

# Helping Trainees Get to the Next Level

---

Randy R. Brutkiewicz, Ph.D.  
Assistant Dean for Faculty Affairs and Professional Development

*September 14 , 2009*



**SCHOOL OF MEDICINE**

---

INDIANA UNIVERSITY

**Randy Brutkiewicz**  
**Assistant Dean for Faculty Affairs and**  
**Professional Development**  
**IUSM**

**Professor, Dept. of Microbiology &**  
**Immunology**

*[rbrutkie@iupui.edu](mailto:rbrutkie@iupui.edu)*

*OFAPD Home Page: <http://faculty.medicine.iu.edu/index.asp>*

*For Research Faculty: <http://faculty.medicine.iu.edu/offices/fd/resFac.html>*

# How many here have...?

- Had a student or postdoc move onto a higher position?
- Student or postdoc will be looking for a new position soon?
- Never had a trainee move on but want to learn more about how to help them?
- Had a trainee move on, but would like some pointers about helping them more in the future?

# Helping them reach the next level

- Next level in their career...
- Intellectually
- As a future mentor
- As a future Principal Investigator
- Finding a postdoctoral fellowship
- Finding a faculty position
- Finding a job in something other than academia

# Helping them reach the next level

- Getting their name out there
- Introduce them at meetings
- Push to get them accepted for oral presentations
  - English is their first language
  - English is not
- Introduce them to seminar speakers
- If you are hosting a seminar speaker, invite them to lunch or dinner
  - give them some one-on-one time with the speaker

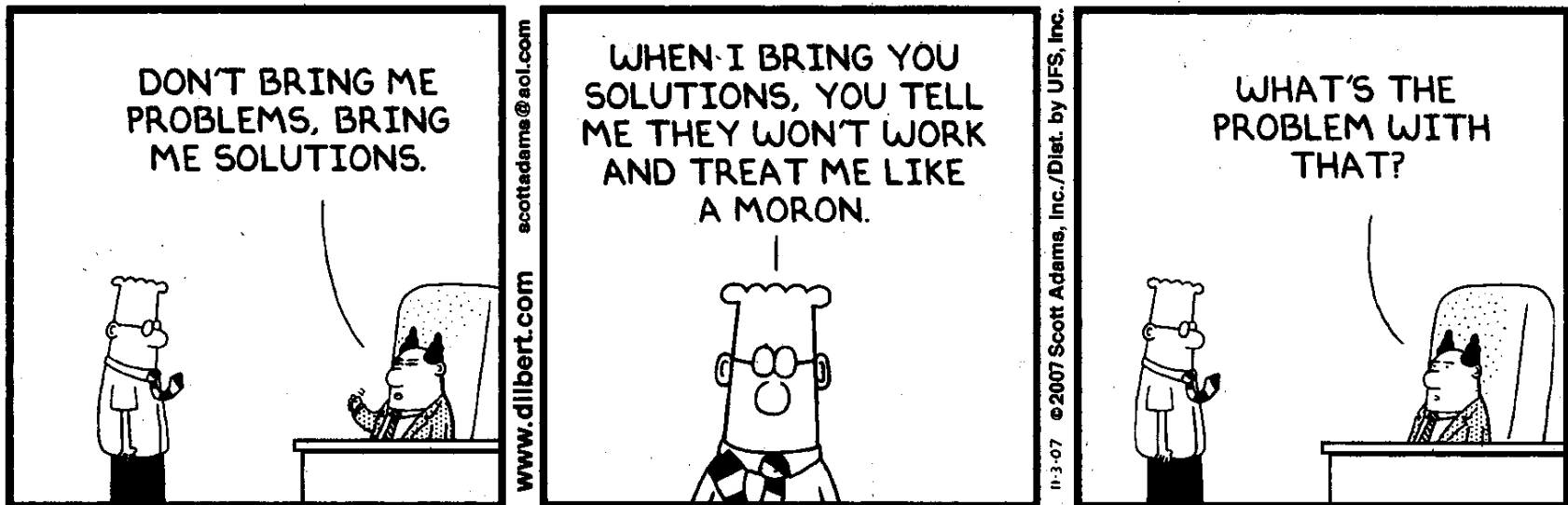
# Characterizing your trainees' work

- When you present their work in your seminars, compliment them
  - people remember what you say
  - show them RESPECT when you are speaking to others about them
- They are not simply a graduate student or postdoc in the lab
- It is always appropriate to give them credit
  - everyone knows you are the PI—you lose nothing

