

The Afya Bora Fellowship in Global Health Leadership



MENTORING HANDBOOK

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SECTION 1: INTRODUCTION

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

HOW TO USE THIS HANDBOOK:

Section 2: *Dynamics of Mentoring* is an overview of the different kinds of mentoring relationships and benefits of those relationships.

Section 3: *A Guide for Mentees* offers effective strategies for mentees when building a mentoring relationship.

Section 4: *A Guide for Mentors* outlines expectations and effective strategies for mentors to build a good mentoring relationship.

Section 5: *Building a Successful Mentor-Mentee Relationship* is a guide to help manage and gain the most from the mentoring relationship.

Sections 6 and 7 are references and other resources for further reading.

SECTION 2: DYNAMICS OF MENTORING

OVERVIEW

Mentoring is...

... a sustained, collaborative relationship established between two individuals where knowledge, skills, and experience are shared.

... a process where mentor and mentee work together to discover and develop the mentee's abilities. It includes academic and prolonged, scholarly and professional development.

... a long term relationship with a responsibility to provide the support, knowledge and impetus that can facilitate professional success.

... a personal process that combines role modeling, apprenticeship and nurturing. The mentor will act as a teacher, sponsor, guide, exemplar, counselor, moral support—but most important is to assist and facilitate the realization of the dream.

... a process whereby an experienced, highly regarded, empathic person (the mentor) guides another individual (the mentee) in the development and examination of their own ideas, learning and personal and professional development. The mentor, who often, but not necessarily, works in the same organization or field as the mentee, achieves this by listening and talking in confidence to the mentee.

Definitions:

Mentor - 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 - apprentice, learner, someone seeking guidance in developing specific competencies, self-awareness, and skills in early intervention

TEAM APPROACHES TO MENTORING

There are many different type of mentors, and often it is best to have multiple mentors with different roles, working together as a team.

Primary Research or Scholarly Mentors:

- Responsible for developing the independent research careers of their mentees
 - Must have expertise in the mentees' project area and help provide resources to support mentees' work
 - Meetings take place monthly

Co-Mentors:

- Complement primary mentor
 - Provides specialized content area or methodological expertise
 - May differ in experience or seniority of primary mentor

Career Mentors:

- Responsible for overall career guidance and support for their mentees
 - Career mentors may or may not also serve as scholarly mentors
 - Scheduled meetings take place at least 2-3 times per year.

Advisors:

- Have a more limited role than mentors.
 - Advisors provide guidance on an as-needed basis generally around a specific issue. There is no expectation for ongoing contact.

BENEFITS OF MENTORING 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
- Enjoyment of the personal and professional satisfaction inherent in mentoring relationships

SECTION 3: A GUIDE FOR MENTEES

EXPECTATIONS OF A MENTEE

- **Take Responsibility for the Relationship:** the mentor is working to help *you* in *your* development and career. *You* need to ensure that *you* benefit. *You* need to want relationship to make it succeed
- **Initiate:** Reaches out to the mentor and insure the development and maintenance of their relationship, such as taking initiative to meet mentor and ask questions. This includes setting time for regular meetings & taking responsibility for regular contact. Be inquisitive; ask for mentor's input and feedback
- **Be Teachable:** Be willing to learn new things and be responsive to suggestions and criticism
- **Identify Needs:** Create a development plan and discuss with mentor such as list of goals hope to accomplish in short-term to long-term and bring to mentor for feedback

DO'S AND DON'TS OF BEING A MENTEE

- **Be Considerate of Mentor's Time**
- **Honor Commitment:** Work hard and follow through in timely manner
- **Communicate clearly**
- **Correct Misunderstandings:** Discuss concerns before become problem
- **Maintain strict confidentiality**
- **Clarify Goals**

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
- Potential for reciprocity

SECTION 4: A GUIDE FOR MENTORS

THE ROLES OF MENTORS

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
- 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

Advise for Mentors:

- **Listen patiently:** Give mentee time to get to sensitive issues.
- **Build a relationship:** Engage in joint activities
- **Don't abuse your authority**
- **Nurture self-sufficiency:** Don't clone yourself
- **Share yourself:** Tell of your own successes and failures. Let the student see your human side and encourage the student to reciprocate
- **Provide introductions:** Help mentee develop a professional network and build a community of mentors
- **Be constructive:** Critical feedback is essential to spur improvement, but do it kindly and temper criticism with praise when deserved.
- **Don't be overbearing:** Avoid dictating choices or controlling a student's behavior.
- **Find your own mentors:** New advisers, like new students, benefit from guidance by those with more experience

BASICS OF A GOOD MENTOR: *The Three C's*

COMPETENCE

- Professional knowledge and experience
- Respect
- Interpersonal skills and good judgment

CONFIDENCE

- Shares network of contacts and resources
- Allows protégé to develop his/her own terms
- Demonstrates initiative, takes risks
- Shares credit

COMMITMENT

- Invests time, energy and effort to mentoring
- Shares personal experience

SECTION 5: BUILDING A SUCCESSFUL MENTOR-MENTEE RELATIONSHIP

- 1. Purpose:** Have clear goals of relationships
- 2. Clear Communication**
- 3. Progress:** Attain goals in reasonable timeframe
- 4. Feedback:** Feedback is acknowledging accomplishments and successes along with the areas needing improvement. Engaging in reciprocal and on-going feedback is an imperative component of the relationship.
Effective feedback:
 - Is provided promptly and frequently.
 - Focuses on specific behaviors.
 - Acknowledges outside factors that may contribute.
 - Emphasizes actions, solutions or strategies.
- 5. Trust:**

Behaviors That Build Trust	Behaviors That Destroy Trust
-Being a proactive listener -Cooperating with others -Actions are parallel to words -Accepting and non-judgmental -Freely admitting mistakes and errors -Actively seeking out difference perspectives -Encouraging others to succeed -Honoring and respecting confidentiality	-Not paying attention to what is being said -Being competitive -Acting contrary to words -Criticizing and disapproving -Blaming others for mistakes -Keeping a closed mind to new ideas -Discouraging others from taking risks -Breaking confidence

6. SECTION 6: ADDITIONAL RESOURCES

Books:

Daloz, L.A. (1999). *Mentor: Guiding the journey of adult learners*. San Francisco: Jossey-Bass

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

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

Luna, G. & Cullen, D. (1998) *Do graduate students need mentoring?* College Student Journal, 32(3), 322-330

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 in the Intramural Research Program at NIH
<http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/mentor-guide.htm>

American Heart Association Mentoring Handbook
http://my.americanheart.org/idc/groups/ahamah-public/@wcm/@sop/documents/downloadable/ucm_323211.pdf

Johns Hopkins School of Public Health
Center for Mind-Body Research
http://www.jhsph.edu/mindbodyresearch/mentoring_program/

University of Pennsylvania, Faculty Affairs
<http://www.upenn.edu/provost/mentoring/>

I-TECH International Training & Education Center for Health
<http://www.go2itech.org/what-we-do/health-workforce-development/clinical-mentoring/downloads/ClinMentoring0608.pdf/view?searchterm=mentoring>

SECTION 7: REFERENCES

University of Pennsylvania School of Medicine

https://www.med.upenn.edu/apps/fapd/index.php/resource/id_1036

University of California, San Francisco, Academic Affairs

http://academicaffairs.ucsf.edu/ccfl/media/UCSF_Faculty_Mentoring_Program_Toolkit.pdf

How to Obtain the Mentoring You Need: A Graduate Student Guide. The Graduate School, University of Washington, Seattle, Washington