



# ***A Developmental Network & Relational Savvy Approach to Talent Development: A Low-Cost Alternative***

**DAWN E. CHANDLER**

**DOUGLAS T. (TIM) HALL**

**KATHY E. KRAM**

## **THE NEED FOR MORE AND BETTER INTERNAL DEVELOPMENT OF TALENT**

Research at the executive compensation firm Equilar found that the average direct compensation for externally hired chief executive officers (CEOs) in 2005 was \$8.94 million, while for internally hired CEOs it was \$5.81 million. When Jack Welch retired from General Electric Co., one of the unsuccessful contenders for his job, Bob Nardelli, was hired to be the CEO of The Home Depot Inc. Not only did the company pay a huge premium for going outside the organization for a new chief executive, *but also, the outside hire was not successful*. And the Home Depot experience is not unusual. In fact, at the executive level, the failure rate for external hires runs about 40–60 percent.

The situation of inserting a new member at a very high level into an organization, where the company's culture is strongly felt, is similar to transplanting an organ into a person's body. In spite of the use of immune system-suppressing drugs, the body, in defending itself, often puts up strong resistance to the new member, and the transplant fails. Companies, like people, are human systems, and the higher the level, the stronger is the resistance to an outside hire.

Thus, there are major benefits for organizational performance for an organization that can develop its own talent internally. However, Wharton labor economist Peter Cappelli reports that companies are cutting back on their expenditures for training employees and developing managers. He argues that as employee tenure declines, companies will be motivated to spend even less in the future: "If my employees are going to leave anyway, why should I train them for a competitor?"

Therefore, it appears that there is a crisis in the development of human talent, especially executive and management talent. And one issue seems to be the cost involved. Here, we would like to propose a low-cost way of dealing with this crisis: organizations should implement practices that enhance employees' relational savvy – their adeptness with developmental

relationships – so that employees are empowered to build their own developmental networks. The quote, "Give a man a fish; you have fed him for today. Teach a man to fish; and you have fed him for a lifetime," is apropos here. Rather than assigning a small group of employees formal mentoring as the sole form of relational support, why not equip a larger number of employees with the tools to further their own development?

## **MENTORING AS A LOW-COST ALTERNATIVE**

One relatively low-cost alternative to talent development is mentoring. A significant body of research shows the benefits of mentoring for protégés, mentors and organizations. Protégés can experience heightened personal learning and job satisfaction, increased promotions, and higher compensation. Mentors can experience greater visibility within an organization and broader support for their initiatives. Organizations can benefit from enhanced organizational commitment and lower turnover, which reduce the prospect of incurring costs through on-boarding and socialization.

Many organizations, including *Fortune 500* companies like IBM Corp. and Microsoft Corp., as well as medium and small organizations, have implemented formal mentoring programs. While formal relationships can be valuable, they focus on one relationship – that between a senior, more experienced employee and a lesser-experienced junior – which is unlikely to satisfy all of a junior's needs. Mentors are already strapped with their own responsibilities and are challenged to have the time to invest to ensure that the junior is properly groomed for key assignments and senior positions. Also, in today's climate, mentors and protégés are not as likely as in earlier decades to stay with companies for a prolonged period, truncating the time the parties can be involved. Further, formal relationships, because the parties are matched and thus do not necessarily choose each other naturally, often lack

the chemistry that informal ones do. Finally, formal programs only include a relatively small percentage of the organization's population. In their *Harvard Business Review* article, DeLong, Gabarro and Lees lament that partners at professional service firms tend to focus on mentoring "A players" – the top 10 percent of the employee base – while leaving the "B players," 70 percent of the employee base, the "solid citizens" who tend to stay with a firm over the long haul, to learn through their own devices.

### **TALENT DEVELOPMENT TAKES A VILLAGE**

It is not that formal mentoring programs do not work and should be eliminated; in fact, research shows they can be quite effective when designed carefully. What we are asserting is that formal programs should not be the only vehicles of mentoring, particularly when the latter is low-cost and of value to all parties. Rather, organizations should seek out ways to help people foster their own developmental networks that include relationships providing various types and amounts of support.

