MAPPING YOUR DEVELOPMENTAL NETWORK EXERCISE

We ask you to draw your developmental network using the table and diagram on pages 4 and 5. You may also want to read "A New Approach to Mentoring" by Kathy Kram and Monica Higgins as a follow-up (http://online.wsj.com/article/SB122160063875344843.html) and look over the example on pages 2 and 3.

We ask you to critically examine your network so that you can reflect on your own support system. For this exercise, we define your network as the set of relationships that help you to get your job done, advance your career, and provide both personal and professional support.

The chart on page 4 helps you identify the people who assist you in different ways by listing those people according to the closeness of the relationship you have with them. As you think back over the past 1-2 years, consider the following three types of relationships.

> ***People who help you get the job done***. These are the people who are helpful and useful to you in doing your work. They may work directly with you, and/or they may have provided leads to others who helped you with important information, introductions, scientific or technical advice, professional expertise, or other resources you needed to do your work.

> ***People who help you advance your career***. These are the people who contribute to your professional development and career advancement. Whether these were are genuine mentors or more distant relationships, these are people who have given you career guidance and direction, arranged exposure to critical people, provided political advice, helped you get important opportunities or assignments, advised you on promotion criteria, provided advice on funding opportunities, and/or been an advocate for you.

> ***People who provide personal support for you***. These are the people you go to for your emotional well being and psychosocial support. They are the ones with whom you share experiences —both positive and negative, consult about decisions or concerns that are important to you, vent with, commiserate with, debrief critical experiences with—people with whom you can be yourself.

> People with whom you have more than one kind of relationship should be listed more than once (i.e. one person could be in two or three categories). **In** addition to considering people who perform these functions in your network, we also want you to place them in the column that best describes the type of relationship you have with them. **Close** relationships are ones where there is a high degree of trust, liking and mutual commitment. **Distant** relationships are ones where you don't know the person very well. **Moderate** relationships are in the middle, neither very close nor distant.

> On the table on page 4 indicate by a star (*) 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. Write "mentor" or "mentee" inside the shape (square, triangle, circle) of anyone you consider in that role. See example on pages 2 and 3.

.

You: Junior Faculty

<u>Types</u>

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) ★		

A DEVELOPMENTAL NETWORK MAP EXAMPLE
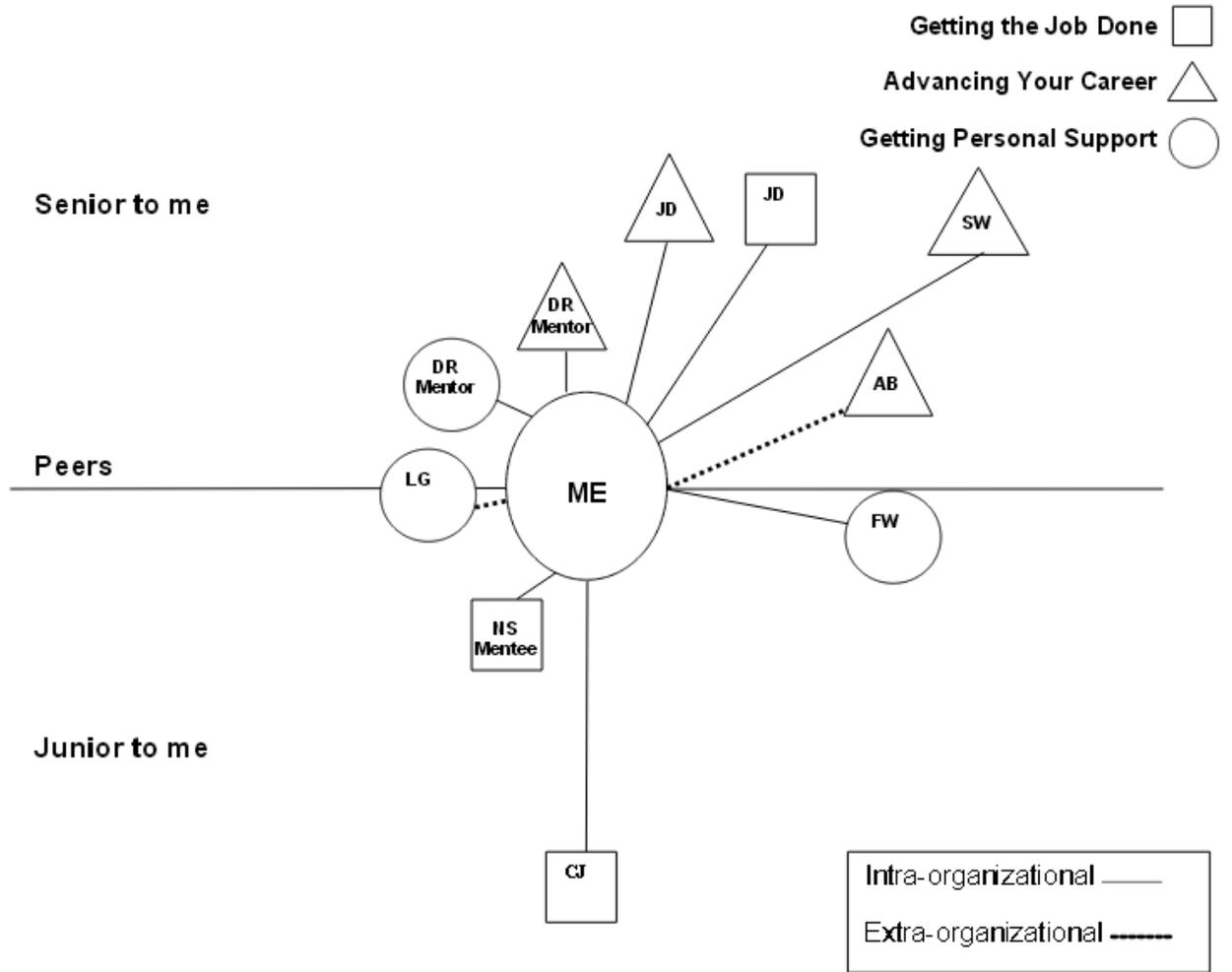
Getting the Job Done ☐

