

Community of Mentors

Guidelines for Junior Faculty
2011–2012



Children's Hospital Boston

Office of Faculty Development (OFD)

Mission

The mission of the OFD is to recruit and retain the best faculty at Children’s Hospital Boston (CHB), to facilitate the career advancement and satisfaction of all junior faculty, and to increase leadership opportunities particularly for women and minorities.

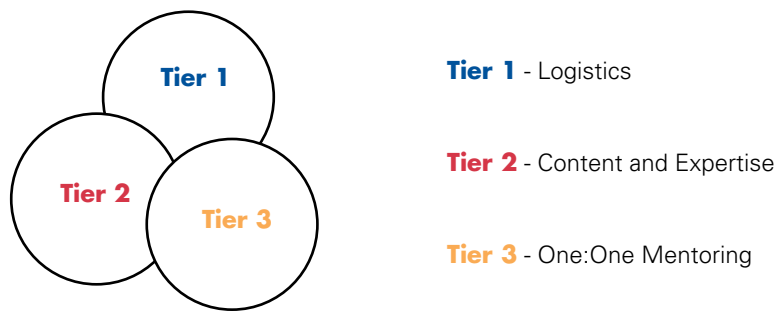
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Background of the Community of Mentors

Recognizing the value of mentoring for clinical, teaching, and research careers, the OFD, in collaboration with its Advisory Committee and the Department and Division Chiefs, developed the “Community of Mentors” so that all junior faculty will have access to a mentor or a mentor team. “Community of Mentors” is a three-tier system, running the spectrum from providing logistical information in Tier 1, to skills building courses and panels in Tier 2, to enabling committed personal and professional relationships in Tier 3. As part of Tier 2, the OFD will identify experts in various content and process skill sets to help facilitate mentor teams. Individual appointments with the OFD Director can help direct junior faculty to establish their own personalized “Community of Mentors,” in addition to special interest networking sessions, courses, workshops, and panel presentations. Each tier draws on the support services of its related tiers, working collaboratively to create a climate of success.

Figure 1

Community of Mentoring = a network of interdependent support services



The “Community of Mentors” begins with an appointed or selected mentor at the division or department level and guides junior faculty to think more broadly about a “Community of Mentors” hospital wide – within their department and across departments, disciplines, and potentially institutions. “Home support” at the department level is highly valued, and the Chief or senior faculty mentor plays an active role to help junior faculty choose additional mentors. Community of Mentors, with the support of Children’s Hospital Chiefs and Senior Administration, encourages junior faculty to select senior colleagues with appropriate experience to promote their career development.

- Tier 1:** Communication: Perspectives, OFD website, OFD Twitter page, Email
Orientation for new faculty: introduction to OFD and senior administration, materials distributed
Housing through Harvard websites
Career and Family Network, Bulletin board, website
Childcare and eldercare resources
CHB Employee Assistance Program (EAP)
Harvard University Longwood Campus Office of Work/Life
HMS Office for Diversity and Community Partnership, linked from OFD website
HMS promotion criteria, linked on OFD website
- Tier 2:** Workshops, networking sessions
Promotion seminars with HMS Office for Faculty Affairs
Research fellowships for faculty
Mentoring Guidelines
Bibliographies of articles and programs on mentoring
Career Development Center in Library
Partnerships with Chief Executive Officer, Chief Operating Officer, Clinical Research Program,
Office of Sponsored Programs, Clinical and Translational Research Executive Committee,
Research Recruitment and Resource Committee and the Harvard Catalyst
CV and grant templates, guidelines and tips
Appointments with S. Jean Emans, MD, Director, OFD, and Mary Clark, PhD, former HMS
Associate Dean of Faculty Affairs
Diversity Resources and events through the Diversity and Cultural Competency Council (DCCC)
Teaching Resources through The Academy at CHB
Faculty Development Month
Women in Medicine and Science Month
Identification of process/content experts/mentoring networks
- Tier 3:** Chief’s commitment to Community of Mentors
CEO/COO support for faculty development
Cross-departmental and cross-institutional support
Identification of co-mentors, scholarly/research mentors, career advisors
and facilitation of matches
Training of mentors and mentees: Mentoring courses
Annual Career Conference and individualized Professional Development Plans

What is a traditional mentor?

