Mentoring of Post-Graduates and Junior Research Faculty
Step 1: Mentors need to know how mentees view themselves

Below is a summary of your self-assessment for interests. This assessment will be used to recommend career paths that may be a good fit for you. We recommend that you look this over to confirm that you have ranked each item appropriately. Remember, this step will be most helpful if you used the entire range of scores.

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<tbody>
<tr>
<td>I would like to never do this in my career</td>
<td>Writing project reports or other business-related correspondence</td>
<td>Designing experiments</td>
<td>Planning new scientific projects or developing new research directions</td>
<td>Developing curricula</td>
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<td>Building new devices or developing/refining techniques</td>
<td>Giving presentations about science</td>
<td>Performing experiments</td>
<td>Writing grant proposals</td>
<td>Mentoring or teaching one-on-one</td>
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<td>Using quantitative methods in understanding science (e.g., statistics, mathematical modeling)</td>
<td>Learning about other fields</td>
<td>Writing scientific manuscripts</td>
<td>Representing data in figures/illustrations</td>
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<td>Performing research with animal subjects</td>
<td>Keeping up with current events in science</td>
<td>Writing position papers or policy papers</td>
<td>Thinking about science</td>
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<td>Performing research with human subjects</td>
<td>Learning how to use new equipment or techniques</td>
<td>Creating presentations</td>
<td>Attending conferences or scientific meetings</td>
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<td>Writing about science to non-scientists</td>
<td>Reading papers in your field</td>
<td>Using qualitative methods in understanding science (e.g., focus groups, in-depth interviews, field observations)</td>
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<td>Speaking about science to non-scientists</td>
<td>Discussing science with others</td>
<td>Developing collaborations</td>
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<td>Analyzing financial data or budgets</td>
<td>Teaching in a classroom setting</td>
<td>Working in a team</td>
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<td>Assessing business trends and strategies, entrepreneurial ideas</td>
<td>Negotiating agreements</td>
<td>Networking with others</td>
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<td>Planning or organizing events</td>
<td>Serving on committees</td>
<td>Work-related travel</td>
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Step 2: Identify broad areas to be mentored

- Personnel issues
- Conflict resolution
- Career counseling
- Budget and planning
- Training of trainees
- Grants and contracts
- Curriculum and pedagogy
- Facilities
- Administrative operations
- Personal development
- Collaborations
- The “first 100 days”

Step 3: Establish expectations of mentee - mentor responsibilities early in the relationship

Compact Between Postdoctoral Appointees and Their Mentors

www.aamc.org/postdoccompact
Step 4: Focus on Core Competencies that promote successful careers in biomedical research

1. Discipline-specific conceptual knowledge
2. Research skill development
3. Communication skills
4. Professionalism
5. Leadership and management skills
6. Responsible conduct of research

Step 5: Mentors should provide quantitative feedback on core competencies at least annually.

http://www.nationalpostdoc.org/
Chapter 1. Obtaining and Negotiating a Faculty Position
Chapter 2. Understanding University Structure and Planning for Tenure
Chapter 3. Laboratory Leadership in Science
Chapter 4. Staffing Your Laboratory
Chapter 5. Mentoring and Being Mentored
Chapter 6. Time Management
Chapter 7. Project Management
Chapter 8. Data Management and Laboratory Notebooks
Chapter 9. Getting Funded
Chapter 10. Getting Published and Increasing Your Visibility
Chapter 11. Understanding Technology Transfer
Chapter 12. Setting Up Collaborations
Chapter 13. Teaching and Course Design

http://www.hhmi.org/resources/labmanagement/
BWF – *Moving On: Managing Career Transitions*

- Setting a Good Foundation for Moving On
- Formulating a Research Statement
- Formulating a Teaching Statement
- Networking
- Securing Independent Funding
- Avoiding Common Pitfalls

“The topic here is not the job search process itself, but rather how to know if you are ready to enter it.”

Step 6: Periodically assess the relationship

Questions to Ask Yourself as Mentor:
• Are you giving them enough of your time and interesting work? Are they taking too much of your time?
• Are the personality and work habits of your mentee similar to yours, and if not, are you able to make sure that doesn't get in the way of the mentoring relationship?
• How satisfied are you overall with the mentoring relationship?

Questions to Ask Yourself as Mentee:
• If you are collaborating, how does your mentor give you credit for your contributions to the project?
• Do you feel like part of a team, and are you treated in an open, respectful manner?
• How satisfied are you overall with the mentoring relationship?
Mentoring trainees involves *self reflection*, but it is also critical to remember that *you are NOT the person you are mentoring*!
The key to a successful biomedical research career is having a mentoring community! Encourage multiple mentors.


http://clevermarketer.com/2011/03/accountability/

https://www.teamscience.net/