2015-2016
Rollins School of Public Health
Mentoring Program

A Guide for Mentors
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About 2015-2016 RSPH Mentoring Program
The program runs between September 2015 and May 2016. It pairs RSPH students with seasoned professionals in the field of public health. Hundreds of Rollins graduates have benefited from this program previously. It also offers a unique opportunity for the mentors to make a personal contribution to the professional development of RSPH students.

This program emphasizes the importance of professional development and networking to expand postgraduate aspirations. The true purpose is to share your 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.

Mentor Qualifications & Time Commitment
Any public health practitioner with a bachelor degree and more than 3 years of work experience or an advanced degree in a related field. Mentors commit to participating in the program for a minimum of 2 semesters and should be able to e-mail or communicate with mentee(s) at least once every 2 weeks. The mentoring relationship can continue beyond the initial period if desired.

Our mentors and mentees have frequent e-mail and phone correspondences. Previous participants have found meeting in person once a month to be adequate. However, this program urges mentees to be flexible, proactive, and to set goals. Based on the discussion between you and your mentee, the format and frequency of interaction is completely your decision.

Not sure how to mentor a graduate student?
The Mentor Workshop in will provide information and resources to assist you in interacting with our RSPH graduate students. The Office of Career Development in collaboration with RSPH Alumni Association will provide a 30-minute webinar in September 2015 to discuss the mentoring program in detail and it will also feature seasoned mentors to share their experiences working and interacting with graduate students. It is a great resource for mentors to get familiar with the RSPH mentoring program.

Matching Process
Each mentoring group will consist of 1 public health professional as the mentor and 1 or 2 assigned student mentees to allow a close mentor-mentee relationship. Students will be selected based upon evidence of their commitment to maintain a mentoring relationship. In making matches based on the available pool of mentors, we do our best to match individuals with similar interests and experiences.

We usually have mentors across the country and around the world. Before matching, we ensure that our students understand their commitment to maintain active communications, which is even more important if he/she is assigned to a non-local mentor.

Program Evaluations
Each program participant will receive an online evaluation survey so that the Office of Career Development can obtain your feedback on the program and the success of your mentoring relationship. We also welcome personal and confidential comments.
Important Dates for 2015-2016 RSPH Mentoring Program:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
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<tbody>
<tr>
<td>Mentor Recruitment</td>
<td>August 31 to October 2</td>
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<tr>
<td>Mentor Webinar</td>
<td>TBD (week of September 28th)</td>
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<tr>
<td>Mentee Recruitment</td>
<td>September 14 to September 18</td>
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<tr>
<td>Mentee Pre-selection</td>
<td>September 15 to September 18</td>
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<tr>
<td>Mentee Pre-selection Notification</td>
<td>September 18</td>
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<tr>
<td>Mentee Mandatory Orientation (Mentoring 101)</td>
<td>September 21, 23, or 25</td>
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<tr>
<td>Matching Notification</td>
<td>October 22</td>
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<td>Mock Interview Networking Night</td>
<td>October 28</td>
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<tr>
<td>Meet My Mentee/Mentor Networking Breakfast</td>
<td>November 6</td>
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<tr>
<td>(Mentee/Mentor Pair Attendance Only)</td>
<td></td>
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<tr>
<td>Year End Appreciation Party (Mentor Only)</td>
<td>April 14, 2016</td>
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<tr>
<td>End of Program</td>
<td>May 31, 2016</td>
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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 and develop new skills. Mentors also potentially assist mentees in setting professional goals through a series of ongoing, time-limited, confidential conversations and other learning activities. It must be a relationship based upon mutual trust and respect.

What is a Mentor?
The mentor acts as an informal coach of the mentee. The mentor can often help the mentee set specific goals and work toward those goals.

Mentors are expected to be 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

What Mentoring Is and Is Not

<table>
<thead>
<tr>
<th>Mentoring Is</th>
<th>Mentoring Is Not</th>
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<tbody>
<tr>
<td>A commitment</td>
<td>A guarantee of a job</td>
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<tr>
<td>Being open minded</td>
<td>Therapy</td>
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<tr>
<td>Sharing experiences</td>
<td>Supervision</td>
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<tr>
<td>Improving communication skills</td>
<td>Tutoring</td>
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<tr>
<td>Increasing networking opportunities</td>
<td>Effortless</td>
</tr>
<tr>
<td>Developing/strengthening professional skills</td>
<td></td>
</tr>
<tr>
<td>An expansion of one’s worldview</td>
<td></td>
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</tbody>
</table>

Possible Benefits to Mentors
Benefits of mentoring a student may include:
- Making a personal contribution to the development of a future fellow professional
- Improving communication, training, and/or coaching skills
- Strengthening knowledge base
- Increasing networking opportunities
- Extending worldview
Manage Your Mentorship

During your first meeting(s) with your mentee(s), we suggest you clearly define the relationship to best meet your and your mentees’ needs. The Office of Career Development provides a **Mentoring Action Plan Template** for mentees. We encourage the mentees to use this template to develop their mentoring goals and plans. Please feel free to ask your mentee to share his/her Mentoring Action Plan with you. The following suggestions may also assist your initial discussions:

**Set Goals**
Establish mutually agreeable goals for the mentoring relationship. For example, discuss how often you will meet. If you have 2 mentees, you may want to decide who will assume responsibility for arranging each meeting.