Research strongly supports this idea that "it takes a village" to develop talent. For example, work advanced by Higgins and Kram asserts the need to think of mentoring in terms of a network in which a person's developers can come from his or her community, friend network, and family, in addition to various functional arenas and ranks within an organization. In essence, as Higgins states, employees need their own "personal board of directors" to develop their careers. McKinsey & Company is an early adopter of this approach; associates are encouraged to proactively gain counsel from partners, peers and subordinates within the firm. However, most companies have yet to transcend the traditional formal mentoring model of relational learning. The question, then, is how can organizations reach out to employees in such a way as to encourage individuals to foster their own villages?

### **RELATIONAL SAVVY AS A DRIVER OF CAREER DEVELOPMENT**

One way to approach this question is to seek out people who are savvy with building their developmental networks and explore what distinguishes them from everyone else in the organization. To this end, one of the authors undertook a study conducting in-depth interviews with people about how they built and managed their developmental networks. The interviews explored how the relationships in the networks started and evolved over time, as well as the structure of the networks in terms of their diversity and size. The interviews involved two sets of participants: one group was comprised of people nominated by a panel of relational learning experts as "outstanding" at initiating and managing development relation-

ships, and the other group comprised of people nominated as "average" at doing so. The author compared the protégé groups, examining how they differed in their relational approaches. For further insight, the author interviewed some of the individuals' developers as well as those who nominated them.

It turns out the "Savvys" have four things in common: they are highly proactive in seeking out others' counsel, and they do so broadly; they manage interactions with potential and current developers with care; they hold attitudes conducive to reaching out to others for learning; and they have outstanding social skills. Fully understanding each of these characteristics can provide guidance as to how organizations promote practices to heighten employees "savvy," in turn enhancing talent development through proactive relational learning.

### **Developmental Proactivity: Reach Out Often and Broadly**

Ultimately, for talent development through relationships to occur, people need to reach out to each other rather than relying solely on their own expertise or challenging assignments for growth. Unfortunately, many people unwittingly short-circuit their development by doing just that: going at it alone. Savvys, on the other hand, want expert counsel; they create opportunities to have "mentoring episodes" by asking people with answers for advice, feedback, information, or support. When someone takes an interest in their career, they seize the moment as an opportunity for learning and the possibility of a relationship blossoming. They reach out beyond their immediate environment, so their networks are not limited, as many are, to a supervisor and peer in their departments. They have relationships with people in different functional areas and ranks of an organization, in their community, in their family and in their friendship circle. In sum, Savvys gain career-enhancing support from inside and outside an organization and from diverse sources.

Michael Schmidt, a Major League Baseball player for the Philadelphia Phillies (1972–1989), exemplifies someone who is developmentally proactive. Although not a first-round draft pick, he ultimately went on to receive numerous accolades, including being a three-time National League MVP and a 12-time All-Star. Research on developmental networks shows that over the course of his career, Mike gained numerous types of career support from a diverse set of 45 individuals, which include his grandmother, parents and wife, a religious leader, a friend in the media, a Little League coach, and his MLB coaches. Not only did he gain support from people who were professionally "assigned" to assist him – e.g., Little League coaches and his managers – but also, he sought out guidance from his friends, his family and others, on his own. From

his induction speech into the Baseball Hall of Fame, it is quite reasonable to assume that his developers helped him to be the best third baseman he could be.

### **Managing Interactions: Build Trust and Leave a Good Impression**

People need to interact in particular ways if they are to make meaningful connections for career development. Savvys know how to approach current or potential developers.

