Welcome! We will start on time at 7:30.
Introductions

Workshop Facilitators

Farzaneh A. Sorond, MD, PhD
Associate Dean for Faculty Development
Vice Chair for Faculty Development and Education, Department of Neurology
Chief of Stroke and Neurocritical Care in the Department of Neurology
Dean Richard H. Young and Ellen Stearns Young Professor

Jeanne M. Horowitz, MD
Vice Chair for Academic and Faculty Affairs, Department of Radiology
Associate Professor of Radiology (Body Imaging)

Kenzie A. Cameron, PhD, MPH
Director, NUCATS Mentoring Programs
Research Professor of Medicine (General Internal Medicine and Geriatrics), Medical Education, Medical Social Sciences and Preventive Medicine
Agenda

• Learning Objectives
• Mentoring and Career Development Needs
• Defining Developmental Networks for Career Development
• Mapping Your Developmental Network: Identifying your Developers
  - Individual Activity/Breakout #1: Identifying your Developers
• Mapping your Developmental Network: Identifying Career and Personal Goal Areas, a.k.a. your “Buckets”
• Evaluating Your Developmental Network
• Action Planning
• Take Aways
Learning Objectives

By the end of this workshop, participants will...

• Compare and contrast the roles of mentors and/or developers in your academic career
• Begin identifying their own developmental network (“developers”) who:
  - Help get work done
  - Help in career advancement
  - Provide personal support
  - Serve as role models
• Identify Career and Personal Goal Areas
  - Begin to identify relevant developers in each area
• Appraise and Evaluate their initial Developmental Networks
• Recognize the Need for Action Planning and Next Steps
Mentoring and Career Development Needs
Click on “Annotate”

A bar will appear that allows for annotation

Use:
- TEXT
  (Format: if need to increase font)
- STAMP
- ERASER if needed
What I most need from my mentor is....
What I most need to advance my career is....
Make a note of your responses in terms of your greatest perceived mentoring need and career advancement need.

Consider time frame of 3 – 6 months.
Defining Developmental Networks for Career Development
<table>
<thead>
<tr>
<th>Mentoring Myths</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You have to find one perfect mentor</strong></td>
</tr>
<tr>
<td><strong>Mentoring is a formal, long-term relationship</strong></td>
</tr>
<tr>
<td><strong>Mentoring Matches need to be perfect</strong></td>
</tr>
<tr>
<td><strong>The closer a mentor is to my specific area of research or life experience, the better</strong></td>
</tr>
<tr>
<td><strong>You only need one mentor at a time</strong></td>
</tr>
<tr>
<td><strong>The mentor must be older or more senior to mentee</strong></td>
</tr>
</tbody>
</table>
A single senior colleague who introduces you to the dimensions of academic medicine and advocates for and helps guide your career.
4 Mentoring Archetypes-Chopra, Arora, Saint (2018)

**Traditional Mentor**
- Formal
- Career-focused
- Long-term
- Reciprocal

**Coach**
- Issue-focused
- Short-term

**Sponsor**
- Influential
- Visibility-focused

**Connector**
- Link mentees with others
- Create networks
- Focused on their field


Slide: Heather Heiman, MD, Director of Faculty Development and Mentoring (Clinician Educators), Division of General Internal Medicine and Geriatrics, Northwestern University Feinberg School of Medicine

Northwestern Medicine
Feinberg School of Medicine
The Strength of Weak Ties

- Acquaintances (weak ties) less likely to be socially involved with one another than close friends (strong ties)

- Weak ties form a “low density network” but provide “crucial bridges” to others
  - Weak ties may become strong over time and vice versa

- When considering your developers, realize they will fall along a continuum of how close they may be to you

Developmental Networks for Career Development

- Mentor
- Leader(s)
- Peer(s)
- Junior Colleagues
- Professional Associates
- Family & Friends

You
Developmental Networks for Career Development

Your Personal Board of Directors

- Mentor
- Peer(s)
- Professional Associates
- Family & Friends
- Junior Colleagues
- Leader(s)
## 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>
</tbody>
</table>

Life Cycle of Career Development

1. Identify Career Goals
2. Assess Strengths and Weaknesses to Achieve Goals
3. Map Developmental Network
4. Analyze Developmental Network
5. Reassess Career Goals and Network

"Survival Mode"
Mapping your Developmental Network: Identifying your Developers
The Pieces