# Respecting your Trainees

DILBERT

by Scott Adams



*The same goes with ideas for experiments, projects, etc.*

# Characterizing your trainees' work (continued):

- If you want them to succeed, never complain about them to others who are potential postdoctoral mentors (or hiring officers)
- Be realistic; however, one could characterize a weakness as a “developing strength”
- It is always advisable to give them credit
  - everyone knows you are the PI—you lose nothing



# When do you help them get to the next step in their career?

- Start building the foundation early
- Wait until you can see how well they work out
  - within the first few months

# What should a trainee expect from a mentor?

- For a grad student--teaches how to design (and perform) experiments, interpret data, take the next step... (a postdoc really should already know how to do this—but not always)
- Has trainee's best interest at heart
- Leader in their field and shows how to be a leader (i.e., leads by example)
- Always supports the trainee (within reason)
- Once a mentor, always a mentor

# Mentoring is a “two-way street”

- The mentor teaches, advises and leads
  - Every mentee is different; as such, the mentoring is (and should be) different
- However,
- A mentor also learns from the mentee
  - But this can be a bit dependent upon the different mentoring styles

# Helping them reach the next level

- Getting their name out there
- Introduce them at meetings
- Push to get them accepted for oral presentations
  - English is their first language
  - English is not
- Introduce them to seminar speakers
- If you are hosting a seminar speaker, invite them to lunch or dinner
  - give them some one-on-one time with the speaker

# Helping them reach the next level

- Getting their name out there
- Introduce them at meetings
- Push to get them accepted for oral presentations
  - English is their first language
  - English is not
- Introduce them to seminar speakers
- If you are hosting a seminar speaker, invite them to lunch or dinner
  - give them some one-on-one time with the speaker

# Helping them reach the next level

- Getting their name out there
- Introduce them at meetings
- Push to get them accepted for oral presentations
  - English is their first language
  - English is not
- Introduce them to seminar speakers
- If you are hosting a seminar speaker, invite them to lunch or dinner
  - give them some one-on-one time with the speaker

# Helping them reach the next level

- Getting their name out there
- Introduce them at meetings
- Push to get them accepted for oral presentations
  - English is their first language
  - English is not
- Introduce them to seminar speakers
- If you are hosting a seminar speaker, invite them to lunch or dinner
  - give them some one-on-one time with the speaker

# Helping them reach the next level

- Getting their name out there
- Introduce them at meetings
- Push to get them accepted for oral presentations
  - English is their first language
  - English is not
- **Introduce them to seminar speakers**
- If you are hosting a seminar speaker, invite them to lunch or dinner
  - give them some one-on-one time with the speaker



# Helping them reach the next level

- Getting their name out there
- Introduce them at meetings
- Push to get them accepted for oral presentations
  - English is their first language
  - English is not
- Introduce them to seminar speakers
- If you are hosting a seminar speaker, invite them to lunch or dinner
  - give them some one-on-one time with the speaker

# Talking to your trainees regularly...

- How is your science going?
- Are you having any problems in the lab?
- When is your next committee meeting scheduled?
- Go over their results and talk about the data critically—don't “candy-coat” efforts that need improvement
- Communication is essential

# What types of jobs might my trainees be interested in?

- Tenure-track faculty positions
- Industrial research positions
  - advantages
  - disadvantages
- Faculty at a liberal arts college
  - Many applications for only a few positions
  - Difficult if they did not go to a small liberal arts college as a student themselves
- Different careers

# What types of jobs might my trainees be interested in?

- Tenure-track faculty positions
- Industrial research positions
  - advantages
  - disadvantages
- Faculty at a liberal arts college
  - Many applications for only a few positions
  - Difficult if they did not go to a small liberal arts college as a student themselves
- Different careers

# What types of jobs might my trainees be interested in?

- Tenure-track faculty positions
- Industrial research positions
  - advantages
  - disadvantages
- Faculty at a liberal arts college
  - Many applications for only a few positions
  - Difficult if they did not go to a small liberal arts college as a student themselves
- Different careers

# What types of jobs might my trainees be interested in?

- Tenure-track faculty positions
- Industrial research positions
  - advantages
  - disadvantages
- Faculty at a liberal arts college
  - Many applications for only a few positions
  - Difficult if they did not go to a small liberal arts college as a student themselves
- Different careers

# What types of jobs might my trainees be interested in?

- Tenure-track faculty positions
- Industrial research positions
  - advantages
  - disadvantages
- Faculty at a liberal arts college
  - Many applications for only a few positions
  - Difficult if they did not go to a small liberal arts college as a student themselves
- Different careers

# What types of jobs might my trainees be interested in?

- Different careers
  - medical school
  - law school (patent attorneys)
- Journal editor
- Scientific writer
- Science policy (e.g., for elected representative)
- Other...
  - this includes non-science...



