

2017 – 2018 Rollins School of Public Health
Annual Mentoring Program

Mentee Guide



EMORY
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Career
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Mentee Guide
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About 2017-2018 RSPH Mentoring Program

The program runs between September 2017 and May 2018. It targets 1st year RSPH full-time degree-seeking students and seasoned public health professionals. Hundreds of Rollins graduates have benefited from this program in previous years. It is also a unique opportunity for the mentors to make a personal contribution to the professional development of RSPH students.

This program emphasizes professional development and postgraduate aspirations. The true purpose is for the mentors to share their experiences with current Rollins students to provide real-world knowledge and insights. Although a student's participation may occasionally lead to an internship or field experience, this is **not** an expectation of the program.

Qualification & Application

Participation of the RSPH Mentoring Program requires professional behaviors. **First year MPH/MSPH full time students** who can commit to follow high ethical standards and responsibility are qualified to apply. Students who are interested in participating should read the Mentee Guide carefully before signing up.

To apply for this program, please submit the 3-part application packet that includes the following:

- (1) The online application form (see website)
- (2) Your signed Professionalism Contract (page 11 of the Mentee Guide) and
- (3) Your current resume (It does not need to be perfect. We mainly use your previous experience for matching.) Try VMock!

All 3 application materials should be received by the Office of Career Development via ROL before **5 p.m. EST on Thursday, August 10. Late or incomplete applications will not be considered.**

The Mentee Selection & Matching Process

The submission of an application does not imply automatic acceptance into the Mentoring Program. Students will be selected based upon evidence of their commitment to maintaining a mentoring relationship shown in the application and the availability of a suitable match.

Our Selection and Matching Committee will review each application carefully and may request an interview with a student. The committee is dedicated to do its best to match individuals with similar interests and experiences. Participants should understand that a perfect match is not guaranteed.

Each mentoring group will consist of one (1) public health professional as the mentor and **1 or 2** assigned mentees to allow a close mentor-mentee relationship.

Selected students will be notified via e-mail by 5 p.m. on Friday, September 8th. In order to receive their match, selected students must attend **one** of three 1-hour Mentoring 101 sessions.

Mentoring 101 Orientation

Two Mentoring 101 sessions will be available for students to RSVP via ROL. RSVP information will be included in the notification e-mail after the application period.

Mentoring 101– Session 1	Monday Aug. 14 th	12pm	Webinar
Mentoring 101– Session 2	Friday, Aug. 25 th	noon	TBD
Mentoring 101– Session 3	Tuesday, Aug. 29 th	noon	TBD

The orientation is to familiarize selected students with their roles and responsibilities. Selected students who have successfully attended an orientation session will receive their match by September 8th, unless a suitable match is unavailable.

Important Dates for 2017-2018 RSPH Mentoring Program (Tentative)

Mentee Recruitment	August 1 to August 10
Mentee Selection	August 1 to August 31
Mentee Mandatory Orientation (Mentoring 101)*	August 14, 25 & 29
Mentee Recruitment	August 1 to August 10
Dad's Garage Learning & Practicing Networking Skills (A Hands-on Networking Event to Practice What You've Learned)	August 17
Matching Notification	September 8
Meet My Mentee/Mentor Networking Breakfast (Mentee/Mentor Pair Attendance Only) **	September 28
Mock Interview Networking Night	September 21
End of Program	May 31

* Selected mentees must attend on (1) Mentee Orientation session in order to receive a match.

** This event is to facilitate the mentee/mentor pair's first meeting. Selected mentee should invite his/her mentor in order to attend this event in pair. Attendance is not mandatory.

Withdraw from the Mentoring Program

By signing up to participate in the Mentoring Program, you have obligated yourself to remain a positive, productive, contributing mentee. **If you cannot fulfill your obligations, you must contact your mentor and Career Development to formally withdraw.** If selected mentee fails to do so, he/she may be suspended from access to Career Development and events.

