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

(Adapted from BCH OFD 2013-2014 Guidelines for Mentor's Checklist) <a href="http://www.childrenshospital.org/cfapps/research/data\_admin/Site2209/Documents/2012MentorGuidebook.pdf">http://www.childrenshospital.org/cfapps/research/data\_admin/Site2209/Documents/2012MentorGuidebook.pdf</a>

## The Mentor's Checklist for Researchers

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 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 challen
timely.

Community of Mentors: Checklists for Mentors

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