

Boston Children's Hospital (BCH) Office of Faculty Development's (OFD) Mentor Checklist for Educators

(Adapted from BCH OFD 2013-2014 Guidelines for Mentor's Checklist)

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

The Mentor's Checklist for Medical Educators

Preparation (if the mentee is not already known to you)

- Introduce yourself by phone, brief letter, or email, but still give the mentee ample opportunity to arrange, or set forth the agenda for the first meeting.
- Consider sending a copy of your CV or NIH biosketch to your mentee in advance of your first meeting
- Ask mentee to send an updated résumé/CV and to begin to think about short- and long-term goals.

First and second meetings

- Initiate an introductory discussion of your respective backgrounds and current academic roles.
- Outline what the mentee can expect from a mentoring relationship with you. Suggest that the mentee may wish to speak to prior mentees to set realistic expectations.
- Express interest in the mentee's career at your hospital/lab/department.
Ask open ended questions such as "what are you looking for in career guidance and mentorship?"
Listen to answers with follow-up questions and reflection – "What would you like to see happen as a result of our meeting? How important is that? It sounds to me that the thing you most want to happen is Is that true?"
- Review mentee's résumé/CV. Ask "What type of position in academic/clinical medicine/research is your ultimate goal? How long do you think it will take?"
- Make sure that the mentee has had a Career Conference with his/her department head/division chief within the past year. Discuss feedback from the Career Conference. Ask about short- and long-term goals, including identifying a timeline for acquisition of skills and completion of tasks such as a project or manuscript, getting feedback on teaching, joining a professional society, applying for a grant, designing an evaluation for other faculty or trainee clinicians, formulating a QI project, developing educational materials for patients and families, creating an interdepartmental initiative or clinic, writing a review paper, a practice guideline, or blog, etc.
- Ask the mentee to list his/her Developmental Network (colleagues, juniors, mentees, family and friends) including his/her Community of Mentors (scholarly/research mentors, career advisors, co-mentors, peer mentors, e-mentors) who he/she turns to regularly for career advice and support, both inside and outside the mentee's lab/division/department/school. (An exercise to help junior faculty map and analyze their Developmental Network is included in Appendix 1).
- How well is he/she leveraging social media (blogging, LinkedIn, Twitter, online groups, etc.) to broaden his/her network? At the same time, are there challenges with time management?
- Ask about institutional/departmental resources the mentee needs to achieve goals.
- Use a checklist or timeline for tracking of progress.
- Decide together on the frequency of meetings which can vary based on needs of individuals, but occurs as often as several times a week in research labs to once every month or two.
Mentoring thrives on informal, continuous guidance. Interactions may range from brief email to a phone "check-in" to lengthy follow up.
- Decide together on the best means of communicating and make sure that responses are timely.

Community of Mentors: Checklists for Mentors

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Some Topics for Discussion

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

- Discuss courses and lectures taught and evaluations/ratings. Was the mentee responsible for any innovative teaching methods? How can you assist him/her in being invited to speak at strategic venues such as Grand Rounds or conferences? Are there opportunities to give community presentations at local hospitals and practice groups?
- Are mentors with expertise in medical education or the specific educational project the mentee is working on needed? Is he/she a member of The Academy at Boston Children's Hospital and/or The HMS Academy? Are there other professional educational committees/organizations he/she should be joining or taking on more of a leadership role?
- Are there courses at HMS that the mentee should consider being a tutor or medical student rotations at Children's that would be rewarding? Are there teaching skills needed to achieve national recognition? Would the mentee benefit from participation in the Harvard Macy Institute or HMS Medical Education Grand Rounds?

Promotion

- Discuss career trajectory and skills/deliverables needed to progress to next level. Is the mentee familiar with the HMS Guidelines for Promotion in his/her specific Area of Excellence?

Balance and Negotiation

- If OK with mentee, ask about and discuss work/family balance.
- Discuss preferred timing of milestones in mentee's career trajectory and changes desired in the balance of activities and career/academic workload.
- Provide opportunities to learn about negotiation strategies.
- Advise mentee on discussions with supervisor/Division Chief and the importance of understanding the Chief's perspective.

Follow-up Meetings

- Set mutual expectations and responsibilities at the onset of the relationship.
- Meet or make contact in accordance with the agreed-upon plan.
- Use the checklist and timeline to track progress. Be caring and non-judgmental, when giving honest feedback about progress and productivity, not just on successes, but also analyzing failures and how to minimize them in the future. Always ask for the mentee's reflection on progress.
- Suggest other resources or mentors. Recognize that a Community of Mentors needs to adapt in synchrony with career and psychosocial development, by strengthening some existing relationships, relying less on others, and adding new sources of support.
- Try to maintain the relationship for at least one year. Reevaluate the mentoring relationship as needed, but at least annually. Agree on confidentiality and no-fault termination.