Finding Your “Dream” Job

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Different Practice Models

If you’ve seen one practice model, then you’ve seen one practice model...
Different Practice Models

• Every single practice model is different
• So, I have no *answers* for you
• But, we can discuss which *questions* you need to ask yourself
• There is no such thing as a “Dream” job – but you might find a great one
First question

• Academics or private practice?
• What is academics?
  – When most applicants say “academics” what they really mean is teaching
  • “I want to work with residents”
  – When you say “academics” I want to know what your research identity will be
Practice Models

Academics
• Patient care
• Research/scholarship
• Education (residents)
• Administration/service

Private practice
• Patient care
• Institutional and/or practice service
• Teaching (hospital staff)
• Community engagement
Questions common to both

• What is the work culture?
  – Is this a team, a group or a loose association of individuals?
• How stable is the model and leadership?
• What are my opportunities for development and growth?
• How do they handle money and what’s the transparency?
Academic Questions

• What is commitment to the 3 missions (care, research and education) and how does that fit with my needs?
• How do I fit in?
• How can I contribute?
• How will I be mentored initially and then how will I be transitioned to independence (both clinically and academically)
• What is role/status of Trauma/ACS in the Dept and Hospital?
Practice Model

• There is every kind of variation out there
• The challenge is to find the one that *best* fits your needs
  – It will not be a perfect fit
  – So, what are your core values or “must haves” that you need to be happy
  – Everything else is negotiable
• This really gets back to knowing yourself and what’s important to you
Will give you the big picture up front:

Keys to success:
• Figure what you are passionate about and dream big
• Be organized and manage your time *actively*
• Work hard and smartly
• Put yourself in an environment to succeed
• Don’t give up (i.e. don’t be afraid to fail)
Finding your focus

• Distractions more common
  – E-mail
  – Smart phones
  – Text messages
  – Your are easier to find now (harder to hide in your office...)

• All of you will have some amount of LODO work to do
  – LODO = Lights On and Doors Open
  – You’re gonna have to take your SICU weeks, trauma call nights, cover clinic, etc

• Most is predictable, but unexpected things will always pop up

• Question becomes: how do you use your non-LODO time?
A few things ...

• Your boss should protect you
• Be wary of being *wanted*
  – Don’t go somewhere to be *the* person that makes the program takeoff
  – Hospital, dept. or med school committees in general
  – Don’t become the residents’ new best friend
    • Easiest thing to do is to go to the OR
    • No one will care how many cases you did in your first few years when its time for promotion or committee appointment in societies, etc.
• Do enough to be credible – but not too much
Finding Your Focus

• Easiest to be successful at what you are:
  – Good at
  – Passionate about

• Estimated that if you spend 20% of your time at what you’re passionate about, then you’ll be content with your work

• So, key step is determining what you’re passionate about and how do you build that into your career
  – So how do you do that?
Finding your focus

Your passion will be some combination of:

• Clinical care
• Research
• Teaching
• Administration
Finding Your Focus

• Finding your passion
  – What the best part of your day?
  – What gets you excited like a little kid?

• What are you good at?
  – Most of us are not as good at some thing as we think we are ...
  – Lots of aids out there (like Strength Finder)
  – Meyer-Briggs personality tests
**MB Type Indicators**

**Favorite world:** Do you prefer to focus on the outer world or on your own inner world? This is called **Extraversion (E) or Introversion (I).**

**Information:** Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning? This is called **Sensing (S) or Intuition (N).**

**Decisions:** When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances? This is called **Thinking (T) or Feeling (F).**

**Structure:** In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options? This is called **Judging (J) or Perceiving (P).**
I am an ENTP (The Visionary)

• Quick, innovative
• Alert and outspoken
• Argue just for the fun of it (either side)
• Resourceful in solving new and challenging problems
ENTP’s decision making

Intuition best

Sensing last

Thinking next

Feeling third
Finding Your Focus

- Step back
- Define "it"
- Use your resources
- Communicate your "it" to others
- Think in terms of small milestones

Jones Loflin, coauthor of *Getting to It*
Define “it”

