Office of Faculty Development

Successful Mentoring for Junior Faculty
2018–2019

Boston Children’s Hospital
Until every child is well™

HARVARD MEDICAL SCHOOL TEACHING HOSPITAL
Mission
The mission of the Office of Faculty Development (OFD) is to recruit and retain the best faculty at Boston Children’s Hospital, to facilitate the career advancement and satisfaction of all junior faculty, and to increase leadership opportunities, particularly for women and minorities.

S. Jean Emans, MD, Director, jean.emans@childrens.harvard.edu
Maxine Milstein, MBA, Administrative Director, maxine.milstein@childrens.harvard.edu
Jill Dobriner, PhD, Program Coordinator, jill.dobriner@childrens.harvard.edu
Alan Leichtner, MD, MSHPEd, Chief Medical Education Officer and Director, Department of Medical Education
Valerie Ward, MD, MPH, Medical Director, Office of Health Equity and Inclusion and Faculty Director, Diversity and Cultural Competency Council (DCCC)

OFD email: ofd@childrens.harvard.edu
OFD website: childrenshospital.org/ofd
OFD Twitter page: http://twitter.com/BCHFacultyDev
333 Longwood Ave LO 637, 617-355-2922/23
Office of Faculty Development (OFD)

Mentoring at Boston Children’s Hospital (BCH)

Boston Children’s Hospital Office of Faculty Development (OFD) and the Department/Division and Program Chairs are committed to high quality mentoring and access to opportunities for career advising and faculty development. The BCH framework includes resources, one-to-one mentoring, and the creation of mentor teams and “Developmental Networks.” The three tiers of OFD resources include logistical information with print and electronic media such as the OFD newsletter *Perspectives* and website (www.childrenshospital.org/research/ofd) with links to the HMS materials in Tier 1, skills building courses and research fellowships in Tier 2, and committed personal and professional relationships in Tier 3.

Figure 1. The Three Tiers of Resources for Mentoring

**Tier 1:** Communication: *Perspectives*, OFD website, OFD Twitter page, Email
- Orientation for new faculty: Introduction to the OFD, Department of Medical Education, Faculty Career and Family Network, senior leadership, and other resources
- Childcare and eldercare resources
- HMS Office for Diversity Inclusion and Community Partnership
- HMS promotion criteria, linked on OFD website

**Tier 2:** Workshops, CV templates, guidelines, and tips
- Promotion seminars with HMS Office for Faculty Affairs
- Research fellowships for faculty
- OFD booklets for Mentors and Junior Faculty
- Developmental Networks Exercise (Appendix A) and PowerPoint Presentation (OFD website)
- Resources for Medical Educators (Appendix B)
- Bibliographies of articles and programs on mentoring
- Career Development Center in the Library
- Appointments with S. Jean Emans, MD, Director, OFD
- Diversity resources, seminars and events, with an emphasis on cultural awareness, respectful interactions and minimizing implicit bias, through the Office of Health Equity and Inclusion at Boston Children’s Hospital
- Teaching and education resources, including certificate programs and peer observation of teaching, through the Department of Medical Education at Boston Children’s Hospital
- Faculty Development Month, Women in Medicine and Science Month

**Tier 3:** Chairs’ commitment to mentoring and Developmental Networks
- Hospital Leadership including: President and CEO and EVP of Health Affairs and COO support for faculty development
- Cross-departmental and cross-institutional support
- Training of mentors and mentees: Mentoring courses
- Annual Career Conference form on OFD website (Appendix C)
- Identification of scholarly/research mentors and career advisors, and facilitation of matches
The OFD supports the goal of each new faculty member having an appointed or selected Mentor or Career Advisor. The Mentor or Career Advisor can provide guidance on career development and on building a mentor team. The OFD helps direct junior faculty to establish their mentor team and inform them of special interest networking sessions, courses, workshops, and panel presentations. In addition, the OFD provides departments with workshops and consultation on mentor training, promising practices such as appointing a Mentoring Facilitator in each department or program, and developmental networks.

**Beyond the dyadic model of mentoring to Developmental Networks**

In the past, the focus of mentoring was only on the single Mentor and Mentee – a dyadic relationship. Because mentors are often better at one area, we encourage faculty to seek out mentor teams and create “Developmental Networks.” Each mentor provides part of the needed coaching and career development; one professional may provide scientific critique and expertise, another advice on family/work juggling, and another advice on grantsmanship, scholarly writing, or networking in professional societies. Some mentors are good at providing both career guidance and psychosocial support; others are better at one or the other. Mentoring relationships with more experienced people at several points along the spectrum of age, seniority, and status can provide junior faculty with different perspectives and advantages.

**A spectrum of mentoring models**

Junior faculty should be aware of the many types of mentoring that can help broaden their network and increase the diversity of input and perspectives. Collaborative peer mentoring allows faculty to work together at a regularly scheduled time, sometimes facilitated by a senior faculty member, and often combining a curriculum (scholarship, teaching, grant writing, career development) along with a scholarly product. Peer-mentoring can also create an opportunity to share information, strategize about careers, and provide each other feedback, friendship, and emotional support. A variation of peer mentoring, coined a “pyramidal system of mentoring,” is structured with a small group of mentees at the foot of the pyramid seeking out advice from peers located slightly higher in the pyramid, with senior mentors at the top of the pyramid providing guidance and oversight. A structured peer mentoring group may meet together for an agreed upon length of time, such as 2-6 hours per month, from September – April, to address common career aspirations and interests. Formal goals, minimum time commitments, and responsibilities of 1-2 mentors, 3-5 mentees, and an ombudsperson (“Connector”) for mediation are clearly defined (Appendix D). The role of Mentor is given to a more experienced person who acts as a role model, compatriot, challenger, guide or cheerleader for the group.

