of time on introduction, 10% on your conclusion and the middle 80% should be the substance of the talk.
4. Limit what you have to say. If you try to squeeze too much information into one talk you risk running out of time, or not spending enough time on something important.

How to Turbocharge your Presentation Skills

Donna L. Vogel, MD, PhD



Questions for Self-Reflection

1. When I am preparing a talk, am I mindful of starting, proceeding, and ending with only ONE main point?
2. Am I judicious with the amount of information I present or do I tend to want to present ALL the information I have?
3. Do I spend adequate time trying to learn my audience and anticipate their interests and needs?

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Managing Difficult Issues

Charles G. Irvin, PhD, DE, ATSF, FERS



Top Takeaways

1. Suspend judgment and assume good intent. Be objective and fair.
2. Approach with curiosity and concern to start a difficult conversation.
3. Consult and inform HR and general counsel early when the situation is very serious.
4. Conduct timely, accurate and honest evaluations so there is evidence of a pattern of troublesome behavior.
5. Avoidance is not an option. You cannot avoid conflict as a leader.

Managing Difficult Issues

Charles G. Irvin, PhD, DE, ATSF, FERS



Questions for Self-Reflection

1. With whom do I tend to give the benefit of the doubt and with whom do I tend to judge and assume bad intent?
2. How can I practice suspending judgment and instead practice curiosity?
3. Whom should I contact to learn more about my responsibilities and resource for conflict resolution?

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SECTION II: EDUCATION

- [Educational Competencies](#) with *Rachel B. Levine, MD, MPH*
- [Interprofessional Education](#) with *Wendy Ward, PhD, ABPP, FAPA*
- [Ten Tips to Build your Clinic-based Teaching Skills](#) with *Wendy Ward, PhD, ABPP, FAPA*



Educational Competencies

Rachel B. Levine, MD, MPH



Top Takeaways

1. Six domains to create faculty development offerings: teaching and facilitating learning; mentoring/coaching/advising; program and curriculum development; assessment and evaluation; educational leadership and administration; educational scholarship.
2. These domains provide a framework for faculty educators to assess where they need to build skills and expertise, and how they may structure their career development in those areas.
3. From an institutional perspective, competencies and metrics within these domains will help add value to the program, the faculty instructors, and the learners.
4. LCME requires faculty educators be taught educational skills; institutions want you to succeed as educators.

Educational Competencies

Rachel B. Levine, MD, MPH



Questions for Self-Reflection

1. Does my educator portfolio include content/expertise in these six domains?
2. In which domain should I focus my efforts in the short-term and long-term?
3. How can I develop a scholarship plan? Who can help me plan manuscripts?

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Interprofessional Education

Wendy Ward, PhD, ABPP, FAPA



Top Takeaways

1. Interprofessional education is defined as two or more professional learners that are learning about, from, and with each other. Interprofessional education builds team-based collaborative practice skills which helps to prepare students for team-based practice in medicine.
2. Team-based healthcare improves outcomes across the quadruple aim (improving patient outcomes, doing all of that at a reduced cost, improving population health, improve provider stress and satisfaction).
3. If you are trying to institute a widespread cultural change: talk about the socio-economic factors that move us towards team-based care and how it improves patient outcomes; accreditation requirements; collaboration in the science world.
4. Workshops and 1-on-1 trainings are very helpful in getting buy-in and for others to understand.
5. Online modules available at <https://learnondemand.org/lms/home> (search for interprofessional education).

Interprofessional Education

Wendy Ward, PhD, ABPP, FAPA



Questions for Self-Reflection

1. Do my mentoring and research teams include interprofessional diversity? What other perspectives and voices should be at my tables?
2. If an independent healthcare consultant were to audit my team(s), what would they recommend?
3. What is the culture I/we have created in my work spheres? Do I/we need to change anything?

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Ten Tips to Build your Clinic-based Teaching Skills

Wendy Ward, PhD, ABPP, FAPA



Top Takeaways

1. Teach with passion.
2. Be compassionate, accessible, organized and plan ahead for teaching. Know the level of learners you'll be working with and tailor the content you cover to their needs.
3. Have a pre-huddle to set the goals for the day and clarify roles/expectations. Ask open-ended questions to deepen learning throughout the day, and debrief at the end of the day.
4. Model best practices and ask students about them later. Train students in the electronic health record and/or have them shadow you.
5. Delegate tasks and provide feedback, this can build clinical confidence. Loop patients and peers into providing feedback when appropriate and with forethought.

Ten Tips to Build your Clinic-based Teaching Skills

Wendy Ward, PhD, ABPP, FAPA



Questions for Self-Reflection

1. How can I ascertain the level of my learners?
2. What are some standard open-ended questions I can implement in my teaching?
3. Do I have a good “feedback” framework? Have I clearly defined what I mean by “feedback”?