***They're prepared for meetings and they have solutions.*** For starters, Savvys are well prepared for any interaction that could lead to developmental support, and they have developed potential solutions to their own challenges as a way of starting a conversation. One Savvy, Rob, a financial analyst at an investment management firm, had the following to say about how he managed his developmental relationships: "I'm a lot more methodical than others. I think a lot more about it. I prepare before I have a conversation. I prepare and think about what might happen." In a similar vein, a nominator and developer for another "Savvy," Julie, an associate with a large insurance company, likewise noted, "She would come to the meetings prepared, with items that she would want to talk about, [and] with a pretty strong sense of her own areas for development and what she could leverage. I would say that Julie is very focused to the agenda." By preparing for meetings, they signal their competence and commitment to their developers. By establishing their own potential solutions to problems, Savvys make meetings with developers a meeting of equals rather than one characterized by an authority figure imparting answers to a less capable recipient.

***They keep in touch.*** Savvys recognize that it is important to follow up with the people who help them, to let people know how their advice has been helpful, to keep them abreast of what has happened as a result of their advice, or to just be in touch. Their interest in following up leaves people with a clear understanding that they have successfully helped someone and with a sense that the Savvy respects and appreciates them for it. Laura, a Savvy whose background was as a Bain & Company consultant, explained: "Anyone I talk to when I've done a career transition, I've written a list. And afterward, I've written a handwritten note to them about it as a way to connect their advice back to what I've decided to do or whether I tried to do it."

***They allow themselves to be vulnerable.*** Savvys have an understanding that trust, rapport and respect are built as a person begins to know someone on a deeper level. While Savvys do not tell people their whole lives, they choose to disclose relevant information to parti-

cular others as a means to deepen those relationships. For instance, a Savvy might share a challenge he is facing or a sensitive problem of which most people are not aware, the intent of which would not only be to provide insight about himself but also to build a greater bond with that person. Such disclosure builds closeness and increases the likelihood of disclosure from the other person (the other person might comment that she, too, had experienced the same challenge), which again bolsters the liking between them.

***They strive to make relationships mutually beneficial.*** For as proactive as Savvys are in gaining support for learning from their relationships, they are equally assertive in trying to help others. Savvys do not need to be asked to go out of their way to use their strengths to assist others. Even when Savvys are relatively junior in an organization, they realize that they bring something to a relationship, even if it is just appreciation to someone more learned. Younger employees, for example, often have more sophisticated computer skills than do their older counterparts as a result of having been born into the Digital Age. Savvys offer their developers visibility in an organization, a stronger power base, and information from sources their developers would otherwise not be privy to, among other things. In sum, Savvys manage their interactions with others by following the Golden Rule. A technology consultant, Jennifer, described how she fostered relationships with three senior colleagues: "If I saw a senior consultant who was swamped with something, and I realized that I didn't necessarily have the computer intellect to be on his level there, but I could type really fast and I could be creative and design the presentation, and I could help with all the interviewing, I said as much to him. I said to him, 'Listen, I'd like to help you out if you'd like it.'"

### **Enabling Relational Attitudes: Should I Reach Out to Others to Learn?**

Savvys hold attitudes that go hand in hand with enlisting others for their development. They hold an attitude, for one, that people like helping others as long as helping does not distract them for a long period from their own work. Many other people, on the other hand, believe that people are bothered or annoyed when asked for assistance. Savvys realize that asking for support can make them look good as long as they have attempted to resolve their own challenges. Other people, by comparison, think that seeking counsel makes them look incompetent or uncertain. Savvys also prefer to work interdependently with others rather than alone. Clearly, these "enabling attitudes" allow Savvys to confidently seek out a network of developers, while those who hold "hindering attitudes" prevent them from doing so.

As an example of how holding hindering attitudes can harm someone's prospects for development through others, Brian, a recent M.B.A. graduate with a background in finance and a research participant nominated as "average," explained the following about someone to whom he had been referred for advice about his career: "This is definitely somebody I should talk to. This would be a perfect person because A, I like him. And B, he really can help me. But I think the key is that C, I can't help him, or least that I know of." Shortly thereafter, he explained that he had not called the potential developer to whom had been referred because he did not "have anything to offer" the person. Unfortunately, at a critical time he needed support, during a career transition, this average participant could not identify a single developer actively assisting him.