**Share Your Story**
Mentees can learn through your career history and your work responsibilities – past, present, and future. Discuss what your organization desires in qualified candidates. Explain the work environment and culture. Graduate students often forget to evaluate these areas.

**Establish Boundaries**
All professional relationships have boundaries about what is and isn’t permitted. For example, what kind of telephone access will the mentee(s) have to you? What’s the limit?

**Determine Interests**
Determine whether your mentee(s) is interested in job shadowing, attending meetings in your organization or a professional association, receiving information about professional meetings or conferences or other professional development opportunities.

**Help Your Mentees Become “Socialized”**
Notify your mentee(s) of conference calls, symposiums, or other types of professional development events that may be of interest. Introduce them to contacts and provide them with opportunities to interact with professionals in the field. Suggest resources.

**Evaluate Individual Level of Professional Growth**
It’s important to consider the personal and professional history of your mentee(s) because it will largely dictate how the group proceeds. If you have 2 mentees, assess each mentee carefully, considering development of professional and social skills, etiquette, and career direction. Recognizing individual needs early will help you tailor your mentorship more successfully.
Follow a Professional Code of Conduct
The mentor relationship should comply with professional code of conduct standards at all times. Mentors are not exempt from returning phone calls and e-mail correspondence.

Provide Constructive Feedback
Constructive feedback should be specific and nonjudgmental. It is based on observations of situations or behavior. The purpose of constructive feedback is to encourage discussion and improvement. Start with what you’ve observed and then provide suggestions on things that could be done differently.

Keep Office of Career Development (OCD) informed
Let OCD know what is working well and what is not. If circumstances require you to discontinue your participation or if your mentees have not maintained contact, please contact our office (rsphcareerdev@emory.edu). We build our programs on participants’ comments and suggestions and welcome your candid feedback.

Other suggestions and activities:
• Suggest reading materials to supplement studies or interests
• Assist mentees in career exploration by discussing values, interests, and skills
• Find commonality; share your Rollins experiences (good and bad)
• Facilitate networking opportunities by introducing mentees to contacts and colleagues
• Share tips on how to balance professional and personal time
• Share interests and concerns
• Consider tickets to ballgames or other social events

Best Practices (Summarized from State Health Leadership Initiative Mentoring Guide)
• Think of yourself as a learning facilitator rather than the person with all of the answers
• Resist the temptation to control the relationship and steer its outcomes entirely
• Help your mentee(s) see alternative interpretations and approaches
• Encourage and inspire your mentee(s) to achieve his/her goals by leading by example and providing constructive feedback
Key Mentoring Skills

Linda Phillips-Jones, Ph.D., a mentoring expert and author of The New Mentors & Protégés: How to Succeed with the New Mentoring Partnerships, has studied hundreds of mentor-mentee relationships and developed a set of critical mentoring skills and competencies. The key mentoring skills provided here are adapted from her work. As you progress through your mentoring relationship, you may find these skills helpful.

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. Examples include the following:

- Show interest in what your mentee(s) is saying, and reflect back important aspects
- If you are talking to your mentee(s) by phone, reduce background noise and limit interruptions

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, consistently showing interest and support, and by being honest with your mentee(s).

Determining Goals and Building Capacity
It is likely that your mentee(s) will ask you how you set and achieved your goals. You can help your mentee(s) identify and achieve his/her career and personal goals by doing the following:

- Assisting your mentee(s) with finding resources (e.g. people, books, articles, etc.)
- Imparting knowledge and skills by explaining, giving useful examples, demonstrating processes, and asking thought-provoking questions
- Helping your mentee(s) gain broader perspectives of career development
- Discussing actions you’ve taken in your career and explaining your rationale

Encouraging and Inspiring
According to Dr. Phillips-Jones’ research, giving encouragement is the mentoring skill most valued by mentees. There are many ways to encourage your mentee(s).

- Comment favorably on your mentees’ accomplishments
- Communicate your belief in your mentees’ capacity to grow personally and professionally and reach their goals
- Respond to your mentees’ frustrations and challenges with words of support, understanding, encouragement.
Mentoring Dos and Don’ts

**Do**
- Help your mentee(s) take initiative in your relationship
- Be open to the mentees’ ideas and discussion topics
- Be explicit about your own needs and limitations (e.g. time constraints etc.)
- Always ask before making a suggestion or giving feedback
- Work through conflicts in caring ways; invite discussion of differences
- Recognize your mentee(s) for steps taken
- Keep your relationship on a professional basis
- Be prepared to end the formal relationship at the end of the program
- Keep the doors open for your mentee(s) in the future

**Don’t**
- Make your mentee(s) guess or learn by trial and error
- Assume your advice will be followed
- Expect a clone of yourself
- Assume your mentee(s) don’t need reinforcement
- Avoid discussion of touchy subjects or force your solutions in conflicts
- Move quickly into friendship, if at all
- End the relationship prematurely or on bad terms

**What if Problems Arise?**
The unexpected happens. When it happens, take the initiative and contact your mentee(s). Discuss your situation with your mentee(s) and give your mentee(s) the information you feel they need to know. Get back to your mentee(s) with a new timeline for meetings/activities you’ve planned.

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


Sources

Lillian Eby’s (University of Georgia) workplace mentoring research - [http://www.uga.edu/psychology/faculty/leby.html](http://www.uga.edu/psychology/faculty/leby.html)

Mentor Center of Palm Beach County - [http://www.mentoringpbc.org](http://www.mentoringpbc.org)


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