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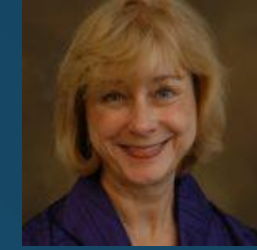
SECTION III: LEADERSHIP

- [Advice for Engaging with your Professional Society](#) *with Cynthia S. Rand, PhD*
- [Advice for Mid and Late Career Faculty](#) *with Brian Zink, MD*
- [Career and Time Management Advice](#) *with Thomas A. Louis, PhD*
- [Financial Basics for Medical Professionals](#) *with Yuval Bar-Or, PhD*
- [How to Navigate a Successful Job Search](#) *with Laura Schweitzer, PhD*
- [Professional Societies, Beyond Getting the Journal](#) *with Donna L. Vogel, MD, PhD*
- [Six Secrets to Success](#) *with Charles G. Irvin, PhD, DE, ATSF, FERS*
- [Ten Things Early-Career Professionals Can Do to Prepare for Promotion Success](#) *with Wendy Ward, PhD, ABPP, FAPA*
- [Ten Tips for Building Leadership Skills](#) *with Wendy Ward, PhD, ABPP, FAPA*
- [Why You Need a Mission Statement](#) *with Dave Yousem, MD, MBA*
- [You Deserve a Seat at the Table](#) *with Rashmi Vyas, MBBS, MD, MHPE*



Advice for Engaging with your Professional Society

Cynthia S. Rand, PhD

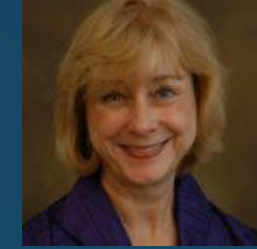


Top Takeaways

1. In academic medicine, engaging with your professional society can be a rewarding way to expand your network and grow your career.
2. It is possible and valuable to engage virtually with your society.
3. Make the most of your time at conferences by doing the “pre-work”, such as familiarizing yourself with the presenters’ work and strategizing beforehand with your mentor about what sessions to attend and who to connect with.
4. Joining committees within the society offers great opportunities for deeper connection and learning, but you must be prepared to do the work.

Advice for Engaging with your Professional Society

Cynthia S. Rand, PhD



Questions for Self-Reflection

1. How can I present my best self in a “virtual environment”?
2. How can I triage my conference pre-work to take advantage of or create time or space with other experts in my field?
3. Have I done my due diligence before I volunteer to serve in my society? Am I prepared to actively engage and deliver what I promise?

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Advice for Mid and Late Career Faculty

Brian Zink, MD



Top Takeaways

1. It's important to go “back to basics” if you feel a mid-career slump or plateau. Remind yourself why you wanted to go into this work in the first place.
2. Step back and ask yourself if you are spending time doing the work in your career that matches your passions and ideals. If you are not, plan how you will readjust to get there.
3. If you have let your mentorship networks evaporate over time, it is crucial to reengage with mentors once you enter mid-career.

Advice for Mid and Late Career Faculty

Brian Zink, MD



Questions for Self-Reflection

1. When did I make the decision to become what I am? Why did I choose to be a _____?
2. If circumstances were different, what else might I do?
3. How am I different now than when I was younger? Who among my former mentors would I most like to reconnect?

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Career and Time Management Advice

Thomas A. Louis, PhD



Top Takeaways

1. Networking is important and you'll learn a lot, but don't try to "game it," be sincere.
2. It's important to set a framework for yourself, but don't be so goal-oriented that you are inflexible.
3. Just because something is logical does not mean you will have a desire for it. Desirability can be more important than logic.
4. Remember that having five 20% commitments is vastly different from having twenty 5% commitments.

Career and Time Management Advice

Thomas A. Louis, PhD



Questions for Self-Reflection

1. Do people perceive me as authentic?
2. When did I do something that others felt was “illogical”? What did I think and feel about making that decision?
3. Is my career bucket filled with many small rocks or a few large rocks? Do I want to make changes, and if so, when?

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Financial Basics for Medical Professionals

Yuval Bar-Or, PhD



Top Takeaways

1. Unbiased financial advice is crucial because potentially conflicted professionals, like insurance agents and bloggers, may have an agenda to sell products and services.
2. Financial decisions may seem daunting but it's a finite body of knowledge. You can do a lot of your own financial work yourself to avoid fees.
3. Take full advantage of any employer match incentive at your institution's retirement plan. Fees can accumulate over time and significantly harm your nest egg.
4. Cash is king. Always have reserves of cash, but remember the more you have saved in cash the less money you'll have in more productive assets like stocks.
5. Make a financial plan with your family or loved ones. It will give you a direction for all of your major financial decisions.

Financial Basics for Medical Professionals

Yuval Bar-Or, PhD



Questions for Self-Reflection

1. Have I done my due diligence to ensuring my fiscal health?
2. Am I taking full advantage of my employer match?
3. How do I/we make financial decisions? Am I confident in my plan?

