



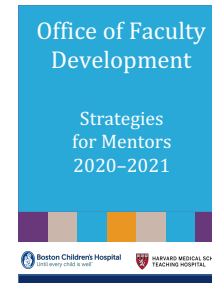
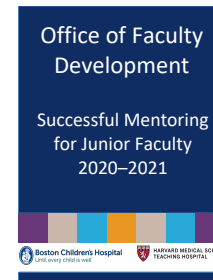
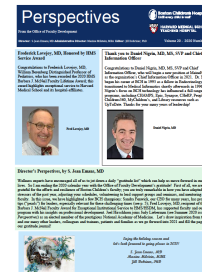
I have no disclosures

The Developmental Network Exercise was created by Jean Emans MD (OFD), Maxine Milstein MBA (OFD), Ellen Seely MD (BWH), and Audrey Haas MBA (HMS, formerly BWH) in collaboration with Kathy Kram PhD (BU Questrom School of Business).

My thanks for creative thoughts and tips about career development and promotion to the HMS Office of Faculty Affairs and for time management to Lydia Shrier MD, MPH and Judy Zola MBA.

Introduction to the OFD Initiatives

- Programs (OFD and Co-sponsored)
- Publications (website)
 - *Perspectives* newsletter
 - Mentoring Booklets
 - Development Network Exercise
 - BCH Orientation booklet
- Career Development Fellowships
(\$50,000/yr for 2 years; 25% Dept)
- CV review for faculty
- Work/life balance “juggle”
- Diversity and Med Ed Initiatives and co-sponsored events



September, 2020
OFD family apple-picking expedition

OFD Programs

Skill Development

Scientific Writing

Preparing Your NIH Budget

Presentation Skills

Promotion

Negotiation and Difficult Conversations

Building Teams and Managing People

Mentoring

Developmental Networks

Mentoring Across Differences

Checklists

Work Life Balance or “Juggle”

Time Management Solutions

Childcare Resources

Peer support groups

Career and Family Network

Making Science in Fiber Arts



Ask about BCH and HMS Resources

Library

- **Resources:** databases, ebooks, print collection, services, book club
- **Training in navigating databases** and advanced search techniques (PubMed, CINAHL/PsycINFO, EMBASE, etc.) and **using citation managers** with databases and Microsoft Word (EndNote, Mendeley)
- **Literature search assistance** - email the library with your research topic; they can also send you the full text pdf if you can't access.
- **Systematic review consultation**
- **Email:** library@childrens.harvard.edu; or chloe.rotman@childrens.harvard.edu



Offices: OFD, Fellowship Training, Health Equity and Inclusion, ICCTR, Trust, Clinician Support, Education

HMS: Catalyst, Offices of Diversity Inclusion and Community Partnership (DICP) and Faculty Affairs (OFA)

Strategy #1. Define Your Career Goals and Your Developmental Network

- What are my career goals?
- Complete a Developmental Network exercise
- Who can help me navigate BCH? Who can provide mentoring and/or sponsorship?
- Sustain your Network and reach out to others. Show appreciation.
- Be a great mentor for others!



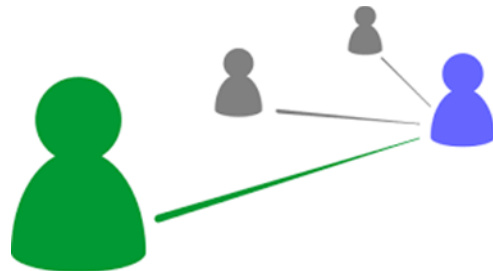
Step 1. Identify Career Goals



Step 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**



Your Developmental Network Table

My career goals are:

Types

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



Close Relationship	Moderate Relationship	Distant Relationship

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



Close Relationship	Moderate Relationship	Distant Relationship

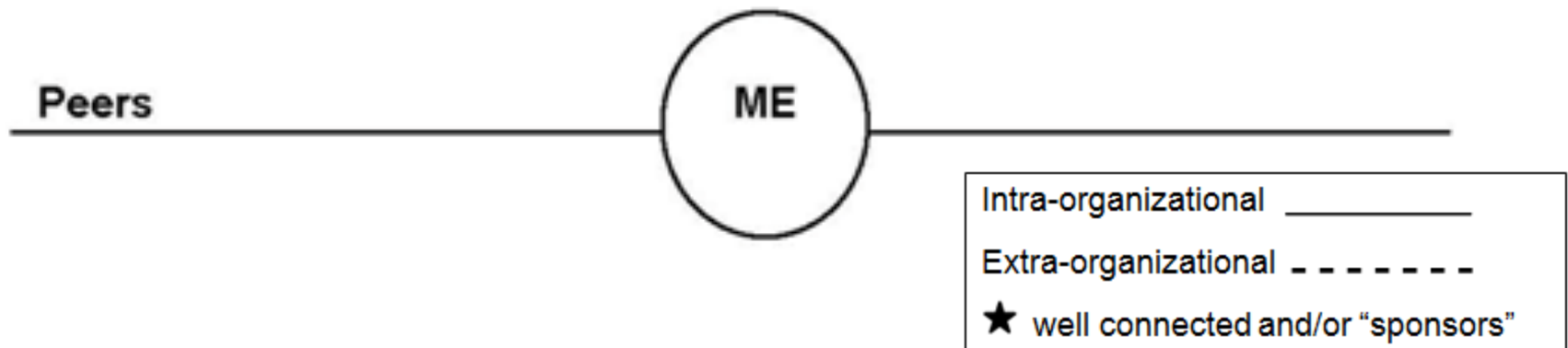
Getting Personal Support: People you go to for your emotional well being and psychosocial support.