• What is your important thing, what matters the most to you
• Determine what gets done based on deadlines, values, available time and resources
  – Beware the “tyranny of the deadline” and the next thing due on your list
  – 2 x 2 grids can help
    • Is it important or not?
    • Is it urgent or not?
Communicate your “it” to others

• Let your colleagues (especially your chief), family, and friends know what’s important to you
  – can support you
  – respect your time

• Also helps to let others know why your important thing might be important to them
Think in terms of small milestones

• Keeps you from feeling overwhelmed
• Define your long range goals but focus on what you want to need to accomplish today (or this week) to facilitate your long range goals
Career development for academic medicine—a nine step strategy

Make sure your career goes to plan by using Linda Poole’s innovative form of career development guidance

"Self-reflection is the school of wisdom.

Renee Guenon, 1944-68

Spanish poet, writer and artist.

Academic medicine depends upon talented and vibrant faculty members, but reports of difficulties in recruiting, retaining and promoting faculty in the United States, have led to calls for action to improve careers in academic medicine. Supporting the professional and personal development of the medical faculty is fundamental to strengthening and renewing relationships in patient care, teaching, and research.

Mentoring

Many faculty members report a lack of effective mentoring, particularly for under-represented groups such as women. The academic development plan (ADP) was developed by the author for use in the mentoring program at a designated national Center of Excellence in Academic Development.* The ADP was positively evaluated by two schools of medical faculty who used it part of a year-long mentoring program over eight months.

Academic development plan

The ADP provides a university-organized written plan for academic advancement, which recognizes the aspirations of faculty members as well as the needs of the university where they work. ADP has faculty members to outline and describe intellectual focus, clarify personal values, and long term career goals, and identify areas where skill development is necessary.

An effective ADP outlines pathway for each professional domain (such as teaching, clinical care, research, or administration) and includes careful consideration of personal, academic, professional, social, personal, and family priorities. Mapping interests that are consistent with individual values and skills is an important step. In other studies, values have been more consistent with individual values and skills the entire planning process. Other studies, values have been more consistent with individual values and skills the entire planning process. In other studies, values have been more consistent with individual values and skills the entire planning process. In other studies, values have been more consistent with individual values and skills the entire planning process.

The ADP can be used either individually, in a group setting, or within a mentoring dyad as time has been established. Each dyad could either be a traditional mentoring relationship, or a co-mentoring relationship between peers. The process is applicable to faculty members at any stage of their careers, for completing their own ADP, or for faculty mentors of any stage.

Outline below gives a step-by-step plan of the steps to be taken when formulating an ADP. It is important to keep a written record of each step because writing helps to clarify thinking, and acts as a record and memory aid. The ADP is a long term, evolving process that can be added to over time.

Step one—clarify your governing values

These are the deeply held values and beliefs that govern all aspects of your life and which act as guiding principles for choosing, decisions, and behaviors.** They are our reference points. Values are impossible to act without taking two or more values into consideration. If you are having trouble identifying your values, it may be helpful to think back to an important decision you have made and try to discern which values influenced you in the decisions you made at that time.

Write a clarifying paragraph for each value.

Step two—prioritize your values

These questions may help you:

- What do I value the most?
- What does my conscience tell me are the highest priorities in life?
- Based on my experience and knowledge, what do I consider to be of greatest worth?
- If I could lose one of my four values, which would I choose?
- From a long term perspective, which will have the highest reward for me—my family, friends, work, or professional advancement?
- How do I want to be remembered by my family and by my colleagues?
- What would I want others to say about me at my funeral? Write your own obituary.

Step three—identify your strengths

It is important to identify your strengths, rather than focusing on skills you do not possess, but rather can develop. To make a list of your strengths and abilities, begin by helping yourself to get to know your own strengths and abilities, and identify your special talents.
Career development for academic medicine—a nine step strategy by Linda Pololi

- Step one—clarify your governing values
- Step two—prioritise your values
- Step three—identify your strengths
- Step four—consistent with your values, where do you want to be in 10 years?
- Step five—identify your one, three, and five year goals
- Step six—what skills do you need to develop to achieve your one year goals?
- Step seven—write a learning contract for each skill or task
- Step eight—involves your supervisor
- Step nine—repeat steps six and seven for your three and five year goals

http://careers.bmj.com/careers/advice/view-article.html?id=1446
Work hard and smartly