• Your Developers: **Who** are your developers?
• Type of support: **What** do your developers do for you?
  - Get your work done
  - Advance your career
  - Provide personal support
  - Are role models
• Extent of assistance provided (**How much**: Never – Always)
# Identifying Your Developers

<table>
<thead>
<tr>
<th>Developer Name</th>
<th>Type of Support Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Helps me get the job done</td>
</tr>
<tr>
<td>1 Never</td>
<td>□</td>
</tr>
<tr>
<td>2 Rarely</td>
<td></td>
</tr>
<tr>
<td>3 Sometimes</td>
<td></td>
</tr>
<tr>
<td>4 Often</td>
<td></td>
</tr>
<tr>
<td>5 Always</td>
<td></td>
</tr>
</tbody>
</table>

*1 Never, 2 Rarely, 3 Sometimes, 4 Often, 5 Always*
Mapping Your Developmental Network

Get the Job Done  Advance Your Career  Personal Support
Mapping Your Developmental Network

- Are 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 Developmental Network

- 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 and 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 Developmental Network

- 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.
### Types of Support: What Developers May Provide

<table>
<thead>
<tr>
<th>Career Support</th>
<th>Psychosocial Support</th>
<th>Role Modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsorship</td>
<td>Encouragement and emotional support</td>
<td>Behavior to emulate</td>
</tr>
<tr>
<td>Coaching</td>
<td>Acceptance and confirmation</td>
<td>Work ethic and values</td>
</tr>
<tr>
<td>Substantive Feedback</td>
<td>Accountability for what REALLY matters</td>
<td>Inspiration and motivation</td>
</tr>
<tr>
<td>Exposure and visibility</td>
<td>Counseling</td>
<td>Productivity</td>
</tr>
<tr>
<td>Challenging assignments</td>
<td>Friendship</td>
<td>Skill set</td>
</tr>
<tr>
<td>Protection and preservation</td>
<td>Personal Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safe Space</td>
<td></td>
</tr>
</tbody>
</table>
## Social Roles of Developers

<table>
<thead>
<tr>
<th>Organization</th>
<th>Family</th>
<th>Community</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Spouse/partner</td>
<td>Personal friend</td>
<td>Former work colleague</td>
</tr>
<tr>
<td>Manager/supervisor</td>
<td>Parent/guardian</td>
<td>Romantic partner</td>
<td>Teacher/instructor</td>
</tr>
<tr>
<td>CEO/president</td>
<td>Sibling</td>
<td>Counselor/therapist</td>
<td>Business associate</td>
</tr>
<tr>
<td>Coworkers</td>
<td>Aunt/Uncle</td>
<td>Neighbor</td>
<td>Recruiter</td>
</tr>
<tr>
<td>Formal mentor</td>
<td>Grandparent</td>
<td>Spiritual guide</td>
<td>Unmet hero</td>
</tr>
<tr>
<td>Subordinate</td>
<td>Child</td>
<td>Acquaintance</td>
<td></td>
</tr>
<tr>
<td>HR representative</td>
<td>Relative/other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INDIVIDUAL ACTIVITY

Identifying Your Developers

- Individually: 2 minutes
- Start to jot down a list of your developers (see chat box for link to fillable form)
  - Note – you do NOT need to fill out the numbers for frequency yet – focus on getting names of your developers down
- You will then be sent to Breakout groups
## Identifying Your Developers: Individual Activity

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INDIVIDUAL ACTIVITY

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- You will then be sent to Breakout groups

In Group: (8 minutes total)

- Introduce yourself (BRIEFLY: Name, Division, Primary Role – e.g., research, teaching, clinical, administrative)
- **Share the types of people (or names, as comfortable) you listed**
- **Compare and contrast types of people listed among your group members**
- **Assist each other in thinking outside the box of traditional mentors – remember you are identifying DEVELOPERS**
REPORT BACK FROM BREAKOUT GROUPS

- General Reactions to task?
- How similar or different were each of you in terms of who (types of people) you listed?
- Were there any surprises from what others’ listed that you had not considered?
<table>
<thead>
<tr>
<th>Developer Name</th>
<th>Helps me get work done</th>
<th>Helps advance my career</th>
<th>Provides personal support</th>
<th>Is a role model for me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimitri (Chair)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Phil G (Colleague)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Courtney</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adam</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Don</td>
<td>X</td>
<td></td>
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<tr>
<td>Simin</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Porto</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Zoltan</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diane</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heather</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luisa</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clyde</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>WMI</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carianne</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Todd</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marianne</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kim</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Soad</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negin</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yvonne</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David G</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francis</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary A</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda V</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ayush</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minjee</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anny</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marty</td>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>
Notes on Assigning Frequency

