



NATIONAL PUBLIC HEALTH

Laboratory Internship Model



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INTRODUCTION

A skilled and competent public health workforce is vital to protect the health of the nation and to protect the environment. Recognizing this need, the State Hygienic Laboratory with support from the Abbott Fund has developed a National Internship Model to be used by public health laboratories across the nation for the development and recruitment of the public health workforce at the local, state, and national level. The model is designed to be flexible to adapt easily to the changing needs and capacity of organizations and can be utilized to develop new programs or improve existing programs. While this model has been developed to meet the specific needs of a public health laboratory it can be easily modified for use in the broader public health arena. Contained within this model is a short description of key components of an internship program with supplementary material and tools in the appendixes.

For the purposes of this model an internship is defined as:

A student or post-graduate receiving supervised practical training for the purpose of career development. This can include students in internships, fellowships, externships, apprenticeships, practicums, and students completing thesis and capstone projects.

An internship can be of varying lengths of time with a program as short as one week or as long as two years. Internships can be paid or unpaid and can be completed on site or offsite dependent on the type of student project. In addition, internships can be completed for scholastic credit when conducted in partnership with academic institutions.

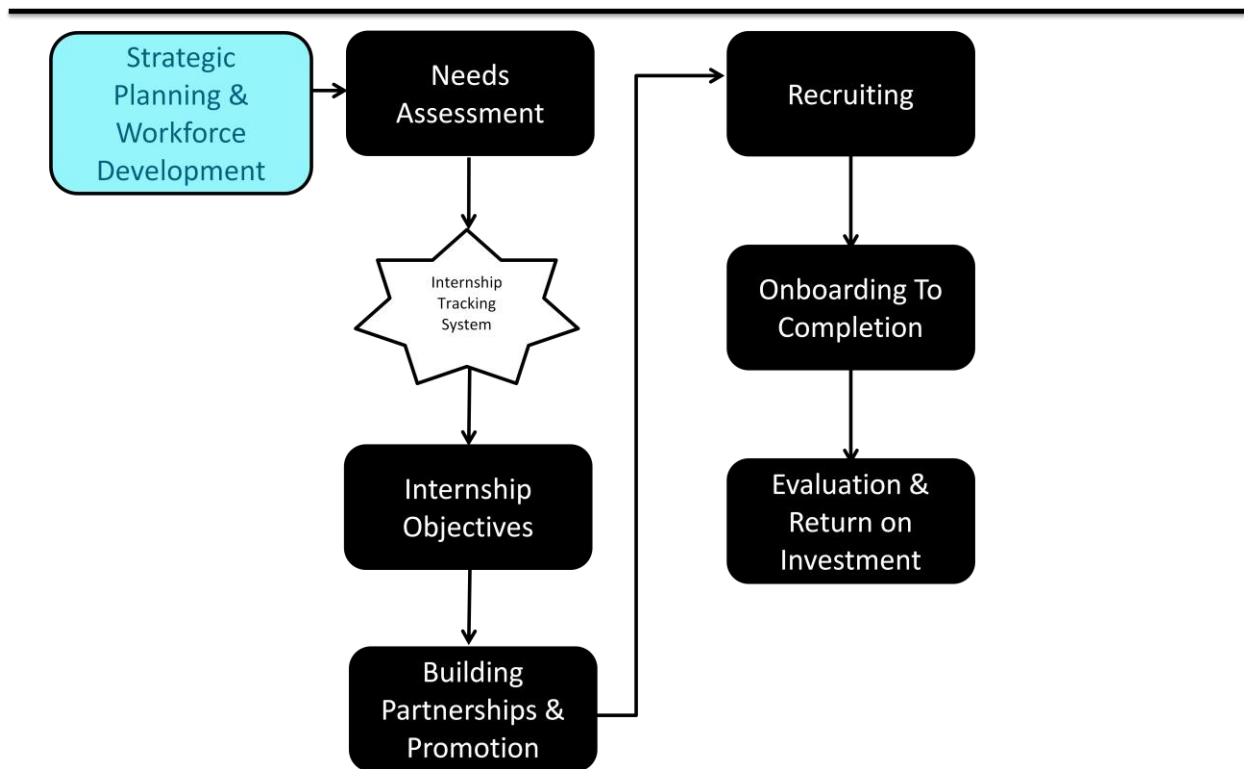
Benefits of a formal internship program:

- Provides a standardized structure to ensure mutually beneficial experience for both the student and the organization
- Ensures establishment of measurable objectives
- Promotes development of relationships and partnerships with universities, community colleges, private industry, and the scientific community
- Increases recruitment and retention of talented workforce
- Establishes a connection between forecasted needs to job placement

See Appendix A for more information on the definitions of internships.

COMPONENTS OF A SUCCESSFUL INTERNSHIP PROGRAM

A successful internship will prepare a student to enter the public health workforce and should be in alignment with the eleven Essential Core Functions and Capabilities of Public Health Laboratories as defined by the Association of Public Health Laboratories and the Centers for Disease Control and Prevention. Components of an internship program are outlined below. See Appendix B for a complete listing of core functions.



NEEDS ASSESSMENT

A successful internship program will support the strategic plan and goals of the organization and an assessment of the needs of the laboratory should be completed prior to beginning an internship program. Some items to consider:

- What does the organization hope to achieve through the internship? It may be helpful for senior administrators to maintain a list of top priorities and associated projects.
- Determine the type of internship needed to fulfill the needs of the program.
- Determine the cost of the internship and identify funding sources to support the intern.
- Determine if the organization has the time, energy, and resources to commit to an intern. During a time when employees are being asked to do more with fewer resources it is important to be sure that staff will have time to administer an internship program.

There should be a mechanism in place so that departments are able to request interns to meet their needs. A sample request form can be found in Appendix C.

To gain a complete picture of intern associated costs and benefits, laboratories may find it helpful to use the return on investment tool offered with this model to estimate the direct cost of the internship and the value of the projects the intern will complete. Information on the return on investment tool can be found in Appendix S.



Internship Tracking System

An internship tracking system should be established as early as possible to record key information on interns from recruitment to completion of the internship and through career development.

The intern should track progress and involvement in projects throughout the course of the internship including meetings attended, training sessions, conferences, webinars, presentations given, and other notable successes.

The laboratory should record internship data including information related to demographic, recruitment, post internship placement, and a summary of the intern activities. Some suggested key data fields to compile are listed below.

Demographic Information	Forms and Reports	Policies and Procedures	Intern
Date of initial contact	Application	Internship SOP	Project Successes
Date of response	Resume	Blank Forms	Training or professional development attended
Student name	Agency Agreement	Intern Request Forms	Conferences Attended
Contact information	Registration Forms	Completed Training Certificates	Lectures or Presentations given
Program Evaluation	Checklists		Publications
Career Outcomes	Exit Interview		Web Articles
Contact Hours	Completed Evaluation		News Stories
Partnering organizations			Photos

INTERNSHIP OBJECTIVES

It is important to remember while interns can be a great benefit to the laboratory, the overarching goal is to train future workers and leaders in public health. Objectives should aim to shape and encourage professional development and provide an opportunity for applied practice in public health while staying in alignment with the strategic goals of the organization. Objectives should be well defined and follow S.M.A.R.T goal criteria. An overview is listed below, for more detailed instruction a video is available at <http://www.youtube.com/watch?v=2Jb4raVHAVU>.

S.M.A.R.T goals are:

- **Specific**-Be as specific as possible within the constraints of the project and address what is expected, what the purpose is, why it is important, where it will occur, who will be involved, and which attributes are critical to the success of the objectives.

- **Measurable**-Establish metrics to evaluate progress in order to evaluate successful completion; should answer how much, how many, and when the objective considered completed.
- **Attainable**-Objective should be achievable given the resources and time available and should take into consideration organizational capacity and constraints.
- **Relevant**-Objectives are relevant when they are in alignment with the mission of the organization, support strategic plans and goals, and drive the organization or program forward.
- **Timely**-When setting objectives identify a begin date, end date, and how much time it may take to reach the objective within the timeframe.

BUILDING PARTNERSHIPS AND PROMOTION

It will be necessary to build strategic relationships and partnerships to promote the internship effectively and to attract the most qualified candidates. The laboratory should establish ties with academic institutions in the community as well as professional organizations that will support the organization's programmatic efforts. Maintaining a presence at national, state, and local conferences will ensure that the laboratory remains visible and is a good way to network and form successful collaborations. See Appendix D for a listing of suggested partnerships.

Once needs, objectives, and necessary partnerships are established and the framework of an internship is developed it will be necessary to market and promote the program to your partners. This can be done through the use of social media, career fairs, national and state agencies, former interns, clinical and environmental laboratories, and printed media.

If an internship will be completed for academic credit or to fulfill graduation requirements, a formal agreement should be established outlining the expectations of the host laboratory and the academic institution. Your organization may require a Memorandum of Understanding that may need to be reviewed by legal counsel.

See Appendix E for a Call For Internship Project Form. See Appendix F for an Agency Acceptance Form.

RECRUITING

Recruiting qualified candidates is essential to the success of an internship program. Criteria should be established to ensure that candidates have the necessary education, skills, and motivation to be successful in the internship. Recruiting under-qualified candidates will result in a mismatch between expectations and ability. The intern will be ill prepared to meet the objectives of the internship and is likely to get discouraged and frustrated by their inability to meet goals. Likewise, recruiting an over-qualified candidate will lead to underutilization and the intern is likely to become frustrated by a lack of challenge. Therefore, it is critical to match the skills of the candidate to the prospective project.

During this process great care should be taken to match prospective interns with their respective mentors or supervisors. Prospective mentors and supervisors should be required to complete mentor training prior to being approved for an intern. A Mentoring Toolkit can be found in Appendix G. This toolkit has many resources to help the laboratory develop a mentoring program including mentor training tools and methods to ensure successful matching of interns and mentors.

The intern and mentor/supervisor should meet to discuss goals and revise objectives to match the qualifications of the candidate. Prior to the start of and throughout the internship it is critical to discuss expectations from the perspective of the laboratory, the mentor/supervisor, and the intern. This will prevent future misunderstandings and will help to ensure a successful program for the mentor and the intern.

See Appendix H through J for application forms, interview guidelines and questions, and interview forms.

ONBOARDING TO COMPLETION

Onboarding

An organized and streamlined onboarding process will lead to higher intern satisfaction, better performance, greater organizational commitment, and higher retention rates in the field of public health laboratory science. Ensuring that an intern is oriented to the organization and has all the resources he/she will need on the first day will ease the transition into the public health laboratory.

Prior to intern arrival, staff should be informed of the role of the intern and appropriate office space, equipment, and other essential items should be in place. On arrival the intern should complete all necessary paperwork and organizational training. The intern should meet with the mentor or

supervisor to review the objectives, professional expectations, schedules, and other pertinent information.

A process to provide performance feedback to the intern and keep projects on track is a critical component of an internship program. Establish clear metrics as a measure of internship success and discuss these with the intern. In addition, a schedule for periodic evaluations of the intern and review of project milestones based on established metrics should be developed. For lengthy internships it may be necessary to adjust objectives and goals as research and projects often suffer from unforeseen barriers and delays. A midterm evaluation of both the mentor and the intern should be completed and compared to the final exit evaluation.

Completion

At the conclusion of the internship the mentor or supervisor should review the body of work completed by the intern and provide feedback. Likewise, there should be a mechanism such as an exit interview in place for the intern to have the opportunity to evaluate the mentor and the internship program. This data should be collected and used for continual process improvement tool to implement changes to enhance and build upon the internship program.

See Appendix K through R for samples of onboarding checklists, exit interview forms, and evaluations.

EVALUATION & RETURN ON INVESTEMENT

At the completion of an internship it is important for the laboratory administration and those involved with the internship to evaluate the information gathered during the exit process to identify the successes and identify gaps or areas that need improvement. A return on investment excel spreadsheet is available to assist in measuring financial gains for the internship. Appendix S contains more information on this tool.

