

A Checklist Of Common Functional Expectations For Mentors

Although this checklist is geared toward mentors in a research environment, it contains numerous general functional expectations that apply to other areas of nephrology, as well.

- Role modeling of appropriate faculty member attitudes, values, and behaviors, such as:**
 - How to develop and maintain a professional network
 - How to negotiate a difficult conversation with a colleague
 - How to respond to a critical review of an article
- Direct teaching of academic competencies and norms, including:**
 - Academic values and the role these values have in maintaining the academic enterprise
 - Alternative perspectives
 - Unwritten “rules of the game” in the department, discipline, school, and university
 - How best to navigate the pathways to promotion and specific promotion requirements at your institution
 - History, traditions, governance, and leaders of the department, discipline, school, and university
 - Management of external funds, academic misconduct, and conflict of interest
- Direct teaching of research competencies, including:**
 - Reviewing and synthesizing the literature
 - Refining a research question
 - Identifying funding sources for research
 - Preparing human subjects approval requests
 - Developing a research design
 - Preparing a data collection strategy
 - Managing data sets
 - Analyzing data and interpreting results
 - Selecting journals for results dissemination
- Offering the mentee a collaborative role in research by:**
 - Analyzing data
 - Recruiting subjects
 - Co-authoring articles and grants
 - Identifying supplemental projects

- Providing advice for:**
 - Strategies for handling difficult work situations
 - The merits of serving on particular committees or review panels
 - Where to send study data
 - Finding and securing resources
 - The pros and cons of different academic appointments
 - Pacing work towards promotion
 - Suggestions for balancing “work and life”
- Reviewing work and career progress by:**
 - Critiquing drafts of grant proposals and research papers and presentations for national meetings
 - Reviewing goals, plans and annual performance review and promotion packets
- Advocating for the mentee’s success by:**
 - Protecting research time
 - Providing the junior faculty member with assignments that increase visibility to organizational decision makers and exposure to future opportunities
 - Reducing unnecessary risks that might threaten the mentee’s reputation
 - Showcasing mentee’s work/accomplishments
 - Recognizing talents
 - Providing opportunities for participation in professional activities
 - Providing access to key people and resources
- Offering encouragement by:**
 - Demonstrating enthusiasm and confidence in the mentee’s successful future
 - Conveying positive regard
 - Serving as a sounding board
 - Providing a forum in which the mentee is encouraged to talk openly about anxieties and fears
 - Providing moral and emotional support
 - Giving positive feedback

Adapted from: Bland, C.J., Taylor, A.L., Shollen, S. L., Weber-Main, AM, Mulcahy, P.(2009). *Faculty Success Through Mentoring: A guide for mentors, mentees, and leaders*. New York: Rowman & Littlefield Publishers. pp. 81-84.