Unlocking Your Potential:
The Power of Developmental Networks

Kaytlyn Hope, MHA, C-TAGME
Maxine Milstein, MBA
Tery Noseworthy, C-TAGME

Co-facilitated by:
The Office of Faculty Development (OFD) and the Office of Graduate Medical Education (GME)

Disclosures

We have no actual or potential conflicts of interest with this presentation.

The Developmental Network Mapping Exercise

This Developmental Network Exercise was adapted, with permission, from the work of Kathy Kram, PhD (Boston University Questrom School of Business)
by S. Jean Emans, MD and Maxine Milstein, MBA (Boston Children's Hospital) and Ellen W. Seely, MD (Brigham and Women's Hospital) and Audrey Haas, MBA (Harvard Medical School, formerly Brigham and Women's Hospital).

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

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 Dec;87(12):1757-61.

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 or project-based 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" *

- **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**: Set up a network, carefully assess your strengths, weaknesses, and goals, and figure out what you need to advance your goals. Regularly reassess your network as your situation changes—while making sure that you help out your supporters as much as they help you.

* https://www.bumc.bu.edu/facdev-medicine/files/2016/10/Kram-Higgins_A-New-Mindset-on-Mentoring.pdf

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

Goal Setting

1. Where are you in your career?

2. What are your goals? Short and Long-Term
   a. Career
   b. Current Job
   c. Personal

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**

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 such as:

- Chairs
- Experts
- Colleagues
- Trainees
- Technical and Administrative Support

People who help you advance your career:

- Provide career guidance

- Facilitate introductions

- Create opportunities, (such as appointments on hospital or national Committees, journal editorships, or grant panels)

- Advise you on promotion

- Advocate for You

Mentors

A Mentor is an experienced and trusted advisor, often a few levels above you and a few years older. They set aside specific times to offer advice on your career, work and trajectory

Mid-career faculty have dual roles as both mentors and mentees which will shift as their career advances

Sponsors

A sponsor is a knowledgeable and/or influential person in the organization who performs specific career-related functions for faculty such as:

- advocating for them

- opening doors to challenging assignments and key committee memberships

- introductions at national meetings

- increasing visibility, networking, and

- high-profile advancement opportunities

Travis EL et al. Acad Med. 2013; Oct;88(10):1414-7
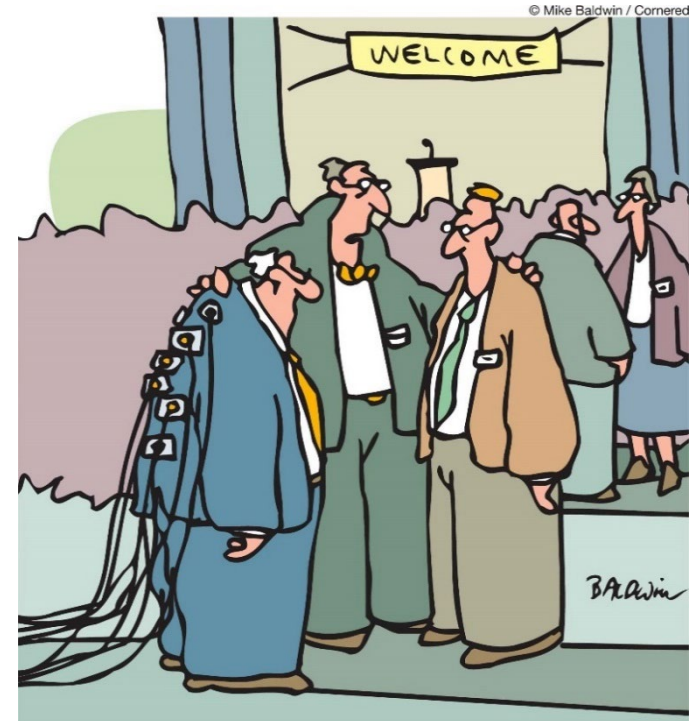
"There's someone here I'd like you to meet. He's very well-connected."