Project-based mentoring, often referred to as “functional mentoring” in the literature, pairs junior faculty with mentors who have the skills, expertise, and interest required for a specific project, either one on one or as part of a group. The mentoring relationship may cease when the project is completed or it may continue and possibly evolve into a more traditional mentoring relationship.

Team mentoring refers to a multidisciplinary group of mentors each with a specific role. The lead mentor traditionally would have expertise in the mentee’s research or scholarly interest, while one or more additional mentor’s (co-mentors) interests and skills would complement, but not duplicate, the lead mentor’s.

E-mentoring typically builds on an existing traditional mentoring relationship that because of time, location or other constraints, continues primarily via electronic communication, but may include two professionals who have never met in person.
Setting career goals and mapping Developmental Networks

The first step for junior faculty is to identify career goals and assess strengths and weaknesses and gaps in knowledge and skills (Figure 2). The next step is for them to map and analyze their Developmental Network and mentor team (Figure 3 and Appendix A).

**Figure 2. Identifying Career Goals and Mapping Developmental Networks**

![Diagram of Career Goals and Developmental Networks]

The “Developmental Network,” a framework defined by Kathy Kram, Monica Higgins, David Thomas and others,7-13 includes mentors from our “Community of Mentors” model¹ such as traditional scholarly/research mentors, career advisors, co-mentors, peer mentors, e-mentors and step-ahead mentors (colleagues one level ahead of mentee or peers who have higher levels of skills or experience)²,⁷ and reverse mentors (juniors in the same organization who possess knowledge, such as technical skills that their mentors may lack) (Figure 3) as well as colleagues, juniors, mentees, friends, and family.

**Figure 3. Identifying Mentors and Other Supports in a Developmental Network**

![Diagram of Community of Mentors]

© 2018 Boston Children’s Hospital
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.

Addressing Implicit/Unconscious Bias in the Mentor-Mentee Relationship

Implicit biases can be either positive or negative and can unknowingly impact expectations and the level of support and sponsorship in the mentoring relationship, as well as letters of recommendation. Mahzarin Banaji, PhD, one of the developers of the Implicit Association Test, and co-author of Blindspot, Hidden Biases of Good People, defined implicit bias in an interview as “hidden biases that we all carry from a lifetime of experiences with social groups: age, gender, race, ethnicity, religion, social class, sexuality, disability status, or nationality.”

Strategies to address unconscious bias include

- Accepting that we all have biases
- Taking the Implicit Association Test (https://implicit.harvard.edu/implicit/)
- Being aware of how our own life experiences and background influence communication, body-language and decision-making
- Asking for strategies to address micro-inequities as they occur
Sharing what you feel makes you unique such as interests and talents, family structure, cultural beliefs and languages spoken

Giving an example of a situation or setting where you felt like an outsider, and how you handled that situation

Discussing your assumptions about your mentor and vice versa early in the relationship

Engaging in a dialogue about commonalities and dissimilarities, instead of avoiding the topic, will enhance the mentor-mentee relationship.

The Boston Children’s Office of Health Equity and Inclusion (OHEI)

The OHEI is a resource for mentors and mentees, offering innovative programming focusing on health equity, diversity, and inclusion across the 4 BCH missions: clinical care, research, teaching, and community service. The OHEI is committed to recruiting, retaining and promoting a diverse workforce and will play a key role in designing and implementing a framework to promote respectful interactions.

How can mentors be helpful to faculty career development?

The mentoring relationship is a dynamic process requiring active participation and flexibility on both sides. Your first step as a junior faculty member is to define your career goals in clinical innovation, teaching, administration, and research and then meet with your current mentor, Lab Director, Division, Department or Program Chief. Bring your CV and Annual Career Conference Form (and Academic and Professional Development Plan, if requested), and together decide the best mentor team. If you are new to Boston Children’s Hospital, your Department, Division or Program Chief may have already assigned you a primary mentor and/or career advisor. In small departments, divisions and programs, the Chief may serve as a primary mentor for some junior faculty or you may have selected a different mentor.

As you begin to recognize your colleagues’ strengths, you can decide who might be the right personal and professional matches for your needs. Be open to signals that others may be expressing an interest in a mentoring relationship and follow through. Since the mentoring process requires a commitment and a willingness to devote time and energy, we recommend a minimum one-year commitment, which could be formal or informal. Over time, you should supplement and change your mentor team with “no fault” assigned. Mentoring thrives in such a broad, developmental culture.

With increasing professional demands, there is no “one-size-fits-all” mentor. Successful mentoring is a dynamic process whereby each learns to respect and trust the other’s commitment and expertise, but individual choice and style play important roles. This individuality creates unique mentor pairs or teams. The principle applied is that you receive sustained support, whether from one “supermentor,” a team of mentors, or an evolving, developmental mentor composite.

To gain the most from your experience, you need to be active in defining your needs and in choosing the best mentors to assist you in areas such as:

1. Refining career goals, guidance on resources
2. Scientific writing and critique, grant writing
3. Issues of authorship, publication, and integrity

“As a mentee, it’s important to think through and plan for how you will work with your mentor most effectively. A mentee should communicate clearly with the mentor about goals and objectives and the dilemmas or challenges she or he would like guidance on.”