Close Relationship	Moderate Relationship	Distant Relationship

Your Developmental Network Table and Map

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



A Developmental Network Map Example

My Career Goal: To be a PI of a lab

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.



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.



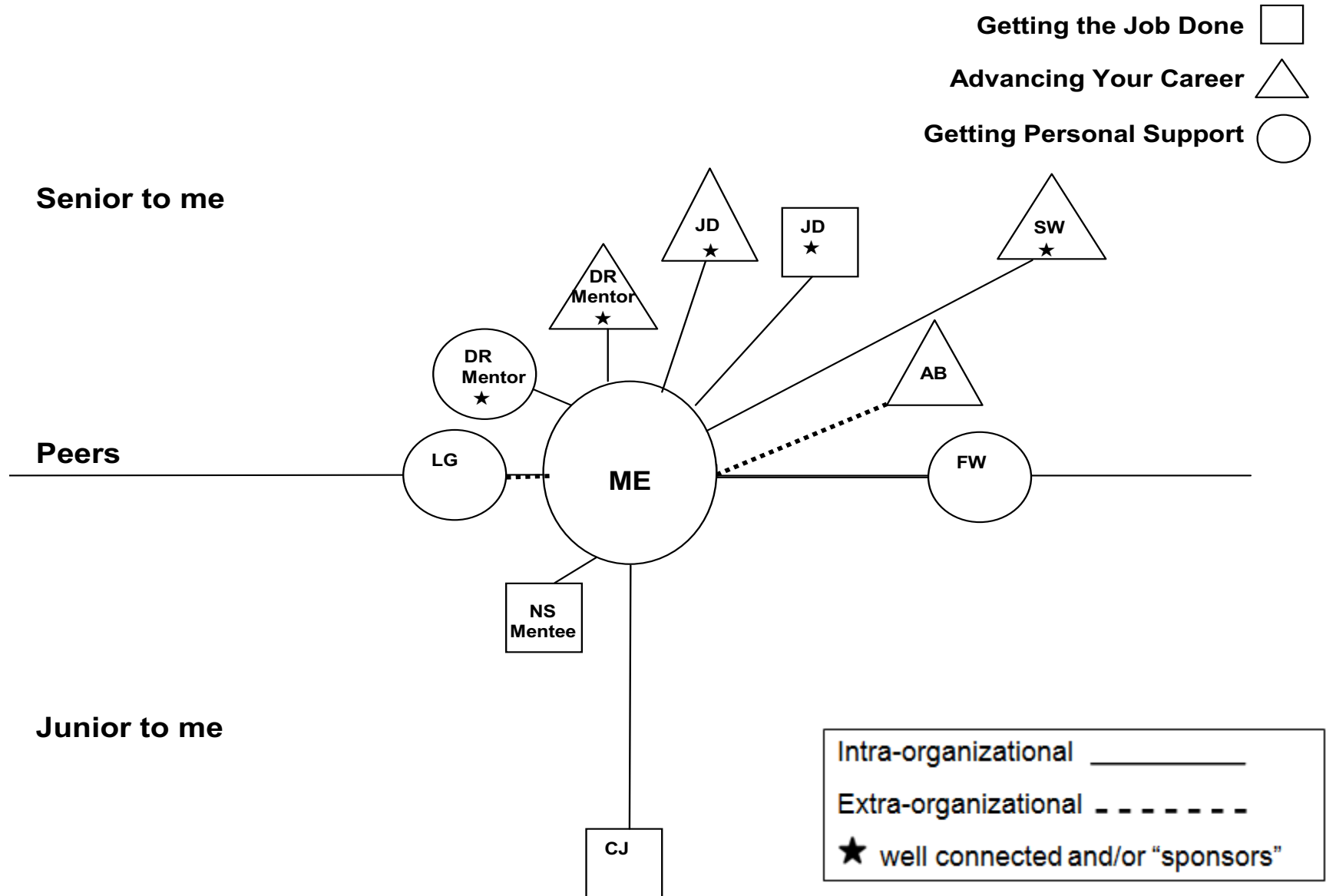
Close Relationship	Moderate Relationship	Distant Relationship
DR, senior faculty member in your division (Mentor) ★	JD, PI of grant ★	SW, Department Chair ★
	AB, faculty at another institution	

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



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

A Developmental Network Map Example



Step 3. Analyzing your Network

Networks vary in structure, content, and quality of relationships.