The literature is replete with definitions of mentors from a variety of sources, including classical literature, military training, academia, business, and government. These definitions include advocate, coach, teacher, guide, role model, valued friend, door-opener, benevolent authority, available resource, cheerful critic, and career enthusiast. It has also been noted that “supermentors” combine many of these definitions, both generating processes for leadership development for succeeding generations and innately leading change. The Community of Mentors model defines a mentor as someone who provides individual or group mentoring support that contributes to the career development of a junior colleague.

Beyond the dyadic model of mentoring – Community of Mentors and Developmental Networks

In addition to the traditional dyadic model of mentor-mentee, mentoring may include multiple relationships that we have called a “Community of Mentors” where 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 or scholarly writing or networking in professional societies. Advisory or “formal” 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. The Community of Mentors includes traditional scholarly/research mentors, career advisors, co-mentors, peer mentors, and e-mentors (Figure 2) and can be part of a “Developmental Network.” One model of mentoring, implemented at the University of California, San Francisco (UCSF) (3) incorporates the role of a “Career Mentor,” a more senior faculty member, who provides the new faculty member with career support and guidance several times each year and is assigned by the faculty “Mentoring Facilitator” within each department. In addition, academic faculty have a scholarly/research mentor specific to their area of focus. The CHB OFD has also underscored the importance of a “Career Advisor” for new faculty in addition to research or clinical mentors.

Junior faculty should be aware of multiple types of mentorship:

Collaborative peer mentoring allows faculty to work together at a regularly scheduled time, sometimes facilitated by a senior faculty member, and 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.

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.

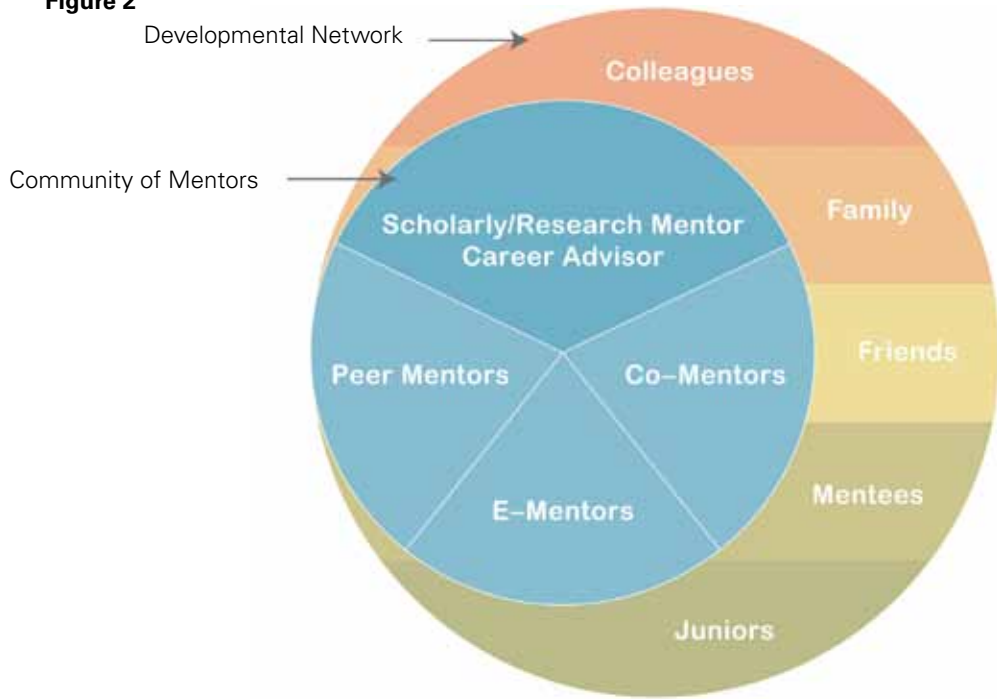
Project-based mentoring, often referred to as “functional mentoring” in the literature, pairs junior faculty with mentors who have the skills, expertise, and interest required for a specific project. The mentoring relationship may cease when the project is completed or it may continue and possibly evolve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

