

The Afya Bora Fellowship in Global Health Leadership



MENTORING HANDBOOK

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SECTION 1: INTRODUCTION

Mentorship is a key component of the Afya Bora Fellowship in Global Health Leadership. Through a strong mentor-mentee relationship, Fellows develop leadership and other essential practical skills to implement public health programs and contribute to health systems strengthening in the Consortium countries: Botswana, Cameroon, Kenya, Uganda, and Tanzania.

The purpose of this handbook is to help Afya Bora Fellows and mentors understand the foundation of a good mentoring relationship and pursue a mutual goal of professional development in global health.

SECTION 2: DYNAMICS OF MENTORING

OVERVIEW

What is Mentoring?

- A dynamic, collaborative, and reciprocal relationship based on the sharing of knowledge, skills, and experiences.
- A process where mentor and mentee work together to discover and develop the mentee's abilities. This development can be academic, scholarly, or professional.
- A blend of role modeling, apprenticeship, and nurturing to facilitate the realization of the mentee's goals.

Definitions:

Mentor – a trusted guide or confidante who can put the situation in perspective, offer feedback, serve as a sounding board, and identify resources; a person who has expertise in the areas of need identified by the mentee.

Mentee – an apprentice or learner seeking guidance in developing specific competencies, self-awareness, and skills in early intervention; someone who is open to and receptive of feedback from mentor.

TYPES OF MENTORS

Primary Research or Scholarly Mentors: Aid in development of independent research careers of mentee.

- Must have expertise in mentee's area of scholarship and be able to provide additional resources in the field.
- Meetings occur 1-2 times per month.

Co-Mentors: Provide additional support to trainee and work alongside primary mentor.

- Has specialized expertise in content areas or methodologies.
- Exposes mentee to varying styles, opinions, and experience.
- Differs in experience or seniority of primary mentor.

Career Mentors: Support overall career guidance for mentee.

- May or may not also serve as primary scholarly mentor.
- Meetings occur 2-3 times per year.

Advisors: Provide limited but specialized guidance to mentee.

- Focuses on specific activities, requirements, or progress toward a degree.
- Meets on an as-needed basis, usually with no expectation for ongoing contact.

AFYA BORA MENTORING APPROACH

The Afya Bora Fellowship fosters a team mentoring approach, where each Fellow will be supervised by a team of 2-4 mentors throughout the fellowship.

Each mentoring team will consist of:

- 1-2 Primary Mentor(s)
- 1-2 Site Mentor(s), who are selected by Primary Mentor(s) or the Fellow from the participating attachment organizations
- May also include Expertise Mentor(s) from eight consortium institutions and/or attachment organizations

Together, the mentoring team will assist in establishing an agenda for Fellow in working towards professional development goals and advise on:

- Fellows' fellowship projects
- Individualized career planning
- Career development
- Post-fellowship employment
- Post-fellowship continuing education

BENEFITS FOR MENTOR AND MENTEE

A strong mentoring program is essential to success of the Afya Bora Fellowship and is necessary to build capacity. In addition, effective mentoring can enable the mentee to:

- Acquire a body of knowledge and skills
- Develop techniques for collaborating and networking
- Gain perspective on how a discipline operates academically, socially, and politically

Benefits for Mentors include:

- Exploration of new research questions, knowledge and techniques
- Cultivating collaborations for current and/or future projects
- Enjoy personal and professional satisfaction inherent in mentoring relationships.

GENERAL TIMELINE OF MENTORSHIP

1. **Set Goals:** Clarify the purpose of and goals for the mentoring relationship.
2. **Clear Communication:** Define communication standards, frequency, and expectations.
3. **Progress:** Attain goals in a reasonable timeframe and ensure both parties are informed.
4. **Feedback:** Engaging in reciprocal and ongoing feedback is an imperative component of the relationship. Characteristics of effective feedback are:
 - a. Provided promptly and frequently
 - b. Includes specific acknowledgment of successes and areas needing improvement
 - c. Acknowledges outside factors that may contribute
 - d. Emphasizes actions, solutions or strategies
5. **Post-training Follow-up:** Continue reporting progress to mentor, but limitedly. Use your experience with mentors to grow your professional network and foster potential future collaborations.

SECTION 3: A GUIDE FOR MENTEES

The success of mentor-mentee relationship depends heavily on the commitment of the mentee. Mentees should take the initiative to get to know their mentors better and drive their agenda forward while respecting their mentor's time and availability.