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How to Navigate a Successful Job Search

Laura Schweitzer, PhD



Top Takeaways

1. Winning the job is less about the credentials of the applicant than about their attention paid to the needs of the institution throughout each step of the academic job search.
2. When applying, ensure your academic CV and letter of interest are tailored to the institution and reflect your ability to meet their needs.
3. During the interview, be prepared, know your audience and come with a mantra, or four to five points that you want to make about why you are especially prepared for this job.
4. Emotional intelligence in the job search means demonstrating sensitivity and reflexivity to the institution's needs.

How to Navigate a Successful Job Search

Laura Schweitzer, PhD



Questions for Self-Reflection

1. Am I attuned to others' needs? How can I practice listening “between the lines” for needs, wants, and gaps?
2. Do I have a mantra? Have I memorized my mantra and 4 or 5 talking points?
3. What's my EQ (emotional intelligence)?

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Professional Societies, Beyond Getting the Journal

Donna L. Vogel, MD, PhD



Top Takeaways

1. Belonging to a professional society is beneficial at all stages of your career.
2. Membership is useful for finding jobs, expanding your network, and exploring new ideas as well as leadership and collaboration opportunities.
3. If you are an introvert, there are strategies for engaging in networking opportunities, such as building in “you time” and focusing the conversation on the work.

Professional Societies, Beyond Getting the Journal

Donna L. Vogel, MD, PhD



Questions for Self-Reflection

1. How can I learn about other professional societies that aren't directly in my field, but that might prove valuable to my science, practice, or career development?
2. Do I maximize my “conference networking” time as well as my “personal down time”?
3. Have I volunteered to serve in some capacity in one of my societies?

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Six Secrets to Success

Charles G. Irvin, PhD, DE, ATSF, FERS



Top Takeaways

1. Find your passion. Have a vision and a plan.
2. Work hard and put the time in. You have to enjoy the challenge.
3. Don't be afraid to fail. Be honest with yourself.
4. Give back. Enjoy life and be grateful.
5. You have to keep learning. Value collaborations and mentorships.

Six Secrets to Success

Charles G. Irvin, PhD, DE, ATSF, FERS



Questions for Self-Reflection

1. About what am I most passionate? Do I schedule and expend adequate time developing my passion? Would others be able to quickly identify my passion?
2. Do I fear failure? When was the last time I failed and what did I learn from that failure? What may be my next failure and how will I rebound?
3. What is great in my life right now?

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Ten Things Early-Career Professionals Can Do to Prepare for Promotion Success

Wendy Ward, PhD, ABPP, FAPA



Top Takeaways

1. Read your institution's promotions and tenure document after your first few months on a new job so you can start to formulate a plan.
2. Most people need more than one mentor; routinely ask each of them how you can best prepare for promotion.
3. Update your CV and create a promotion and tenure shell draft.
4. Have a pre-review of your draft promotion and tenure packet to receive constructive feedback about a year before you go for your promotion in earnest.

Ten Things Early-Career Professionals Can Do to Prepare for Promotion Success

Wendy Ward, PhD, ABPP, FAPA



Questions for Self-Reflection

1. How confident am I about the promotion process in my department, school, and institution?
2. What are the promotion gaps in my CV?
3. Do I regularly seek promotion feedback from my mentors (e.g., during my annual review and after significant accomplishments [papers, grants, leadership roles])?

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Ten Tips for Building Leadership Skills

Wendy Ward, PhD, ABPP, FAPA



Top Takeaways

1. Active listening can be a major asset while in a leadership role. It is especially valuable while practicing empathy.
2. Maintain flexibility in the face of unexpected events.
3. Building relationships will help you take a collaborative approach to leadership.
4. Be self-aware and mindful of what you can do better, ask your colleagues for constructive feedback.

Ten Tips for Building Leadership Skills

Wendy Ward, PhD, ABPP, FAPA



Questions for Self-Reflection

1. Am I an active listener or do I tend to rush into rebuttal or problem-solving mode when someone is talking?
2. What is my leadership style? Would others consider me more stubborn or flexible?
3. Do I think about the status of my various relationships and how I can improve them?

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Why You Need a Mission Statement

Dave Yousem, MD, MBA



Top Takeaways

1. The best mission statements will translate across all aspects of your life.
2. Your mission statement may change over time and themes of your mission will transcend a grant or project.
3. Ask yourself, about what are you most passionate? Knowing your mission will help you focus on and prioritize work that is mission-centric.
4. Developing your mission statement is crucial to helping you know what to say “yes” to and what to say “no” to, which in turn will help you manage your time.

Why You Need a Mission Statement

Dave Yousem, MD, MBA



Questions for Self-Reflection

1. What is my mission? How has my mission changed over time?
2. How much of my current work is outside of my mission?
3. Do I have a pattern of saying “yes” to things that do not align with my mission?