Developmental Networks are a newer framework for career development and mentoring that have been defined and valued by academic business leaders David Thomas, Kathy Kram, Monica Higgins and others [5, 6, 7, 8]. “Developmental Networks” are composed of an even broader range of people (including one’s Community of Mentors, colleagues, juniors, mentees, family, and friends) who can provide career advice and support (Figure 2). These simultaneously held relationships, drawn both from the faculty member’s own organization as well as external organizations and communities, provide access to knowledge, opportunities, and resources. Developmental Networks can thus offer diverse viewpoints, experiences, and two-way learning more readily than those dyadic relationships that draw only on the experience of a single senior faculty member. In addition, developmental networks can change in parallel with your career trajectory and work/life needs and should be regularly assessed and re-configured. Although individuals may change in your developmental network, maintaining contact, even if it is just an occasional email or phone call, can be an important support. As you advance, you will have more advisees and mentees. Junior faculty are encouraged to map their developmental network by listing people for each category in Figure 2. A Developmental Network Mapping Exercise and questions to help you analyze the strengths and limitations of your current network are included in the Appendix.

Figure 2
Developmental Network



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Kram differentiates between high range and low-range networks, each of which serves a particular purpose (Figure 3). Range refers to the number of different social systems in a developmental network. In Figure 3 each developmental network consists of 6 people, but how they are grouped differs:

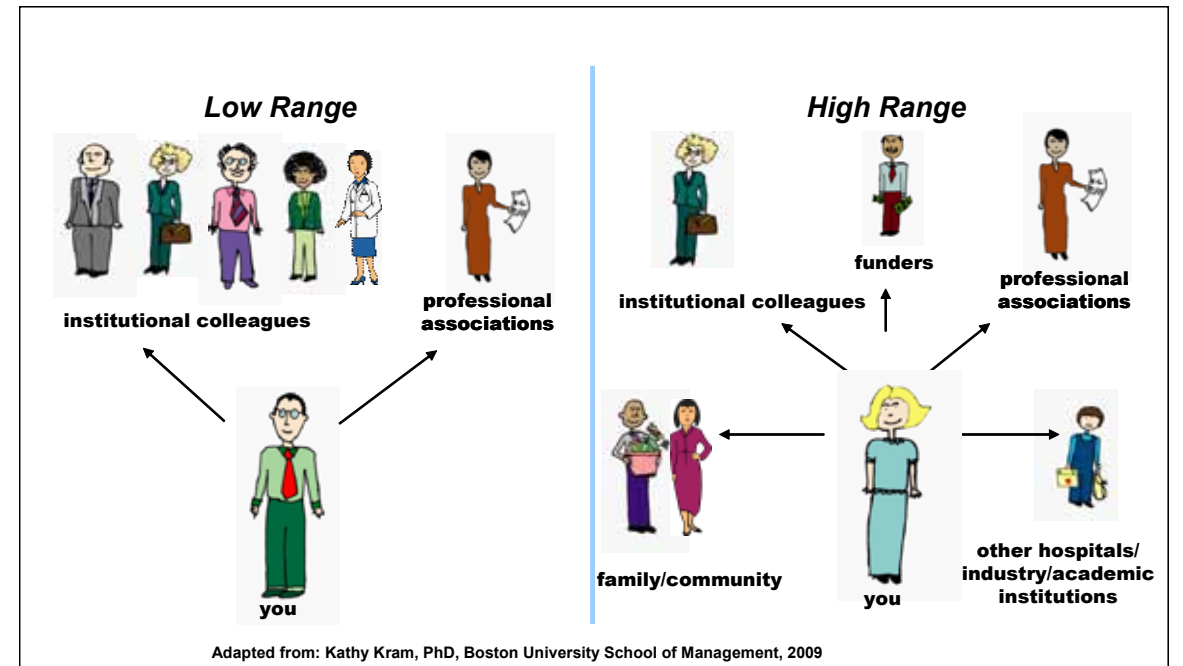
Low Range – small number of social systems, most advantageous for individuals who want to advance within their current field and organization

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.

Structure of a Developmental Network

Figure 3



Adapted from: Kathy Kram, PhD, Boston University School of Management, 2009

How can mentors be helpful to faculty career development?

The mentoring relationship is a dynamic process requiring active participation and flexibility on both sides. The acquisition of knowledge should be mutually beneficial, with mentees as well as mentors acting as teachers. Mentors are prepared to offer both personal and professional support and advice.

