

**Boston Children's Hospital (BCH) Office of Faculty Development's (OFD) Mentee
Checklist for Clinicians**

(Adapted from BCH OFD 2013-2014 Guidelines for Junior Faculty Checklist)

http://www.childrenshospital.org/cfapps/research/data_admin/Site2209/Documents/2012MentorGuidebook.pdf

The Mentee's Checklist for Clinicians

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?
- Introduce yourself by phone, brief letter or email. Invite a meeting and suggest potential topics. Be ready to ask for advice and listen thoughtfully.
- Update your résumé/CV and send a copy to your mentor in advance of your first meeting.
- Ask for and review a copy of your mentor's résumé/CV in advance of your first meeting. Look at some of your mentor's publications.
- Think about your Developmental Network (colleagues, juniors, mentees, family and friends) including your Community of Mentors (scholarly mentors, career advisors, educators, co-mentors, peer mentors, e-mentors) who you turn to regularly for career advice and support, both inside and outside your division/department/school. (An exercise to help you map and analyze your Developmental Network is included in Appendix 1).

First and second meetings

- Discuss your short- and long-term professional goals and proposed project. 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? List the people in your Community of Mentors who can provide career advice, coaching, or support and review gaps. Are there other mentors or collaborators needed?
- 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

(Note there is no set order for addressing these topics).

- Discuss clinical expectations and goals for continuous learning. Are there areas of clinical focus and innovation for scholarship (review articles, case reports), research, collaborations, and teaching?
- Discuss the proposed QI project – what are the aims? Project design and methods? Assessment? Collaborators?
- Assess skills/resources needed for projects and timeline.
- Do you need to add mentors with expertise in QI, health care reform, billing and coding, informatics, epidemiology, specific medical content or methodology, or statistics to your Developmental Network?
- Discuss your membership in professional clinical organizations. Are there other professional committees/organizations you should be joining or taking on more of a leadership role?

Are there courses at HMS or medical student rotations at Children's related to clinical expertise? Are there opportunities to be a tutor or give community presentations or Grand Rounds? Are there teaching skills needed for you to achieve national recognition?

Promotion

Discuss career trajectory and skills/deliverables needed to progress to next level. Familiarize yourself with the HMS Guidelines for Promotion in your specific Area of Excellence.

Balance and Negotiation

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