S. Bryn Austin, ScD
2008 HMS Young Mentor Award Recipient
4. Time-management, pace of career, workload, and work/life balance
5. Teaching and presentation skills, curriculum development, teaching portfolios
6. Clinical practice strategies, quality improvement methodologies
7. Program development, scientific innovations
8. HMS promotion criteria, reorganization of CV, advancement
9. Enhancing professional visibility, locally and nationally; joining professional societies
10. Understanding the organizational culture: structure, politics, and management
11. Strategic planning, leadership skills, negotiation and conflict resolution techniques, personnel supervision, budgets
12. Advocacy

Figure 4. Mentoring Concepts in a Children’s Book

“...It is good I have some one
To help me, ” he said.
“Right here in my hat
On the top of my head!
It is good that I have her
Here with me today.
She helps me a lot.
This is little Cat A.

And then Little Cat A
Took the hat off HER head.
“It is good I have some one
To help ME,” she said.
“This is Little Cat B.
...I keep him about,
And when I need help
Then I let him come out.”

The Cat in the Hat Comes Back™
©Dr. Seuss Enterprises, 1958. All rights reserved. Used by permission.

Choosing mentors creates a strong basis for your professional growth, and so being active in the process is a good starting point. Faculty members are truly approachable. At least one mentor should be in your field of scholarship, and can support your career trajectory with critical feedback and resources. Your Developmental Network should include senior faculty, as well as peer mentors, juniors, family, and friends who can support your career advancement and/or psychosocial development.

By asking for advice and welcoming constructive criticism, you create a dynamic relationship with your mentor(s). As the relationship progresses, it will be easier to be more specific in your requests. As part of your responsibility, you should stimulate and engage your mentor with articles and discussions on research or other topics. If your interest crosses disciplines, it will be useful to seek advice from someone who has successfully bridged these fields. Develop and customize your “elevator speech,” a thirty second to one minute networking pitch that showcases your personal “brand” and your goals.
Accepting challenges willingly suggests a desire to progress. Even if your initial reaction to a mentor’s advice is skeptical, you should still consider it seriously. While it may seem irrelevant at the time, often the advice will become an important opportunity for you over time. If so, let your mentor know, by providing a specific example of how you followed his/her advice and how it proved helpful. Show appreciation for the time and assistance of your mentor. Because one of their greatest rewards is your success, mentors may be very generous with their time. Along the way, you should reciprocate with even small measures of appreciation. These include returning phone calls, e-mail messages and other communications promptly.

Through a relationship similar to a friendship, mentoring supports your professional growth, and you may be comfortable discussing “thorny” issues, including cultural, race, and gender concerns. Your mentor may ask you questions about your personal life to get to know you as a whole person. Knowing something about your mentor’s life outside the institution can help you both communicate better. Make only positive or neutral comments about your mentor to others. If, after a period of time, you don’t believe that either you or your mentor are able to contribute to an effective mentoring relationship, the OFD or your Chief can assist in finding or selecting different mentors. If a relationship ends, do so on good terms, keeping the lines of communication open with your mentor.

The Role of Retired Faculty in Mentoring
Retired faculty can be a valuable resource to mentees. At UC Berkeley’s retirement center, retirees serve as mentors for students and junior faculty. They also provide formal and informal guidance to faculty considering and transitioning into retirement. Similarly, retired faculty are utilized as mentors at: the University of Massachusetts, the University of Pennsylvania, the University of Utah, the University of Michigan, Dartmouth College, the University of Vermont and the University of Mississippi Medical Schools, among others.21,22

Mentorship – What do Mentors expect Junior Faculty will do?
It is essential that mutual expectations be agreed upon at the onset of the relationship, including the time frame of the mentoring relationship. Mentors expect that junior faculty will:
1. Meet or make contact in accordance with the agreed upon plan
2. Formulate short- and long-term goals including identifying values and a timeline for acquisition of skills and completion of tasks such as: writing a paper, joining a professional society, applying for a grant, initiating a new clinical or teaching activity, or learning new leadership skills, etc.
3. Set the agenda for each meeting
4. Be prepared for meetings and follow through on recommendations and commitments
5. Ask for advice and listen thoughtfully
6. Interact in a positive, proactive manner
7. Take responsibility for their own development
8. Respect and accept gender, racial/ethnic, generational, and other differences. Be sensitive to how other cultures view hierarchy and authority, particularly if it impacts communication and feedback.
9. Be a role model, exhibiting the highest professional standards.
The Mentee’s Checklist

Preparation
☐ Ask yourself – What are my goals? How can a mentor assist me in meeting these goals? What are my competency levels and skill sets?
☐ Introduce yourself by phone, brief letter or email. Invite a meeting and set forth the agenda. Be ready to ask for advice and listen thoughtfully.
☐ Update your résumé/CV and send a copy to your mentor in advance of your first meeting.
☐ Ask for and review a copy of your mentor’s résumé/CV in advance of your first meeting. Look at some of your mentor’s publications.
☐ Think about your Developmental Network (colleagues, juniors, mentees, family and friends) including your Community of Mentors (scholarly mentors, career advisors, educators, co-mentors, peer mentors, e-mentors) who you turn to regularly for career advice and support, both inside and outside your division/department/school. (An exercise to help you map and analyze your Developmental Network is included in Appendix A).