Senior faculty bring a wealth of expertise to junior faculty, based on their collective knowledge, proficiency and experience. It is their responsibility to create a supportive culture for junior faculty. 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 or Department Chief. Bring your CV, Annual Career Conference Form, and Academic and Professional Development Plan, if applicable, and together decide the best mentor team. If you are new to Children's Hospital Boston, your Department or Division Chief may have already assigned you a primary mentor and/or career advisor. In small departments and divisions, 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 match 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 choosing the best mentors to assist you in areas such as:

- Refining goals, career advancement, guidance on resources
- Scientific oversight, grant writing
- Scientific writing and critique
- Issues of authorship, publication and integrity
- Time-management, pace of career, and workload
- Work/life balance and practical tips for success
- Teaching skills, curriculum development, teaching portfolios
- Clinical practice strategies, quality improvement methodologies
- HMS promotion criteria, reorganization of CV
- Enhancing professional visibility, locally and nationally
- Joining professional societies
- Understanding the organizational culture: structure, politics, and management
- Advocacy

Figure 4



**“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© &
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Mentorship – A Dynamic Process

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. It is important that mentors have time and are successful at their level. Prospective mentors should have a "track record," such that past trainees are successful in their own lives. Another indicator of success is a mentor's commitment to diversity. At least one mentor should be in your field of scholarship, who shares your goals, and can support your career trajectory with critical feedback and resources. Consider as well the professional and personal values and judgments you most admire in a mentor. 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). It is not always safe to assume that advice will be offered if it is not solicited. 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. If your interest crosses disciplines, it will be useful to seek advice from someone who has successfully bridged these fields and who will encourage your vision. Develop and customize your "elevator speech," a thirty second to one minute networking pitch that showcases your personal "brand" and your career goals.

Accepting challenges willingly suggests a desire to progress. An eagerness to learn and to show respect for your mentor are solid platforms for growth. 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, or faxes promptly. At times, it may be appropriate to check how much time your mentor is able to provide; additional meetings can be scheduled as needed.

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. You should likewise consider reciprocating these friendship gestures. Knowing something about your mentor’s life outside the institution can help you both communicate better. Help to foster a relationship based on mutual trust, sharing and openness.

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.

Mentorship - Expectations

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:

- Meet or make contact in accordance with the agreed upon plan.
- 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, etc. Focus on the needs your mentor can address.
- Respect and accept gender, racial/ethnic, generational, and other differences.
- Ask for advice and listen thoughtfully. Be open to new ideas and suggestions.
- Keep confidences.
- Be prepared for meetings and follow through on recommendations and commitments.
- Discuss issues openly and be clear on expectations.
- Interact in a positive, proactive manner, enhance your “likability” factor.
- Take responsibility for your own development.
- Try to maintain relationship for at least one year.

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?
- You are encouraged to take the initiative. Introduce yourself by phone, brief letter or email. Invite a meeting and suggest potential topics. Be ready to ask for advice and listen thoughtfully. Look at some of your mentor’s publications.
- Update your résumé/CV and send a copy to your mentor in advance of your first meeting.
- Think about your Developmental Network (colleagues, juniors, mentees, family and friends) including your Community of Mentors (scholarly/research mentors, career advisors, co-mentors, peer mentors, e-mentors) who you turn to regularly for career advice and support, both inside and outside your lab/division/department/school. An exercise to help you map and analyze your developmental network is included in the Appendix.

First meeting

- Discuss your short- and long-term professional goals and proposed project and 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? What professional networks and online communities are important? List the people in your Community of Mentors who can provide career advice, coaching, or psychosocial support and review gaps. What online groups and resources can facilitate your research?
- 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.

Some Topics for Discussion

Research Project

Discuss proposed project and how to develop aims and hypotheses.

- 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.

Promotion

- Discuss career trajectory and skills/deliverables needed to progress to next level.

Balance and Negotiation

- Ask your primary mentor for his or her résumé/CV and ask to identify key steps in his/her career path that seem valuable.
- Ask about resources for family, child care, 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, 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.

The Community of Mentors is endorsed by the OFD Advisory Committee, Senior Administration, and the Department and Division Chiefs.

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The OFD would like to acknowledge the following resources, from which the Community of Mentors® Guidelines were developed in 2002 and subsequently revised in 2004, 2006, 2008, 2009, 2010, and 2011.