• Use your resources:
  – Most of us are good at using the residents, APPs, the team, etc. to get our clinical work done
  – Not so good at using your admins (common problem)

• Take care of your non-LODO time (this includes answering e-mails)
  – Schedule, schedule, schedule
  – Realize it will never be perfect and allow some flexibility

• Schedule time for your passion
• Schedule your family
Pick the right environment

• What work am I being asked to do?
• Who will I be working with?
• What resources are available?
  – Within your group
  – Within the Dept
  – Within the Med School and/or hospital
• What is their culture / work environment?
• What is their “track record?”
Clinical Focus

• This can be very challenging for junior faculty
• Some just “comes with the territory”
• I think developing a clinical niche is important
• A lot of what’s readily available ain’t sexy
  – But it has to be done
  – Can use this to build your worth with Dept and/ or hospital
Research Focus

• If you’re doing basic or translational research, this is usually straightforward
  – Have your grant
  – Have specific aims, etc

• If you are doing clinical research, this can be a little more challenging
My advice for clinical research

• Find a focus
  – Topic that you are excited about
  – Topic that needs addressing

• Devote some consistent, considerable effort to that
  – No magic formula
  – Probably somewhere at least 50% of your efforts should be on that topic / area
Bear in mind, if you are going to amount to anything, that your success does not depend upon the brilliancy and the impetuosity with which you take hold, but upon the ever lasting and sanctified bulldoggedness with which you hang on after you have taken hold.  
-- A. B. Meldrum
Peter Palchinsky; Russian engineer

He evolved the following principles:

• Try new things, expecting some will fail
• Make failure survivable—safe spaces and small steps
• Know when and how you failed and learn
Don’t give up

• You will stumble
• You will fail
  – Abstracts and manuscripts will get rejected
  – Grants won’t get funded
  – Patients will die

Fall seven times, stand up eight.
~Japanese Proverb
An FBI Agent's 5 Steps to Developing Mental Toughness

23 years in the FBI taught an entrepreneur how to develop this indispensable quality.

BY JUSTIN BARISO  Founder, Insight  @JustinJBariso

http://www.inc.com
Develop emotional awareness

• Be aware of what makes you tick and your emotions
  – Learn to control them, instead of letting them control you
  – If a situation makes you angry, exam your anger
• Think about others emotions
  – Attempt to figure out their stories
  – Tailor your strategy specifically to the person or audience you're trying to reach
Push through your limits

• Have to be comfortable with being uncomfortable
  – don't know what the future holds (especially in health care now..)
  – fear of change can lead to paralysis

• New situations force you to grow
  – Teach you to avoid becoming dependent on external sources
  – Allows you to thrive in any location or situation
Control your mind

• We become what we think
• Negative thoughts are unavoidable, but you can refuse to dwell on them
Focus, focus, focus

- Olympic athletes channel talent into success
  - Don’t rely on luck to take home the gold medal
  - Practice with laser focus and a specific goal in mind
- But it's not just repeating the same task over and over
- Effective practice requires the following features:
  - Break down each task into individual parts
  - Spend extra time on actions you find especially difficult
  - Get feedback, and adjust accordingly (find your Carol)
  - Put your ego on the back burner
  - Keep your goals in front of you
Pursue Growth

• Learn. Try. Repeat.
• Above all else, the mentally tough are learners
  – voracious readers
  – love to learn new things

“Mistakes are not failures. They are simply opportunities to learn.”
7 Ways Mentally Strong People Handle Stress

- Accept that stress is part of life
- Keep problems in proper perspective
- Take care of their physical health
- Choose healthy coping skills
- Balance social activities with solitude
- Acknowledge choices
- Look for silver lining

Business Insider Jul 2015
Remember the big picture

Keys to success:
• Number one: have to be happy outside of work
• Figure what you are passionate about and dream big
• Be organized and manage your time actively
• Work hard and smartly
• Put yourself in an environment to succeed
• Don’t give up (i.e. don’t be afraid to fail)