



Boston Children's Hospital
Until every child is well™



HARVARD
MEDICAL SCHOOL



BRIGHAM AND
WOMEN'S HOSPITAL

Building Your Developmental Mentoring Network for Career Success

S. Jean Emans, MD

Faculty Director, Office of Faculty
Development

Chief, Division of Adolescent/Young Adult
Medicine

Boston Children's Hospital

Mary Ellen Avery Professor of Pediatrics
Harvard Medical School

Ellen W. Seely, MD

Vice Chair, Faculty Development,
Department of Medicine

Director of Clinical Research,
Endocrinology, Diabetes and
Hypertension Division

Brigham and Women's Hospital
Professor of Medicine
Harvard Medical School

- We have no disclosures
- The PowerPoint Presentation and Developmental Network pre-assignment were developed by:
S. Jean Emans, MD and Maxine Milstein, MBA from Boston Children's Hospital and Ellen W. Seely, MD from Brigham & Women's Hospital and Audrey Haas, MBA from Harvard Medical School (formerly from Brigham & Women's Hospital) adapted in collaboration with Kathy Kram, PhD, Boston University Questrom School of Business

Objectives

- To review different models of mentoring
- To understand the elements of developmental networks
- To explore your own developmental network for your career development

The Role of Mentoring in Academic Medicine

Mentoring relationships are considered to be among the most valuable elements of a productive and successful academic career

Presence of a mentor is predictive of success in:

- producing publications
- obtaining grants and leadership roles
- advancing in academic rank and income
- overall job satisfaction

Mentoring Models

- **“Traditional” dyadic mentoring:** 1:1 relationship with 1 senior and 1 junior individual; senior provides career guidance until the junior person achieves independence
- **Peer mentoring:** Junior individuals provide feedback to each other. A more senior individual may oversee the process
- **Reverse mentoring:** More junior individual provides guidance to senior individual, particularly common with new technologies
- **Functional mentoring:** Mentoring focused on a particular area of expertise/content area that mentee needs to master
- **Developmental mentoring:** A model which assumes that different mentors are needed for different career aspects. The Developmental network consists of several individuals who provide the mentee with different expertise

It Takes a Network

Kathy E. Kram and Monica C. Higgins

“A New Mindset on Mentoring”

(https://www.bumc.bu.edu/facdev-medicine/files/2009/12/Kram-Higgins_A-New-Mindset-on-Mentoring.pdf)

- **The Situation:** The traditional mentoring arrangement just doesn't work anymore. A single senior colleague can't possibly keep up with all the changes in the fast-moving world of work and life.
- **The Solution:** People should create and cultivate developmental networks—small groups of people who provide regular advice and support.
- **The Strategy:** To set up a network, carefully assess your strengths, weaknesses, and goals, and figure out what you need to advance your goals. Then regularly reassess your network as your situation changes—while making sure that you help out your supporters as much as they help you.

The Developmental Network Exercise for Physicians and Scientists

- Part 1. Identify Career Goals
- Part 2. Map your Developmental Network
- Part 3. Analyze your Network

Part 1. Identify Career Goals



Part 2. Mapping your Network

Think back over past 1-2 yrs and consider these 3 types of relationships.

- **People who help you *get the job done***
- **People who help you *advance your career***
- **People who provide *personal support* for you**

Mapping your Network

People who help you *get the job done*: helpful and useful in doing your work, may work directly with you, and/or have provided leads to others who helped you with important information, scientific or technical advice, professional expertise, or other resources to do your work.

Mapping your Network

People who help you *advance your career*:

contribute to your professional development/career advancement; give you career guidance/direction, arrange exposure to critical people, provide political advice, help you get important opportunities/ assignments (such as appointments on hospital or national Committees, journal editorships, or grant panels), advise you on promotion, provide advice on funding opportunities, and/or advocate for you.