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You Deserve a Seat at the Table

Rashmi Vyas, MBBS, MD, MHPE



Top Takeaways

1. Engage in leadership, coaching, mentorship and continuing professional development opportunities as a strategy for investing in yourself.
2. Learn to be assertive.
3. We must learn to say no in a diplomatic way to tasks that are not aligned with our career goals.
4. Learn how to communicate your value because you deserve a seat at the table!

You Deserve a Seat at the Table

Rashmi Vyas, MBBS, MD, MHPE



Questions for Self-Reflection

1. Am I aware of and do I express interest in various leadership opportunities?
2. Do my supervisors, colleagues, trainees, and staff see me as assertive?
3. Am I convicted in my values and does my communication demonstrate those values?

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SECTION IV: MENTORSHIP

- [Be a Memorable Mentor](#) *with Donna Vogel, PhD*
- [Coaching Advice for Faculty](#) *with Elaine Schulte, MD, MPH*
- [How Faculty Can Better Develop Their Mentoring Network](#) *with Clara L. Lapiner, MPH*
- [Meaningful Mentorship](#) *with Cynthia S. Rand, PhD*
- [Mentoring Programs](#) *with Wendy Ward, PhD, ABPP, FAPA*
- [Prioritizing and the Art of Saying No](#) *with Jennifer Haythornthwaite, PhD*
- [Questions to Ask Your Mentor](#) *with Wendy Ward, PhD, ABPP, FAPA*
- [Ten Mentee Rules for Faculty](#) *with Dave Yousem, MD, MBA*



Be a Memorable Mentor

Donna Vogel, PhD



Top Takeaways

1. Give mentees tools to thrive in their independent career.
2. Expectations and responsibilities go hand and hand. Mentors provide the opportunities, mentees are responsible for following up.
3. Visibility: Provide opportunities for your mentees to showcase their work (i.e., talks, awards, poster presentations, etc.).
4. Communication: Find opportunities for developing your mentees' communication skills. Courses for presenting, speaking, writing, grant applications.
5. Employability: Let your mentee participate in job skills training. Interviewing skills, writing their CV, make introductions.
6. Evaluation: Documentation is necessary for success. Mentors should provide frequent, informal feedback as well as required formal feedback.

Be a Memorable Mentor

Donna Vogel, PhD



Questions for Self-Reflection

1. In what areas of my work am I guilty of “not following-up”? What tool(s) can I use to keep myself on task?
2. Can I think of three opportunities for my mentees to showcase their work/skills?
3. Do I provide honest feedback to my mentee(s) on a regular basis? Do I request honest feedback from my mentor(s) on a regular basis?

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Coaching Advice for Faculty

Elaine Schulte, MD, MPH



Top Takeaways

1. Higher engagement, higher resilience, and higher fulfillment are outcomes of coach-coachee relationships. Coaches also reported using coaching skills with patients, peers and in their personal lives.
2. Listen carefully, use empathy and empowering language.
3. You can use the coach approach in various scenarios: feedback; quality improvement; mentoring; leadership; annual review.
4. Use exploration questions to engage more with your coachee.

Coaching Advice for Faculty

Elaine Schulte, MD, MPH



Questions for Self-Reflection

1. Am I empathetic? How do I demonstrate/fail to demonstrate empathy?
2. Do I understand the “coach approach”? Where can I practice this approach?
3. What are a couple exploration questions that feel natural to me?

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How Faculty Can Better Develop Their Mentoring Network

Clara L. Lapiner, MPH



Top Takeaways

1. Mentoring roles can be grouped into two categories: technical or instrumental career development and psychosocial support. High quality mentoring should include both!
2. Women and URM faculty are less likely to receive high-quality mentoring in both categories.
3. Don't rely on a single person for all your mentoring needs. Embrace distributive mentoring, which can include any level of faculty and multiple relationships.
4. Faculty should feel empowered to enhance their mentoring experiences.
5. Peer mentoring groups can be very successful and provide a brave space for sharing.

How Faculty Can Better Develop Their Mentoring Network

Clara L. Lapiner, MPH



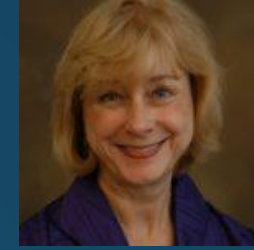
Questions for Self-Reflection

1. Who are the technical experts on my mentoring team and who are my instrumental/psychosocial support experts?
2. Do I really understand “distributive mentoring”?
3. Are there areas in my career where I don't feel empowered?

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Meaningful Mentorship

Cynthia S. Rand, PhD

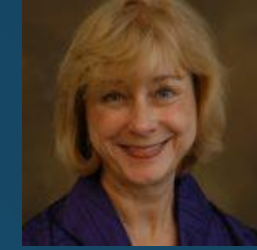


Top Takeaways

1. According to academic medicine research, a strong mentoring relationship is important for having a successful career.
2. You should be familiar with a potential mentor's history as a mentor, their research/science background, and their presence outside of the institution.
3. Use the multiple mentor strategy. This can help to fill in the gaps that other mentors do not address. Surround yourself with a tribe: peer, career, process mentors.
4. If the mentoring relationship isn't going well, share your concerns and ask for you mentor's feedback on the issue. End the mentorship if it isn't fruitful or has come to the end of its lifespan.
5. Be proactive and prepared as a mentee. Take ownership by planning and setting agendas, clarifying expectations and being open to feedback.