First and second meetings
☐ Discuss your short- and long-term professional goals and proposed project. Work together to develop steps toward these goals with a timeline.
☐ Consider the skill sets that require additional mentors: What skills do I need to learn or improve? Who can help me navigate the organizational culture? What do I want to change about my work style? List the people in your Community of Mentors and Developmental Network who can provide career advice, coaching, or support; review gaps. Are there other mentors or collaborators needed?
☐ Decide together on the frequency of meetings which can vary based on needs of individuals, but occurs as often as several times a week to once every month or two. Interactions may range from brief email to a phone “check-in” to lengthy follow up. Either member can initiate a meeting; do not wait for your mentor.
☐ Send a written agenda to your mentor at least a day before your meetings.

Some Topics for Discussion for Junior Faculty with a focus on Research, Clinical Care, and Medical Education (Note there is no set order for addressing these topics).

Research
☐ Discuss proposed research project and how to develop aims and hypotheses.
☐ Do you need to add mentors with expertise in the specific research project you are working on to your Developmental Network?
☐ Write out a 2 page concept paper with brief background, aims and hypotheses, and analysis plan of your proposed research.
☐ Assess skills/resources needed for projects and timeline.
☐ Ask about funding opportunities and how to interact with project officers.
☐ Meet frequently to ensure progress in meeting original project goals, developing new projects, writing manuscripts or grants.
Clinical Care
☐ Discuss clinical expectations and goals for continuous learning. Are there areas of clinical focus and innovation for scholarship (review articles, case reports), research, collaborations, and teaching?
☐ Discuss the proposed QI project – what are the aims? Project design and methods? Assessment? Collaborators?
☐ Assess skills/resources needed for projects and timeline.
☐ Do you need to add mentors with expertise in QI, health care reform, billing and coding, informatics, epidemiology, specific medical content or methodology, or statistics to your Developmental Network?
☐ Discuss your membership in professional clinical organizations. Are there other professional committees/organizations you should be joining or taking on more of a leadership role?
☐ Are there courses at HMS or medical student rotations at Children’s related to clinical expertise? Are there opportunities to be a tutor or give community presentations or Grand Rounds? Are there teaching skills needed for you to achieve national recognition?

Medical Education
☐ Discuss courses and lectures taught and evaluations/ratings. Were you responsible for any innovative teaching methods? What strategic venues such as Grand Rounds or conferences have you been invited to speak at? Who has observed you during teaching? What type of feedback have you received? What are your strategies for improvement?
☐ Discuss courses/presentations that you have attended, such as those offered by the Harvard Macy Institute or HMS Medical Education Grand Rounds. Would you benefit from participation in Children’s medical education certificate program, peer observation and feedback of teaching sessions?
☐ Are you a member of The Academy for Teaching and Educational Innovation and Scholarship at Boston Children’s Hospital and/or The HMS Academy? Are you a residency or fellowship program director? Do you teach at HMS? Are there other professional educational committees/organizations you should be joining or taking on more of a leadership role?
☐ Do you need to add mentors with expertise in medical education or the specific educational project you are working on to your Developmental Network?
☐ Discuss a proposed educational project – what are the aims? Hypotheses? Project design and methods? Sample size? Assessment? Publications on the topic? Pilot data, if any? Collaborators? Authorship? What professional networks and online communities can facilitate your project?
☐ Write out a 2 page concept paper with brief background, aims and hypotheses, and analysis plan of your proposed project.
☐ Assess skills/resources, including funding, needed for projects and timeline.

“A mentor should help the mentee achieve his/her maximum potential by having high expectations, giving frequent feedback and leading by example.”

Arin Greene, MD
2013 HMS Young Mentor Award Recipient

“Mentoring relationships are priceless as you watch mentees move over potential paths. For the mentor, each relationship is a time to grow as well. Such win-win bonds are special.”

Jessica Henderson Daniel, PhD
1998 HMS A. Clifford Barger Excellence in Mentoring Award Recipient

Successful Mentoring for Junior Faculty
Boston Children’s Hospital, 2018. All rights reserved
Promotion
☐ Discuss career trajectory and skills/deliverables needed to progress to next level. Familiarize yourself with the HMS Guidelines for Promotion in your specific Area of Excellence.

Balance and Negotiation
☐ Ask your primary mentor to identify key steps in his/her career path that seem valuable.
☐ Ask about resources for family, child care, and work/life balance.
☐ Learn about successful negotiating styles and skills.

Follow-up Meetings
☐ Set mutual expectations and responsibilities at the onset of the relationship and follow through.
☐ Investigate need for specific mentors and skills and how the plan can be actualized over time.
☐ Use the checklist to track progress. Keep an ongoing portfolio of activities and works in progress, and check your timeline.
☐ Suggest potential topics for future meetings, such as meeting goals, time management, work/life balance, negotiation, manuscript completion, etc.
☐ Continue to assess the skill sets that require additional mentors: What skills do I need to learn or improve? What do I want to change about my work style? What professional networks and online communities are important?
☐ Try to maintain relationship for at least one year. Reevaluate mentoring relationship as needed, but at least annually. Agree on confidentiality and no-fault termination.