EXPECTATIONS OF A MENTEE

- **Take Responsibility:** Your mentor is supporting you with your development and career. It is your responsibility to ensure the relationship is helping you achieve your specific career goals.
- **Initiate:** Reach out to your mentor to ensure the relationship is sustained and maintained. Be prepared to take the initiative in meetings and ask specific questions. This includes setting times for regular meetings and taking responsibility for regular contact.
- **Be Considerate of Mentor's Time:** Mentors are often busy with other commitment. Respect their time and availability.
- **Be Teachable:** Be willing to learn new things and be responsive to suggestions and criticism.
- **Identify Needs:** Create a development plan and discuss this with your mentor. This may be a list of short-term and long-term goals you hope to accomplish as well as how your mentor may be able to support you. Your needs may fall into different domains, including professional, skills development, academic, and research.
- **Honor Commitment:** Work hard and follow through in a timely manner
- **Communicate Clearly:** Communicate your progress and challenges with your mentor

FINDING A GOOD MENTOR

Choose mentor who has following qualities:

- Interest in developing your career
- Commitment to mentoring
- Track record in successful mentoring
- Matches your professional and personal needs
- Professional competence
- Provides networking opportunities

SECTION 4: A GUIDE FOR MENTORS

Effective mentoring is critical for Fellows and requires dedicating substantial time to mentoring activities. A good mentor builds a relationship with trainees that is characterized by mutual respect and understanding.

THE ROLES OF MENTORS

An effective mentor is described as someone who:

- M** Manages the relationship
- E** Encourages
- N** Nurtures
- T** Teaches
- O** Offers mutual respect
- R** Responds to the mentee's needs

Role: To help the mentee to establish an agenda for working toward her/his professional development goals and provides the necessary support to achieve his/her goals and gain insight into the realities of global health leadership.

Responsibilities:

- Meets with mentee regularly; at least once every week
- Acts as an advocate for the mentee by connecting him/her with an appropriate local and national network of colleagues and resources
- Assists with the development of the mentee's research, teaching and leadership skills
- Helps mentee set appropriate professional goals and advises on specific expectations for promotion in their career setting
- Responsible for making sure that mentee is prepared for next step of career

ADVICE FOR MENTORS:

Listen patiently	Give mentee time to explain challenges and sensitive issues.
Share yourself	Tell of your own successes and failures. Let the student see your human side and encourage the student to reciprocate.
Nurture self-sufficiency	Encourage confidence and independent thinking.
Be constructive	Critical feedback is essential for improvement, but do it kindly and temper criticism when praise is deserved.
Do not be overbearing	Avoid controlling a student's choices or creating a clone of yourself.
Find your own mentors	New mentors, like new students, benefit from guidance by those with more experience.

AFYA BORA SKILLS LOG BOOK

The purpose of the Afya Bora Skills Log Book is to allow mentors to track skills and competencies their fellows are developing as part of the fellowship and provide opportunities for further skills development. The Skills Log Book lists a total of 57 competencies that are related to global health leadership. Fellows are required to complete at least 70% of skills listed in the Skills Log Book to graduate from the fellowship.

Mentor's responsibility:

- Introduce your fellow to the key personnel in your organization (e.g. HR, finance, field team, etc.)
- Review each skills listed in the Skills Log Book with your fellow in the first meeting
- Identify opportunities for the fellow to obtain the skills
- Write down a detailed plan on how the fellow will obtain the skills
- Connect the fellow to the right people (experts in the content areas)
- Follow up on fellow's progress in subsequent meetings
- Address any challenge that the fellow is facing

SECTION 5: ADDITIONAL RESOURCES

Books and Journal Articles:

Gaffney, N.A. (Ed.) (1995). *A conversation about mentoring: Trends and modules*. Washington, DC: Council of Graduate Schools.

Johnson, W. Brad. (2007). *On Being a Mentor: A Guide for Higher Education Faculty*, Lawrence Erlbaum Associates.

Kochan, F.K. (2002). (Ed.). *The organizational and human dimensions of successful mentoring programs and relationships*. Greenwich, CT: Information Age Publications.

Lunsford L.G., Baker V.L. (2016). *Great Mentoring in Graduate School: A Quick Start Guide for Protégés*. Occasional Paper Series (4).

Wunsch, M.A. (Ed). (1994). *Mentoring revisited: Making an impact on individuals and institutions*. New Directions for Teaching and Learning, 57, Spring. San Francisco: Jossey-Bass.

Online:

A Guide to Training and Mentoring. National Institutes of Health Office of Intramural Research. <https://oir.nih.gov/sourcebook/mentoring-training/guide-training-mentoring>

How to Mentor Graduate Students: A Guide for Faculty. University of Michigan, Rackham Graduate School.
<http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf>

Mentoring: A Guide for Faculty. University of Washington, Graduate School.
<https://grad.uw.edu/for-students-and-post-docs/core-programs/mentoring/mentoring-guides-for-faculty/>

Mentoring Graduate Students. Vanderbilt University, Center for Teaching.
<https://cft.vanderbilt.edu/guides-sub-pages/mentoring-graduate-students/>

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doi:10.1097/acm.0b013e3181906e8f