Meaningful Mentorship

Cynthia S. Rand, PhD



Questions for Self-Reflection

1. Who should I recruit to be on my mentoring team?
2. Who or what content/process expert is missing on my mentorship team?
3. Do I have a solid mentorship management plan?

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Mentoring Programs

Wendy Ward, PhD, ABPP, FAPA



Top Takeaways

1. One example of a successful mentoring program is the three person mentoring committee. Mentors (3) and mentee (1) meet twice a year to discuss what to be doing at the mentee's specific stage of career.
2. When there are not enough senior faculty for a 3:1 ratio, explore other types of programs.
3. Women's faculty groups have been effective at increasing the success of women faculty into leadership positions and use a 1:1 senior faculty to junior faculty ratio. This type of group can be used for UIM as well.
4. Matching mentors based on personality is likely to create a better experience.
5. Mentoring is a great place to normalize conversing about stress and wellness. Can be a good place to collect data on institution-wide stress points that can lead to institutional change.

Mentoring Programs

Wendy Ward, PhD, ABPP, FAPA



Questions for Self-Reflection

1. How many mentors are on my team? How can I build a solid and sustainable three-member mentoring team?
2. Who are the “senior” faculty available to me? How am I defining “senior”? Am I being too narrow?
3. What are the personality types of my mentors? How do we leverage each-others' strengths and weaknesses?

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Prioritizing and the Art of Saying No

Jennifer Haythornthwaite, PhD



Top Takeaways

1. Every time you say “yes,” you are saying “no” to something to which you've already committed. Every time you say “no,” you are saying “yes” to something to which you're already committed.
2. Understand what gives you purpose and meaning in your work.
3. When presented with an opportunity, don't get caught up in the moment, take time to think if it is a good fit. Let them know you will get back to them or schedule a time to discuss it further.
4. You may want to consult with a peer or mentor to help you decide if an opportunity is right for you.
5. When saying no, compliment the person and thank them for thinking of you. Explain that you are not able to meet the expectations. Consider saying “I don't want to disappoint you” and recommend another person to fill that role.

Prioritizing and the Art of Saying No

Jennifer Haythornthwaite, PhD



Questions for Self-Reflection

1. Am I comfortable saying no? If not, with whom can I practice?
2. In what part(s) of my daily life do I find the most purpose and meaning?
3. Can I memorize a “No” mantra that will buy me time and space to consider opportunities?

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Questions to Ask Your Mentor

Wendy Ward, PhD, ABPP, FAPA



Top Takeaways

1. As you get to know a new mentor, ask them to share stories about a leadership challenge they encountered or what mistakes they have made, etc. This will help you get to know each other and build trust.
2. What should I be doing to prepare for promotion? Get feedback on your CV and promotion packet.
3. Ask your mentor to help you with self-awareness and how those strengths and weaknesses can be developed/improved.
4. Ask “what should I be asking that I haven’t?”
5. Spend time thanking your mentor and pay it forward by mentoring others.

Questions to Ask Your Mentor

Wendy Ward, PhD, ABPP, FAPA



Questions for Self-Reflection

1. How can I ask good, thought-provoking questions?
2. Who can I ask to review my CV with a critical eye?
3. What don't I know (or want to know) about myself?

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Ten Mentee Rules for Faculty

Dave Yousem, MD, MBA



Top Takeaways

1. Select good mentors using the five A's: available; altruistic; advocate; approachable; affable.
2. Build a committee of mentors: peer, promotion, process, content. Each one can help you achieve a different goal.
3. The mentee should be proactive and sculpt the relationship. State goals and objectives to address in your mentoring relationship, get on a regular schedule with your mentor, create an agenda in advance, practice reflective listening, summarize the meeting and send it to the mentor. Always express your appreciation.
4. Know your mission! Know when to say “no”; if it doesn't serve your mission, should you be doing it?
5. You can move on from a mentoring experience and still preserve the relationship by remaining thankful and grateful.

Ten Mentee Rules for Faculty

Dave Yousem, MD, MBA



Questions for Self-Reflection

1. What's my mission; is it too broad, too narrow, or just right?
2. How do I construct a good mentor meeting agenda?
3. Am I a good listener? Do my meeting summaries reflect my listening skills?

