

Le développement stratégique de la carrière: pourquoi, pour qui et comment.

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Plan

Développement de la carrière:

Quelle carrière?

Obstacles et outils...

Un mentor:

Pourquoi?

Trouver un mentor

Trouver le bon mentor

Quel type de carrière?

Academic clinicians ... are at the forefront of clinical practice and focused on implementation of new knowledge into practice. They are respected and valued for their expertise in educating the young cadre of students and they should be encouraged to continually learn about novel education and evidence-based practice methods to be effective in this translational role. Such positions may require Masters level training with a strong focus on educational, evidence-based practice and dissemination methodologies.

*The Clinician-Scientist
ICRH, CIHR, 2001*

Quel type de carrière?

Clinical researchers ... are strongly linked to practice, while at the same time maintaining a nationally funded program of research often as part of an interdisciplinary team.

They spend 40-60% of their time in research in a strongly supportive environment.

These people are the true interface scientists.

*The Clinician-Scientist
ICRH, CIHR, 2001*

Quel type de carrière?

Clinician scientists are essentially full-time scientists who are clinically trained, may do a small amount of clinical work, but whose core focus is research, and they work across the full range of CIHR research themes.

In many ways they may not be distinguishable from the PhD scientist, although they clearly have the background that supports translation from basic science to clinical practice and they link closely with the “clinician researchers”.

*The Clinician-Scientist
ICRH, CIHR, 2001*

Quel type de carrière?

They spend 80% of their time in research and must do this to be at the leading edge because of the explosive knowledge generation of our times, especially in the basic sciences (i.e., cell biology, genomics, proteomics, clinic and community based genetics, etc.).

These individuals not only require their clinical training, but should normally have a PhD or at least equivalent training plus 2-3 years as a post-doctoral research fellow in order to compete successfully.

The Clinician-Scientist
ICRH, CIHR, 2001

Obstacles à la carrière académique

- Pression financière et dettes
- Pression clinique et d'enseignement
- Absence de plan organisationnel pour faciliter la conciliation académique et autres responsabilités (incluant familiales)
- Isolement et absence de mentorat

Obstacles à la carrière académique

- Pression financière et dettes
- Pression clinique et d'enseignement

Although medical school indebtedness is a major obstacle for many young people who are considering this path, the long period of training and the uncertainty of success are also deterrents. The directors of med-

Compétition des responsabilités

Women in their early 20s consistently cite 4 reasons why they are less likely to choose this career path. Firstly, they are concerned that it will be impossible to combine a successful career with childbearing and family life.

Secondly, many women feel that they have to be better than their male counterparts to be considered equal. They worry that they will not be able to ‘super-compete’ at a more advanced level. They feel less comfortable promoting themselves and their work than their male counterparts seem to feel. This

Compétition des responsabilités

Thirdly, women receive very little encouragement to become physician-scientists. They hear the same message that men do—that it is hard to succeed as a physician and as a researcher—and are often told that it is even more difficult for women.

Compétition des responsabilités

Fourthly, they feel that they lack compelling role models.

“Who teaches matters...the most accurate predictor of subsequent success for female undergraduates is the percentage of women among faculty members at their college.”⁶

There can be little doubt that having more women role models will encourage more women students to become physician-scientists.

Le plus grand obstacle à la carrière: LACK OF FOCUS

- Superheroe Syndrome
- Genetic background
 - Most often Y chromosome-linked
- Clinical symptoms and signs:
 - “ I can do it all ”
 - “ I’m better if I do it all”
 - “ I’m the BEST if I do it all”
 - Last minute but still confident
- Outcome:
 - A last minute grant reads like
A last-minute grant



Le plus grand obstacle à la carrière: LACK OF FOCUS

- Perfection Syndrome
- Genetic background
 - Commonly associated with XX genotype
- Clinical symptoms and signs:
 - Needs to be LOVED by positively everybody
 - Major difficulty with negotiation
 - Convinced that if not perfect, is an impostor
- Outcome:
 - Takes “No” as an answer too seriously



Si vous souffrez de ce syndrome: de l'aide vite!

- Établir une liste de priorités
- Établir une liste RÉALISTE d'objectifs et de 'livrables' avec votre équipe de mentorat
- Discuter et établir avec votre chef de service et de département une liste de priorités communes (par écrit)
- Trouver un mentor

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Pourquoi un mentor?

Although a number of institutional-level strategies have been implemented to support and train K scholars, strong, active mentorship is one of the most powerful predictors of academic success.

An effective mentoring relationship serves 2 key functions: a career function (ie, the scholar learns how to become a productive researcher) and a psychosocial function (ie, the scholar becomes enculturated with respect for the values and practices of his or her research team and institution). A relationship that accomplishes these functions prepares the scholar for a productive, fulfilling research career and provides a model for the scholar to eventually mentor trainees.

Pourquoi un mentor?

parties think of negotiations as inherently adversarial in nature, entailing both “positional bargaining” (e.g., a buyer and seller negotiating the price of an item) and trade-offs between getting what they want and getting along with people;

Pourquoi un mentor?