Allies

An ally is a person who provides assistance and support for another person or group, by:
- Listening empathetically
- Acknowledging input at meetings ("amplification") especially if that input is ignored and then received with positive feedback when offered by someone else
- Facilitating critical introductions, including at meetings and conferences
- Recommending others for key committee assignments and leadership roles
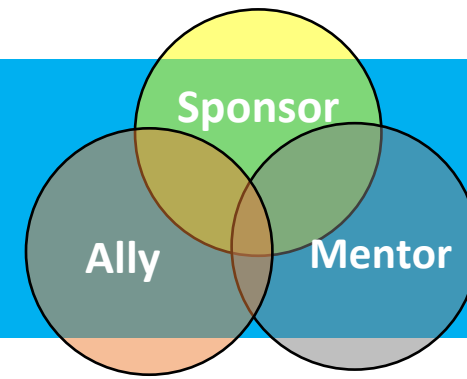
DON'T WORRY...
I'VE GOT YOUR BACK!
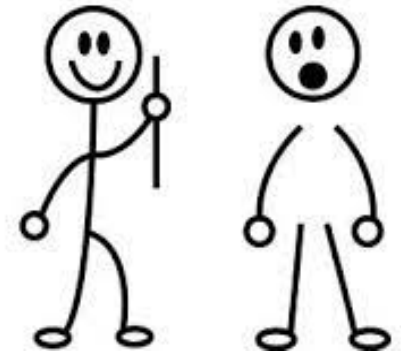
Allies

"That's an excellent suggestion, Miss Triggs.
Perhaps one of the men would like to make it."

Mentors, Sponsors, and Allies

- A **Mentor** is an experienced and trusted advisor, often a few levels above you and a few years older. They set aside specific times to offer advice on your career, work and trajectory.

- A **Sponsor** is a knowledgeable and/or influential person in the organization who performs specific career-related functions such as advocating, opening doors to challenging assignments and key committee memberships, introductions at national meetings, networking, and high-profile advancement opportunities.

- An **Ally** is a person who provides assistance and support for another person or group by listening empathetically, acknowledging input at meetings ("amplification") especially if that input is ignored and then received with positive feedback when offered by someone else, facilitating critical introductions, recommending others for key committee assignments and leadership roles

Marly Kenna, MD, MPH, 2023 presentation   Travis EL et al. Acad Med. 2013; Oct;88(10):1414-7

People who provide personal support for you

People you go to for your emotional well being and psychosocial support; 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

- Significant others
- Family
- Friends/Work Friends
- Community/Religious Affiliations
- Wellness Providers

A Developmental Network Table Example

My Career Goal: Academic Advancement

Types

Getting the Job Done: People who help you fulfill your work requirements. They provide technical advice, introductions, expertise, and/or resources.
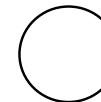
Close Relationship	Moderate Relationship	Distant Relationship
NS, research assistant (Mentee)	JD, PI of grant ★	CJ, administrative assistant

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
DR, senior faculty member in your division (Mentor) ★	JD, PI of grant ★	SW, Department Chair★
	AB, faculty at another institution	

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

Close Relationship	Moderate Relationship	Distant Relationship
LG, significant other	FW, friend at work	
DR, senior faculty member in your division (Mentor) ★		

A Developmental Network Map Example
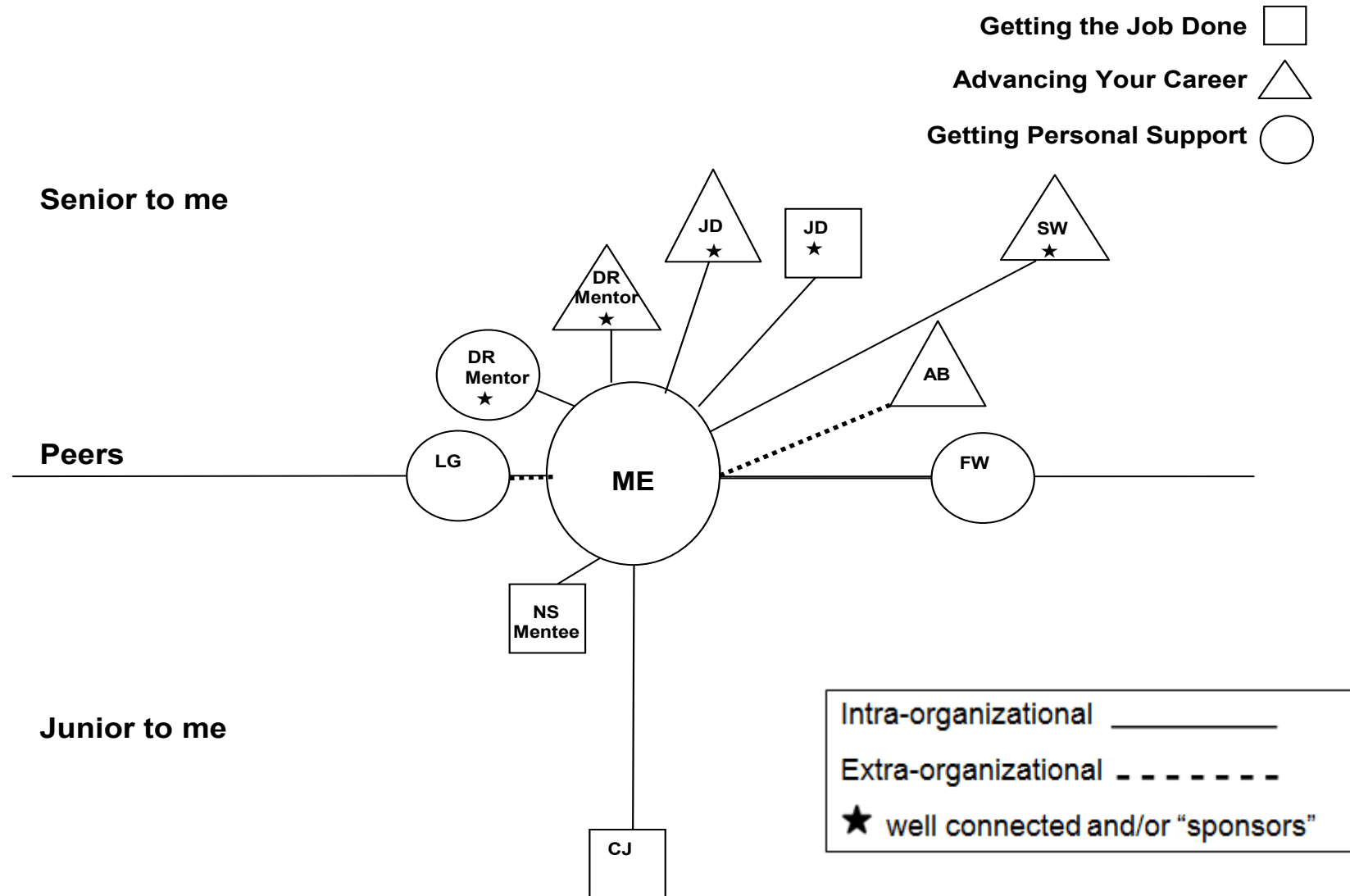
Your Developmental Network Table