One measure of a successful internship program is the retention and recruitment of interns into public health laboratories. Every effort should be made to provide support to the intern in their job seeking endeavors. Mentors should assist the intern in networking with public health partners, professional organizations, and corporate partners.

The laboratory may have an extensive amount of effort and time invested in an intern and it behooves the organization and the field of public health to retain talented individuals. Even when this is not possible, the organization will have benefited from having the energy, enthusiasm, and fresh perspective offered by those new to the field and in return the intern will have benefited from exposure to the public health laboratory and the mentoring of an experienced professional.

ACKNOWLEDGMENTS

Project Principal Investigator: Beth Hochstedler, Education, Training, and Outreach Manager

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- ❖ National Laboratory Training Network
- ❖ State Public Health Laboratories across the nation
- ❖ State Training Coordinators across the nation
- ❖ University of Iowa College of Public Health
- ❖ Iowa Department of Public Health
- ❖ Iowa Johnson County Health Department
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APPENDIX A: DEFINITIONS AND EXPLANATIONS OF TYPES OF STUDENT OPPORTUNITIES

1. **Internship:** An internship is an opportunity for a student or recent graduate to gain professional experience by under the supervision of an experienced mentor. Many forms of internships are available and they can be of varying lengths of time and paid or unpaid. Internships are typically completed by students in high school, college, or immediately following graduation from a college institution.
2. **Practicum:** In a practicum, students must complete a required contact-hour project in a public health or environmental setting. Contact hours are determined by the educational institution. This practicum experience, including a final written report and oral presentation, constitutes the final examination for course work within a university college, such as the College of Public Health or the College of Liberal Arts and Sciences. The practicum is a paid or unpaid and can be for course credit.
3. **Fellowship:** Fellowships provide post graduate students an opportunity to apply technologies, methodologies, and practices related to their field of expertise in a professional environment. The fellow is assigned to a particular project, with some assignments lasting as long as two years.

APPENDIX B: STATE PUBLIC HEALTH LABORATORIES CORE FUNCTIONS

Below is a condensed version of the core functions of a public health laboratory, for the full report please go to:

http://www.aphl.org/AboutAPHL/publications/Documents/COM_2010_CoreFunctionsPHLs.pdf

The Association of Public Health Laboratories defines the core functions of a State Public Health as:

Disease Prevention, Control, and Surveillance

- Provide accurate and precise analytical results in a timely manner for different diagnostic and analytical functions for assessment and surveillance of infectious, communicable, genetic, and chronic diseases, and environmental exposures.
- Serve as a center of expertise for the detection and identification of biologic agents of significance in human disease; as such, ensure access to laboratory expertise
- Provide specialized tests for low-incidence, high-risk diseases (e.g., tuberculosis, rabies, botulism, and plague); detect epidemiologic shifts; and detect newly emerging pathogens,
- Provide population surveillance, or screening, for conditions of interest to the public health community

Integrated Data Management

- Serve as the focal point for accumulating, blending, and disseminating scientific information in support of public health programs
- Participate as a key link in national database systems to collect, monitor, and analyze laboratory data, including as the primary data link with CDC for surveillance of diseases of national and global concern.
- Serve the data needs of state epidemiologists, other laboratories, and practitioners in identifying trends and sentinel events that indicate emerging health problems.

Reference and Specialized Testing

- Serve as the state's primary reference microbiology laboratory
 - test for, and aid in the diagnosis of, unusual pathogens
 - test epidemiologically significant specimens with potential public health implications
 - test for diseases of public health consequence that are too rare or unusual for other laboratories to maintain capacity for testing, including human genetic markers of disease

Environmental Health and Protection

- Conduct scientific analyses of environmental samples (air, water, and soil) to identify and monitor potential threats to human health and ensure compliance with environmental regulations
- Provide or ensure laboratory services that support assurance of clean air and water in the state

Food Safety

- Test specimens from persons, food, and beverages implicated in foodborne illness outbreaks to identify causes and sources.
- Provide, or ensure, radiation-control studies to monitor radioactive contamination of water, milk, shellfish, and other foods.

Laboratory Improvement and Regulation

- Coordinate and promote quality assurance programs for private clinical and environmental laboratories through training, consultation, certification, and proficiency testing.
- Develop and oversee statewide quality assurance and laboratory improvement programs to ensure the reliability of laboratory data used for communicable disease control and environmental monitoring.

Policy Development

- Provide scientific and managerial leadership in developing state and federal public health policy and in developing, promoting, and integrating public health laboratory science into practice.
- Participate in developing standards for all health-related laboratories, including food, environmental, clinical, and research standards.

Emergency Response

- Provide laboratory support as part of state and national disaster preparedness plans for environmental or health emergencies

Public Health-Related Research

- Evaluate and implement new technologies and analytical methodologies to ensure that laboratories provide state-of-the-art, cost-effective, and timely analytical and diagnostic services and support to the public health and health-care communities in the state, including

Training and Education

- Provide, or facilitate, training courses and workshops for laboratory staff in private and public sectors to continually upgrade the knowledge and skills essential for providing quality services in medical, environmental, and public health laboratories.

Partnerships and Communication

- Develop and strengthen statewide partnerships among state, county, and city public health leaders, managed care organizations, academia, and private industry to advance understanding of the critical role played by public health laboratories in supporting the core functions of public health.

Reference: Core Functions and Capabilities of State Public Health Laboratories, A Report of the Association of Public Health Laboratories, September 20, 2002, <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5114a1.htm>, accessed 5-8-2012

APPENDIX C: STAFF APPLICATION FOR A STUDENT

Complete the following form if you are interested in having a student intern or practicum fellow in your section of the laboratory. Regular paid student help will need separate form. Submit completed forms to SHL Human Resource Office in Iowa City.

Briefly describe the work to be completed (Note a more detailed job description should be created that includes the specific duties and responsibilities, qualifications, etc.):

Number of hours per week (See pg. 2 "Types of Student Opportunities" for minimum requirements): _____

Category (See description on next page):

_____ Internship (no salary) _____ Internship (with salary) _____ Uncertain/other
_____ Practicum (paid or unpaid) _____ Fellowship (with salary/stipend)

Justification for the position:

Supervisor's name: _____ **Date:** _____

Supervisor's signature: _____

APPENDIX D: SUGGESTED PARTNERSHIPS FOR PROMOTING INTERNSHIP OPPORTUNITIES

- Universities, Private Colleges, Community Colleges
- High Schools
- Community Organizations
- Professional Associations
- Community Organizations

State Hygienic Laboratory at the University of Iowa Established Partnerships

Public, Private, Community Colleges

- University of Iowa
 - College of Public Health
 - College of Business
 - College of Journalism
 - College of Chemistry
 - College of Engineering
 - College of Medicine
- Coe College
- Kirkwood Community College
- Des Moines Area Community College
- Allen College Medical Laboratory Science Program
- Hawkeye Community College Medical Technology Program

Professional Associations

- The Iowa Public Health Association
- The Iowa Environmental Health Association
- Association of Public Health Laboratories
- American Society for Clinical Laboratory Science
- American Society for Microbiology
- Clinical Laboratory Management Association

Community Organizations

- The Workplace Learning Connection
- Iowa Math, Science Education Partnership
- The Iowa Academy of Science
- UI Pomerantz Career Center
- Area Health Education Centers
- Rotary Club
- JayCeas
- Local Business Councils
- American Society of Microbiology national meeting

APPENDIX E: CALL FOR INTERNSHIP PROJECT

Organizational Information

Name of Organization:

Address:

Contact information:

Name:

Title:

Phone:

Email:

Position Information

Description:

Desired Skills:

Start/End Dates if specific:

Ongoing/variable/negotiable dates: Yes ___ No ___

Average number of hours/week expected: _____ Total # hours expected _____

Must all work take place on-site? Yes ___ No ___

Is tele-commuting possible for part of the work commitment? Yes ___ No ___

APPENDIX F: AGENCY ACCEPTANCE FORM

Of student intern from (educational institution) _____

The _____ hereby accepts the following student as an intern for the time denoted, and under the specifications described in the information below

Name of Student:

Duration of Internship: begins _____ **concludes** _____
Approximate hours/week: _____ **credits** _____

Description of Assignment/s: (outline the major responsibilities that the student will be assigned)

This Internship is ___ **paid** ___ **unpaid** (please check one)

I have read the attached internship information sheet. (Please keep a copy of this form for your files and returned signed/authorized form to State Hygienic Laboratory, _____)

Agency Supervisor or Coordinator/Title

Agency Name and Address _____

Phone _____ **Email** _____

Agency Supervisor or Coordinator

signature/date _____

Student

signature/date _____

Institution _____

Advisor signature/date _____

APPENDIX G: MENTORING TOOLKIT

Public Health Mentoring Toolkit



STATE HYGIENIC LABORATORY
AT THE UNIVERSITY OF IOWA

shl.uiowa.edu



Public Health Mentoring Toolkit

This toolkit is meant to provide you with a variety of mentoring information and tools from a variety of sources and is pulled together so you can extract for your own mentoring needs.

Introduction

Why Implement a Mentoring Program?

The public health workforce is the first line of prevention for the public when fighting against infectious disease and the first line of defense when protecting the health of the environment, providing surveillance and conducting emergency preparedness. It is widely known that the cost of recruiting and training employees is an investment expense that consumes a large portion of administrative budgets. The most measured benefit for organizations reportedly lies in the retention of its employees. Nearly 80% of US companies report that mentoring programs were effective in increasing employee retention and 75% of executives point to mentoring as playing a key role in their own careers and that it was one of the most important aspects of their development. More than 60% of college and graduate students listed mentoring program availability as a criterion for selecting an employer after graduation.

The benefits of mentoring commonly include the following:

- Greater clarity about personal development and career goals
- Ability to discuss issues about career and development
- Improved networking
- Practical advice on organizational politics and behavior
- Opportunity to be challenged constructively
- Transfer of knowledge and judgment
- Having a role model

In addition, mentors have also benefited from being involved in such a program, for the following reasons:

- Increase in their own knowledge/own learning
- Opportunity to practice good developmental behaviors outside of their direct responsibilities
- Development of their own self awareness
- Greater understanding of other areas in their own agencies

Mentors can play an important role in the development of new employees in public health. The role of mentors in retaining staff within the public health lab is even more important with the anticipated workforce shortage in the coming years.

What is a Mentor?

The original Mentor is a character in Homer's epic poem *The Odyssey*. When Odysseus, King of Ithaca went to fight in the Trojan War, he entrusted the care of his kingdom to Mentor. Mentor served as the teacher and overseer to Odysseus' son. The Merriam-Webster Dictionary defines a mentor as "a trusted counselor or guide."

A mentor is an individual, usually older, always more experienced, who helps and guides another individual's development. This guidance is not done for personal gain. Mentors are people, with whom mentee's can share triumphs, defeats and new ideas, while receiving guidance, a nonjudgmental audience and constructive criticism.

A mentor is regarded by his or her peers as a role model, has the ability to encourage and motivate others, is willing to share his or her knowledge and experiences, and is respectful of others.

A mentor is a critical listener and observer, who asks questions, makes observations and offers suggestions that help a mentee set, meet, and surpass both personal and professional goals.

A mentor is an active partner in an ongoing relationship who helps a mentee reach his/her professional goals. Mentors provide guidance, advice and expertise to less experienced individuals to help them advance their careers, enhance their education, and build their networks.

A mentor is an advocate and teacher who has a vested interest in the success and accomplishments of the developing mentee. Mentoring provides an opportunity to affect the future; you transmit a part of yourself to each person you mentor – your ideals, ethics, and professionalism.

Mentoring is an active partnership between committed employees to foster professional growth and career development. In order for the mentoring program to be successful, mentors and mentees must be active and committed participants

What is the role of a mentor?