Mapping your Network

People who provide *personal support* for you:

people you go to for your emotional well being and psychosocial support; ones with whom you share both positive and negative experiences, consult about decisions or concerns that are important to you, vent/commiserate with, debrief critical experiences with—people with whom you can be yourself.

Your Developmental Network Table

My career goals are: - -

Types

Getting the Job Done: People who help you fulfill your work requirements. They provide technical advice, introductions, expertise, and/or resources.



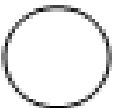
Close Relationship	Moderate Relationship	Distant Relationship

Advancing Your Career: People who contribute to your professional development and career advancement. They provide career guidance and direction, advice on funding, serve as “sponsors” to help you get important assignments, and advocate on your behalf.



Close Relationship	Moderate Relationship	Distant Relationship

Getting Personal Support: People you go to for your emotional well being and psychosocial support.



Close Relationship	Moderate Relationship	Distant Relationship

Mapping your Network: Instructions

1. Use Squares for Getting the Job done, Triangles for Advancing your career, Circles for Getting Personal Support. Add those in your network by their initials/name. Add twice if fill more than 1 role.
2. Indicate how close/distant they are from you by length of line that connects the 2 of you. Use dotted line if outside institution. Place Mentor under name of mentors. Place Mentees under name of mentees.
3. Peers should be placed on horizontal line with you, seniors above that line, and juniors below.
4. Indicate by a star (★) those people whom you see as very well connected in your department, hospital or professional circle, including someone who “sponsors” you.

Sponsorship

A sponsor is a senior, influential person in the organization who performs specific career-related functions for junior faculty such as:

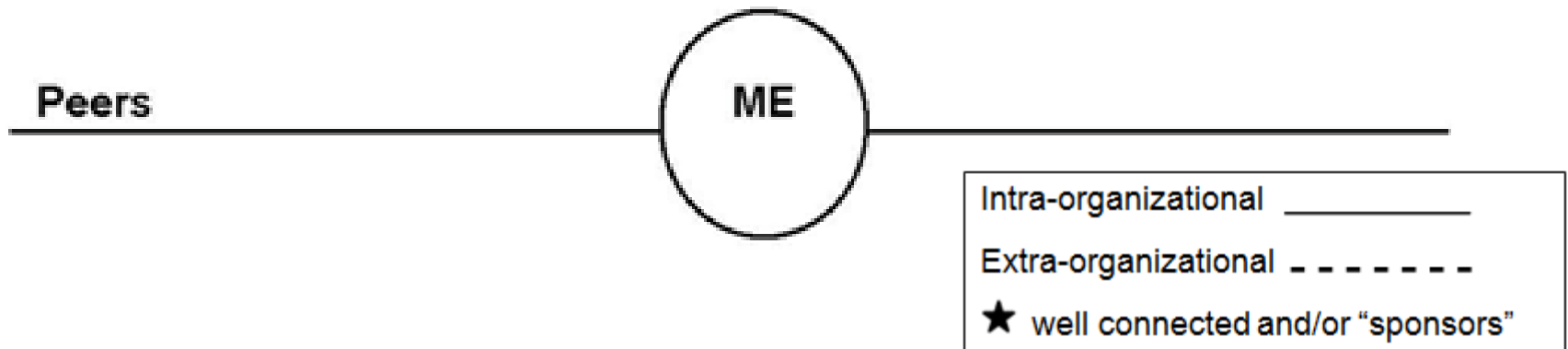
- advocating for them
- opening doors to challenging assignments and key committee memberships
- increasing visibility, networking, and high-profile advancement opportunities

“Although mentors may act as sponsors, mentors’ and sponsors’ roles are very different. First and foremost, sponsors must be highly placed in an organization and have significant influence on decisions regarding advancement. In contrast, mentors can be at any level in the organization.”