“I’ve been fortunate to be able to guide young scientists who have a lot to learn but also a lot to teach – whose knowledge and skills are often highly complementary to my own. This keeps the process interesting, fresh and evolving.”
Kenneth Mandl, MD
2008 HMS A. Clifford Barger Excellence in Mentoring Award Recipient

“Mentors should provide a very rigorous scientific environment, where lab members are constantly challenged to think about and justify their work, but at the same time promote a friendly and open environment where collaborative work and active discussion are constantly encouraged.”
Frederick W. Alt, PhD
2016 HMS William Silen Lifetime Achievement in Mentoring Recipient
The BCH Strategies for Mentors and Successful Mentoring for Junior Faculty booklets are endorsed by the OFD Advisory Committee, Senior Administration, and the Department, Division and Program Chairs.

**OFD Advisory Committee**

Elizabeth Armstrong, PhD
Sandra Burchett, MD, MS
Vincent Chiang, MD
Jessica Henderson Daniel, PhD
Lynne Ferrari, MD
Laurie Fishman, MD
James S. Kasser, MD
Margaret Kenna, MD, MPH
Monica Kleinman, MD
Jordan Kreidberg, MD, PhD
Alan Leichtner, MD, MSHPEd
Frederick H. Lovejoy, MD
Joseph A. Majzoub, MD

Meaghan Muir, MLIS
Shari Nethersole, MD
Jane W. Newburger, MD, MPH
Lori Newman, MEd
Orah S. Platt, MD
Tina Young Poussaint, MD
Elizabeth Rider, MD, MSW
Lynda Schneider, MD
Robert Shamberger, MD
Lydia Shrier, MD, MPH
Susan Waisbren, PhD
Valerie L. Ward, MD, MPH
Alan Woolf, MD, MPH

The OFD would like to acknowledge the following resources, from which the booklets on mentoring were developed in 2002 and subsequently revised in 2004, 2006, and annually 2008 through 2018.

**Acknowledgements**

- Boston Children’s Hospital’s mentors, including recipients of the HMS William Silen Lifetime Achievement in Mentoring Award: Frederick Alt, PhD; David Clapham, MD, PhD; S. Jean Emans, MD; Gary Fleisher, MD; Richard Grand, MD; Stephen Harrison, PhD; Isaac Kohane, MD, PhD; John Mulliken, MD; Jane Newburger, MD, MPH; Alan B. Retik, MD; R. Michael Scott, MD; and Joseph Volpe, MD;
- the A. Clifford Barger Excellence in Mentoring Award: George Q. Daley, MD, PhD; Jessica Henderson Daniel, PhD; Henry Feldman, PhD; Jonathan Finkelstein, MD, MPH; Gary Fleisher, MD; Isaac Kohane, MD, PhD; Joseph Majzoub, MD; Kenneth Mandl, MD, MPH; Marie McCormick, MD, ScD; Marsha Moses, PhD; Ellis Neufeld, MD, PhD; Brian Snyder, MD, PhD; and Kimberly Stegmaier, MD;
- and the Young Mentor Award: S. Bryn Austin, ScD; Diane Bielenberg, PhD; Alyna Chien, MD; Kathleen Confony, MD; Arin Greene, MD; Ashwini Jambhekar, PhD; Caleb Nelson, MD, MPH; Lise Nigrovic, MD, MPH; Peter Nigrovic, MD; Peter Park, PhD; Wanda Phipatanakul, MD, MS; Mark Puder, MD, PhD; and Sara Toomey, MD, MPhil, MPH, MSc; and comments by their respective mentees.

- Our thanks to Lynda Means, MD, for the “Blueprint” for Professional Development in the Department of Anesthesia, Perioperative and Pain Medicine and to Rosemary Duda, MD, for initiating a mentoring course at BIDMC; Ellen Seely, MD, and Audrey Haas, MBA, for insights from the mentoring course at BWH; Donna Lawton, MS, for contributions to establishing a mentoring program at MGH; the Joint Committee on the Status of Women (JCSW) for its mentoring survey and ongoing efforts to improve the quality of mentoring; and Kathy Kram, PhD, for her expertise on Developmental Networks.
- Joint hospital mentoring course Program Directors
  Handouts and presentations from the joint HMS hospital mentoring courses

*Successful Mentoring for Junior Faculty*
*Boston Children’s Hospital, 2018. All rights reserved*
References


Other Resources

1. Boston Children’s Hospital Office of Faculty Development Developmental Networks Exercise and PowerPoint Presentation http://www.childrenshospital.org/research/ofd (Click on Community of Mentors link on the left)
2. HMS Task Force on Faculty Development and Diversity Recommendations http://hms.harvard.edu/sites/default/files/assets/Sites/Acad_Clin_Aff/files/FDD%20Full%20Report_FINAL.pdf
5. Guidelines from Mentoring Programs at the following academic medical centers: Harvard Medical School, Eastern Virginia Medical School; UCLA School of Medicine; Medical College of Wisconsin; the University of Michigan’s ADVANCE Program, and the University of California, San Francisco.
Appendices

A. Mapping Your Developmental Network Exercise 14
B. Resources for Medical Educators 17
C. Annual Career Planning Conference Forms 18
D. Structured Peer Mentoring 21
Appendix A. Mapping Your Developmental Network Exercise

Developmental Networks are comprised of people who provide you with professional and/or personal support. A Developmental Network may include traditional scholarly/research mentors, advisors, peer mentors, e-mentors, colleagues, juniors, mentees, family, and friends. The following steps will help you assess your Developmental Network relative to your short and long term career goals. You are also encouraged to read “A New Approach to Mentoring” by Kathy Kram and Monica Higgins (http://bit.ly/1o7s8lp)