Program Evaluations

Each program participant will receive an online evaluation survey at the end of the program in order for the Office of Career Development to obtain your feedback on the program and your mentoring relationship. We also welcome personal and confidential comments.

What is Mentoring?

Mentoring is a process in which a more experienced individual (mentor) helps a less experienced person (mentee) discover new areas of knowledge and insights in a particular field. Mentors also potentially assist mentees in setting professional goals through a series of ongoing, time-limited, confidential conversations and other learning activities. It is a relationship based upon mutual trust and respect.

What Mentoring Is and Is Not

Mentoring Is:

- A commitment
- Being open minded
- Sharing experience
- Improving communication skills
- Increasing networking opportunities
- Developing/strengthening professional skills
- An expansion of one's worldview

Mentoring Is Not:

- A guarantee of a job
- Therapy
- Supervision
- Tutoring
- Effortless

What is a Mentor?

The mentor acts as the informal coach of the mentee. The mentor can often help the mentee set specific goals and work toward those goals.

Mentors usually are able to:

- Take time and provide attention
- Be a role model and an advisor
- Demonstrate commitment, competence, and a willingness to extend knowledge
- Help mentee build confidence by teaching skills and offering feedback
- See solutions and opportunities as well as barriers
- Respect and appreciate differences
- Exhibit trust and maintain confidentiality

Who can be a Mentee?

This program mainly targets 1st year MPH/MSPH full-time students. Students will be selected based upon evidence of their commitment to maintain a mentoring relationship demonstrated in their application packet and the availability of a suitable match.

Possible Benefits to Mentees

- Opportunity to learn from someone more experienced
- Improved communication skills
- Increased self-awareness
- Increased awareness of professional issues
- Exposure to new ideas, theories, practices, and/or people
- Expansion of one's worldview

Mentee Responsibilities

During your first meetings with your mentor, we suggest that you clearly define the relationship to best meet your and your mentors' needs. The following suggestions may assist your initial discussions:

Set Goals & Determine Interests

Establish mutually agreeable goals for the mentoring relationship. For example, if 2 mentees are assigned in your group, you want to decide who will assume responsibility for arranging each meeting. Discuss how frequently you would like to meet with your mentor in person.

Determine experiences you would like to gain through the program. For example, are you interested in job shadowing, attending meetings in your mentor's organization, receiving information about other professional development opportunities?

When setting goals and determining your interests, discuss your goals and interests with your mentor and find out whether they are reasonable and feasible. You should make sure that your goals are **SMART – Specific, Measurable, Attainable, Realistic, and Timely**. A SMART goal has a greater chance of being accomplished than a general goal. A general goal might be "Learn more about infectious disease," whereas a SMART goal would be "Shadow an infectious disease specialist at CDC for a week to learn about the day-to-day life of a professional in the field."

An **Action Plan Template** is attached in the end of this guidebook. We strongly encourage you to use it as a tool to develop your goals and discuss your goals with your mentor. You can see a better picture, if you write them down. When you share your goals with your mentor, your mentor will be able to provide his/ her suggestions and be able to help you achieve them. The template is also available in ROL.

Listening Actively

Listening actively is the most essential skill you will use throughout your relationship. Active listening not only establishes rapport but creates a positive, accepting environment that permits open communication.

Building Trust

Trust is built over time. Trust comes from a sense of comfort with another person, and comfort comes from repeated experiences and exposure. You will increase trust by keeping your conversations and other communications confidential, honoring your scheduled meetings and calls, and consistently showing interest.

Identify Boundaries & Follow a Professional Code of Conduct

All professional relationships have boundaries about what is and isn't permitted. The mentor relationship should comply with professional code of conduct standards at all times.

Apply What is Learned

Put patterns of professional behavior into practice. Practice new behaviors or skills, and take full advantage of any assistance offered.

