



CENTER FOR FACULTY DEVELOPMENT

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Center for Faculty Development
Office for Clinical Careers
Office for Research Careers
- Graduate Student Division
- Post Doctoral Division
Office for Well-Being
Office for Women's Careers

MENTEE GUIDELINES

Preparation

- Note down answers to the following questions:
 - What are my goals?
 - How can my mentor assist me in meeting these goals?
 - How do I evaluate my levels of competency and skill sets?
- Introduce yourself to your mentor by phone or via a brief email. Set up a meeting and suggest topics of discussion. Send your updated CV.

1st Meetings

- Discuss your short- and long-term professional goals and proposed projects.
- Decide together on the frequency of meetings. The frequency will vary based on individual needs and responsibilities; meetings can occur as often as several times a month to once every month or two to twice a year. Interactions may range from brief emails to phone check-ins to lengthy follow ups. Either member can initiate a meeting; however, *do not wait for your mentor!* You have the right and responsibility to contact your mentor as necessary.
- Consider your skill sets and those of your mentors so that you are taking advantage of each mentor fully. Decide with your mentors if you need further support, now or in the future.
- Ask for advice, listen thoughtfully, and take ample notes.
- Create a checklist of goals and projects and a clear timeline for completion of them.

Topics for Discussion

Topics for Researchers

- Proposed research projects and how to develop aims and hypotheses. (Write a 2-page concept paper with brief background, aims and hypotheses, and analysis plan of your proposed research.)
- Skills/resources needed for projects and timeline.
- Progress/challenges in meeting original project goals, developing new projects, and/or writing manuscripts or grants.

Topics for Clinicians

- Clinical expectations and goals for continuous learning: areas of clinical focus and innovation for scholarship (review articles, case reports), research, collaborations, and teaching?



- Proposed QI projects – Aims? Project design and methods? Assessment? Collaborators?
- Skills/resources needed for projects and timeline.
- Membership in professional clinical organizations: new professional committees/organizations to join? Leadership roles to take on? Community/global outreach?
- Teaching opportunities: courses at HMS or medical student rotations related to your clinical expertise? Opportunities to be a tutor or give community presentations or Grand Rounds? Teaching skills you need to focus on to achieve national recognition?

Promotion

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

Mentor as Role Model

- Which key steps in mentor's career path have been most valuable and why?
- How has your mentor navigated family responsibilities? Overall work/life balance?
- How has your mentor learned to negotiate? Deal with deal with difficult conversations.
- How has your mentor dealt with failure/disappointment?

Subsequent Meetings

- Use your checklist and timeline to track progress. Keep an ongoing portfolio of activities and works in progress.
- Suggest specific topics for meetings, such as meeting goals, time management, work/life balance, negotiation, community outreach, or manuscript completion.
- Continually assess your skill sets: What skills do you need to learn or improve? What do you want to change about your work/communication style? Which professional networks/online communities are important? What specific mentoring is needed?
- Maintain your mentoring relationship for at least one year and reevaluate it annually. Agree on confidentiality and no-fault termination.