- Coaching
- Guidance
- Moral support
- Evaluative feedback
- Introductions
- Information resource
- Advice

The specific responsibilities of the mentors in the mentor/mentee relationship are to:

1. Establish mentoring agreements that outline the terms of the relationship;
2. Communicate with mentees regularly, as established by the mentoring agreement;
3. Participate in orientation, training events, and additional mentoring activities;

4. Assist mentees to establish an Individual Development Plan (IDP);
5. Provide advice, coaching, and/or constructive feedback to mentees on a regular basis;
6. Maintain confidentiality within mentoring relationships;
7. Guide the mentee to the completion of the program;
8. Encourage mentees to meet their professional and personal goals/objectives; and
9. Be accessible and available.

The best mentors help mentees develop the insight and self-awareness to assist with integrating professional life, personal concerns and core values. Mentors provide specific practical information regarding their profession/occupation: entry requirements, opportunities for advancement and employment outlook. They can share their knowledge of personal characteristics for success, important issues facing the profession/occupation, personal rewards and sources of frustration.

What is a Mentee?

A "mentee" is a student who receives guidance and support from a successful professional in order to establish and reach his/her personal and professional goals. "Mentees" should think of themselves as apprentices who can benefit from the wisdom of more seasoned individuals.

The most successful mentees are those who are motivated and feel empowered to plan and manage the direction of their professional life. They take responsibility for their development, learning, and professional growth. Furthermore, they come to the mentor/mentee relationship open to coaching, feedback, and guidance from the mentor.

The specific responsibilities of the mentee in the mentor/mentee relationship are to:

1. Initiate and communicate expectations regarding the mentoring relationship;
2. Establish the mentoring agreement that outlines the terms of the relationship;
3. Collaborate with the mentor to identify competency, strengths and weaknesses;
4. Meet with the mentor on a regular basis (e.g., monthly) or as established by the mentoring agreement;
5. Participate as an active listener when receiving feedback;
6. Keep supervisor apprised of participation and progress in the Mentoring Program;
7. Establish an Individual Development Plan (IDP);
8. Participate in orientation, training events, and additional mentoring activities; and
9. Maintain confidentiality within the mentoring relationship.

Mentor Training Plan

What is a Mentorship Agreement?

Mentorship Agreements play a vital part in ensuring that both parties' expectations are realistic and achievable and that each has a similar understanding of the mentorship relationship. Mentorship Agreements could include the following components:

1. Objectives/expectations—why are we doing this? What are the outcomes expected to result from the mentoring relationship?
2. An assurance of confidentiality—define areas that are not appropriate for discussion or disclosure.
3. Roles and responsibilities – agree on the role of the Mentor and the role of the Mentee and responsibilities each party has to the other.
4. Frequency of meetings—the availability of the Mentor and Mentee, length of meetings, and completing assignments.
5. The amount and kind of support—what is needed by the Mentee and what can be provided by the mentor?
6. Conflict resolution – how you will deal with disagreements or what is perceived as resistance?
7. Development plan—how will you plan the development, and how will you track and evaluate it (if appropriate)?
8. Estimated duration—how long should the relationship last, short term or longer term?
9. How will my employer support me in my role as a mentor? Each mentoring situation and workplace is different. Generally speaking, employers will support mentors in the following ways: provide support and adequate time needed to fulfill the role of a mentor.
10. Monitor the mentoring process and progress of the mentee.
11. Provide clear separation between the mentoring program and the company's performance management process and not hold the mentor accountable for mentee performance issues.

How will my employer support me in my role as a Mentor?

This will be a decision made by the employer.

Do you have what it takes?

Have the participants take the Leadership Test, Appendix I.

What Does a Mentor Do?

Guide for Mentors

1. First and foremost, remain focused on the overall character development of your mentee. Successful people develop and grow successful careers.
2. Try to be compassionate, caring, and mindful that these might be tough times for new employees.
3. Help the mentee make the transition to the new surroundings (new building, possibly new to the area).
4. Make sure that contact (preferably through meetings) is maintained on a regular basis.
5. Listen. Listen. Listen. Do not give advice unless asked. Sometimes mentees just need to be heard and mentors should help them find their own solutions.
6. Introduce the mentee to the larger community and its culture.
7. Propose effective ways of interacting with new colleagues.
8. Advise on moving up the career ladder.
9. Help mentees set appropriate short and long term professional goals and advise them of the specific expectations for moving up the career ladder.
10. Advise on time allocation.
11. Participate in as many programs and mentor training functions as possible.

Responsibilities of a Mentor

1. Meet with your mentee at least quarterly. These meetings will generally be initiated by the mentee, but the mentor is also responsible for insuring that a meeting takes place on schedule.
2. Be available for urgent situations that arise.
3. Encourage and demonstrate confidence in your mentee.
4. Recognize that your mentee is an individual with a personal life and value her/him as a person.
5. Be liberal with feedback.
6. Encourage independent behavior, but be willing to invest ample time in your mentee.
7. Provide accessibility and exposure for your mentee within your own professional circle both within and outside the immediate agency circle
8. Illustrate the methodology and importance of "networking"

Effective Communication Skills

Emphasize the importance of effective communication skills to your mentee.

Components of the communication process:

1. Barriers to Effective Communication
2. Communication Definitions
3. How to Give Feedback
4. Active Listening
5. Generational Differences and Diversity in the Workplace
6. Behavior and Conflict Management

1. Barriers to Effective Communication:

- The closed mind
- Fear
- Attitude
- Know-it-alls
- Jumping to conclusions

2. Communication Definitions:

- One-way communication
- Two-way communication
- Interactive communication

3. How to Give Feedback:

1. State why you are giving feedback;
2. Describe what the person said or did;
3. Describe your reaction to the behavior;
4. Listen to what the other person has to say; and
5. Suggest alternative behaviors and summarize.

4. Active Listening

Principles of Active Listening:

- Resist distractions
- Hold your retort
- Use your thought speed
- Do not interrupt
- Identify the purpose and main point

Active Listening Skills:

- Restating and Summarizing

- Paraphrasing
- Using Non-Words
- Using Supportive Statements
- Nonverbal Messages

Barriers to Active Listening:

- Not Paying Attention
- Insulated Listening
- Pseudo listening
- Listening but Not Hearing
- Rehearsing
- Hearing What is Expected
- Defensive Listening
- Ambushing
- Assimilating
- Jumping to Conclusions

5. Generational Differences and Diversity in the Workplace

Today's workforce is unique. It is a place of diverse cultures, backgrounds and generations. In the workforce, there are 4 distinct generations, each with different motivators, working alongside each other in the workplace. Understanding the differences between the generations will help to understand varying work ethics/motivators, manage expectations and manage conflict.

This is particularly important if a Mentor and Mentee are from different generations, with different formative values; it will help them to find common ground.

6. Behavior and Conflict Management

Effective techniques for conflict resolution

Step One: Set the Scene

Agree to the rules. Make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression.

If you are involved in the conflict, emphasize the fact that you are presenting your perception of the problem. Use active listening skills to ensure you hear and understand others' positions and perceptions.

- Restate
- Paraphrase
- Summarize

When you talk, use an adult, assertive approach rather than a submissive or aggressive style.

Step Two: Gather Information

Here you are trying to get to the underlying interests, needs and concerns. Ask for the other person's viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem. Try to understand his or her motivations and goals, and see how your actions may be affecting these. Also, try to understand the conflict in objective terms: Is it affecting work performance? Is it damaging the delivery to the client? Is it disrupting team work? Is it hampering decision-making? Be sure to focus on work issues and leave personalities out of the discussion.

- Listen with empathy and see the conflict from the other person's point of view
- Identify issues clearly and concisely
- Use "I" statements
- Remain flexible
- Clarify feelings

Step Three: Agree on the Problem

This sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. You'll need to agree on the problems that you are trying to solve before you'll find a mutually acceptable solution. Sometimes different people will see different but interlocking problems. If you can't reach a common perception of the problem, then at the very least, you need to understand what the other person sees as the problem.

Step Four: Brainstorm Possible Solutions

If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

Step Five: Negotiate a Solution

By this stage, the conflict may be resolved: both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all. However you may also have uncovered real differences between your positions. This is where a technique like win-win negotiation can be useful to find a solution that, at least to some extent, satisfies everyone.

There are three guiding principles: Be Calm, Be Patient Have Respect.

Key Points to Remember about Effective Communication Skills

Conflict in the workplace can be incredibly destructive to good teamwork. Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where cooperation breaks down and the team's mission is threatened. This is particularly the case when the wrong approaches to conflict resolution are used. To calm these situations, it helps to take a positive approach to conflict resolution, where discussion is courteous and non-confrontational, and the focus is on issues rather than on individuals. If this is done, then, as long as people listen carefully and explore facts, issues and possible solutions properly, conflict can often be resolved effectively.

Personal Development

Introduction to your True Colors (Appendix 2)

1. What does my color mean?
2. How does my color relate to mentoring?
3. Understanding the color relation between mentor and mentee.

Mentoring/Coaching Reminders and Techniques

You Need Permission to Mentor

The effective mentor defines the boundaries of his/her relationship with each mentee. Is he/she a trusted advisor and friend? Does he/she listen and provide feedback? Does he/she help the mentee obtain 360 degree feedback and develop action plans to increase their capability? The mentoring role must be agreed upon to work. Set the situation up so the mentee asks for help, rather than forcing the help upon the mentee.

The Coach Is Not in Control

The mentor is a resource for mentees who seek out their services. The mentor does not control the relationship or the actions and decisions of the person they are mentoring. The mentee makes the final decision about what they will do in any given situation. The mentor's knowledge, effectiveness as a communicator, developed relationship with the mentee and perceived competence will impact a mentee's willingness to use the mentor's input.

Be a Knowledgeable Mentor and Resource - Tell the Truth When You Don't Know the Answer

A mentee seeks input from the mentor most frequently when they are uncertain about how they should handle a particular situation or prior to making a mistake in the handling of an issue. It is possible that a mentor will most often receive the most difficult and delicate questions.

Recognize too, that sometimes the mentee is seeking reassurance and confirmation and already may know the answer to the question. Mentors will enhance a mentee's capabilities and self-esteem, when they can confirm that the mentee's answer is the correct path. Your role as a mentor is to strengthen

competency, not to demonstrate that you know the answers. When you don't know the correct answer or are speculating about the right course of action, tell the truth. It is far better to say you don't know, that you will check and find out, than to appear to have all the answers, and give bad advice. You can ruin your reputation and undermine your credibility as a mentor forever.

Help the Mentee Develop His/Her Own Solutions

People generally know what is the right or appropriate thing to do. Often your job is to draw the answer out of the individual. If you give the person the answer, the mentee is less likely to own and fully enroll in the solution or answer.

Practice Highly Honed Communication Skills for Coaching

Listen to hear the specific needs of the mentee who seeks your assistance. Don't automatically assume that this question or this situation is like any other you have encountered. Give your mentee your full attention and take in information that will lead to insightful, personalized responses to the mentee's questions. Listen also, for what the individual is not saying verbally. Watch facial expression, body language and movements. Listen to the tone of voice and any expressions of emotion. Ask open-ended questions to draw out the mentee, such as, —"Tell me what you are considering doing." Questions that appear to seek out motives such as, —"Why did you do that?" will shut discussion down.

The Mentor is Always an Educator

As a mentor, you educate mentees as you work with them as a supportive partner and coach. Your goal is to make them self-sufficient. You give them the tools they need to be successful in their job functions. You assist by supplying a process they can follow to build their skills. A mentee should leave feeling stronger, more knowledgeable and more capable of addressing opportunities in the future.

