



MASSACHUSETTS
GENERAL HOSPITAL

CENTER FOR FACULTY DEVELOPMENT

125 Nashua Street, Suite 8-8240
Boston, Massachusetts 02114
Tel: (617) 724-0818
Email: cfid@partners.org
<https://www.massgeneral.org/faculty-development>

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

MENTOR GUIDELINES

Introduce yourself by phone or email. Request the mentee's CV and ask the mentee to create the agenda for the first meeting. Share a copy of your CV in advance of that meeting.

1ST MEETINGS

- Ease into the relationship by describing your background and current academic role and having the mentee do the same. Encourage specificity in descriptions.
- Express and show interest in the mentee's career and career potential and LISTEN.
 - Ask open-ended questions, such as "What are you looking for in career guidance and mentorship?" Listen carefully to the answers and answer with follow-up questions and/or reflection: "What would you like to see happen as a result of our meeting? How important is this goal/issue to you? It sounds to me that what you most want to happen is _____. Is that right?"
 - Review your mentee's CV and ask follow-up questions.
 - Discuss both short- and long-term goals: What type of position in academic/clinical medicine/research is the mentee ultimately aiming for? How long does the mentee think it will take? What institutional/departmental resources are needed to achieve these goals?
- Create a timeline for the acquisition of skills and completion of tasks, such as drafting 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, or creating an interdepartmental initiative or clinic, writing a review paper, a practice guideline, or blog.
- Decide together on the frequency of future meetings, which will vary based on individual needs.
- Conclude with what the mentee can expect from the mentoring relationship. It is essential to set mutual expectations and responsibilities at the onset of the relationship.

DISCUSSION TOPICS

Topics for Clinicians

- Clinical expectations and goals for continuous learning: sessions and inpatient weeks; clinical time involving teaching/precepting trainees; areas of clinical focus and innovation for scholarship
- Proposed QI projects: aims, project design and methods, assessment, collaborators



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- Professional committees/organizations the mentee should join or become involved at the leadership level

Topics for Researchers

- Research projects: aims, hypotheses, project design and methods, sample size, pilot data, collaborators, authorship, findings
- Challenges, such as pros and cons of mentee's independent project versus the mentor's project
- How to approach different grant funders and communicate with project officers: review examples of successfully funded proposals and discuss key elements.
- Mentee's current list of mentors: is everything covered? (expertise in basic science, translational research, clinical trials, community-based research, ethics, genetics, epidemiology and/or public health)

Teaching

- Review the mentee's teaching methods and encourage innovative approaches.
- Assist in getting your mentee invited to speak at strategic venues such as Grand Rounds or conferences. Consider opportunities to give community presentations at local hospitals and practice groups and/or HMS courses for which the mentee could be a tutor or be involved in medical student rotations.
- Consider specific teaching skills your mentee needs to achieve national recognition.

Promotion

- Make sure the mentee understands the HMS Guidelines for Promotion in the specific Area of Excellence. Advise on career trajectory and skills/deliverables needed to progress to next level.

Balance and Negotiation

- If the mentee wants to discuss work/family balance, listen to the concerns and offer advice. Share your own experiences.
- Review the preferred timing of milestones in your mentee's career trajectory and consider changes in the balance of activities and career/academic workload.
- Provide opportunities to learn about negotiation strategies.
- Advise your mentee on the importance of understanding the Chief's perspective. Help your mentee prepare for ACCs.

FOLLOW-UP MEETINGS

- Decide together on the best means of communication and give timely responses. Meet or make contact in accordance with the agreed-upon plan. Remember that mentoring thrives on informal, continuous guidance—brief emails, phone check-ins, substantive follow ups.
- Use the checklist and timeline you have created together to track progress. Be caring and non-judgmental when giving honest feedback about progress and productivity. Applaud successes. Analyze failures, giving advice on how to minimize them in the future. Always ask your mentee to reflect on his/her progress. Share your own challenges and how you overcame them.
- Suggest other resources or mentors. 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.
- Maintain the relationship for at least one year. Reevaluate the mentoring relationship annually. Agree on confidentiality and no-fault termination.