# What types of jobs might my trainees be interested in?

- Different careers
  - medical school
  - law school (patent attorneys)
- Journal editor
- Scientific writer
- Science policy (e.g., for elected representative)
- Other...
  - this includes non-science...

# What types of jobs might my trainees be interested in?

- Different careers
  - medical school
  - law school (patent attorneys)
- Journal editor
- Scientific writer
- Science policy (e.g., for elected representative)
- Other...
  - this includes non-science...

# What types of jobs might my trainees be interested in?

- Different careers
  - medical school
  - law school (patent attorneys)
- **Journal editor**
- Scientific writer
- Science policy (e.g., for elected representative)
- Other...
  - this includes non-science...

# What types of jobs might my trainees be interested in?

- Different careers
  - medical school
  - law school (patent attorneys)
- Journal editor
- **Scientific writer**
- Science policy (e.g., for elected representative)
- Other...
  - this includes non-science...

# What types of jobs might my trainees be interested in?

- Different careers
  - medical school
  - law school (patent attorneys)
- Journal editor
- Scientific writer
- Science policy (e.g., for elected representative)
- Other...
  - this includes non-science...

# What if it seems they cannot (or will not) make it to that next level?

- Not everyone has an interest in being a tenure-track faculty member
- This can be a late “discovery” by the trainee him or herself?
- Discuss their career interests from time to time
  - not every day...
  - but not never!

# What if it seems they cannot (or will not) make it to that next level?

- Am I a failure as a mentor?
- What does this do to my reputation as a mentor?
  - training record
  - T32 grants
- You need to know what they want to do with their careers
- Talk with your trainees regularly!

**What is the most important thing  
a mentor can give to a trainee?**

**TIME !!!**



# What about from the trainee side?

- Predoctoral and Postdoctoral training is NOT a job—it is training
  - this needs to be communicated by mentor
- Training is a “two way street”
- Trainees need to do their part
- No one can make trainees outstanding scientists
- Requires time and effort
- Input = Output

---

**I need to “walk the talk...”**

**Your success is dependent upon those you mentor...**



---

If they do well...

You look good!

You know what the opposite is!

# Your success is dependent upon those you mentor...



***Jacqueline A. Hobbs, M.D., Ph.D.***

*Postdoc in lab: 1999 – 2001*

*Currently:*

*Assistant Professor*

*Department of Psychiatry,*

*University of Florida College of Medicine*

*One first author, one co-authored manuscript*

# Your success is dependent upon those you mentor...



***Tonya Roberts Webb, Ph.D.***

*Graduate Student in lab: 1999 – 2003*

*Currently:*

*Assistant Professor*

*Dept. Microbiol. & Immunol.*

*Univ. of Maryland*

*School of Medicine*

*KO1 grant awarded 2007*

*4 first author, 3 co-authored manuscripts*

# Your success is dependent upon those you mentor...



***Gourapura J. Renukaradhya, D.V.M., Ph.D.***  
*Postdoc in lab: 2002 – 2008*

*Currently:*

*Assistant Professor*  
*Food Animal Health Research Program*  
*Ohio State University School of Veterinary*  
*Medicine*