Understanding Learning Styles

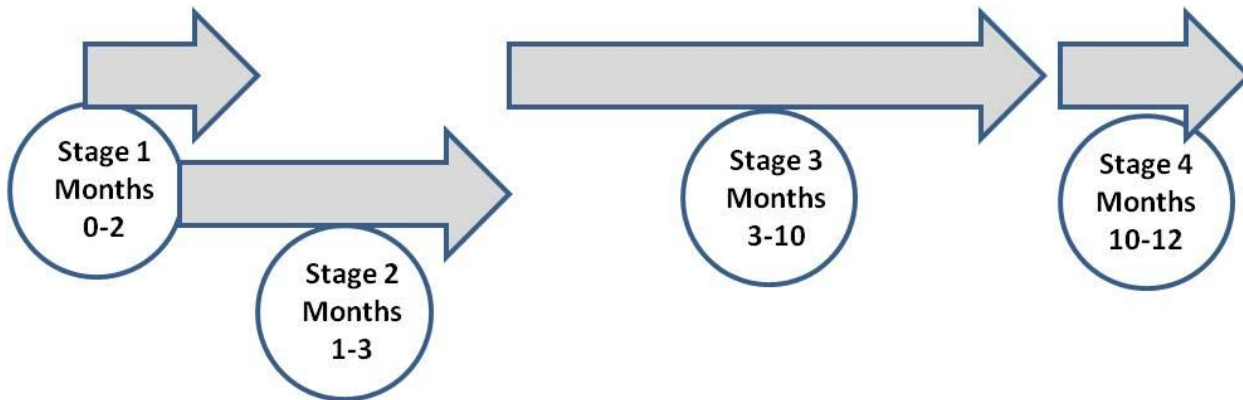
1. Basic Principles of Adult Learning:

Adults learn differently than children. Adults learn when they know what is expected of them; when they are treated as responsible, self-directed adults; when the training they receive is applicable to their job and they understand the expected result.

2. Understand there are different learning styles than your own:

- a. Some adults do not learn through structured programs – they prefer self-learning.
- b. Some adults learn through very specific on-the-job application.
- c. Some adults learn through structured, programmed instruction (especially for systems and procedures).
- d. Some adults learn through sharing experiences.

Training Plan Stages- Example



Stage 1: Building the Mentee/ Mentor Relationship

Time period: From Mentee joining the lab until second month

During this phase, you will get to know each other and begin to establish trust.

Key Points:

- Establish trust on arrival
- Explain that you are a resource and advocate for your mentee
- Convey excitement they have chosen your laboratory
- Discuss additional opportunities beyond the lab

1. Listen Actively

Active listening is the most basic skill you will use throughout your relationship but this is especially important as you build your relationship. Active listening not only establishes rapport but also creates a positive, accepting environment that permits open communication. By listening actively, you will develop an understanding of your mentee's interests and goals.

- Use body language (such as making eye contact) that shows you are paying attention to what he or she is saying.
- If you are talking to him or her by phone, reduce background noise, and limit interruptions. Your mentee will feel that he or she has your undivided attention. When utilizing e-mail answer within 24 hours if possible, and be sure your message is responsive to his or her original message. Demonstrate you have listened by following up on possible opportunities that were discussed (e.g. teaching opportunities, committee involvement, training opportunities).
- Reserve discussing your own experiences or giving advice until after your mentee has had a chance to thoroughly explain his or her issue, question, or concern.
- When your mentee begins work, establish a regular meeting time right away.

2. Build Trust

Trust is built over time, but its establishment is critical as you begin to build your mentee/mentor relationship. You will increase trust by keeping your conversations and other communications with your mentee confidential, honoring your scheduled calls and meetings, consistently showing interest and support, and by being honest with your mentee.

- Assist your mentee with his/her transition to the new workplace by thinking ahead to what essentials will be needed.
- Assist your mentees with their transition to their new residence/location if necessary. Recommend or find others to recommend information on doctors, mechanics, grocery stores, activities/ clubs, local restaurants that may be of interest to the mentees.
- Make introductions to all staff and convey excitement about your new mentee.

3. Determine Goals and Build Capacity

As a mentor, you should have your own career and personal goals and share these, when appropriate, with your mentee. You can help develop your mentee's capacity for learning and achieving his or her goals by doing the following in the beginning of your relationship:

- Assist with finding resources including people, books, articles, case studies, tools and web-based information.
- Impart knowledge and skills by explaining, giving useful examples, demonstrating processes, and asking thought-provoking or reflective questions.
- Help the mentee gain broader perspectives of his or her responsibilities and the organization, including how your organization fits in to the big picture of public health in general.
- Encourage mentees to build and maintain relationships with their peers. Instill the ideas of not "burning any bridges" and the fact that networking can open many doors in the future.

4. Encourage and Inspire

There are many ways to encourage your mentee and these begin in the building stage of your mentee/mentor relationship but continue throughout. During the first two months of the mentee joining the lab consider:

- Providing positive feedback.
- Motivating the mentee to take advantage of opportunities whenever possible. Suggestions to the mentee may include meeting with other staff, taking part in optional trainings, listening in on conference calls if appropriate, observing special testing or diagnostic findings, acquiring special skills or experiences, attending local meetings.
- Being supportive when challenges are encountered. As the mentor, explaining that

challenges can be a normal part of public health may even provide additional insight into improving the work. If possible, offer suggestions or lead the mentee to propose possible ways to troubleshoot or overcome the challenge.

- Providing inspiration based on other success stories, inspirations or key factors in your career path.
- Reflecting on your mentoring practice, noting use of key mentoring skills, observing progress made in the relationship, and requesting feedback from your mentee are excellent ways to assess whether you are employing these skills.

STAGE 2: Exchanging Information and Setting Goals

Time period: From second month until fourth month.

During Stage II, you will exchange more information and set goals. The opportunity for the mentee to see you in your role in "the now" has a powerful impact because of the personal interest and caring it imparts. Your relationship and trust will deepen (strengthen) during this experience.

1. Listen Actively

- Be sure to listen carefully as your mentee articulates his/her goal (s).
- Engage in "active listening" because how well you listen will continue to strengthen the bond between you and the mentee. By "active listening" you make a considered effort to hear not only the words that the mentee is saying but also to understand the complete message being sent.
- To actively listen, you must pay very close attention, not be distracted by other things around you, and not be thinking of your next sentence while the person is speaking.

2. Build Trust

- By exchanging information, you will gain insight into the goals your mentee hopes to achieve through the mentoring relationship.
- Establish clear expectations and include these in the mentee's Plan of Action. There should be expectations that the mentee has of the mentor and there should be expectations that the mentor has of the mentee.

3. Determine Goals and Build Capacity

- Goals are helpful because they help the mentee see beyond the day-to-day demands of his or her assignments and help him or her gain clarity on how to get the most out of the mentoring relationship.
- Tailor your discussion to the mentee's background.
- Express to your mentee that the best route to any success is hard work, a sincere interest and a conscientious attitude.

4. Encourage and Inspire

- Encourage your mentee to discuss his/her goals with you. Suggest that the mentee complete a Goal Form and share it with you.

- Coach your mentee to refer back to his or her goals periodically as a way of refocusing on goals and measuring progress. Referring to the goals regularly is also a good way for you to know if you are helping your mentee achieve them.
- Continue to promote your mentee to other staff and colleagues.

STAGE 3: Working Towards Goals/Deepening the Engagement

Time period: Typically months 4-10

During this stage, you will help your mentee work towards achieving his or her goals. This process can be very rewarding for you and your mentee.

1. Listen Actively

- It is important to maintain routine, meaningful discussions.
- If you haven't been able to maintain a consistent schedule of contact, try to resume routine meetings.

During the first two stages, you will likely focus on similarities between you and your mentee as it was easy to draw on shared experiences and goals to form the relationship. During this stage

- Be sensitive to and listen for differences.
- Identify unique characteristics in your mentee's background that may enhance his/her experience and your mentorship journey. For example, if you are of different generations/ages, genders, races, cultural groups, or professional backgrounds, what different experiences have you both had?

2. Build Trust

Continue the trusting relationship you've built during the first two stages.

- Maintain open, honest, and confidential communication with the mentee. Routine conversations and active listening are a major part of maintaining trust.
- Maintain your credibility by remembering what your mentee has said in the past.
- Admit mistakes
- Avoid talking negatively about others.
- Give and receive meaningful feedback to show that you are invested in your role as a mentor.

Don't always try to be the person to answer your mentee's questions or solve his/her problems.

- Help mentees identify resources or contacts that will best meet their needs. By acknowledging your own shortcomings, acting as a "learning facilitator" and letting your mentee know that you are just as interested in discovering the answers; the mentee will see that you are an honest partner in the development process.

3. Determine Goals and Build Capacity

As this is the longest stage in the relationship, most of the work on the goals you set in earlier stages will occur during Stage 3.

- Revise or add to these goals, as needed.
- Now is the time that you can assure that your mentee is developing the core competencies for a public health laboratory scientist
 - analytical assessment
 - policy development and program planning
 - communication
 - cultural competency
 - community practice
 - public health laboratory science and operations
 - financial planning and management
 - leadership and systems thinking skills based on the specific identified needs of the mentee.

Share written materials, but identify a variety of learning and development activities.

- Suggest meetings, courses, seminars, or websites that will enrich the mentee's experience.
- Demonstrate processes
- Ask thought-provoking or reflective questions
- Introduce the mentee to your colleagues who can be additional useful contacts or inspiring models

This is a good time to think about the benefits of the relationship up to this point and how you helped the mentee achieve his or her goals. Ask yourself:

- What changes do you see in yourself and in the way you approach your work as a result of the mentoring relationship?
- What kinds of adjustments or changes, if any, are needed in your goals or in the relationship?
- Have the initial Plan of Action goals been met?

4. Encourage and Inspire

One of the biggest challenges during this mentoring is time and energy. Despite your best intentions, other obligations will interfere for both of you. The best way to combat this is to think small.

- Avoid promising more time than you can give
- Don't attempt to tackle too many goals simultaneously

Encouragement:

- Comment favorably on his or her accomplishments
- Communicate your belief in the mentee's capacity to grow and to reach his/her goals
- Let the mentee know how working with him or her has benefitted your own growth.

Knowing that the relationship is symbiotic can help maintain energy and interest for both of you.

Inspiration:

- Share your personal vision or those of other leaders
- Describe experiences, mistakes and successes you or others have encountered on the road to achieving your goals
- Talk with the mentee about people and events that have inspired and motivated you

Stage 4: Ending the Formal Mentoring Relationship and Planning for the Future

Time period: Typically lasts two months

During this stage, planning for the mentee's continued success is balanced with bringing the formal mentoring relationship to a close. Work with your mentee to define the types of support he or she may need in the future.

1. Listen Actively

Continue active listening during the final stage of the mentorship as you reflect on the accomplishments, challenges and progress towards goals.

- Always make an effort to listen more than you talk
- Ask open ended questions that promote reflection and evaluation of the overall mentorship experience
- What were the major accomplishments during the mentorship and were those in alignment with the goals you both agreed to in earlier stages?

2. Build Trust

Continue the trust that has been built while taking time to bring the formal mentoring relationship to a close. This is also an excellent time to evaluate your work together:

- Evaluate how well the objective and goals were met that you and the mentee collectively agreed to in earlier stages.
- Is there anything that has not been addressed that has been challenging or a source of frustration for the mentee?
- Were the overall expectations of the mentorship met?
- Admit mistakes while maintaining credibility
- Act as a "learning facilitator" by letting the mentee know you don't always have all the answers and looking at how you can find answers together or giving the mentee additional resources.
- Give the mentee an opportunity to evaluate your performance as a mentor.
- Discuss whether the relationship will continue informally and how you will implement that. Decide if you will be an ongoing resource to them.

3. Determine Goals and Build Capacity

- Discuss completion of last objectives and goals
- Revisit the mentee's goals for the future
- Consider whether those goals have been reshaped as a result of the mentorship
- Determine whether the accomplishments of the mentorship supported the mentee's goals for the future
- Provide any final opportunities that may help support the mentee's goal for the future

4. Encourage and Inspire

- Challenge mentees to take charge of their future and their career
- Reinforce the successes of their first year
- Share a personal story that provides inspiration or words of wisdom
- Offer your services as a colleague/friend over the years to come

Appendix 1.