Principled negotiation creates a situation that is no longer constrained to be zero-sum and may become win–win. A classic example is a case of two individuals who both desire a single orange.⁵

Trouver un mentor

- 1- Sélection du mentor par le candidat
- 2- Institution compile les noms de mentors potentiels
- 3- Sélection par un tiers

No empirical data suggest that any one method of selecting mentors is superior. However, in the matching process, the mentee's training needs, existing skill set, level of independence, and career track must be considered to ensure a suitable match that benefits both individuals. Directors of research programs can ensure that careers remain on track by systematically evaluating the mentor/mentee dyad and giving careful consideration to matching of clinical/translational mentees and mentors.

Trouver le BON mentor

Mentors and mentees both believed aligned expectations were essential for effective mentoring but not always for the same underlying reasons. Both parties agreed that alignment discussions should be conducted early and frequently revisited throughout the relationship.

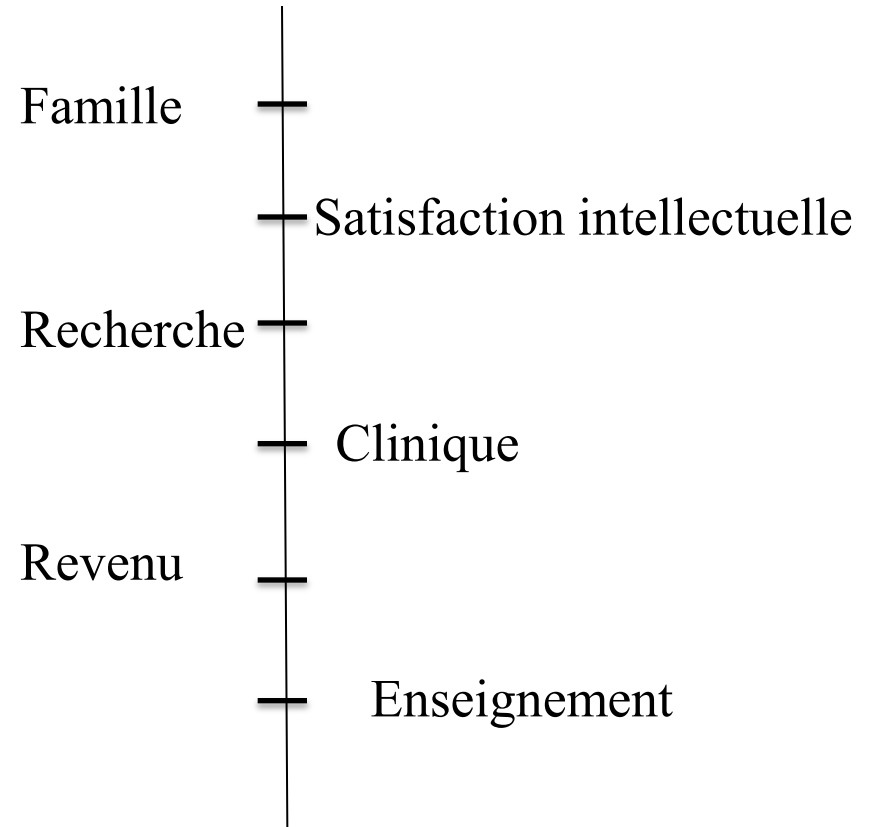
Priorités

Ma priorité numéro 1 est:

Famille Revenu Qualité de vie Travail clinique Recherche Enseignement

Les priorités sont sur l'axe des y

- Connaître ses priorités



Ce qu'un mentor ne peut pas vous donner

- « Les seules personnes qui devraient faire de la recherche sont celles qui ne peuvent s'empêcher d'en faire »

Jacques Leloir, CRCHUM

PASSION

Conclusions

- Connaître ses priorités
- Poser des questions
- Obtenir des réponses
- Comparer
- Faire un choix
- Réviser vos choix prn
- Et surtout, se donner la chance d'avoir et de développer une réelle passion

Grant writing

- Start AT LEAST 6 months before the deadline
- Ask for examples:
 - Read grant proposals from your mentoring team that have been funded
 - Read unsuccessful grant proposals and discuss with your mentor why

Grant writing

- Write an extended abstract (3 pager)
 - Background and Preliminary Results
 - Rationale
 - Hypothesis and Global Aim
 - Specific Aims (not in detail, rough draft)
- It should be logical and crystal clear. The reviewer should feel intelligent while reading your grant (not confused!)

Grant writing

- Needs to be reviewed by a mentoring TEAM, in WRITING
- Refrain from explaining to the mentor/reviewer that « it was already in the grant »
- Rewrite and plan additional experiments for key preliminary data

Grant writing

- Repeat the cycle as often as required
- Send your grant proposal one day before the deadline
- Have fun while everybody is going through hell (including your mentor!)

Rewriting a grant proposal or article

- It is not the end of the world!
- Keep an emotional distance
- Wait a few days and reread reviewers' comments (reviewers are not stupid!)
- The scientific officer's comments:
SO important!
- How to address reviewers criticism:
make a list and then a plan