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SECTION V: RESEARCH & SCHOLARSHIP

- [Applying for Funding, Top Ten Things to Know](#) with *Donna L. Vogel, MD, PhD*
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- [Writing the Right Grant](#) with *Elise M. Weerts, PhD*



Applying for Funding, Top Ten Things to Know

Donna L. Vogel, MD, PhD



Top Takeaways

1. Read the NIH Guide for grants and contract for announcements, subscribe to the weekly e-newsletter. For non-federal grants, get information from your office of sponsored research or the library informationists. Know high-priority topics for the upcoming year.
2. Give yourself and collaborators enough time. Thinks months, not weeks.
3. Know what the parts of the application are for--each section has it's purpose but they should all fit together. Be sure that the data you get can be interpreted to support your hypothesis or research question and show preliminary data (if they are good!).
4. Account for pitfalls, alternatives and benchmark. Anticipate what will go wrong and what you will do about it.
5. Talk to a human! Ask questions to a knowledgeable individual, at NIH a program officer, at foundations/non-federal, similar roles. Introduce yourself and remember they are there to help.

Applying for Funding, Top Ten Things to Know

Donna L. Vogel, MD, PhD



Questions for Self-Reflection

1. Am I subscribed to all the relevant funding announcements in my field and in my institution? How can I find out about all of them?
2. Do I allow myself adequate time to think, write, collaborate, rewrite, collate, rewrite, compile, and rewrite a grant application?
3. Do I know the name of my program officer/key grant personnel? Do they know me? When was the last time we communicated?

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Get That Paper off the Ground

Donna L. Vogel, MD, PhD



Top Takeaways

1. If you understand what the sections of a paper are for, it is easier to write them well. Write them all down and insert sub-headings. Start with the sections that require the least-amount of decision making.
2. Start your paper with a question. Your message should be the answer to your question and singular. Focus on items that provide evidence for your answer (a.k.a. your message!).
3. Choose the right journal for publication, look at what types of articles they are publishing and how often, and consider the audience. Read what the journal editors tells the reviewers, so you know how to write for that journal.
4. Who are the authors of the paper and in what order? Decide ahead of time.
5. If you feel overwhelmed by your paper, imagine how your reader will feel.

Get That Paper off the Ground

Donna L. Vogel, MD, PhD



Questions for Self-Reflection

1. How do I typically start writing a paper? Can I try a different approach?
2. Am I being crystal clear about the message I want to impart?
3. When do I determine the authors and authorship order on my papers? Can I improve this process?

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Getting that Paper Out the Door

David M. Yousem, MD, MBA



Top Takeaways

1. Break big ideas down into publishable units.
2. Once you reach the publishable moment, realize that spending more time will cause a delay; don't let perfectionism slow you down.
3. When you send out a paper for review, set a deadline for receiving the feedback. If you're requesting a review from someone senior to you, perhaps your mentor can do the asking via email.
4. Be clear and concise with your message.

Getting that Paper Out the Door

David M. Yousem, MD, MBA



Questions for Self-Reflection

1. If forced, would I be able to identify at least one publishable unit from a current project?
2. Do I use “perfectionism” as a justification to NOT finish the paper?
3. Do I state a clear deadline for feedback when I email my co-author(s)?

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Simple and Effective Publishing Advice for Faculty

Thomas A. Louis, PhD



Top Takeaways

1. Select a journal - aim high, but be realistic. Assess compatibility of the journal with your work area and spend time researching the writing styles featured in the journal.
2. Be sure to follow all guidelines and select the content you want featured in the article.
3. It is OK to contact the editors for an update after a few weeks have passed. Be sure to return edits back in a timely manner.
4. Design your title and abstract to attract your reader.
5. Write! Comment on the drafts of others, it can help you learn more about good (and bad) writing. Be persistent and enjoy communicating your finding to others.

Simple and Effective Publishing Advice for Faculty

Thomas A. Louis, PhD



Questions for Self-Reflection

1. When thinking about the best journal for my article, do I look-back over the past several issues to see what they've been publishing recently?
2. When and how do I decide on a title? Is there someone I can ask to help me craft a more compelling title?
3. Have I offered to give feedback on others' papers (even when I'm not a coauthor)?

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Ten Tips for Busy Clinicians Looking to Get Published

Wendy Ward, PhD, ABPP, FAPA



Top Takeaways

1. Rope in others. Health science librarians can help with so much: find articles; a systematic literature review; organizing references; finding the right journal; tables. Leverage the time that students have available, this can get your paper finished sooner and also provides a mentoring activity. Ask a fitting mentor of yours to review your paper before submission.
2. Work smarter, not harder: write about what you are currently doing; block out time to write; learn how to use a reference manager (can ask librarian for assistance); check your abstract in jane.org.
3. Make sure someone hasn't written on it already. If something comes out as you're already into your project, read the article and see if there is a call-out for further research needed.
4. Present your findings at a conference and then publish that information. This provides both a presentation and a publication for your CV.
5. Get trained in quality improvement. The Institute for Healthcare Innovation has no- and low-cost online modules. You can also design a QI project, you can then publish it and residents/fellows will be motivated to help.