Example of a Leadership Test

#	Question	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
1	I am energized when people count on me for ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	As a practice, I ask people challenging questions when we are working on projects together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I take delight in complimenting people that I work with when progress is made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I find it easy to be the cheerleader for others, when times are good and when times are bad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Team accomplishment is more important to me than my own personal accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	People often take my ideas and run with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	When involved in group projects, building team cohesiveness is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	When involved in group projects, coaching others is an activity that I gravitate toward.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I find pleasure in recognizing and celebrating the accomplishments of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	When involved in group projects, my team members' problems are my problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Resolving interpersonal conflict is an activity that I enjoy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	When involved in group projects, I frequently find myself to be an "idea generator."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	When involved in group projects, I am inclined to let my ideas be known.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I find pleasure in being a convincing person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TOTAL						

Score Interpretation

Score	Comment
14 – 27	This implies a low motivation to lead
28 - 55	This implies some uncertainty over your motivation to lead
56 - 70	This implies a strong motivation to lead.

Ref: www.Mindtools.com

Appendix 2

True Colors Personality Test Assessment

The True Colors Test is a personality survey designed to help you understand your personality and behavioral type, as well as those of others. The True Colors Personality Assessment provides easy to understand insights into your behavioral style and personality type and those of others, so you can have better communication and build rapid rapport, whether it is in your personal life, professional life or in the areas of relationship, sales, leadership, team effectiveness and management. The True Colors Survey is designed to provide you with insights to empower you to better understand how others see you. It is about understanding like and different behavioral styles, personality types and temperament without getting lost in jargon or unnecessary complexity. After you complete the online True Colors Personality Test, you will receive an in-depth 20+ page True Colors report describing your behavioral tendencies and preferences. You will also receive powerful and effective tools for helping you succeed and understand with people who have different behavioral and communication styles in business, sales, school, career, family and life.

Learn whether you are blue - Compassionate or gold - Responsible or Orange - Spontaneous or Green - Conceptual. Which is your strongest color and your secondary color? Understand your personality and behavioral style with True Colors and get insight into career, communication and relationship preferences through the online True Colors Assessments and the many books exploring the True Colors personality model. True colors test is research based and fun to take online. The online assessment version is designed to access both your right and left brain in helping to determine your True Colors Personality Type. True Colors is used by more than 500,000 individuals yearly throughout the world in the areas of business, education, healthcare, criminal justice, career counseling, mental health, and within communities and religious organizations.

What Does True Color Mean?

Color has been used to shape and describe our lives, our habits, our values, and our feelings throughout the ages. Research into the physiological effects of color has shown that it truly has an impact on our lives, often in unconscious and mysterious ways. Color can relieve tension and stress. Blue, for instance, is associated with tranquil surroundings. Thus, it is fitting that color provides the association between a temperament type and learning tools. How much better it is to refer to and connect with color than with the highly technical formulas, symbols, words, and numbers generally associated with temperament/personality/learning theory. After reviewing the research data, colors for True Colors Test were chosen for their direct association with the psychological and physiological needs of people.

BLUE

Blue represents calm. Contemplation of this color pacifies the central nervous system. It creates physiological tranquility and psychological contentment. Those with Blue as a Primary Color value balance and harmony. They prefer lives free from tension... settled, united, and secure.

Blue represents loyalty and a sense of belonging, and yet, when friends are involved, a vulnerability. Blue corresponds to depth in feeling and a relaxed sensitivity. It is characterized by empathy, aesthetic experiences, and reflective awareness.

NURTURER BLUE

Sensitive To Needs of Others.

Sincere. Expresses Appreciation.

Cooperative. Collaborative. Creative.

Caring. Team Builder and Player.

People Person. Engages Others.

Artistic. Inspirational. Spiritual.

Inclusive. Mediator. Peacemaker.

Idealistic. Intuitive. Romantic. Loyal.

Seeks Unity And Harmony. Caretaker.

Blue -- Teaching Style Is Student Oriented Being student oriented, nurturing and supporting the growth of the students is fulfilling to me. Blue thrives on being a part of the development of their students' personal and social awareness. Blue's for others makes it a joy for them to work with students. Blue's teaching is at its best when they are creating a rapport with students. Blue good when magic springs from the learning experiences and growth of their students.

- I use my imagination as a teaching tool
- I involve my students in the learning process
- I seek to create harmony in the classroom
- I am best when I can use individualized instruction
- I am concerned about the whole student
- I operate a democratic classroom

Famous Blues: Mozart, Dorothy (Wizard of Oz), Thomas Jefferson, Cinderella, Ghandi, Mohammed Ali, Jimmy Carter

GOLD

Gold is the body's natural perceptions. It represents a need to be responsible, to fulfill duties and obligations, to organize and structure our life and that of others. Those with Gold as a Primary Color value being practical and sensible. They believe that people should earn their way in life through work and service to others.

Gold reflects a need to belong through carrying a share of the load in all areas of living. It represents stability, maintenance of the culture and the organization, efficiency, and dependability. It embraces the concepts of home and family with fierce loyalty and faithfulness.

TRADITIONAL GOLD

Respects Authority Rules, Routines, Policies.

Alligant, Faithful, Dependable, Prepared, Efficient.

Remembers The Traditions That Work. Values Family.

Work Comes Before Play. Practical. Systematic. Orderly.

Identifies With Groups. Strives For A Sense Of Security.

Thorough, Sensible, Punctual, Conventional, Proper.

A Right Way to Do Everything. Stick-To-Itivness.

Evaluates Actions As Right Or Wrong.

Stable. Organized. Punctual. Helpful.

Gold -- My teaching Style Is Institution Oriented I am institution oriented. My classrooms are organized and my routines are well structured. I believe in being dependable and in upholding consistent classroom management. Good students are the building blocks of the future. I feel responsible for their education. I am committed to preserving the time-honored ideal on which the education system was founded.

- I have a well-established classroom routine
- I am firm and fair disciplinarian
- I foster and reward delegated responsibility
- I encourage team effort
- I organize and structure the learning process in a step-by-step fashion
- I preserve and transmit cultural heritage within the institution

Famous Golds: Mother Teresa, George Washington, Santa Claus, LBJ, , Joan Rivers, Henry Ford, Florence Nightingale

GREEN

Green expresses itself psychologically as human will in operation: as persistence and determination.

Green is an expression of firmness and consistency. Its strength can lead to a resistance to change if it is not proven that the change will work or is warranted. Those with Green as a Primary Color value their intellect and capabilities above all else. Comfort in these areas creates a sense of personal security and self-esteem.

Green characteristics seek to increase the certainty of their own values through being assertive and requiring differences from others in intellectual areas. They are rarely settled in their countenance, since they depend upon information rather than feelings to create a sense of well-being. Green expresses the grounding of theory and data in its practical applications and creative constructs.

VISIONARY GREEN

Looks Forward And Sees Impact Of Actions Taken Now.
Explores All Facets Before Deciding. Checks for Accuracy.
Careful Planner. Systematic. Enlivened By Work.
Status Quo Buster. Designer of Change. Inventive.
Systematic. Logical. Theoretical. Self-Sufficient.
Often Not In the Mainstream. Persistent. Thorough.
Intellectual. Inquisitive. Impartial. Improvement Oriented.

Green -- My Teaching Style Is Subject Oriented I am subject oriented. I am most proficient in my teaching when I am free to develop the competency and intelligence of my students. I think it is wise to create new procedures, reflecting the advances made in technology and culture. I enjoy giving my students the new insights and knowledge gathered from my research.

- I seek answers to nature's enigmas and encourage my students to do the same
- I am interested in the development of my students intelligence
- I enjoy inspiring students to stretch their intellects
- I present instructional materials in a logical manner
- I use a cause and effect approach to develop the reasoning ability of my students

Famous Greens: Socrates, Sherlock Holmes, Benjamin Franklin, Carl Jung, Thomas Edison, Eleanor Roosevelt, Katherine Hepburn, Rosalyn Carter

ORANGE

Orange represents energy, consuming physiological potency, power, and strength. Orange is the expression of vital force, of nervous and glandular activity. Thus, it has the meaning of desire and all forms of appetite and craving. Those with Orange as a Primary Color feel the will to achieve results, to win, to be successful. They desire all things that offer intense living and full experience.

Orange generates an impulse toward active doing: sport, struggle, competition and enterprising productivity. In temporal terms, Orange is the present.

ADVENTUROUS ORANGE

"Just Do It" Action Oriented.
Quick-witted, Charming, Spontaneous
Playful. Injects fun into work.
Lives In Here & Now. Risk taker. Creative.
Enjoys Diversity, Variety, and Competition.
Multi-tasker, Cheerful, Energetic. Bold.
Quick Thinking and Acting. Takes Charge.
High Visibility Performer. Accepts Challenges.
Enjoys Problem Solving. Negotiator.
Performs Well Under Pressure. Resilient.

Orange -- My Teaching Style Is Action Oriented I am action oriented. I give my students information that is useful immediately. I like to see direct results of my teaching by dealing with students in a hands-on fashion, rather than by methods which are more theoretical. I create a dynamic, exciting classroom atmosphere by using an approach that is unstructured and unpredictable

- I am an exciting innovator
- My teaching style is dynamic and unplanned
- I provide a variety of action experiences
- I teach in the here and now
- I deal quickly with concrete problems
- My direction is dramatic and spontaneous

Famous Oranges: JFK, Amelia Earhart, Lucille Ball, Rhett Butler, FDR, Francis of Assisi, Lee Iacocca, Winston Churchill, Garfield References:

Blue Mentee - Looking at Mentors

Blue Mentee -- Orange Mentor: This combination can work well if the Orange Mentor allows the Blue mentee to be creative and show personal concern. The Blue mentee appreciates the good sense of humor of the Orange Mentor. The mentee may have difficulty making quick decisions and could become bogged down before completing a task. Although the Blue mentee values communication and social interaction, the Orange Mentor's direct mode of criticism and comments may not be appreciated.

Blue Mentee -- Gold Mentor: The Blue mentee adheres to the rules of the Gold Mentor as long as they seem fair and there is personal consideration and compassion given to the mentee. The Blue mentee will co-operate, particularly if it is felt the Gold Mentor likes and cares for the individuality of the mentee. Unlike the Gold Mentor, the Blue mentee tends to be emotional and to allow feelings to interfere with academic work. This mentee's need to socialize may also be viewed as highly disruptive by the Gold Mentor.

Blue Mentee -- Green Mentor: The Blue mentee responds well to the classroom atmosphere of the Green Mentor, as long as it is personally relevant and stimulating to a creative imagination. The Blue mentee is motivated to perform in an effort to please the Mentor, rather than to demonstrate intellectual mastery of a concept. Unlike the Green Mentor, this mentee tends to value feelings and interpersonal communication above ideas and concepts. Some potential for friction exists due to this difference in values.

Blue Mentee -- Blue Mentor: The Blue mentee will likely maintain the greatest rapport and co-operation with the Blue Mentor. The Blue mentee appreciates the fairness, sensitivity, and personal concern expressed by the Blue Mentor. The atmosphere of imaginative creativity and social interaction provided by the Blue Mentor is highly appealing to the blue mentee.

Gold Mentee -Looking At Mentors

Gold Mentee -- Orange Mentor: This combination can be somewhat problematic. The Gold mentee prefers organized, structured, and predictable routines, while the Orange Mentor tends to prefer an atmosphere of spontaneity and excitement. The Gold mentee may often complain that tasks are never completed and that he/she not learn much of anything in the Orange Mentors classroom. The Gold mentee strives for perfection and enjoys being validated for neat and accurate work.

Gold Mentee -- Gold Mentor: This is a suitable match. The Gold mentee is likely to maintain the greatest rapport and co-operation with the Gold Mentor. The mentee appreciates the structure, organization, and rules that the Gold Mentor emphasizes. The Gold mentee responds well to this Mentor's style of presenting material which is based on logical procedures and clearly defined factual information.

Gold Mentee -- Green Mentor: The Green Mentor may not always meet the needs of the Gold mentee for clear and concise rules and regulations. The independent thinking, originality, and mental creativity so valued by this Green Mentor will not be highly appreciated by the Gold mentee. The Gold mentee may experience anxiety and difficulty related to grasping conceptual matter if it is not explained and demonstrated in concrete ways.