Help Your Mentor Get Connected & Reciprocate

Our mentors all have passions to connect with the current issues at RSPH and at Emory. Serve as a model representation of RSPH and your academic department. Invite your mentor to campus events, presentations, or lectures. As a mentee, you probably have some knowledge, perspectives, or connections that your mentor would appreciate. Make yourself useful and you will make yourself worth the investment of time.

Express Gratitude

Our mentors are all volunteers. They spare their time in addition to their full time job to mentor you and to help you be successful. Let them know that you appreciate their commitment. Never take your mentor for granted.

Keep Career Development Informed

Let Career Development know what is working well and what is not. We build our programs on participants' comments and suggestions and welcome your candid feedback.

Other suggestions and activities:

- Plan business luncheons and coffee breaks
- Invite your mentor to campus events, presentations, or lectures
Emory Events Calendar <http://www.emory.edu/home/events/>
Rollins Calendar of Events http://www.sph.emory.edu/cms/about/rsph_cal.html
- Attend workshops, symposia, and/or conferences together
- Join professional organizations and associations
- Exchange and review each other's résumés
- Shadow a mentor or volunteer within his/her organization
- Observe holidays, birthdays, other celebrations, or accomplishments for your group
- Engage in recreational or other social activities

Best Practices (Summarized from State Health Leadership Initiative Mentoring Guide)

- You are responsible for your own growth
- Allow your mentor and fellow mentee to help you think more broadly and deeply
- Think of your mentor as a "learning facilitator" rather than the person with all the answers
- Be receptive to feedback
- Ask your mentor to share with you successful strategies and resources he/she has used in the past that could apply to the challenges you face
- Know that the energy you invest will have a significant impact on your development

Mentoring Dos and Don'ts

Do:

- Take time to identify your goals.
- Use the Professionalism Contract as the professional principles to follow.
- Be considerate of your mentors' time and be responsive.
- Seriously consider all advice you receive.
- Show evidence you have utilized your mentor's help in making decisions.
- Show appreciation for every form of assistance your mentor gives you. (Say thanks, praise them in front of others, send a note, etc.)
- Make it easy for your mentor to give you corrective feedback. Ask for it early.
- Assume the relationship will be strictly professional.
- Ask mentor's permission to continue the mentorship after the program ends in May 2014.
- Keep in touch once you part company after the program ends. Send a note or call from time to time to provide updates and say thanks.

Do not:

- Depend on your mentors to identify your goals for you.
- Assume your mentors have unlimited time for you.
- Say "Yes, but..."
- Forget to share the outcome of the help your mentor provided.
- Take your mentor for granted.
- Immediately defend or explain yourself, or worse, criticize your mentor.
- Intrude into your mentor's personal life or expect to be friends.
- Talk negatively about your team members nor your mentor.
- Leave on bad terms.
- Move on without checking back with past mentor.

What if Problems Arise?

The unexpected happens. When it happens, take the initiative and contact your mentor and fellow mentee. Discuss your situation with them. Get back to them with a new timeline for meetings/activities you've planned.

If you are not able to resolve issues with your mentor, please feel free to contact the Office of Career Development. You may find it helpful to discuss with the Career Development staff ideas and strategies for resolving problematic mentoring issues.

Great Reads for Mentees

Cohen, N. (1999) *Effective Mentoring*. Amherst, Massachusetts: HRD Press.

Dalton, M.A. (1998) *Becoming a More Versatile Learner*. Greensboro, North Carolina: Center for Creative Leadership.

Ferrazzi, K. and Raz, T. (2005) *Never Eat Alone: And Other Secrets to Success, One Relationship at a Time*. New York, NY: Doubleday.

Hakim, C. (1994) *We Are All Self-Employed: The New Social Contract for Working in a Changed World*. San Francisco, CA: Berrett-Koehler Publishers.

Leider, R.J. (1997) *The Power of Purpose: Creating Meaning in Your Life and Work*. New York, New York: MJF Books.

