Becoming an Effective Leader and Mentor: Strengthening your Developmental Network

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
Developmental Networks and Mentoring

Traditional mentoring relationship: a single senior colleague who introduces you to the dimensions of academic medicine and advocates for and helps guide your career.

Consider this: How can one mentor know enough to help you keep up with rapidly changing technology, as well as navigate the challenges of globalization, a multicultural work force, and team-based decision making?

A developmental network consists of a small group of people to whom you can turn for regular mentoring support and who have a genuine interest in your learning and development. Think of it as your “Personal Board of Directors.”

© S. Jean Emans, M.D. and Ellen W. Seely, M.D., 2014. This PowerPoint was adapted, with permission, from the work of Kathy Kram, PhD, (Boston University School of Management) by S. Jean Emans, MD, and Maxine Milstein, MBA (Boston Children’s Hospital) and Ellen W. Seely, MD, and Audrey Haas, MBA (Brigham & Women’s Hospital). All rights reserved. This material cannot be duplicated or used without permission.
It Takes a Network
Kathy E. Kram and Monica C. Higgins

“A New Approach to Mentoring”
http://online.wsj.com/article/SB122160063875344843.html

• **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.
# Beyond One-on-One

How the network model of mentoring compares with the traditional model

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Developmental Network</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentor</strong></td>
<td>Individual</td>
<td>Group</td>
</tr>
<tr>
<td><strong>Role of Mentor(s)</strong></td>
<td>Expert passing on knowledge</td>
<td>Co-learners sharing knowledge</td>
</tr>
<tr>
<td><strong>Relationship(s)</strong></td>
<td>Hierarchical Stable Within the organization</td>
<td>Hierarchical and peer Changing Inside and outside the organization</td>
</tr>
<tr>
<td><strong>Individual Outcomes</strong></td>
<td>Enhanced performance, career accomplishments and satisfaction; career advancement</td>
<td>Enhanced performance, learning, self-awareness, social skills and leadership capability</td>
</tr>
<tr>
<td><strong>Organizational Outcomes</strong></td>
<td>Enhanced performance and retention</td>
<td>Enhanced performance, retention, organizational learning, innovation and leadership capacity</td>
</tr>
</tbody>
</table>

Source: Kathy E. Kram and Monica C. Higgins

HMS joint hospital course for faculty mentors 2009
Developmental Network Exercise
Mapping your Network

Think back over past 1-2 years 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

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. Write “mentor” or “mentee” inside the shape (square, triangle, or circle) of anyone you consider in that role.
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.
People who provide *personal support for you*:
people you go to for your emotional well being and psychosocial support; ones with whom you share experiences—positive and negative, consult about decisions or concerns that are important to you, vent/commiserate with, debrief critical experiences with—people with whom you can be yourself.
My Developmental Network Map

**You:** Junior Faculty

### Types

**Getting the Job Done:** People who help you fulfill your work requirements. They provide technical advice, introductions, expertise, and/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></td>
<td>AB, faculty at another institution</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>
A Developmental Network Map Example

Senior to me

Peers

Junior to me

Getting the Job Done
Advancing Your Career
Getting Personal Support

Intra-organizational ---
Extra-organizational ······
Developmental Network Exercise
Analyzing Your Network

Research demonstrates that networks vary in structure, content, and quality of relationships. Jot down some answers to the following questions in order to better understand the potential value and limitations of your current network.

**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?
Structure of A Developmental Network

Low Range

- institutional colleagues
- professional associations

High Range

- funders
- professional associations
- institutional colleagues
- family/community

Adapted from: Kathy Kram, PhD, Boston University School of Management, 2009
Low Range and High Range Networks

• **Range** refers to the number of different social systems in a developmental network.
  In the previous slide 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.

• The choice depends on short and long term career goals which may evolve over time.
Developmental Network Exercise

With the person sitting next to you, take **10 minutes** to:

- Present and analyze your network
- Discuss the patterns in your network
- Discuss how to maintain and when and why to change one’s developmental network.
Conclusions and Self-Reflection

Write down:

• One way in which you might use this concept of developmental networks when setting up curricula for interacting with trainees or mentees

• One action step you will take related to your network or your career development