Gold Mentee -- Blue Mentor: The Gold mentee responds well to the Blue Mentor's classroom atmosphere if a regular and predictable schedule is maintained. The Gold mentee requires rules and facts, as well as organized, accurate, and logical procedures. The Gold mentee may differ from the Blue Mentor in expression of or response to very deep emotions. Although the Gold mentee follows rules and accomplishes well-structured work, the creativity valued by the Blue Mentor may rarely be exhibited.

Green Mentee - Looking At Mentors

Green Mentee -- Orange Mentor: The Green mentee responds well to the classroom atmosphere of the Orange Mentor if attracted to the subject matter and if allowed to express and discuss personal ideas. The Green mentee is creative and enjoys discovering new ways of solving problems. Unlike the Orange Mentor, the Green mentee values ideas and concepts above immediate action and wants to inquire about the principles before each task.

Green Mentee -- Gold Mentor: This combination works only if the Green mentee is sufficiently interested in the subject matter and given some freedom to explore ideas and concepts beyond the requirements of the class. Unlike the Gold Mentor, the Green mentee can be oblivious to rules and regulation. It will be difficult to gain the Green mentee co-operation without a perception that rules are logical and necessary.

Green Mentee -- Green Mentor: The Green mentee will likely maintain the greatest rapport and co-operation with Green Mentors. The mentee appreciates the stimulating and creative environment provided by the Green Mentor and enjoys discussing ideas investigating relationships between

principles, and discovering new ways of solving problems - especially in conjunction with the Green Mentor.

Green Mentee -- Blue Mentor: The Green mentee responds well to the classroom atmosphere of the Blue Mentor, as long as the mentee's interest in the subject matter and curiosity is continually reinforced. Unlike the Blue Mentor, the Green mentee is less concerned with the feelings of others and will tend to express opinions regardless of how they may affect the feelings of others.

Orange Mentee - Looking At Mentors

Orange Mentee -- Orange Mentor: A good match with the Orange mentee. The mentee is likely to maintain the greatest rapport with an Orange Mentor. The mentee appreciates the atmosphere of freedom and spontaneity in his/her Mentor's classroom and responds favorably to the hands-on approach to learning; both Mentor and mentee enjoy games and competition and are tireless in their efforts to complete any job at hand.

Orange Mentee -- Gold Mentor: The Gold Mentor's demands for order, organization, and appropriate behavior in the classroom do not conform well with the Orange mentee's need for spontaneity, fun and quick action. The Gold Mentor emphasizes rules and facts as well as neatness and structure. The Orange mentee may react with various degrees of rebellion and hostility when confronted with a Gold classroom atmosphere.

Orange Mentee -- Green Mentor: The Green Mentor is often capable of creating an atmosphere of independence and freedom of thought and action in his/her classroom. This climate allows the Orange mentee to express his/her needs and possibly to establish methods for learning in his/her own style. The Green Mentor can also be perceived as too theoretical by the Orange mentee. This can create the impression that the Mentor is out of touch and unconcerned with the here and now.

Orange Mentee -- Blue Mentor: The Blue Mentor can have some empathy for the Orange mentee's needs, and this Mentor's good sense of humor is protection from reacting too harshly to the Orange mentee's demands for fun and entertainment. The Orange mentee may require more hands-on activities, games, and competition than are normally scheduled in the lesson plans of the Blue Mentor.

The rewards of having an HHS Mentoring Program are great. While there are many obvious benefits to mentors and mentees, this program will also be extremely advantageous to the HHS organization. Current trends and research show that mentoring is essential to an organization. Thirty-five percent of employees who are not mentored within 12 months of being hired begin to actively seek jobs elsewhere only 16 percent in mentoring relationships leave their employer. Thirty percent of women executives and 47 percent of women of color pointed to "lack of mentoring" as a barrier to their advancement.

Highlighted below are the benefits to mentees, mentors, and the organization.

Benefits to Mentee	Benefits to Mentor	Benefits to Organization
Assistance in defining realistic professional goals, paths, strategies, and options	Opportunity to contribute to the success of individuals and thereby investing in HHS – Leave a Legacy	Builds a learning organization that fosters personal and professional growth through the sharing of information, skills, culture, and common vision
Increase opportunity for professional and personal growth through coaching, feedback, and training opportunities	Opportunity to share expertise with others across organizational boundaries	Development and retention of human talent through the sharing and leveraging of strategic knowledge and skills throughout the department.
Receive feedback to support professional development and growth	Opportunity to enhance leadership skills by developing others	Increase job satisfaction and improve quality of work life balance.
Increase understanding of the HHS culture, values, and norms	Expand professional network by working with the mentee and participating in Department-wide training and networking events	Increase in role modeling with leaders teaching other leaders which support management and workforce development and succession planning
Structured training to address competency skill gaps	Increase understanding of how employee priorities and capabilities can be leveraged to meet department goals	Increase and manage intellectual capital to achieve departmental goals, initiatives, etc. – Partnering for Excellence

Appendix 3

Mentoring Exercise

For Group Discussion or Individual Reflection

Exercise

- A. Have you had mentors?
- B. If so, think about some of your mentors:
 1. What did you like best about the mentoring relationship?
 2. Was there something about the mentoring relationship you didn't like?
 3. What, if anything, would you have changed?
 4. If you haven't had mentors, what would you like from a mentor?
- C. Think of one experience or story from one mentoring relationship you would be willing to share with the group to describe something you really liked about your mentoring relationship.

Mentoring Relationships

Describe a mentoring relationship (as mentee and/or mentor) that you have had in the postsecondary environment where diversity was a key component of the relationship.

1. Were you the mentor, mentee or both?
2. Was this a formal or informal relationship and how did it start (i.e. were you participating in a mentoring program or did the relationship just evolve)?
3. Did the issue of diversity and/or disability enter into the relationship?
4. What did you learn from the relationship?
5. What did you bring to the relationship?
6. What were the challenges and successes of maintaining the mentoring relationship?
7. How did you maintain the relationship over time?
8. What did this mentoring relationship mean to you in the long term?
9. How has your mentoring relationship evolved over time?

Appendix 4

Ready...Set...MENTOR! A Speed Mentoring Exercise

HOST A SPEED MENTORING EVENT

- A. Ask audience to write ONE professional strength and weakness on their name badge as they enter the session.
- B. Bring a stop watch and an auditory signal (a loud bell or buzzer)
- C. Bring a camera to document the event if you plan to publicize it later
- D. Script an agenda for the event, including:
 - a. An introduction and welcome
 - b. Discussion on the consequences of first impressions
 - c. Purpose
 - i. Quick-hit information
 - ii. Time-efficient networking
 - iii. Methodical pursuit of mentor
 - d. Importance of time limits
 - e. An explanation of the process
 - i. Start signal
 - ii. Talk for fixed number of minutes
 - iii. Warning signal
 - iv. Signal for protégés to move to next seat
 - v. Continue for a set length of time
 - vi. Wrap-up
 - f. Congratulations on having met and exchanged contact information – encourage them to continue mentoring process
 - g. Thank group for participating
 - h. Expect an evaluation of event to improve future events
 - i. Allow time at the end for informal mentoring and networking to continue
- E. Evaluate the event
 - a. Determine how to best administer the survey tool (online, paper, etc.)
 - b. Establish what outcomes you desire to measure which may include both short-term feedback administered 1-3 days after the event and long-term feedback administered 90-120 days after the event.
 - c. Script survey questions
 - d. Administer survey and analyze results
 - e. Use results to modify future speed mentoring events

Appendix 5

Mentoring Best Practices

Tips and best practices for mentors

Traits of a good mentor*

- Be accessible.
- Be empathetic.
- Be open-minded.
- Be consistent.
- Be patient.
- Be honest.
- Be savvy.
- Be humble (accept the fact that sometimes you just don't know).

Strategies for effective mentoring*

- Make everything a learning opportunity.
- Set specific goals and measures of accomplishments.
- Encourage strategic thinking and creativity.
- Uphold professional standards.
- Impart skills.
- Provide networking opportunities.
- Provide moral support.

- Be a teacher—teach the mentorship process so that mentees can become future mentors.
- Be inspirational—mentors should inspire.
- Be motivational—provide pushing, pulling, pleading, and prodding as needed.
- Be a friend—help them be accepted, confirmed and counseled.

Good mentoring practices

- Be approachable—mentees should not feel afraid to share.
- Be persistent—stick to it and keep the relationship going.
- Be a liaison—act as a liaison to upper administration when needed.
- Be a sponsor—nominate mentees for leadership programs, awards or committee positions.
- Be authoritative (but not authoritarian)—share your body of experience and knowledge.
- Be a role model—model behavior that is effective.

Tips and best practices for mentees

How to get the mentoring you need*

Establish relationships with a set of official mentors (also seek out informal mentors if needed).

Meet regularly with formal mentors

Keep meetings professional.

Establish a set of confidants with whom you can share information.

Don't let go of your old mentors—follow them through your entire career.

How to be mentored well*

Have foresight (plan ahead).

Be proactive.

Ask probing questions.

Have respect for your mentor.

Express gratitude.

Reciprocate (if appropriate).

Be humble (accept critical feedback).

*Derived from *Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty*. Howard Hughes Medical Institute and the Burroughs Welcome Fund, 2006.

Appendix 6

Mentor Criteria

Employee Information	
Name:	Mentor:
Position:	Manager:
Characteristics of an Effective Mentor: Certain qualities will ensure a healthy and successful mentor-mentee relationship. These qualities are listed below and this checklist can be used to identify effective mentors in your laboratory	
<ul style="list-style-type: none"><input type="checkbox"/> Be enthusiastic, positive, optimistic and passionate<input type="checkbox"/> Be sensitive, compassionate and understanding<input type="checkbox"/> Be able to appreciate individual differences<input type="checkbox"/> Be unselfish<input type="checkbox"/> Be good teachers and communicators (the art of questioning and listening)<input type="checkbox"/> Be able to balance direction to the mentee with self-direction by the mentee<input type="checkbox"/> Push boundaries<input type="checkbox"/> Point in the right direction<input type="checkbox"/> "Plant" confidence<input type="checkbox"/> Throw out ideas without telegraphing<input type="checkbox"/> Respect peers, advisors and supervisors alike<input type="checkbox"/> Be trusted and trustworthy<input type="checkbox"/> Be a sounding board and advisor with whom the mentee may discuss work-related and other concerns regarding job performance and advancement<input type="checkbox"/> Be an unbiased role model<input type="checkbox"/> Be able to provide information about the organization that will assist in assimilating culture and values<input type="checkbox"/> Be able to share experiences and knowledge<input type="checkbox"/> Show sincere interest<input type="checkbox"/> Honor commitments<input type="checkbox"/> Provide complete and honest feedback<input type="checkbox"/> Be honest when he/she doesn't have the answers—be a resource provider instead<input type="checkbox"/> Advocate on behalf of the new employee<input type="checkbox"/> Be open to honest feedback from the mentee	

Appendix 7

Identify Your True Colors

	ORANGE		YELLOW		BLUE		GREEN
Active Opportunistic Spontaneous		Parental Traditional Responsible		Authentic Harmonious Compassionate		Versatile Inventive Competent	
Competitive Impetuous Impactful		Practical Sensible Dependable		Unique Empathetic Communicative		Curious Conceptual Knowledgeable	
Realistic Open-Minded Adventuresome		Loyal Conservative Organized		Devoted Warm Poetic		Theoretical Seeking Ingenious	
Daring Impulsive Fun		Concerned Procedural Cooperative		Tender Inspirational Dramatic		Determined Complex Composed	
Exciting Courageous Skillful		Orderly Conventional Caring		Vivacious Affectionate Sympathetic		Philosophical Complex Rational	
TOTAL		TOTAL		TOTAL		TOTAL	

- Going across the row, read each set of words and rank from 1 – 4 how well each group describes you. The number 4 indicates the words most like you while 1 indicates those least like you.
Use the numbers 1, 2, 3, 4 once for each row across.
- Continue with each row until done
- Total each column
- The column with the highest score is your dominant color
- Second, third and fourth are lighter shades – different rainbows for everyone, unique blends

True Colors Spectrum

My Brightest Color is		Color of your highest total.
My Brightest Color is Shaded with		Color of your second highest total.
and		Color of your second lowest total.
with a pale		Color of your lowest total.