Advancing Your Career △

Getting Personal Support ○

Senior to me

Peers

Junior to me

ME

DR Mentor (circle)
DR Mentor (triangle)
JD (triangle)
JD (square)
SW (triangle)
AB (triangle)
LG (circle)
FW (circle)
NS Mentee (square)
CJ (square)

Intra-organizational ———

Extra-organizational ------

You:

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

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

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

◯

Close Relationship	Moderate Relationship	Distant Relationship

Your Developmental Network Map

Getting the Job Done ☐

Advancing Your Career △

Getting Personal Support ◯

Senior to me

Peers ——————————(ME)——————————

Junior to me

| Intra-organizational ——— |
| Extra-organizational ------- |
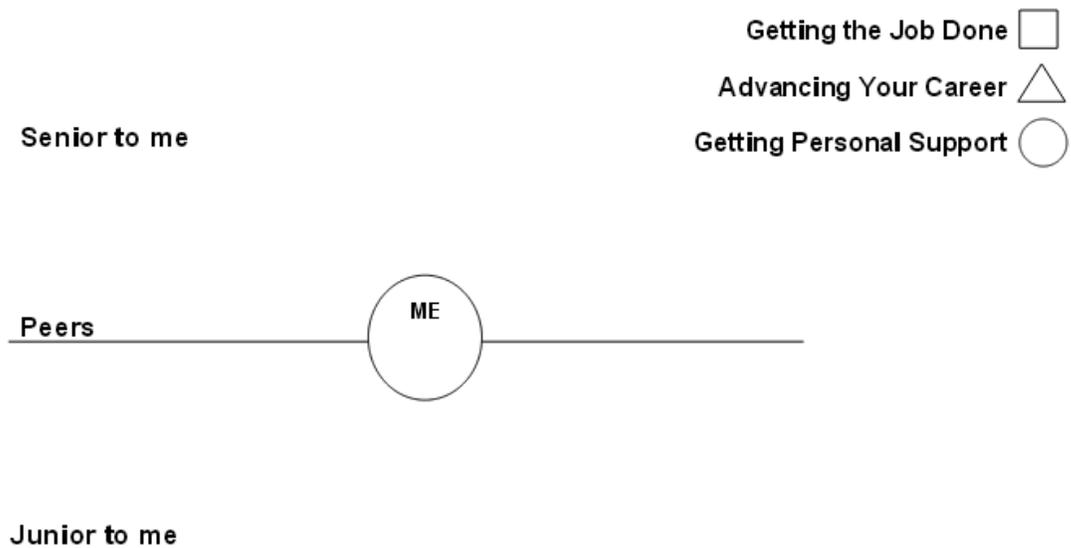
References

1. Blood EA, Ullrich NJ, Hirshfeld-Becker DR, Seely EW, Connelly MT, Warfield CA, Emans SJ. Academic women faculty: Are they finding the mentoring they need? J Womens Health (Larchmt). 2012 Nov; 21(11):1201-8.

2. Chandler DE, Hall DT, Kram KE. How to be a Smart Protégé: Eight tips for setting up a network of mentors. August 7, 2009. http://online.wsj.com/article/SB10001424052970203937504574252141852898888.html.

3. Higgins MC. Developmental Network Questionnaire (9-404-105). Boston: Harvard Business School Publishing. 2004.

4. Higgins MC, Kram KE. Reconceptualizing mentoring at work: A developmental network perspective. Academy of Management Review 2001;26(2):264-288.

5. Higgins MC, Thomas DA. Constellations and careers: Toward understanding the effects of multiple developmental relationships. Journal of Organizational Behavior 2001;22(3):223-247.

6. Kram KE, Higgins MC. A new approach to mentoring. The Wall Street Journal (Eastern edition). New York, NY:September 22, 2008; R10.

7. Lee A, Dennis C, Campbell P. Nature's guide for mentors. Nature 2007;447(14):791-797.

8. Thomas D. The truth about mentoring minorities: Race matters. Harvard Business Review 2001; 79(4):99-107.

9. Tsen LC, Borus JF, Nadelson CC, Seely EW, Haas A, Fuhlbrigge AL. The development, implementation, and assessment of an innovative faculty mentoring leadership program. Acad Med. 2012 Dec;87(12):1757-1761

10. Children's Hospital Boston Office of Faculty Development Guidelines for Mentors and Junior Faculty http://www.childrenshospital.org/clinician-resources/office-of-faculty-development/community-of-mentors