**Social Skills: Necessary, But Not Sufficient Ingredients**

Savvys typically have strong social skills. They listen actively to others, are empathetic, and are enjoyable to interact with. These skills help Savvys interact with people in a meaningful way and leave people wanting to continue involvement with them. A cornerstone of any high-quality developmental relationship is interpersonal liking between the two people, and social skills help.

**RELATIONAL SAVVY & TALENT DEVELOPMENT**

In any organization, Savvys are superior relational learners. Although a bigger network is not necessarily a better one, Savvys tend to have fairly large, diverse

developmental networks. They are the role models that organizations want to hire and promote so that others witness and appreciate their relational learning approach. Due to their interest in helping others, they facilitate learning within and across their group in the organization, which heightens learning at an organizational level. Once employees have reflected on their current ability to initiate and cultivate developmental relationships and recognize how their savvy can be enhanced, they are better equipped to foster their own networks rather than solely rely on the organization's formal mentoring program. Of particular note, Savvys' approach to talent development is of little to no cost to the organization, as they are the primary drivers of their careers.

**ORGANIZATIONAL PRACTICES THAT FOSTER DEVELOPMENTAL NETWORKS AND RELATIONAL SAVVY**

Armed with the recognition that developmental networks and relational savvy are beneficial relational tools for employee development, organizations can take action to empower employees to be accountable for their own development. Organizations can rebalance talent development efforts more equally between management and individual employees. Both tools have the potential to enhance individual learning, performance, and organizational commitment. Here, we offer several concrete actions that organizations can take to heighten employees' understanding of the value of fostering responsive developmental networks and to enhance employees' relational savvy (see Table 1 for some of the steps organizations can take).

**TABLE 1 SOME STEPS ORGANIZATIONS CAN TAKE TO ENCOURAGE DEVELOPMENTAL NETWORKS & HEIGHTEN EMPLOYEES' RELATIONAL SAVVY.**

- Heightening Employee Self-Awareness
  - Have employees assess their relative relational savvy
  - Discuss employees' goals, career needs, strengths and areas for improvement as a means to identify relational needs
  - Engage in Relational Development Dialogues with employees
- Enhancing Employee Relational Savvy
  - Share stories about successful and unsuccessful relationship initiation attempts
  - Identify and discuss individuals in the organization who exemplify relational savvy
  - Explain the value of disclosing information to others for the purpose of building a relationship
  - Create short cases to use as talking points around managing interactions with others (e.g., planning for an interaction; giving feedback)
  - Outline the merit of going beyond employees' immediate role set –e.g., peers and supervisor – to foster relationships to gain unique vantage points and diverse information
  - Brainstorm ways of thinking about employees' strengths/skills to offer others as a means to build mutually satisfying relationships
  - Discuss employees' respective attitudes about asking for assistance from others
- Leveraging Organizational Policies & Practices
  - Design performance management systems and leadership development programs to include assessment of and training for relational skills, savvy, and developmental relationships
  - Hire employees who exemplify relationally savvy characteristics
  - Implement peer coaching and implement mentoring circles
  - Have senior leaders in the organization share their own mentoring experiences to foster a developmental culture

## Heightening Employee Self-Awareness

Plato's notion of knowing thyself is poignant in the case of preparing individuals to take charge of their career development through relationships. Herbert Shepard's well-known 1984 article on the "path with the heart" highlights the need for introspection and self-awareness if an individual is to grow in a fulfilling manner and understand his true talents. Organizations can facilitate this path by promoting awareness of employees' relational savvy and through dialoguing about employees' career needs, goals and strengths and weaknesses in the context of relationships.

**Provide individuals an opportunity to assess their relational savvy.** Self-awareness is an important prerequisite for ongoing development. As a starting point, individuals should be aware of their relational savvy, a key set of ingredients for guiding their career development through relationships. Managers or human resource professionals could administer a savvy instrument, which would be the catalyst to a discussion about areas for improvement. It seems that incorporating the relational savvy "dimensions" into self-assessment activities is an important next step so that individuals are made aware of the new attitudes and behaviors that will lead to strong developmental relationships and ultimately a responsive developmental network.