RESOURCES

e-LEET Toolkit

http://www.aphlweb.org/aphl_departments/Workforce/Workforce_Program/cohortiii/default.aspx

Colors of Hue-Man Traits, Diana Vandel © 2001-2011 Winning Solutions, Austin • Texas

Margerison-McCann Team Management Wheel, Team Management Systems www.TMS-Americas.com

APPENDIX H: SAMPLE STUDENT APPLICATION FOR INTERNSHIP

Complete the following form if you are interested in an internship, practicum, or fellowship position at the State Hygienic Laboratory (SHL).

Name: _____ Date: _____

Permanent address: _____

City: _____ State: _____ Zip code: _____

Current address: _____

(If different than permanent address)

City: _____ State: _____ Zip code: _____

Daytime phone number: _____ Evening phone number: _____

(Include area code)

Email address: _____

College or University attending: _____

Degree program: _____ Expected graduation date: _____

Describe any specialized training you have received (i.e., laboratory, epidemiological or experience that applies to this internship):

What are your professional goals?

When are you available for training? _____

What disciplines or techniques are you most interested in studying?

What is your cumulative undergraduate GPA? _____

What is your cumulative graduate school GPA? _____

Other comments or information you would like considered:

APPENDIX I: MENTOR GUIDELINE FOR INTERVIEWING INTERNS

1. When you interview possible interns give an overview about SHL, what we do and who we are right away
2. Have a packet of information about SHL to give the potential intern. This could include information about the section they will be working in and general brochures about SHL to give them a better understanding of what we do.
3. While you are interviewing the candidate, make sure you can access that they have the skills necessary for the Internship
4. Think about how they will fit in with other staff that they will be working with (very important)
5. Check their availability and make sure it meets your timeline
6. If you include others in your department for the interview try to make it an odd number of staff
7. If you interview and recruit an international intern make sure you do some research about their culture and also share that information with the staff that will be working with them.

List of potential questions for intern:

Pick questions that best suit your internship needs. These are only suggestions. If you are interviewing more than one person it is a good idea to ask each candidate the same questions.

- Tell us about yourself.
- Tell us what you know about SHL.
- What attracted you to this Internship and what do you hope to accomplish from it?
- What skills will you bring to the internship?
- How did you get interested in your course of study?
What is your objective when you graduate?
- What are your three most outstanding skills?
- What, if anything, would be considered a weakness?
- How would your advisor describe you?
- How would your classmates describe you?
- Describe a situation where you had a conflict with someone (at work or in general) and how you resolved.
- What kinds of experience do you have with keeping detailed records? Please give specific examples.
- Describe your computer experience and typical use.
- Based on your past work experience, what kinds of work settings are best suited for you:
 1. Authority gives you daily direction

2. Team collectively decides daily direction
 3. Sample load dictates daily direction
 4. Self-determined daily direction
- Give two specific examples of your multitasking experience where you were doing three or more things simultaneously.
 - Describe a time when you were called upon to troubleshoot a problem. Please explain the situation, the alternatives and outcome. How could you have done things differently?
 - Describe how this internship fits into your future career goals
 - How did you prepare for this interview?
 - When are you available and how many hours a week can you work?
 - Make sure you discuss if the internship is paid, unpaid or for course credit.
 - If we select you is it ok to contact your references?
 - Is your contact information that is listed up-to-date?

APPENDIX J: INTERNSHIP INTERVIEW FORM

Student Name: _____

University or College: _____

Date of Interview: _____ Time: _____ Room # _____

Interview's Name: _____ Total Points _____

Part 1 – Questions Choose from the following questions to fit your interview needs:	Positive		Neutral		Negative
<p>1. Tell us about your college career?</p> <ul style="list-style-type: none"> ✓ What career path do you want to pursue? ✓ What do you hope to gain from an internship? ✓ What activities have you been involved in at college? ✓ Tell us about any leadership roles you have had? <p>Notes:</p>	5	4	3	2	1
<p>2. Tell us how you would apply your experience and education to this position?</p> <ul style="list-style-type: none"> ✓ Tell us about your work experience, volunteer activities? ✓ Tell us about your computer skills? What software do you know? Give examples of when you have used it. ✓ What experience do you have with the internet, e-mail? ✓ Tell us about your telephone skills, when you have had to convey information or request information over the phone. <p>Notes:</p>	5	4	3	2	1
<p>3. Describe your previous public health experience.</p> <p>Notes:</p>	5	4	3	2	1

Part 1 – Questions Choose from the following questions to fit your interview needs:	Positive		Neutral		Negative
4. Describe your educational background or work experience that would be relevant to this internship project. ✓ Tell us about your writing skills. (Writing sample submitted, if requested?) ✓ Tell us about your research experience, including examples of where you found information (If applicable). Notes:	5	4	3	2	1
5. Job skills – (Choose one or two of the following) ✓ Give an example of when you have shown initiative. ✓ Give an example of when you showed good follow-through skills. ✓ Give an example of when you overcame adversity or a difficult situation. ✓ Give an example of when you showed flexibility, “roll with the punches”. ✓ Give an example of when you showed your reliability. ✓ Tell about an accomplishment, something you are very proud about. ✓ Do you consider yourself a “self-starter”? ✓ How do you organize your work if you have several projects going at one time? Notes:	5	4	3	2	1
6. Tell us about a situation where you have experience conflict in the work or school setting, and explain how you handled the conflict.	5	4	3	2	1

Notes:					
--------	--	--	--	--	--

Part 1 – Questions Choose from the following questions to fit your interview needs:	Positive		Neutral		Negative
7. Describe a time when you presented information to a large group of professionals/others. ✓ What was the setting? ✓ What tools did you utilize? Notes:	5	4	3	2	1
8. Imagine you are a member of a Bureau Team, and you have been assigned to write the minutes from the last meeting by Friday. The meeting was Tuesday; however on Wednesday you received a notice from the legislature requesting a summary of certain health activities in the department that is due by noon on Thursday. On Thursday morning another request comes from a national office to critique a position statement that is three pages long. This must be submitted by Friday noon. What do you do? Notes:	5	4	3	2	1
9. What is your ideal job? Notes:					

Part 2 – First Impression of Candidate	Positive		Neutral		Negative
1. Communication Style	5	4	3	2	1
2. Quickness to Grasp Concepts	5	4	3	2	1
3. Overall Presentation	5	4	3	2	1

Total Score (out of 60) =	
<p style="text-align: center;">Availability</p> <p>1. What hours and days are you available to work?</p> <p>2. How long of an internship are you looking for?</p> <p>3. Can you work through the summer?</p> <p>4. Do you anticipate scheduled absences (e.g., vacation) during this time? If so identify dates.</p> <p>*Do you have a list of references? Can we contact them?</p>	
<p>Interns: Internship needed for credit?</p> <p># of hours needed?</p>	

Appendix K: INTERNSHIP ONBOARDING CHECKLIST

Recommended before the Intern arrives at your lab:

- Establish Communication with Fellow
- Assist with Housing Arrangements if necessary
- Make sure Human Resource department is notified of fellow arrival
- Request Security Clearance and ID Badge if necessary (Request for day of arrival)
- Request Set-up of E-mail and Calendar (Request for day of arrival)
- Inform intern about Parking/Transportation before they arrive
- Vaccinations/Physical if necessary

Recommended after the intern arrives at your laboratory:

- Meet with Human Resources right away

Example of Human Resources checklist:

- Address Form/Emergency Notification Form
- Safety Training
 - Blood Borne Pathogen Training
 - Chemical Storage
 - Personal Protective Equipment
 - Biological/Chemical Hazards
 - Material Safety Data Sheets
- Rules of Operation/Employee Handbook
- Sexual Harassment Brochure
- Occupational Health Requirements
- Vacation/Sick Leave
- Holidays Recognized by Laboratory
- Laboratory Accident Protocol
- Voice Mail
- Supervisor's Approval for Computer Access
- E-Mail/Calendar
- Laboratory visitor policy
- Phone Listing
- Organizational Chart
- Support Services
 - Employee Counseling Services
 - Ombudsperson
 - IT (Information Technology)
 - Secretaries
- Establish working Hours
- Discuss Vacation/Sick Leave policy
- Decide How Often You Will Meet
- Assist intern with develop of a "Plan of Action" and "Timeline"
- Discuss backup projects and alternatives
- Discuss potential laboratory rotations
- All data presented by fellows must undergo mentor and associate director review
- Discuss level of laboratory knowledge
- Introduction to all staff/tour
- Discuss and develop mutual expectations

APPENDIX M: STUDENT EVALUATION FORM

(Courtesy of the Minnesota Department of Health)

Minnesota Department of Health
2010 Clinical Microbiology Internship
Student Evaluation Form

Instructor: _____

Student: _____

Course unit: _____

Dates of instruction: _____



Please rate the student in the following areas using numbers 1-5 (1 = strongly disagree, 5 = strongly agree), or N/A if the item does not apply.	
Student completed all learning objectives within the time allotted.	
Student maintained professional behavior and was able to adapt to variations in work volume and tasks assigned.	
Student adhered to work schedules and demonstrated good time management skills.	
Student demonstrated the use of critical thinking skills in applying new concepts to practical situations.	
Student mastered the skills and techniques necessary to work on assigned tasks independently or with minimal supervision.	
Student exhibited good interpersonal communication skills and had positive interactions with other lab staff.	
Student adhered to laboratory quality control and safety standards, including hand washing and proper use of PPE.	
Student sufficiently documented all test results necessary for culture workup and reporting.	
Student recognized discrepant results and used learned concepts and skills to troubleshoot results prior to reporting.	
Student applied algorithmic identification schemes to choose appropriate tests in a logical progression.	

List 3 of the student's demonstrated strengths:

List 3 suggestions for areas of improvement:

Additional comments:

APPENDIX N: MENTOR EVALUATION FORM

(Courtesy of the Minnesota Department of Health)

**Minnesota Department of Health
2010 Clinical Microbiology Internship
Instructor Evaluation Form**



Instructor: _____

Student: _____

Course unit: _____

Dates of instruction: _____

Please rate your instructor in the following areas using numbers 1-5 (1 = strongly disagree, 5 = strongly agree), or N/A if the item does not apply.	
Instructor completed all learning objectives stated on the unit checklist.	
Instructor spoke clearly and communicated effectively.	
Instructor related information in a way that I could understand and in a manner appropriate to my level of learning.	
Instructor provided adequate time for questions.	
Instructor effectively managed workflow to provide sufficient time for learning new material and techniques.	
Instructor seemed to care about my progress and development throughout the course unit.	
Instructor behaved in a professional manner.	
Instructor provided examples of how techniques could be applied to clinical and/or public health laboratory environments.	
Instructor was knowledgeable about material covered in the course unit.	

Please rate the content of this course unit in the following areas using numbers 1-5 (1= strongly disagree, 5 = strongly agree), or N/A if the item does not apply.	
I learned new material and techniques in this unit that I had not been exposed to previously.	
The amount of time spent on this unit was appropriate for the amount material covered.	
I knew what was expected of me based on the unit learning objectives and checklist.	
The material and techniques I learned in this unit are valuable and relevant.	

Your comments are extremely important in maintaining and improving the quality of the Clinical Microbiology rotation. On the back of this form, please provide any additional comments regarding this unit specifically, or the rotation as a whole.

Additional comments:

APPENDIX O: MIDTERM & FINAL SURVEY FOR INTERNS

(Developed by Caitlin Saucier, Courtesy of Hawaii Dept. of Health State Laboratories Division)

Please answer the following questions. 5 means 'strongly agree' and 1 means 'strongly disagree'.