Write down at least 1 career goal, and fill in at least 2 people in each of the 3 categories and then map your network.

My Career Goal:

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

Adapted from the work of Kathy Kram, PhD, Boston University

Your Developmental 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.

Peers   ME

Intra-organizational _____
Extra-organizational _ _ _ _ _ _ _
★ well connected and/or "sponsors"
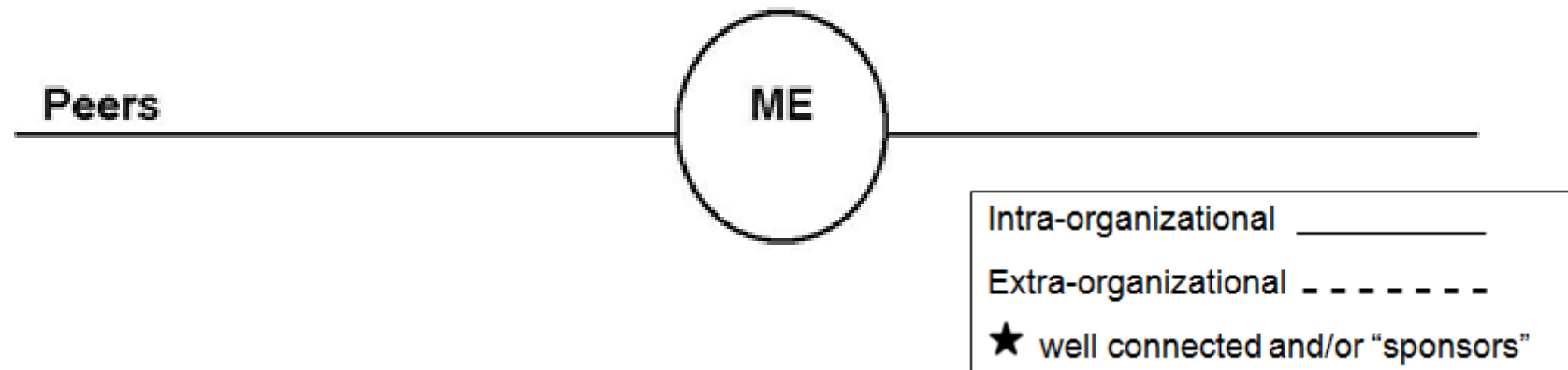
Mapping Your Network: Instructions

1. Use <u>Squares</u> for Getting the Job done, <u>Triangles</u> for Advancing your career, <u>Circles</u> 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 <u>Mentor</u> under name of mentors. Place <u>Mentees</u> 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.

Part 3: Analyzing Your Network

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

Analyze the roles of people in your network and how they came to be there, and what is missing. Discuss your network in terms of:

-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?