**Help individuals gain a better sense of their career goals, strengths and weaknesses.** Another area for self-assessment lies in career self-knowledge. How can an individual benefit from an array of developmental opportunities without clarity about his or her strengths and weaknesses, personal values and goals, and the potential fit with future job opportunities? An employee's supervisor or human resource representative is an ideal candidate for dialoguing about these issues.

**Have Relational Development Dialogues with employees.** Another key organizational practice is we term "Relational Development Dialogue," or RDD, an approach to development that makes relationships and relational savvy central to the process. RDD involves mutually agreed-upon development goals and action plans that are established with a clear understanding of the individuals – both inside and outside the organization – who are able to assist other individuals in being successful with their intentions. By making this link explicit, relationships are immediately perceived as integral to learning, growth, and career advancement. RDDs can occur within yearly performance evaluations, leadership development programs, or during a career development discussion.

Four key questions guide an RDD: (1) how well is an individual's developmental network meeting his or her current career needs; (2) how can the individual better utilize his existing network to be more responsive now; (3) given his career goals, how well is his existing network positioned to help him attain those goals; and (4) what actions can he take to create a network that helps him or her meet desired outcomes?

## Enhancing Relational Savvy

Given Savvys' "development star power," how can an organization foster these qualities in the majority of their employees? Fortunately, organizations have numerous tools to consider, including practices that involve an individual and supervisor (and/or a human resources representative), a small group of employees, and initiatives that aim to embed relational learning into the organization's culture.

**Engage employees about their savvy through career development conversations with supervisors.** In conversation with his or her supervisor, for example, an employee can assess his/her level of proactivity, skills relevant to managing interactions with potential developers, attitudes toward learning in relationships, and social skills necessary to build high-quality connections. Such a discussion – in which the employee develops a sense of his or her relational savvy – would lay the foundation for identifying necessary actions for building particular skills, as well as the accountability for doing so.

**Develop and implement relational savvy training interventions.** By training employees to be self-sufficient in their development – as a complement to an organization's formal mentoring program – accountability for growth becomes a shared responsibility of employer and the employee. Formal interventions could include small groups of employees and a facilitator who explore how to heighten the former's relational savvy through various means, including the following:

- Sharing stories about successful and unsuccessful relationship initiation attempts enables an understanding of how and to whom to reach out for developmental support.
- Identifying and discussing individuals in the organization who exemplify relational savvy provides role models for employees to emulate.
- Explaining the value of disclosing information to others for the purpose of building a relationship highlights the role that trust and openness play in fostering developmental relationships.
- Analyzing short cases involving developmental relationship complexities offers an understanding of

how to manage existing mentoring and other developmental relationships (e.g., planning for an interaction; giving feedback).

- Outlining the merit of going beyond one's immediate role set – one's supervisors, peers and subordinates – to foster relationships as a means to gain unique vantage points and diverse information can heighten employees' developmental proactivity.

- Brainstorming about the strengths and skills a person has to offer others supports building mutually satisfying relationships and reaching out to others.

- Discussing employees' respective attitudes about asking for assistance from others allows employees to question their beliefs and assumptions that either help or hinder relational developmental actions.

- Role playing and demonstrating active listening, empathy and constructive feedback foster emotional competencies that help employees' ability to make meaningful connections.

These and other training interventions can be conducted in conjunction with an assessment of employees' existing developmental networks. An RDD could occur between the facilitator and participants to connect employees' relational savvy to their existing networks and career needs.

### **Leveraging Organizational Policies and Practices**

Perhaps most intriguing are the ways that existing HRD (human resources developmental) practices can incorporate education and rewards designed to foster developmental networks, relational savvy among employees, and relational learning more generally in an organization.

**Build relational learning into leadership development programs and performance management systems.** Leadership training can include a segment on the critical role of developmental networks in leadership development and what leaders can do in their immediate organizations to foster relational learning among their employees.