The table on page 15 helps you reflect and identify the people who assist you in 3 different ways: 1) People who help you get the job done; 2) People who help you advance your career; 3) People who provide personal support for you

People with whom you have more than one kind of relationship should be listed more than once (i.e. one person could be in two or three categories). Place them in the column that best describes the type of relationship you have with them. Close relationships are ones where there is a high degree of trust, liking and mutual commitment. Distant relationships are ones where you don’t know the person very well. Moderate relationships are in the middle, neither very close nor distant. The length of the line connecting each person back to you represents the relative closeness of your relationship. Superiors, peers and juniors are placed above, at the same level, or below you, based on their relationship to you. 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. A sponsor is a senior/influential person who actively advances your career trajectory. Write “mentor” or “mentee” inside the shape (square, triangle, or circle) of anyone you consider in that role. See example below.

Example of a Developmental Network Map

My Career Goals: To become a funded researcher focused on health disparities and access to care

Getting the Job Done: People who help you fulfill your work requirements. They may work directly with you, and/or have provided leads to others who helped you with important information, scientific or technical advice, expertise or resources.

<table>
<thead>
<tr>
<th>Close Relationship</th>
<th>Moderate Relationship</th>
<th>Distant Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS, research assistant (Mentee)</td>
<td>JD, PI of grant ★</td>
<td>CJ, administrative assistant</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Close Relationship</th>
<th>Moderate Relationship</th>
<th>Distant Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR, senior faculty member in your division (Mentor) ★</td>
<td>JD, PI of grant ★</td>
<td>SW, Department Chair ★</td>
</tr>
<tr>
<td>★ AB, faculty at another institution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Close Relationship</th>
<th>Moderate Relationship</th>
<th>Distant Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG, spouse</td>
<td>FW, friend at work</td>
<td></td>
</tr>
<tr>
<td>DR, senior faculty member in your division (Mentor) ★</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intra-organizational --------
Extra-organizational -------
★ well connected and/or “sponsors”
My Career Goals are:

Your Developmental Network Table and Map:

Getting the Job Done: People who help you fulfill your work requirements. They may work directly with you, and/or have provided leads to others who helped you with important information, scientific or technical advice, expertise or resources.

<table>
<thead>
<tr>
<th>Close Relationship</th>
<th>Moderate Relationship</th>
<th>Distant Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Close Relationship</th>
<th>Moderate Relationship</th>
<th>Distant Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Close Relationship</th>
<th>Moderate Relationship</th>
<th>Distant Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analyzing and Maintaining Your Network

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>How similar or different are these individuals (in terms of gender, race, function, geography, organizations) to each other and to you?</td>
</tr>
<tr>
<td>Redundancy</td>
<td>How much overlap is there? Does one person serve every function? Do you have many people helping you get the work done but no one providing personal support?</td>
</tr>
<tr>
<td>Interconnectivity</td>
<td>How closed is the network in the sense that most of the people know each other?</td>
</tr>
<tr>
<td>Strength of Connection</td>
<td>What is the spread of people in terms of closeness and distance to you?</td>
</tr>
<tr>
<td>Balance</td>
<td>Is your network balanced or in danger of tipping? Do you have too many mentors and no mentees? Or for more senior faculty, do you have too many mentees but no longer have mentors?</td>
</tr>
<tr>
<td>Connections to Power/Influence</td>
<td>How many individuals would you characterize as influential in the department or hospital or field?</td>
</tr>
<tr>
<td>Size</td>
<td>How large or small is your network? Does the size fit your goals? Is the network a size that you can maintain?</td>
</tr>
</tbody>
</table>

Intra-organizational ________
Extra-organizational __________
★ well connected and/or “sponsors”
Developmental Network: Range
Kram differentiates between high range and low range social systems in Developmental Networks. In the figure below, each Developmental Network consists of 6 people, but how they are grouped differs:

**Low Range** – small number of social systems, most advantageous for individuals who want to advance within their current field and organization.

**High Range** – multiple levels of social systems, most advantageous for individuals who seek to change fields and/or to move to a different organization or work across multiple sites. The choice depends on short and long term career goals which may evolve over time.

![Structure of A Developmental Network](image)

Figure. Range of a Developmental Network

What’s Next?
Summarize the THEMES you see in your network, your STYLE of networking, and/or what you might want to do differently in the future. Think about how to maintain the strengths of your network, how to diversify, how to make sure relationships are bi-directional, and how with time to increase the number of mentees and advisees.
Appendix B. Resources for Medical Educators

BCH Department of Medical Education
The centralized Department of Medical Education (DME) coordinates educational programs and initiatives at BCH including the Academy for Teaching and Educational Innovation and Scholarship, Continuing Medical Education (CME), Graduate Medical Education (GME), and Undergraduate Medical Education (UME). https://dme.childrenshospital.org

BCH Department of Medical Education
The centralized Department of Medical Education (DME) coordinates educational programs and initiatives at BCH including the Academy for Teaching and Educational Innovation and Scholarship, Continuing Medical Education (CME), Graduate Medical Education (GME), and Undergraduate Medical Education (UME). https://dme.childrenshospital.org