Acknowledgements

- Children's Hospital's mentors, including recipients of the HMS William Silen Lifetime Achievement in Mentoring Award: S. Jean Emans, MD; Richard Grand, MD; John Mulliken, MD; Stephen Harrison, PhD; and Joseph Volpe, MD; the A. Clifford Barger Excellence in Mentoring Award: Jessica Henderson Daniel, PhD; Henry Feldman, PhD; Jonathan Finkelstein, MD, MPH; Gary Fleisher, MD; Catherine Gordon, MD, MSc; Michael Greenberg, PhD; Isaac Kohane, MD, PhD; Tracy Lieu, MD, MPH; Joseph Majzoub, MD; Kenneth Mandl, MD, MPH; Marie McCormick, MD, ScD; Marsha Moses, PhD; Ellis Neufeld, MD, PhD; and Brian Snyder, MD, PhD; and the Young Mentor Award: S. Bryn Austin, ScD; Diane Bielenberg, PhD; Wanda Phipatanakul, MD, MS; and Mark Puder, MD, PhD; 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, 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.
- Remarks of junior faculty, focus sessions on mentoring, July 29, 2004 and October 25, 2004.
- Annual joint hospital mentoring course 2004 - 2010 and the 2010 Program Directors: Barbara Bierer MD; Maureen T. Connelly, MD, MPH; S. Jean Emans, MD; Shelly Greenfield, PhD; Anne Klibanski, MD; Eleftheria Maratos-Flier, MD; Carol Nadelson, MD; Joan Reede, MD, MPH, MBA; Glorian Sorensen, PhD, MPH; Nancy Tarbell, MD and Anthony Whittemore, MD.

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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; and the University of Michigan's ADVANCE Program, University of California, San Francisco (<http://acpers.ucsf.edu/mentoring/> and <http://ctsi.ucsf.edu/training/mdp-announcement>)

Appendix

MAPPING YOUR DEVELOPMENTAL NETWORK EXAMPLE

You: CHB Junior Faculty

Types

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



Close Relationship	Moderate Relationship	Distant Relationship
(NS) Nancy Smith, research assistant (mentee)	(JD) John Doe, PI of grant ★	(CJ) Carl Jones, administrative assistant

Advancing Your Career: These are people who contribute to your professional development and career advancement. They provide career guidance and direction, advice on funding, and advocate on your behalf.



Close Relationship	Moderate Relationship	Distant Relationship
(DR) Diane Roberts, senior faculty member in your division (mentor) ★	(JD) John Doe, PI of grant ★	(SW) Sami Wonder, Department Chair
	(AB) Anne Brown, faculty at other institution	