Organizations should consider, too, opportunities to encourage developmental relationships and networks by building rewards and recognition into performance management systems. When actions to develop subordinates and/or peers are included as important goals to be assessed at year-end, it is far more likely that individuals will consider such relational efforts as part of the "real" work to be done. For example, several organizations that we have worked with include contributions to team performance AND to team members' learning as elements of their performance appraisal system. Thus, individuals are eval-

uated not only on their individual performance, but also on the extent to which they have contributed to their team members' learning and skill development, and to team performance.

**Hire savvys.** One critical way to facilitate relational learning is to hire relationally savvy individuals. During the interview process, interviewers could ask questions centering on how candidates approach learning situations (i.e., do they value and use relational learning), and/or what role relationships have played in candidates' careers to date, among others, as a means to assess whether the person is savvy.

**Embrace peer coaching and mentoring circles as alternative relationship vehicles.** Recent work on peer coaching and mentoring circles clearly indicates that many of the relational savvy attitudes and skills can be developed outside of the supervisor-employee or traditional mentoring relationship, and instead, in the context of learning relationships that are encouraged to form around common challenges and interests.

A number of organizations have begun embracing peer coaching and "mentoring circles" as ways to encourage relational learning beyond the context of a traditional mentoring relationship. For example, Vodophone and National Semiconductor have both experimented with forms of peer coaching for various purposes, including culture change and personal productivity. A large United States consumer products firm has established mentoring circles for the purpose of facilitating junior executives' development. A senior executive who has received training in managing group dynamics meets with the circle once a month to aid the circle's progress.

Not only do these alternative mentoring vehicles inspire employees to value different types of relationships – even potentially bolstering employees' relational savvy when they become more proactive in seeking out alternative relationships – but also they allow organizations to broaden their reach; while formal mentoring programs reach a select and small group of people, these alternatives do not require participation of more senior-ranking employees, those typically targeted as formal mentors and who are already busy with their own work, to provide learning.

**Encourage leaders to serve as role models of relational learning.** To the extent that executives share stories of how relationships helped them at critical points in their careers, they will reinforce the importance of having strong developmental networks—even if they do not label them as such. We have witnessed the power of an executive telling a personal story about reaching out to a senior colleague for advice and support during a high risk project, and the impression this left in members of the audience.

During an action planning session after such a story, participants were far more willing to include relationship-building efforts as an important next step in managing the next phase of their development. While this occurred in a leadership development program, it can as easily happen informally on the job.

**Strive to foster a developmental culture.** Common to all of the foregoing examples is a “developmental culture” where learning through relationships is valued and encouraged. In some instances, new venues are created with this explicit purpose, and in others, individuals intervene to model and encourage relational learning in the context of accomplishing the work at hand.

## CONCLUSION

In addition to implementing formal mentoring programs to foster talent development, organizations should consider training a wide range of employees to think about nurturing responsive developmental networks using relational savvy, as well as creating organizational conditions that allow informal developmental relationships to flourish.

When considering which approaches are likely to be most effective in enhancing employees’ relational savvy, it is essential to first assess both the learning and development needs of the target population, as well as the existing organizational culture and HR practices. The right combination of activities designed

to foster talent development will become clear when such a thorough diagnosis is completed. Our view is that for efforts to enhance employees’ relational savvy and developmental networks to stick, an organization’s culture must place great value on relational learning. If there is a disconnect between individual efforts to seek out assistance and recognition within the organization for those who help develop others, then potential developers will have less incentive to aid people who can benefit from their wisdom and experience.

One important implication for organizations to consider is that an employee who expands his or her developmental network will likely have greater awareness of opportunities on the outside. Therefore, organizations **MUST** be serious about providing internal career development opportunities, not only in the form of new roles to fulfill, but also opportunities for taking on more responsibilities within one’s role. Just remember that every dollar and every hour that you spend in helping to develop your current talent will save you multiple dollars and multiple hours in recruiting and on-boarding external hires—of whom only half will succeed! In other words, the cost of growing your talent, especially through natural methods like relational learning, is but a fraction of *not* doing it.