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

#2. Use the “24 hour rule” while Modeling Citizenship

- Faculty leaders, peers, & other groups are going to ask you to take on roles on committees, professional organizations, administrative tasks, leadership, etc.
- Say in a friendly voice for **ALL** requests - “*Thanks for the opportunity. I am honored to be asked. Let me look over my current obligations/commitments and I will get back to you tomorrow...*” Look at your current deadlines, committees, family roles. What would you need to give up? Ask your mentor for advice if not clear decision. Graciously accept or decline or delay.

#3. Know HMS Promotion Basics

- Attend HMS seminars on CV requirements, templates, and promotion metrics.
 - Instructor to Asst P 2/8/21, to Assoc P 2/16/21, to Prof 1/26/21
- Print HMS CV Instructions for easy reference.
- Add HMS and OFD websites, *Faculty Handbook* to your favorites. (DOP: use Digital Measures site)
- Promotion decisions made at the department level.
No quotas for promotions by department
- Practice your 30 second “elevator speech” on what you do at BCH?
- Keep your CV up-to-date.

One man's story...



John Enders

John Enders (1897–1985)

- Joined the HMS faculty in 1930 as an instructor
- In 1954, he won the Nobel Prize in Physiology or Medicine for his discovery that polio virus could be grown in a variety of tissues, laying the groundwork for development of the polio vaccine
- In 1956, he was promoted to Professor at Harvard Medical School

#4 Write!

- Focus on grants, research papers (not chapters)
- Sort Task list by Urgency & Importance.
- Block out time and write at times of “high energy” and focus – morning v. late night. Uninterrupted, turn off email alerts. Multitasking is a Myth!*
- For articles:
 - Discuss roles, order, timing with authors, PI, early
 - Write Methods first, then Results, Discussion, Introduction. Use a narrative outline. Complete the session with sentence for next paragraph. Ask a colleague (not author) to read and give you main points.

* Don Boyes <https://hbsp.harvard.edu/inspiring-minds/goodbye-lecture-halls-hello-active-learning-spaces>

Categorize and Rank Tasks on “To-Do” list

- Important
- Urgent
- A1
- A2

- Important
- Less Urgent
- B1
- B2

- Less Important
- Urgent
- C1
- C2

- Less Important
- Less Urgent
- D1
- D2

#5. Prioritize items for Discussion at your Annual Career Conference

- Sample forms on HMS and OFD websites, (* for HMS LCME requirements); Dept forms
- Highlight accomplishments and impact
- What skills, knowledge, resources do you need?
- Discuss with Chair readiness for promotion

Remember you can only be promoted three times in your life so make sure you have joy in your career, and model enthusiasm, learning, collaboration, and good citizenship!