• “Always” may refer to:
  - Your clinical staff who work with you each clinic for clinical related career goals
  - Your study coordinator for projects for which you serve as the PI

• “Sometimes” may refer to:
  - The director of a program in which you teach
  - Colleagues with whom you consult for difficult cases

• “Rarely” may refer to:
  - Colleague at outside institution (weak tie)
Mapping your Developmental Network: Identifying Career and Personal Goal Areas *a.k.a. your “Buckets”*
Preview of Process

Developers

Career and Personal Goal Areas

Developer Map

Northwestern Medicine
Feinberg School of Medicine
## Preview: Developers to Network Map

<table>
<thead>
<tr>
<th>Developer Name</th>
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</tbody>
</table>

**Type of Support Provided**

- **Helps me get the job done**
- **Helps advance my career**
- **Provides personal support**
- **Is a role model for me**

**Example**

- **Teaching**
- **Clinical**
- **Research**
- **Personal**

**Northwestern Medicine**

Feinberg School of Medicine
Another Example Network Map

Jeanne’s husband

Attorney – real estate and estate planning

Home maintenance

Parenting

Service-ISBA

Judaism
Developmental Network Map: What are your buckets?
2 PART INDIVIDUAL ACTIVITY (5 MIN)
Identifying Your Career and Personal Goal Areas

PART I:
• Think of what you want your buckets/areas to be (see chat box for link to fillable form) [2 – 3 minutes]

PART II:
• Start to put your identified developers into the areas [2 – 3 MIN]
REPORT BACK

• What are your thoughts as you are filling out this network map?

• In what areas do you see your greatest concentration of developers? What are your thoughts about that?
  • What patterns do you see?

• Did anything surprise you as you worked to fill out this map?
Evaluating your Developmental Network
Evaluating Your Developmental Network

- **Size**: Do you have the right number of developers to help you reach your goals? Should you enlist more people? Or, do you have many and need to manage those relationships more effectively?
- **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?
The Next Steps: Action Planning
Think back to your responses in terms of your greatest perceived mentoring need and career advancement need in next 3 – 6 months.
Action Planning

Identify an opportunity that you would like to pursue going forward:

1. How will your current network help you achieve your goal?
2. What type of help is missing in your current developmental network?
3. How can you leverage your current network to meet people that can be helpful to you?
4. What specific actions will you take to get things started?
5. Who is your accountability partner?
Action Planning

Why is this important?

A. Help you enhance (extend and/or strengthen) your network relative to major challenges/opportunities you will face in the next 1-3 years.

B. Help you develop a relationship building strategy that will work for you.

C. Help you develop a specific plan to pursue over the next 3-6 months.

D. Help you create an accountability mechanism.
To Remember

• Don’t restrict your developers to your own context/area
• Think creatively as to who could be your developers (whose doors could you knock on?)
• Consider what you need/what you are asking for from each of your developers
• Don’t stop here – identify your next steps
  - Action Plans
  - Accountability partner/check in
• Identifying Developers and Mapping your Network takes time
  - Not a static map – will change over your career
• Defining Developmental Networks for Career Development
• Mapping your Developmental Networks: Identifying your Developers
• Individual activity/Breakout Group: Identifying your developers
• Mapping your Developmental Networks: Identifying Career and Personal Goal Areas ("buckets")
• Individual Activity: Identifying your Career and Personal Goal Areas
• Evaluating your Developmental Network
What is your own Take Away?

• What aspect of how you have approached identifying your own Mentors/Developers do you plan to change moving forward?
  - i.e., what individual behavior change(s) could you enact to increase or strengthen your developer network?
  • Share in chat or verbally if willing
Thank You for Attending

Please Complete Brief Evaluation via REDCap (will be emailed to you)

Questions:
Farzaneh Sorond farzaneh.sorond@nm.org
Jeanne Horowitz jeanne.horowitz@nm.org
Kenzie A. Cameron k-cameron@northwestern.edu

Resources and Opportunities on Website:
https://www.nucats.northwestern.edu/education-and-career-development/investigator-development/index.html