To order reprints of this article, please call +1(212)633-3813 or e-mail [reprints@elsevier.com](mailto:reprints@elsevier.com)



## SELECTED BIBLIOGRAPHY

Our discussion was informed by several sources on talent development and mentoring. For more on the state of talent management, see P. Capelli, *Talent on Demand: Managing Talent in an Age of Uncertainty* (Boston, MA: Harvard Business School Press, 2008). See H. A. Shepard, "On the Realization of Human Potential: A Path With a Heart," in M. B. Arthur, L. Bailyn, D. J. Levinson, and H. A. Shepard (Eds.) *Working with Careers* (New York, NY: Columbia University School of Business, 1984) for discovering one's true talents.

For more information on relational savvy, see D. E. Chandler, *Relational Savvy: How Adept Individuals Foster Developmental Relationships* (LAP LAMBERT Academic Publishing AG & Co. KG. Köln, Germany, 2009); and D. E. Chandler, D. T. Hall, and K. E. Kram, "How to be a Smart Protégé," in the August 2009 edition of *Sloan Management Review/Wall Street Journal's* collaborative *Business Insight*.

We drew upon several resources on developmental networks, peer coaching and mentoring programs. For more information on developmental networks, see M. C. Higgins and K. E. Kram, "Reconceptualizing Mentoring at Work: A Developmental Network Perspective," *Academy of Management Review*, 2001, 26(2), 264–288; and R. D. Cotton, S. Yan, and R. Livne-Tarandach, "Extraordinary Career Achieve-

ment From a Developmental Network Perspective: Baseball Hall of Famers' Developmental Halls of Fame," under review at *Academy of Management Journal*, 2008. Also, Monica Higgins designed a self-assessment tool to help an individual assess his or her developmental network and to envision an idea developmental network as well. This can be a useful starting point for training and education related to developmental relationships and networks. The tool is available through the Harvard Business School Press, Cambridge, MA.

For a discussion of peer coaching and how to encourage this developmental tool in organizational settings, see P. Parker, D. T. Hall, and K. E. Kram, "Peer Coaching: An Accelerated Tool for Career Learning," *Academy of Management Learning and Education*, 2008, 7(4), 487–503. For guidance on how to revive mentoring in professional services firms, see T. J. DeLong, J. J. Gabarro, and R. J. Lees, "Why Mentoring Matters in a Hypercompetitive World," *Harvard Business Review*, January 2008, 115–121.

The Center for Creative Leadership is well known for its use of learning partners in most leadership development programs. For more information, see *The Center for Creative Leadership Handbook of Leadership Development* (Jossey-Bass, 2003).

**Dawn E. Chandler** is an assistant professor at California Polytechnic State University, San Luis Obispo. Her research interests are in the areas of mentoring, adult development, careers and leadership. She has published in numerous outlets, including *Journal of Organizational Behavior*, *Journal of Vocational Behavior* and *Sloan Management Review* and the *Wall Street Journal's* collaborative *Business Insight* (College of Business, California Polytechnic State University, San Luis Obispo, CA 93407, United States. Tel.: +1 805 756 1760; e-mail: [dachandl@calpoly.edu](mailto:dachandl@calpoly.edu)).

**Douglas T. (Tim) Hall** is the Morton H. and Charlotte Friedman Professor of Management in the School of Management at Boston University and faculty director of the M.B.A. Program. He was recently a visiting professor at IESE Business School in Barcelona. His research deals with careers and leadership development (School of Management, Boston University, Boston, MA 02115, United States. Tel.: +1 617 353 4166; e-mail: [dthall@bu.edu](mailto:dthall@bu.edu)).

**Kathy E. Kram** is the Shipley Professor in Management at the Boston University School of Management. Her primary interests are in the areas of adult development, relational learning, mentoring, diversity issues in executive development, leadership, and

organizational change processes. Her newest book, a 2007 edited volume with Professor Belle Rose Ragins, is entitled, *Handbook of Mentoring at Work: Theory, Research and Practice* (School of Management, Boston University, Boston, MA 02115, United States. Tel.: +1 617 353 4269; e-mail: [kekram@bu.edu](mailto:kekram@bu.edu)).