Ten Tips for Busy Clinicians Looking to Get Published

Wendy Ward, PhD, ABPP, FAPA



Questions for Self-Reflection

1. Do I know my library informationist? Have I built a solid collaborative relationship with her/him?
2. Where are my writing inefficiencies? Does my calendar include routine writing time?
3. Are my literature reviews thorough and comprehensive or am I doing “google lit reviews”?

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Writing the Right Grant

Elise M. Weerts, PhD



Top Takeaways

1. Make sure your first grant is a logical one. Are you writing on a topic that is fundable? Get in touch with a program officer in your area or read the program announcement.
2. Read other funded grants.
3. Have someone else read your work and brainstorm, consider forming a group with peers. Ask a friend to highlight repetitive keywords in your CV; this will offer a new lens to your areas of expertise.
4. Develop your biosketch that aligns with your research. Thinking about your biosketch will also help you with writing your grant.
5. In your grant, tell them what you will do, how you will do it, and circle back to what you will do.

Writing the Right Grant

Elise M. Weerts, PhD



Questions for Self-Reflection

1. How do I know if my first grant application is a logical submission? Who can help me determine that?
2. Do I know how to access other funded grant applications?
3. Have I spent a good amount of time polishing my biosketch?

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SECTION VI: WELLNESS

- [Joy in the Workplace](#) with *Dave Yousem, MD, MBA*
- [Myers–Briggs Type Indicator \(MBTI\)](#) with *Kimberly A. Skarupski, PhD, MPH*
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- [Tips for Dealing with Uncertainty in Uncertain Times](#) with *Neda Gould, PhD*



Joy in the Workplace

Dave Yousem, MD, MBA



Top Takeaways

1. Belief in and commitment to the mission increases happiness in the workplace.
2. Prioritizing a positive attitude and developing a regular practice of gratitude is beneficial.
3. It is important to schedule things that bring you joy, not only professional items and development but also celebrations at work.
4. People are generally happier in workplaces with decorations such as plants, flowers, or holiday decor.

Joy in the Workplace

Dave Yousem, MD, MBA



Questions for Self-Reflection

1. What is “our” mission? Do we all embrace the mission or do we need to amend the mission?
2. Is there evidence of my practicing an attitude of gratitude?
3. Do I schedule joy in my calendar?

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Myers–Briggs Type Indicator (MBTI)

Kimberly A. Skarupski, PhD, MPH



Top Takeaways

1. MBTI is a personality preference tool that is used throughout the world, consisting of four dichotomies or preference pairs.
2. The four preferences include: where or how we get energy (extrovert or introvert), how we take in information (sensor or intuitor), how we make decisions (thinker or feeler), and how we orient ourselves in the world (judgers or perceivers).
3. Identifying these preferences is useful not only to better understand ourselves, but also those around you and can assist you in being a better leader, organizer, or teammate.

Myers–Briggs Type Indicator (MBTI)

Kimberly A. Skarupski, PhD, MPH



Questions for Self-Reflection

1. What's my 4-letter type? Do I have a good sense of others' types/preferences?
2. Am I mindful of others' preferences when I provide information or ask for decisions or feedback?
3. What happens when I overplay my strengths? Where are my blind spots?

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Overcoming Imposter Syndrome

Donna L. Vogel, MD, PhD



Top Takeaways

1. Imposter Syndrome is very common and takes various forms.
2. Embracing positive feedback is important to overcoming feelings of incompetence and validates the person who is complimenting you.
3. Do not attribute your success to luck.
4. Keep a record of positive feedback and accomplishments to boost your confidence and ability.
5. Abandon ideas of perfection and admit when you need to seek help.

Overcoming Imposter Syndrome

Donna L. Vogel, MD, PhD



Questions for Self-Reflection

1. Have I ever experienced imposter syndrome? How can I mentor my trainees and staff about imposter syndrome?
2. How can I model authentic, humble confidence?
3. What can I do to be more forgiving of my own and others' false expectations of perfection?

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The Practical Use of Strength-Based Psychology

Rachel Salas, MD, MEd, FAAN



Top Takeaways

1. The Clifton StrengthsFinder assessment tool can be effective for discovering and identifying our top strengths.
2. If you use your strengths you're more likely to find value in the work you are doing.
3. People that use their strengths every day are three times more likely to have an excellent quality of life.

The Practical Use of Strength-Based Psychology

Rachel Salas, MD, MEd, FAAN



Questions for Self-Reflection

1. My obvious strengths are ____? My not-so-obvious strengths are ____?
2. What are my team's strengths? Can I be more strategic in delegating work to people, based on their strengths?
3. How can I build my own and others' awareness of the “shadow side” of our strengths?

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Self-Determination Theory

Jeffrey M. Lyness, MD, FACPpsych



Top Takeaways

1. Self-determination theory is a way to gauge our own and our colleagues' intrinsic motivations and can be understood in three parts: sense of autonomy, sense of competence, and sense of relatedness.
2. Self-determination theory can be used in various ways to motivate, engage and promote understanding among faculty members on a micro level, such as within the department, or on a macro level, such as to the larger field of study or the institution's mission.
3. It is important to use rational and clear communication when engaging with your faculty.
4. Self-determination theory can also be used to promote wellness and decrease burnout among faculty members.