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

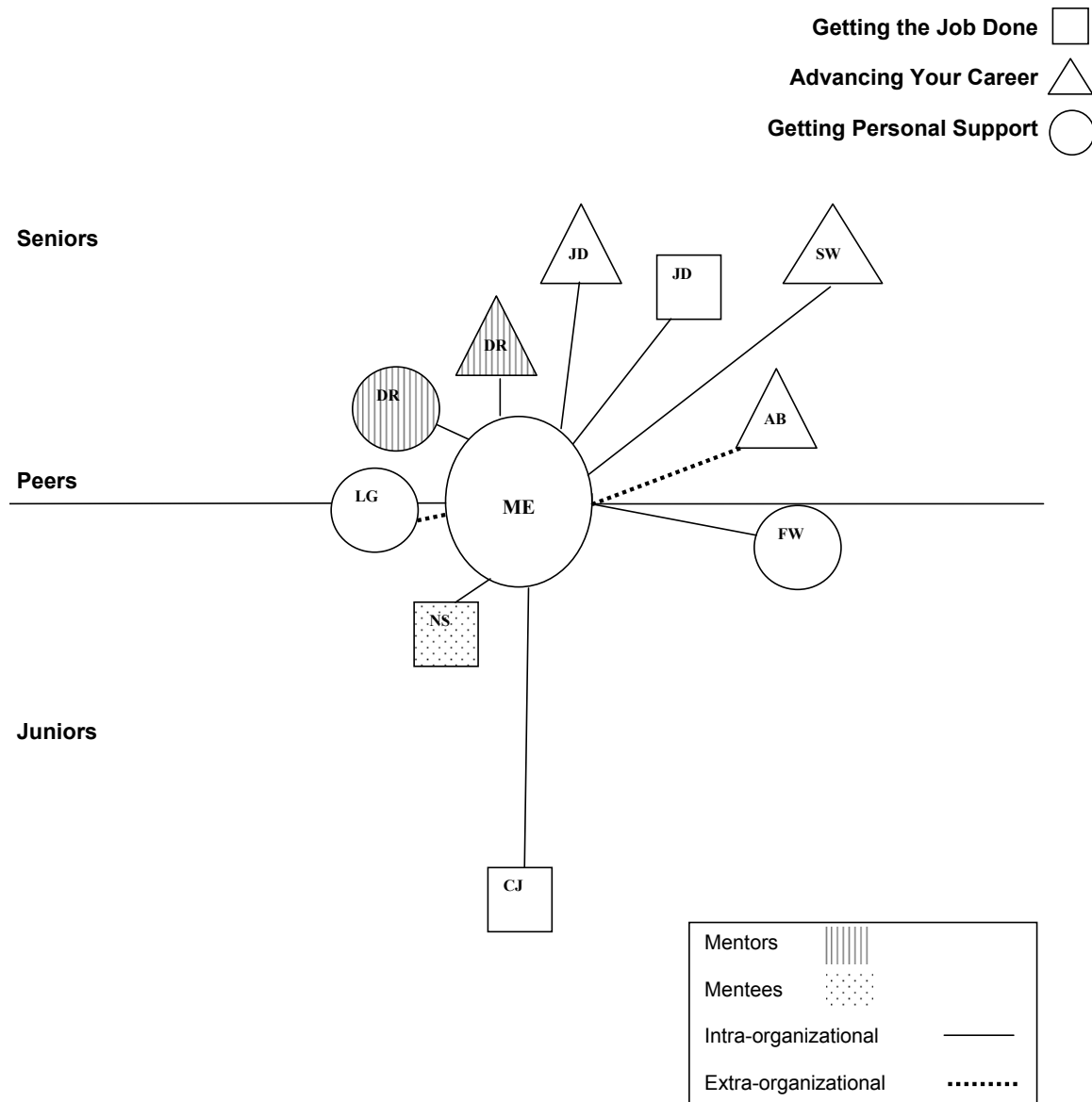


Close Relationship	Moderate Relationship	Distant Relationship
(LG) Lee Green, spouse	(FW) Frances West, friend at work	
(DR) Diane Roberts, senior faculty member in your division (mentor)		

Suggested Guidelines:

1. Use Squares for those under Getting the Job done, Triangles for Advancing your career, and Circles for Getting Personal Support. If someone fills more than one criteria such as Personal Support and Getting the Job done, put him/her in two places.
2. Indicate how close or distant they are from you by the length of the line that connects the two of you. The square, triangle or circle should be striped for Mentors. The square, triangle or circle should be dotted for mentees.
3. Peers should be placed on the horizontal line with you, seniors above that line, and subordinates below.
4. Individuals who are outside of your hospital or department should be connected with a dotted line.
5. Indicate by a star (*) in the table those people whom you see as very well connected in your department or hospital or professional circle. That person might be an actual leader or just somebody who seems to know many other influential people.

Example of Developmental Network Map



Analyzing and Maintaining Your Network

Now that you have defined your developmental network, how do you assess if it meets your short and long-term career goals? The questions below will help you determine the strengths and weaknesses of your network, and where you need to fill in gaps with new contacts. Be mindful of maintaining existing relationships, by staying in touch and “giving back” such as facilitating an introduction or sending an article of interest to the individual along with your comments. Professional conferences are another important way to reconnect with your existing developmental network and cultivate new connections.

1. **Diversity.** How similar or different are these individuals (gender, race, function, geography, organizations) to each other and to me?
2. **Redundancy.** How much overlap is there?
3. **Interconnectivity.** How closed is the network in the sense that most of the people know each other?
4. **Strength of Connection.** What is the spread of people in terms of closeness and distance?
5. **Balance.** Is your network balanced or in danger of tipping?
6. **Connections to Power and Influence.** How many would you characterize as influential in the department or hospital or field?

CONCLUSIONS ABOUT YOUR NETWORK:

Summarize the PATTERNS 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, and how with time to increase the number of mentees and advisees.

Source: “A New Approach to Mentoring,” Kram and Higgins <http://sloanreview.mit.edu/business-insight/articles/2008/4/50410/a-new-approach-to-mentoring>



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