Phillips-Jones, L. (2000) *The Mentee's Guide*. Grass Valley, CA: Coalition of Counseling Centers (CCC)/The Mentoring Group.

Phillips-Jones, L. (2001) *The New Mentors and Proteges: How to Succeed with the New Mentoring Partnerships*. Grass Valley, CA: Coalition of Counseling Centers (CCC)/The Mentoring Group.

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Shea, G.F. (1999) *Making the Most of Being Mentored: How to Grow from a Mentoring Partnership*. Menlo Park, CA: Crisp Publications, Inc.

Wall, B. (1999) *Working Relationships: The Simple Truth About Getting Along with Friends and Foes at Work*. Palo Alto, CA: Davies-Black Publishing.

Sources

Lillian Eby's (University of Georgia) workplace mentoring research - <http://www.uga.edu/psychology/faculty/leby.html>

Mentor Center of Palm Beach County - <http://www.mentoringpbc.org>

Mentoring Partnership of Long Island, *The ABC's of Mentoring* - <http://www.mentorkids.com/>

National Career Development Association - <http://www.ncca.org/>

State Health Leadership Initiative - http://www.statepublichealth.org/?template=landing.php§ion=shli_login

Phillips-Jones, L. (2003). *The Mentee's Guide: How to Have a Successful Relationship with a Mentor*. Coalition of Counseling Centers/The Mentoring Group: Grass Valley, CA.

Office of Career Development
rsphcareerdev@emory.edu



2017-2018 RSPH Mentoring Program Students Professionalism Contract

As a mentee of the 2017-2018 RSPH Mentoring Program, I understand my participation requires professional behaviors. I will be held to high ethical standards and responsibility. I understand that my actions reflect upon me, my fellow students and Rollins School of Public Health (RSPH).

The following principles are to ensure my professionalism during the 2017-2018 Mentoring Program. I am expected to adhere to the principles in all of my interactions (in person, in writing, by phone, or by email) on & off campus, with all the business contacts, including Emory University faculty, staff, alumni, employers, community members and any other members of RSPH community.

(Please initial after you read & understand the following policies.)

- ___ I have read the Mentee Guide provided by the Office of Career Development carefully.
- ___ I will dress business formal when attending the Office of Career Development events and when meeting with business contacts unless I am notified otherwise.
- ___ I will communicate and present myself in a professional manner in all interactions including in person, in writing, by phone, or by email.
- ___ My matched mentor may not work in the specific area that I'm interested in. I will still be respectful and ask for advice, information and maybe other contacts.
- ___ I will make the initial contact and be proactive in updating my mentor in a professional manner.
- ___ I will be courteous and respectful to my mentor and to other business contacts including Emory University faculty, staff, alumni, employers, community members and any other members of RSPH community because they spend their valuable time advising me.
- ___ I will respond to my mentor's and other business contacts' calls and emails within 24 hours.
- ___ I will follow-up with a thank you letter after networking with an individual within 24 hours.
- ___ I will NEVER ask for a job when interacting with my mentor and other business contacts.
- ___ I will NEVER spam a contact with multiple e-mails or with multiple phone calls within one week.
- ___ I will NEVER ask a networking contact to mass distribute my resume.
- ___ I will NEVER share networking contacts' information with others without permission.
- ___ I will make a cancellation 2 business days prior to my scheduled event/appointment/meeting, if a conflict arises. In other words, I will ALWAYS honor my commitments with all business contacts.
- ___ In case of an emergency (accident, injury, illness, etc.), I will call the person I plan to meet, apologize and set up a time to reschedule.

By signing this document, I agree to adhere to the Office of Career Development's policies required to conduct myself with integrity in a professional manner. **I also acknowledge if I fail to adhere above mentioned policies, I may be suspended from access to services that the Office of Career Development provides.**

Student Signature: _____ **Date:** _____

Printed Student Name: _____ **Graduation Year:** _____ **Dept.:** _____