*5 first author, 7 co-authored manuscripts*

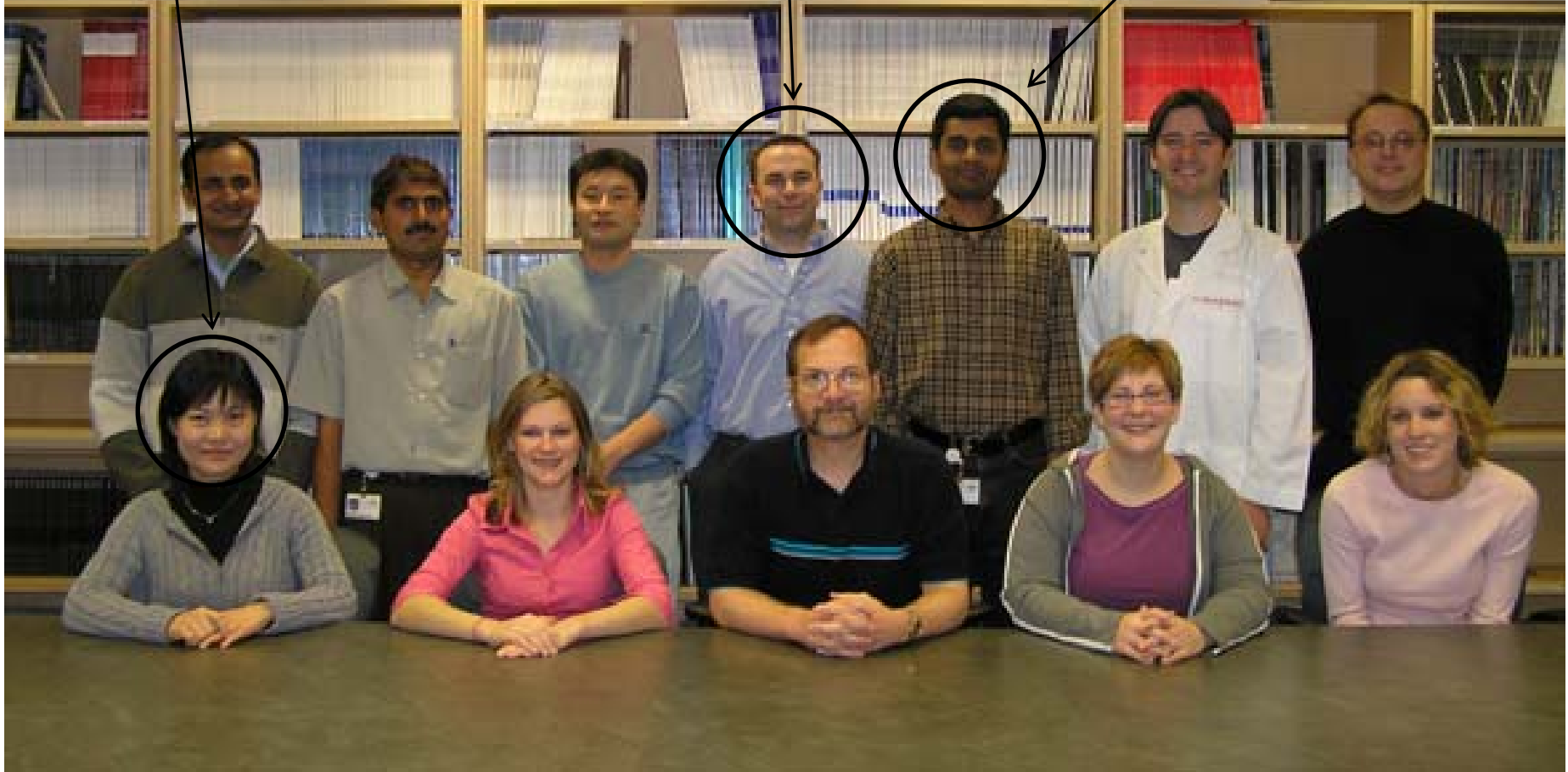
# Your success is dependent upon those you mentor...

Trainees who have gone on to industry

Emily (Yinling) Lin (Scientist, Novartis) 2000 - 2005

Jon Larkin (Principal Res. Sci., GlaxoSmithKline) 2002 - 2004

Sriram (Senior Scientist, Schering-Plough) 1999 - 2005





# You can only do your best...

- It is important to be a good mentor
- You do get better over time
- “Practice makes perfect”
- We can never be perfect
- You will make mistakes (we all do)
- Learn from your mistakes
- Don’t make the same mistake twice
- Luck does play a role, too...

ZIGGY

# WISDOM COMES WITH AGE

...BUT SOMETIMES  
IT'S AN OPTIONAL  
FEATURE!



©2008 Ziggy and Friends, Inc. (Dist. by Universal Press Syndicate)

7/25

TOM WILSON

---

**Additional questions?**

**Please fill out the evaluations  
and hand them in as you leave**

**Thank you for attending...**

**Randy Brutkiewicz**  
**Assistant Dean for Faculty Affairs and**  
**Professional Development**  
**IUSM**

**Professor, Dept. of Microbiology &**  
**Immunology**

*[rbrutkie@iupui.edu](mailto:rbrutkie@iupui.edu)*

*OFAPD Home Page: <http://faculty.medicine.iu.edu/index.asp>*

*For Research Faculty: <http://faculty.medicine.iu.edu/offices/fd/resFac.html>*