(Travis EL et al. Acad Med. 2013)

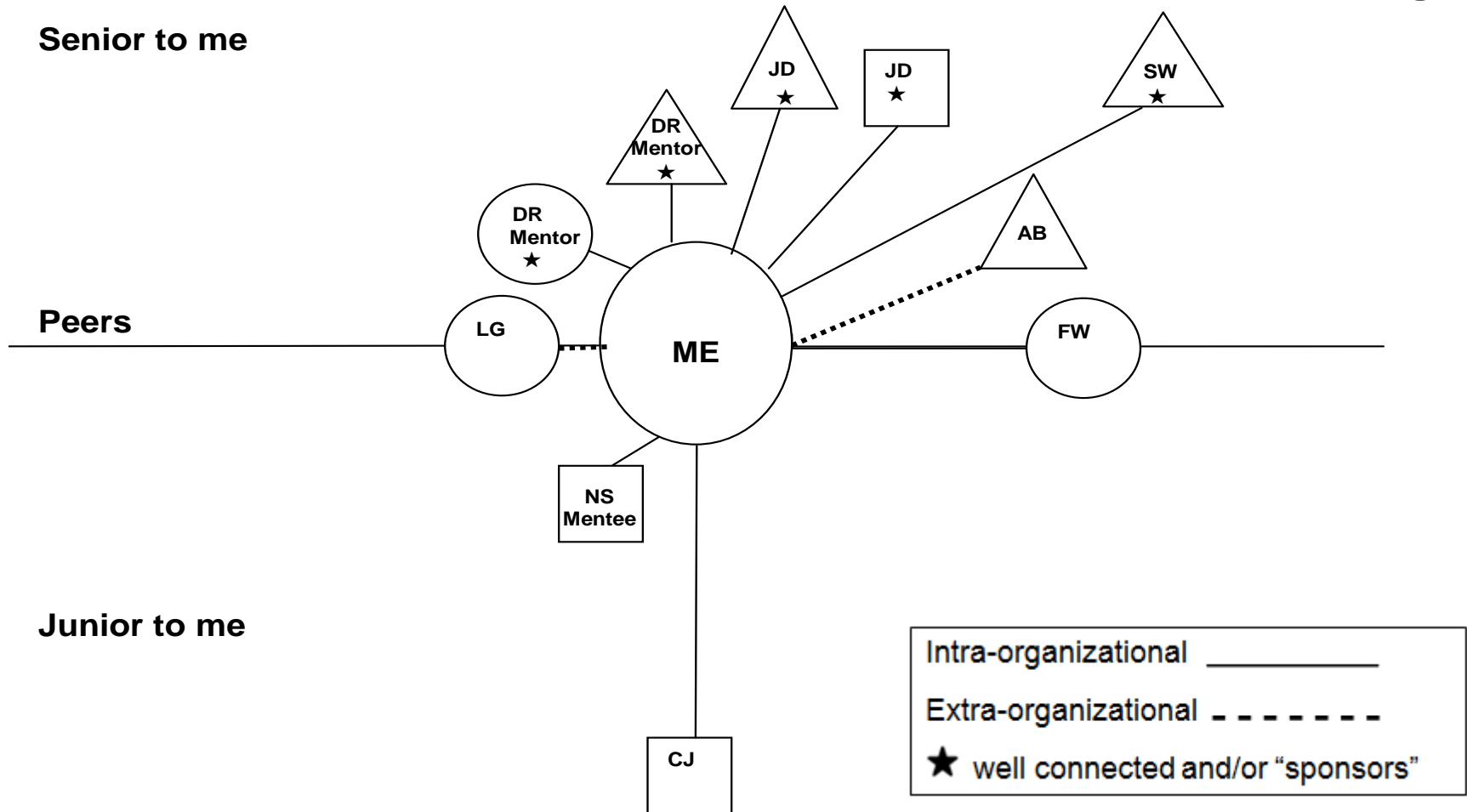
Your Developmental Network Table and Map

1. Plot those in your network using symbols with initials/name. Add twice if fill more than 1 role.
2. Peers should be placed on horizontal line with you, seniors above that line, and juniors below.
3. Indicate closeness/distance from you by length of line between 2 of you. Dotted line if outside institution.
4. Place Mentor under name of mentors. Place Mentee under name of mentees.