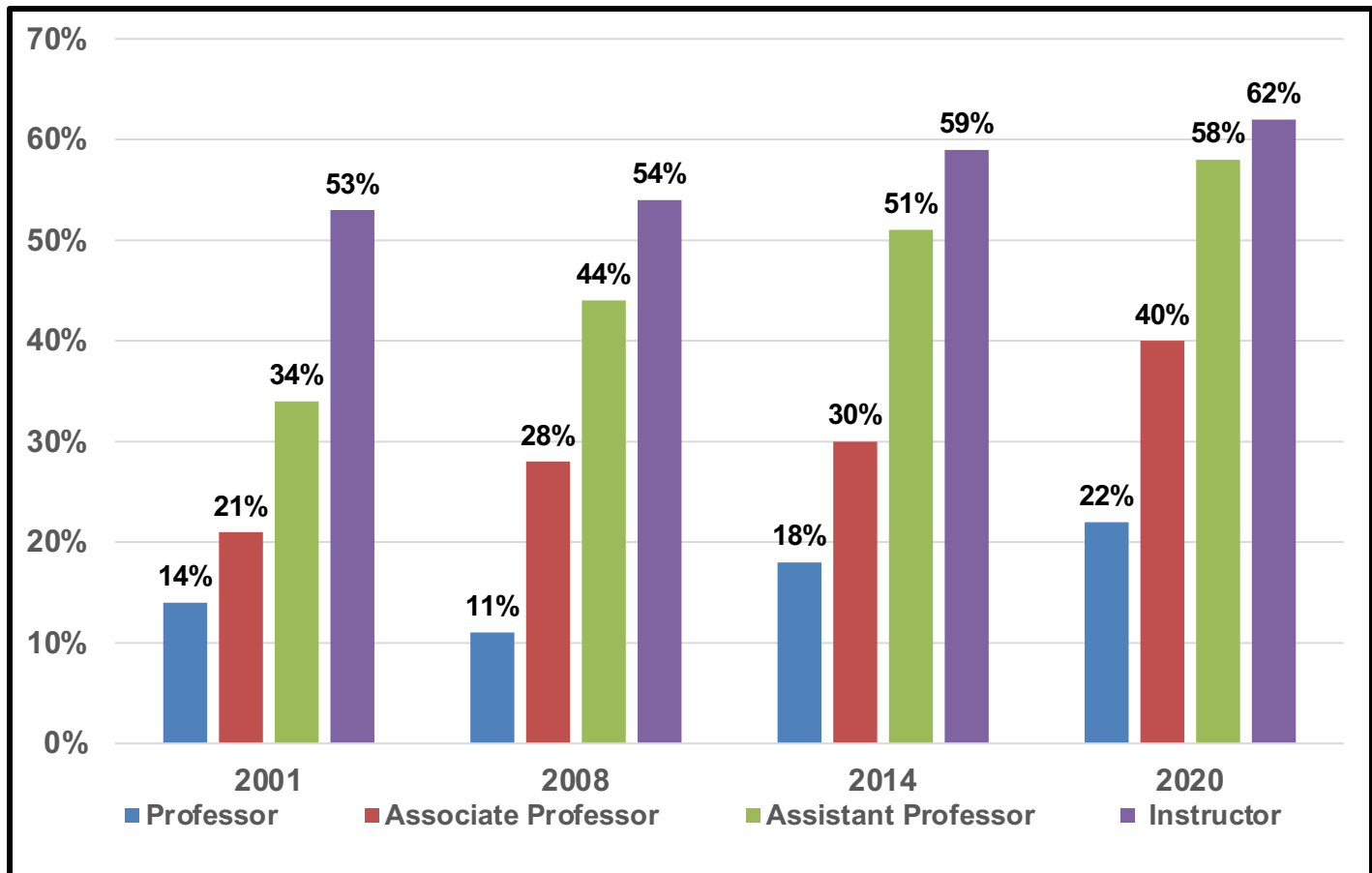
#6. Do a Reality Check

- Update your Chair and others of achievements and impact, successes and challenges
- Make sure that you and your Chair agree on your trajectory and importance of your activities?
- Try to be realistic about scholarly productivity if you have children, a partner who travels, and aging parents during this time in life.
- Find a dedicated, organized workspace
- Request a CV consult from HMS OFA and/or BCH OFD

#7. Advocate for Health Equity, Diversity, and Inclusion

- Support the BCH Declaration of Equity, Diversity and Inclusion 6 goals: inclusive environment, recruit/retain a diverse workforce, eliminate structural racism, training in unconscious bias, bystander/upstander roles, eliminate health disparities, create metrics
- Advocate for transparency, open searches, posting of positions
- Avoid making assumptions about gender roles: women may be “protected” from leadership positions. Give credit to others.

Percentages of BCH Faculty who are Women, by rank, 2001, 2008, 2014, 2020



#8. Be Budget Savvy!

Money doesn't grow on trees

- Ask about how your division, department makes budget decisions
- Learn about sources of revenue for research, clinical care, and teaching
- Design budgets for grants, clinical projects
- Make projections for next 2 years
- Calculate the Return on Investment (ROI)
 - ex. Faculty Fellowships \$15.8 million to \$253 mil.



#9 Reflect on your Teaching and your Communication Styles

- For Teaching

- Define *teaching* goals, not just *content* goals
- Start with a “story”
- Record your presentation and listen
- Ask for feedback from a “Buddy” who should ask you first: “How do you think it went?” “What would you change if you gave the talk tomorrow?” Then critique

- Improve your Communication Skills

- Listen
- Learn negotiation skills (Ombuds Office)



#10 Make Wellness a Priority for Yourself and your Team

- Support BCH/Dept initiatives and identify Wellness Champions
- Recognize and appreciate efforts in care, research, teaching, volunteerism – make a gratitude list
- Support Networking – e.g. Peer support groups, DOCS, Reflection, Making Science in Fiber Arts, Apple-picking, Journal clubs, Book discussions, Library
- Advocate for BCH leadership to address “burnout” – EMR, transparent searches, recognition
- Model wellness at division/Dept/program level, limit Zoom meetings and cancel if no agenda, Exercise



THANK YOU

