**Boston Children’s Hospital (BCH) Office of Faculty Development’s (OFD)
Mentee Checklist for Clinical Care**

**(Adapted from BCH OFD 2021-2022 Successful Mentoring for Junior Faculty Checklist)**

**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 set forth the agenda. 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 A).

**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 and Developmental Network who can provide career advice, coaching, or support; 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.

[ ]  Send a written agenda to your mentor at least a day before your meetings.

**Some Topics for Discussion for Junior Faculty with a focus on Clinical Care** (Note there is no set order for addressing these topics).

**Clinical Care**

[ ]  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, health equity, 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 HMS and BCH resources for family, child care, and work/life balance.

[ ]  Learn about successful negotiating styles and skills including resources and training provided by the HMS Ombuds Office.

**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.