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