- **BCH Academy for Teaching and Educational Innovation and Scholarship**
  The BCH Academy for Teaching and Educational Innovation and Scholarship was established to enhance teaching across the hospital, foster scholarship in education, and support career advancements for educators through an inter-professional and multi-disciplinary learning community that promotes educational collaboration and resource sharing. Members choose between two tracks – teaching and scholarship. Scholar members meet regularly with facilitated working groups where they present and receive feedback on their research projects and curricular innovations. Other offerings include biannual education retreats, monthly Professional Development seminar series, workshops, networking, teaching consultation, and scholarly mentorship. BCHAcademy@childrens.harvard.edu

- **BCH Teaching Certificate**
  The BCH Teaching Certificate Program offers healthcare professionals a focused pathway to greater understanding of educational principles in clinical practice and to refine their teaching skills through individualized performance and feedback. Teaching Certificate sessions include the biannual BCH Academy retreat, Academy seminar offerings, and a lunchtime series focusing on core teaching skills. Certification is attained over a two-year cycle. Division Chairs and Department Supervisors nominate physician and healthcare professional educators to participate in the Teaching Certificate Program. MedicalEducation@childrens.harvard.edu

HMS Academy Seminars in Medical Education
Seminars are open to teachers in the HMS community
http://hms.harvard.edu/departments/academy/academy-events

Fellowships
- **Rabkin Fellowship for Medical Educators**: the one-year Fellowship (20% of time) is funded by BIDMC for their faculty. At BCH fellows are supported by their department/division. The Fellowship provides the opportunity for faculty to develop the expertise and skills needed for careers in medical education.
  http://www.bidmc.org/Medical-Education/Rabkin-Fellowship.aspx

- **HMS Academy Fellowships in Medical Education**
  This endowed, competitive program seeks to develop and enhance the fellows’ analytical skills as medical education researchers and teaching skills as medical educators. Each fellow applies with a project to be completed during the fellowship year; participants are expected to devote 10% of time to project and Fellowship activities.
  http://hms.harvard.edu/departments/academy/academy-fellowships-medical-education
Harvard Macy Institute Programs: Program for Educators in Health Professions; A Systems Approach to Assessment in Health Professions Education; Leading Innovations in Health Care & Education; Health Care Education 2.0 – Transforming Your Teaching for the Digital Age: Program for Post-Graduate Trainees: Future Academic Clinician-Educators.

The Harvard Macy Institute brings together health care professionals, educators, and leaders to discuss the critical challenges and design innovative solutions that have a lasting impact on the way medicine is practiced and students are educated. The goal is to foster transformative learning experiences that prepare the Harvard Macy scholars to lead institutional change and professional growth. Deadlines vary by program. http://www.harvardmacy.org/

Master’s Programs in Medical Education

- Master of Science in Health Professions Education at the MGH Institute of Health Professions: This innovative master’s program is designed for health professionals who wish to improve their teaching methods. The 33-credit program addresses core educator competencies. Students proceed through the program with a cohort of health professionals from across the health care spectrum. For questions or more information, please contact Deborah Navedo, PhD, CPNP, CNE, Director, (Phone: (617) 643-4899; Email: dnavedo@mghihp.edu, https://www.mghihp.edu/mshped

- Masters of Medical Sciences in Medical Education at Harvard Medical School: Their mission is to give individuals who already excel in one of the health professions or health sciences disciplines an opportunity to turn their specialized knowledge and skill towards the advancement of medical education itself. The HMS MMSc-Medical Education, through research, skill building, and innovation, seeks to transform medical education in the service of advancing the health sciences and healthcare here and abroad. That is, through advancing medical education. The Program seeks to advance science and its application to serve the ultimate goal of relieving human suffering. For questions or more information, please contact Program Director Jennifer Kesselheim, MD, EdM (MMSc_Med_Ed@hms.harvard.edu). https://hms.harvard.edu/education/graduate-education/harvard-medical-school-masters-medical-education-program
Appendix C. Annual Career Planning Conference Forms

HMS Faculty  
Boston Children’s Hospital  
Office of Faculty Development  
Annual Career Planning Conference 2018–2019 Faculty Form

Each Faculty member should schedule a Career Planning Conference with his/her Department/Division/Program Chief, Faculty Mentor, or Departmental Designee and update the HMS CV before May 30th each year. The dialogue should address (1) career progress and goals for the coming year, as applicable, in clinical care, teaching, research, administration, membership and leadership in societies/professional organizations, work/life balance, and community outreach; (2) preferred timing of milestones in your career trajectory and changes desired in the balance of activities and career/academic workload; and (3) skills and resources needed to accomplish goals.

Name of Faculty: _____________________________________________________________
Division/Department: _______________________________________________________

Part I  To be completed by the Faculty member BEFORE the conference. Take your updated CV to the conference, highlighted with accomplishments during the past year. Use the CV template: http://cv.hms.harvard.edu/ and read the detailed instructions: http://cv.hms.harvard.edu/docs/CV_instructions_full.pdf on HMS CV to ensure that each entry is in the correct category.