A Developmental Network Map Example

- Getting the Job Done □
- Advancing Your Career △
- Getting Personal Support ○



Part 3. Analyzing your Network

Research **demonstrates** that networks vary in structure, content, and quality of relationships.

- Diversity.** How similar or different are these individuals (in terms of gender, race, function, geography, organizations) to each other and to me?
- Redundancy.** How much overlap is there?
- Interconnectivity.** How closed is the network in the sense that most of the people know each other?
- Strength of Connection.** What is the spread of people in terms of closeness and distance?
- Balance.** Is your network balanced or in danger of tipping?
- Connections to Power and Influence.** How many would you characterize as influential in the department or hospital or field?
- Size.** How large or small is your network? Does the size fit your goals? Is the network a size that you can maintain?

Developmental Network Exercise: Analyzing your Network

With the person sitting next to you, take **15 minutes** (~7 minutes each) to present your career goals, analyze the roles of people in your network and how they came to be there, and what is missing

- **Diversity** - How different are these individuals from me?
- **Redundancy** - How much overlap is there?
- **Interconnectivity** - Do most of the people know each other?
- **Strength of Connection** - What is the spread of people in terms of closeness and distance?
- **Balance** - Is your network balanced or in danger of tipping?
- **Connections to Power and Influence** - How many would you characterize as influential in the department or hospital or field?
- **Size** - Does the size fit your goals? Can you maintain it?

Developmental Network Exercise: Analyzing your Network

With the person sitting next to you, take **6 minutes** (~3 minutes each) to describe how you would add someone to your network

Group Discussion:

Participants at each table will then be asked by the Moderator to share common themes, crucial gaps, and ways to add people to their network

Action Plan

Reflect on the concepts and content of the lectures and workshops in this course

- **Review your career goals**
- **Identify a gap in your network**
- **Identify a person who might fill this gap, and plan when and how you would approach that person, keeping mutual benefits in mind**

Seely EW, Kram KE, Emans SJ.
Developmental networks in translational
science. *Transl Res.* 2015;165(4):531-6.



Thanks!

References

1. Christou H, Dookeran N, Haas A, Di Frances C, Emans SJ, Milstein ME, Kram KE, Seely EW. Faculty mentoring leadership program: Establishing effective mentoring networks: rationale and strategies. *MedEdPORTAL Publications*. 2017;13:10571.
2. DeCastro R, Sambuco D, Ubel PA, Stewart A, Jagsi R. Mentor networks in academic medicine: moving beyond a dyadic conception of mentoring for junior faculty researchers. *Acad Med*. 2013 88(4):488-96.
3. Kram KE, Isabela L. Mentoring alternatives: The role of peer relationships in career development. *Academy of Management J*. 1985; 28:110-132.
4. Leh, Amy SC Lessons learned from service learning and reverse mentoring in faculty development: a case study in technology training. *J Technology and Teacher Evaluation* 2005;13(1):25-41.
5. Seely EW, Kram KE, Emans SJ. Developmental networks in translational science. *Transl Res*. 2015;165(4):531-6.
6. Thorndyke LE et al. Functional mentoring: A practical approach with multilevel outcomes. *J Continuing Education in the Health Professions* 2008;28:157-64.
7. Travis EL, Doty L, Helitzer DL. Sponsorship: a path to the academic medicine C-suite for women faculty? *Acad Med*. 2013;88 (10):1414-7.
8. Tsen LC, Borus JF, Nadelson CC, Seely EW, Haas A, Fuhlbrigge AL. The development, implementation, and assessment of an innovative mentoring leadership program to train faculty mentors. *Acad Med* 2012;87(12):1757-61.