Self-Determination Theory

Jeffrey M. Lyness, MD, FACPpsych



Questions for Self-Reflection

1. Do the trainees in my lab, staff in my office, members of my team experience autonomy, competence, and relatedness?
2. Does my communication style align with my desire to motivate and engage people?
3. Where do I sense burnout in my life and in others' lives? How can I apply self-determination theory to mitigate burnout?

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Ten Things Early-Career Professionals Can Do to Promote Better Work-Life Balance

Wendy Ward, PhD, ABPP, FAPA



Top Takeaways

1. Start healthy habits early in your career to help sustain you for the rest of your career.
2. Have an active lifestyle. Get enough sleep.
3. Use your vacation days and be sure to stay home when you are sick.
4. Financial wellness is crucial—you may have a large salary, but be mindful of student loan debt that you still may owe and adjust your spending habits accordingly.
5. Resilience may be a better goal than “balance” which can be elusive and fleeting.

Ten Things Early-Career Professionals Can Do to Promote Better Work-Life Balance

Wendy Ward, PhD, ABPP, FAPA



Questions for Self-Reflection

1. When was the last time I took a true vacation from work?
2. Am I living below my means (i.e. do I have healthy spending habits)?
3. Would my friends, colleagues, or trainees describe me as resilient?

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Time Management and Efficiency

David M. Yousem, MD, MBA



Top Takeaways

1. Put first things first. Prioritizing is the name of the game.
2. Do few things, but do them well.
3. To avoid mindlessly surfing the web, try making a rule for yourself to only surf the web in the evening, when you are away from work.
4. Proper planning prevents poor performance.
5. Not every task requires your best possible effort and execution. Sometimes you just need to get it done.

Time Management and Efficiency

David M. Yousem, MD, MBA



Questions for Self-Reflection

1. Am I good at prioritizing or do I make everything TOP priority?
2. Where do I waste time?
3. Am I allowing my perfectionism to thwart my progress?

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Tips for Dealing with Uncertainty in Uncertain Times

Neda Gould, PhD



Top Takeaways

1. Mindfulness can be very useful to encourage better decision making in the present and the future.
2. It is important to take a few moments to center yourself daily, such as through deep breathing, admiring the beauty in our life or making time for connecting with other people.
3. Anxiety is not necessarily always bad. It can help us follow regulations and be safe.

Tips for Dealing with Uncertainty in Uncertain Times

Neda Gould, PhD



Questions for Self-Reflection

1. Can I recall situations where my bad decisions likely resulted from not being mindful?
2. Do I notice my breathing during the day?
3. Am I aware of my thoughts and feelings throughout the day?

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- [Five Key Conversations to Have with your Employees with Linda Dillon Jones, PhD](#)
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- [Ten Things Early-Career Professionals Can Do to Prepare for Promotion Success](#) with *Wendy Ward, PhD, ABPP, FAPA*
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- [Why You Need a Mission Statement](#) with *Dave Yousem, MD, MBA*
- [You Deserve a Seat at the Table](#) with *Rashmi Vyas, MBBS, MD, MHPE*

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- [Be a Memorable Mentor](#) with *Donna Vogel, PhD*
- [Coaching Advice for Faculty](#) with *Elaine Schulte, MD, MPH*
- [How Faculty Can Better Develop Their Mentoring Network](#) with *Clara L. Lapiner, MPH*
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- [Get That Paper off the Ground](#) with *Donna L. Vogel, MD, PhD*
- [Getting that Paper Out the Door](#) with *David M. Yousem, MD, MBA*
- [Simple and Effective Publishing Advice for Faculty](#) with *Thomas A. Louis, PhD*
- [Ten Tips for Busy Clinicians Looking to Get Published](#) with *Wendy Ward, PhD, ABPP, FAPA*
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- [Myers-Briggs Type Indicator \(MBTI\)](#) with *Kimberly A. Skarupski, PhD, MPH*
- [Overcoming Imposter Syndrome](#) with *Donna L. Vogel, MD, PhD*
- [The Practical Use of Strength-Based Psychology](#) with *Rachel Salas, MD, MEd, FAAN*
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- [Time Management and Efficiency](#) with *David M. Yousem, MD, MBA*
- [Tips for Dealing with Uncertainty in Uncertain Times](#) with *Neda Gould, PhD*

APPENDIX | RELATED RESOURCES



- [FacultyFactory.org](https://www.FacultyFactory.org)
- [Faculty Factory on YouTube](https://www.youtube.com/channel/UC...)
- [Writing Accountability Groups \(WAGs\)](https://www.WritingAccountabilityGroups.org)
- [WAGYourWork.com](https://www.WAGYourWork.com)

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