Network Analysis

Answer these questions:

- Who do you need to add to improve your network/reach goals?

- How diverse is your network? How similar or different are these individuals (in terms of gender, race, function, geography, organizations) to each other and to you?

- Is it too interconnected?

- Is the size OK?

- Do you have connections to power and influence?

How to Add Mentors, Sponsors, Allies

- Your current connections

- Informational interviews

- Peer mentoring, project-based mentoring

- Coordinator Groups/Committees, Employee Resource Groups (ERGs) and Shared Interest Groups (SIGs), Research Engagement and presentations such as Behind the Title

- Conferences

- Alumni Organizations

- Professional Organizations

- LinkedIn/Social Media

Keeping Up With Connections

- Maintain your network

- Make regular contact.
    - Know when to say goodbye.

- Ensure mutually beneficial relationships.

- Be a mentor/sponsor/ally to others.

- Regularly reassess and update your goals.
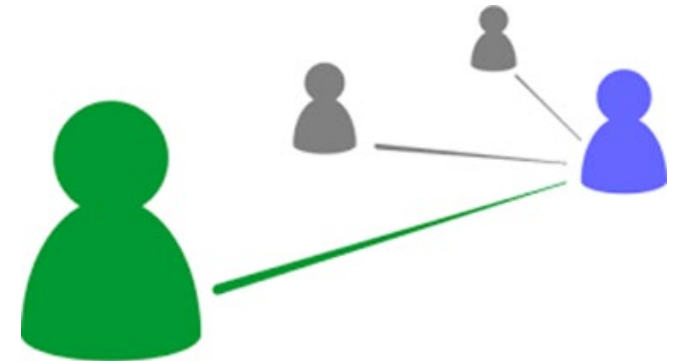
Action Plan

Reflect on the concepts and content of this presentation

- **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!

Office of Faculty Development (OFD)

**Nicole Ullrich, MD, PhD, Director
and Director, Office for Women's Careers**

Carla Kim, PhD, Director, Basic Science Career Development

Maxine Milstein, MBA, Program Director

OFD Resources and Programs

Resources

- Weekly electronic newsletter
- Funding opportunities:
  - Early Career Faculty Development Fellowships ($75,000/year for 2 years) February 27, 2025 deadline
  - Dependent Care Travel Awards
- Annual Career Conference Resources
- 1:1 consultations with OFD Directors on readiness for promotion, career trajectory and CV review
- Workshops/training:
  - Resources and workshops on Work/life balance
  - Mentoring programs and guides
  - Wellness/resilience resources and workshops
  - Diversity and Health Professions Education initiatives – co-sponsored initiatives
  - Office of Postdoctoral Affairs – co-sponsored workshops

Programs

- BCH New Faculty Orientation
- HMS New Faculty orientation
- Joint HMS/Harvard-affiliated hospital Faculty Leadership Course for Physicians and Scientists
- Boston Children's/HMS Office for Diversity Inclusion and Community Partnership Leadership course
- Joint HMS/Harvard-affiliated hospital Faculty Mentoring Course
- Simmons Leadership Conference

Recent OFD Workshops

Skill Development
    ChatGPT and AI
    Scientific Writing
    Preparing Your NIH Budget
    Presentation Skills
    Applying for Grants
    Promotion
    Negotiation and Difficult Conversations
    Building Teams and Managing People
    Introductory and Intermediate American Sign Language

Mentoring
    Developmental Networks
    Mentoring Across Differences

Work Life Balance
    Time Management Solutions
    Peer support groups
    Career and Family Network
    Research Engagement Committee Mental Health Town Hall

Recordings on OFD website: childrenshospital.org/ofd

The Faculty Parental Wellness Program (PWP)

- Led by Carly Guss, MD, MPH; and Kelly Wills, MD, MMSc
- Modeled after MGB program
- Feeding and lactation stipend
- Parental Wellness Advocates to support faculty around parental leave
- Opportunity to join virtual parent groups based on age of child, other criteria
- Access to parenting resources – childcare, backup care
- Access to faculty supports
- One stop shopping website
- Dependent Caregiver Travel Award

Parent Wellness Program (PWP) for Faculty - Overview | Rise 360 (articulate.com)

Please contact us

- Need career guidance? Would you like to discuss your career trajectory? Do you need feedback on your CV or selected Area of Excellence for promotion?
  - 1:1 consultations available by zoom or in person with Drs. Nicole Ullrich and Carla Kim
- Want to know more about BCH resources?:

  - Mentoring

  - Grant and fellowship opportunities

  - Health professions education

  - Work/life balance
- Have an idea for a seminar, workshop, or speaker?

ofd@childrens.harvard.edu

617-355-2922

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