A. Academic and Career Accomplishments during this past year (Highlight on CV)

<table>
<thead>
<tr>
<th>Please put an X under the “Yes” column if in the past year you have accomplishments in this area:</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications, guidelines, web resources, syllabi</td>
<td>☐</td>
</tr>
<tr>
<td>Abstracts accepted or presented</td>
<td>☐</td>
</tr>
<tr>
<td>Member of any committees or editorial boards, ad-hoc reviewer</td>
<td>☐</td>
</tr>
<tr>
<td>Member of BCH and/or HMS teaching academies</td>
<td>☐</td>
</tr>
<tr>
<td>Honors and/or awards</td>
<td>☐</td>
</tr>
<tr>
<td>Presentations, Visiting Professor lectureships</td>
<td>☐</td>
</tr>
<tr>
<td>Courses taught</td>
<td>☐</td>
</tr>
<tr>
<td>Grants, patents, support</td>
<td>☐</td>
</tr>
<tr>
<td>Research or grant review panels, IRB</td>
<td>☐</td>
</tr>
<tr>
<td>New diagnostic, surgical, technical skills</td>
<td>☐</td>
</tr>
<tr>
<td>Administrative positions</td>
<td>☐</td>
</tr>
<tr>
<td>Community service, outreach, or patient education</td>
<td>☐</td>
</tr>
<tr>
<td>Other, such as course work, degree (MBA, MS, MPH), or global health project</td>
<td>☐</td>
</tr>
</tbody>
</table>

2. What were your most important goals for this past year? Check which ones you feel you have met.

3. Are you familiar with HMS promotion criteria? Select one.
☐ Yes          ☐ No          ☐ Not Sure          ☐ Not Applicable
4. Which Area of Excellence most closely matches your career trajectory?
   - [ ] Investigation
   - [ ] Clinical Expertise and Innovation
   - [ ] Teaching and Educational Leadership
   - [ ] Not Sure

B. Mentoring
1. List your community of mentors/professional development support at Boston Children’s Hospital and other institutions. What role does he/she play in your career development or Developmental Network?

<table>
<thead>
<tr>
<th>Institution</th>
<th>Mentor Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. If you have mentees/advisees, please list and give your role. Do you need additional skills to mentor effectively?

<table>
<thead>
<tr>
<th>Mentee Name</th>
<th>Your Role</th>
<th>Additional Skills Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Career Trajectory and Timeline
Describe your goals for the next 1-2 years:

1. Clinical Expertise and Innovation
   - Clinical care/Surgical techniques/Clinical innovation:
   - Publications (reviews, chapters, books):
   - Societies/professional organizations:

2. Investigation
   - Grants, Grant writing (outline pending grants):
   - Publications, abstracts:
   - Review panels, editorial boards, societies:

3. Teaching and Educational Leadership:

4. Administration and Institutional Leadership:

5. Patient Education and Service to the Community:

6. Work/Life Balance:

D. Resources
1. What institutional/departmental resources have helped you to achieve your goals?

2. What challenges did you have?

3. What institutional/departmental resources and skills do you need to help you achieve your goals next year?

Signature of Faculty ___________________________ Date ______________
Name of Faculty __________________________________________
Name of Chief/Mentor/Designee for Career Conference ________________ Date __________

Part II. To be completed by Chief/Mentor/Designee at the end of the conference and signed by Faculty and Chief

A. The most important goals to be achieved in this next year are:
Clinical Expertise and Innovation:

Investigation:

Teaching and Educational Leadership, Mentoring others

Grant writing/Funding:

Scholarship:

Involvement in societies/professional organizations:

Administration and Institutional Service:

Education of Patients and Service to the Community:

Work/Life Balance:

Other:

B. Community of Mentors include:

C. Readiness and Metrics (specific accomplishments/activities) for Promotion to next rank, if applicable.
Review criteria for promotion and create a customized profile:

Scholarship (type, 1st author, senior last author)
Grants
Presentations
Mentees
Recognition, Leadership Positions
Innovations
Other

D. I have provided specific counsel regarding these goals and career development as follows:

Signature of Faculty __________________________________ Date ________________
Signature of Chief/Designee ___________________________ Date _______________
Appendix D. Structured Peer Mentoring

An example of a structured peer mentoring group is the Healthcare Businesswomen’s Association (HBA), http://www.hbanet.org/, which served as a model for the MASS Association for Women in Science (AWIS) peer mentoring program, http://www.mass-awis.org/mentoring. Groups, meet together for an agreed upon length of time, typically from 2-6 hours per month from September – April, and are formed around common career aspirations and interests. Formal goals, minimum time commitments, and responsibilities of mentors, mentees and Connectors are clearly defined. Peer groups provide opportunities to build multiple mentoring relationships including those between mentor and mentees, as well as peer mentoring relationships among the mentees themselves. The role of Mentor is given to a more experienced person who acts as a role model, compatriot, challenger, guide or cheerleader for the group which consists of 3-5 peer mentees. Mentors help channel and promote productive discussions with a focus on career growth and problem solving within a supportive environment. A Connector is an ombudsmen for the mentoring group. If a mentor or mentee is experiencing conflict or frustration within the group, the Connector will step in to mediate the situation (See Figure and list of responsibilities for mentors, mentees and Connectors below).

Figure. Example of a Peer Mentoring Group

Peer Group Mentoring Roles:

Mentor Responsibilities
- Set up initial meeting and lay out expectations for remainder of the year
- Guide the discussion at all meetings and facilitate involvement of all members
- Flag issues, if necessary reach out to the Connector for help
- Provide resources and help create programs

Mentee Responsibilities
- Set personal and/or group goals
- Schedule meetings (plan at least 1 month ahead)
- Create agendas (what does group want to discuss?)
- Provide homework to group so that everyone is prepared for the discussion

Connector Responsibilities
- Monitor progress of assigned Mentoring Group
- Provide guidance on toolkits, best practices, and reference materials
- Be a contact for raising concerns, questions, and issues that cannot be resolved within the Mentoring Group