1. I am on track to accomplish the goals that my mentor and I outlined at the beginning of the program.
1 2 3 4 5
2. I have improved my understanding of principles of public health.
1 2 3 4 5
3. I understand how CLIA practices are integral to public health laboratory science.
1 2 3 4 5
4. My mentor is knowledgeable in his or her field.
1 2 3 4 5
5. My mentor has made enough time in his or her schedule for me.
1 2 3 4 5
6. My mentor is friendly and accommodating.
1 2 3 4 5
7. The time, including travel, required of this internship is realistic for a full-time student.
1 2 3 4 5
8. Most of the tasks I perform provide me with practical experience.
1 2 3 4 5
9. I am considering public health laboratory science as a career.
1 2 3 4 5
10. I would recommend this internship to other students.

1 2 3 4 5

11. I made professional connections that I may be valuable in the future

1 2 3 4 5

12. I like the structure of the internship program (i.e. using a syllabus, the one-on-one approach, etc.)

1 2 3 4 5

13. I would take/recommend this internship if it paid less.

1 2 3 4 5

14. I would take/recommend this internship if it was unpaid.

1 2 3 4 5

15. I would take/recommend this internship for college credit.

1 2 3 4 5

16. So far, what has been your favorite part of your time at the SLD?

17. So far, what has been your least favorite part of your time at the SLD?

18. So far, what is the most valuable skill or theory you learned?

19. What changes would you recommend for the program?

20. Other comments, questions, or concerns?

APPENDIX P: MIDTERM & FINAL SURVEY FOR MENTORS

(Developed by Caitlin Saucier, Courtesy of Hawaii Dept. of Health State Laboratories Division)

Please answer the following questions. 5 means 'strongly agree' and 1 means 'strongly disagree'.

1. I am on track to accomplish the student goals that we outlined at the beginning of the program.
1 2 3 4 5
2. My student has improved his or her understanding of principles of public health.
1 2 3 4 5
3. My student has developed an understanding of how CLIA practices are integral to public health laboratory science.
1 2 3 4 5
4. My student had appropriate background knowledge for a program at this level.
1 2 3 4 5
5. My student has been punctual and reliable.
1 2 3 4 5
6. I have enjoyed working with my student
1 2 3 4 5
7. Mentoring a student has been a valuable experience for me
1 2 3 4 5
8. Mentoring a student has not been an overwhelming time commitment.
1 2 3 4 5
9. Student interns provide valuable assistance with my workload.
1 2 3 4 5
10. Sometimes it is hard for me to find things for interns to do.
1 2 3 4 5
11. I would recommend mentoring a student to other SLD staff members.
1 2 3 4 5
12. I would be willing to mentor a student again.
1 2 3 4 5
13. I would be willing to recommend my student for a job or further schooling (i.e., writing a letter of recommendation).
1 2 3 4 5

13. I like the structure of the internship program (i.e. using a syllabus, the one-on-one approach, etc.)

1 2 3 4 5

14. So far, what has been your favorite part about mentoring a student?

15. So far, what has been your least favorite part about mentoring a student?

16. What changes would you recommend for the program?

17. Other comments, questions, or concerns?

APPENDIX Q: EXIT INTERVIEW FORM

Exit Interview for _____

Internship/ Job Shadow/ Practicum/ Fellowship/ Student Employee (circle all that apply)

1. What was the most valuable aspect of this experience?

2. What did you like about this experience?

3. What did you dislike?

4. Did you encounter challenges meeting the objectives and/or purpose? Why?

5. Suggestions for SHL to improve the student experience?

6. Suggestions pertaining to what should be evaluated and/or improved from your perspective:

APPENDIX R: PROGRESS REPORT

PROGRESS REPORT

Please submit the following information electronically:

Name: _____ Date: _____

Class: _____ Host Lab: _____

1. Overview of activities and accomplishments to date according to the Plan of Action: In the following categories, please provide specific information as requested. If no activity, please indicate as such.
 - a. Research activities/accomplishments:
 - b. Training activities/accomplishments:
 - c. Meetings/conferences attended and/or presentations:
 - d. Training courses, seminar series attended:
 - e. Publications (papers/abstracts/posters). Provide title, authors, and focus. Also attach or mail copy to APHL:
 - f. Participation in epidemiology or outbreak investigation(s):
 - g. Participation in international activities(if any):
2. Provide brief summary narrative of overall fellowship experience to date (such as level of interaction with mentor and/or laboratory staff, current or future challenges, etc.):

PROGRESS REPORT SIGNATURES AND COMMENTS

Fellow Comments:

Fellow: _____ **Date:** _____

Mentor/Laboratory Director Comments:

Mentor: _____ **Date:** _____

Laboratory Director: _____ **Date:** _____

PROGRESS REPORT

This page is not to be reviewed by the mentor.

Additional fellow comments:

APPENDIX S: RETURN ON INVESTMENT TOOL

Calculating a return on investment (ROI) for an internship will assist in evaluating the effectiveness of an internship and the impact on strategic projects. It can also be used in the budgetary process as a framework to breakdown cost.

Internship Return on Investment			
Name _____			
Year _____			
Costs	Time	Salary Rate	Paid year
Hours worked			52 weeks
Mentor 1 (time X Salary)	104	71.03	7,387
Mentor 2 (time X Salary)	104	50.47	5,249
Subtotal			12,636
Operations			
Subtotal			58,690
Other			
Onboarding and exit			500
Advanced Management Series Training Cost			100
Subtotal			600
Total Costs			71,926
Gains			
	%	Grant amt	
Grant 1	25%	410,000	102,500
Project ACA	75		5327
3% Fee Increase Calculatio	10		710
Annual SSN Audit	10		710
Impact Statement State Ap	5		355
Sole Source Justification/p	5		355
Implementation iPassport	40		2841
Strategic Planning Executiv	15		1065
Benchmarking Google Gro	5		355
National Internship Model	40		2841
Influenza Case Study	15		1065
Baldrich/LSIP Grant Activit	10		710
Policy revisions	20		1421
Health Impact Assessment	30		2131
Duty Officer SOP Update	20		1421
Total			123,809
Return On Investment			72.1%

The return on investment tool is an excel spreadsheet template and is designed to be adaptable to the specific needs of a variety of internships. Rows can be added and deleted as needed. For your convenience two templates are offered; a completed ROI to serve as a guide and a blank working version.

The tool is broken down into costs and gains and the return on investment is calculated by dividing the net gains by total costs. There are three tabs in the completed ROI tool: 1.) a full time 12 month fellowship, 2.) a part time paid internship, 3.) a part time unpaid internship. These tabs and the formulas contained within can be modified to fit your specific needs.

Electronic copies of the ROI tools can be found at the APHL member resource center (Keyword: ROI) and at the State Hygienic Laboratory at the University of Iowa website, under "Education/Training"

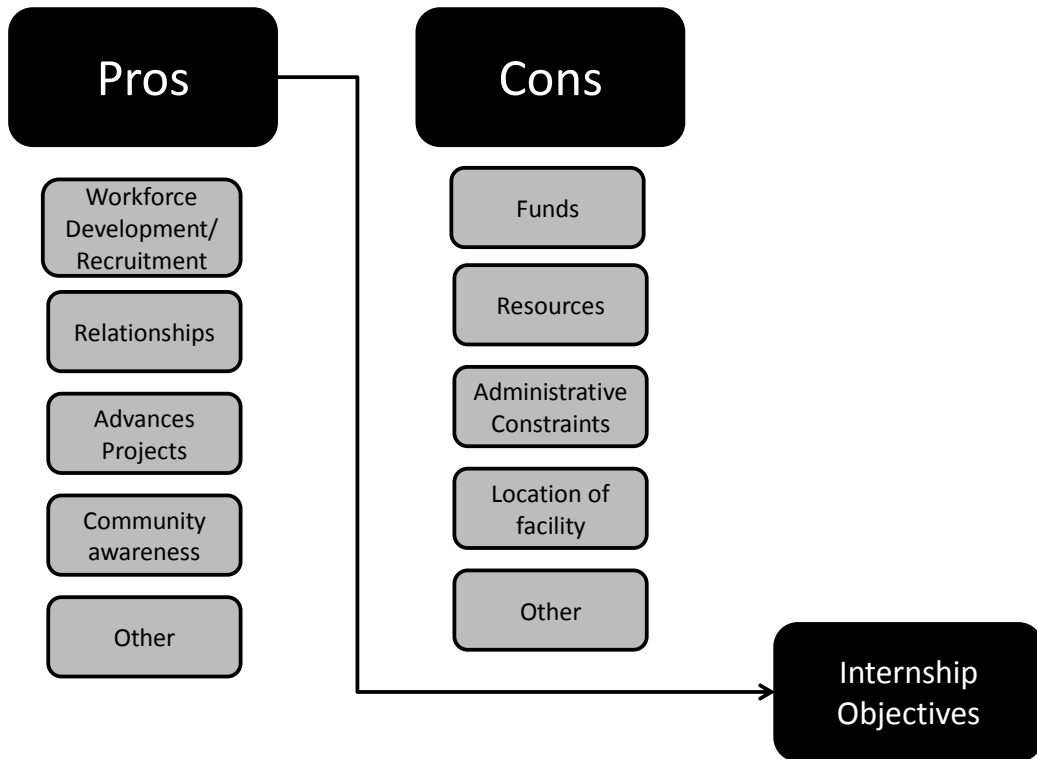
APHL: <http://www.aphl.org/MRC/Pages/default.aspx>

SHL: www.shl.uiowa.edu

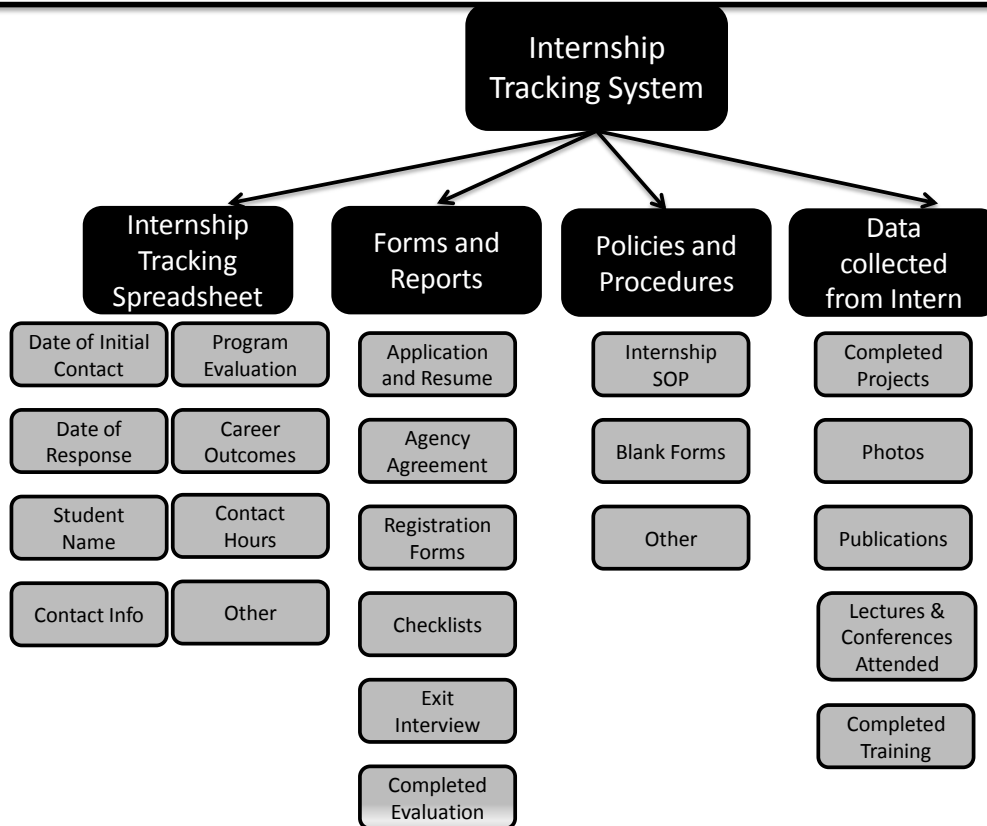
Internship Model Components



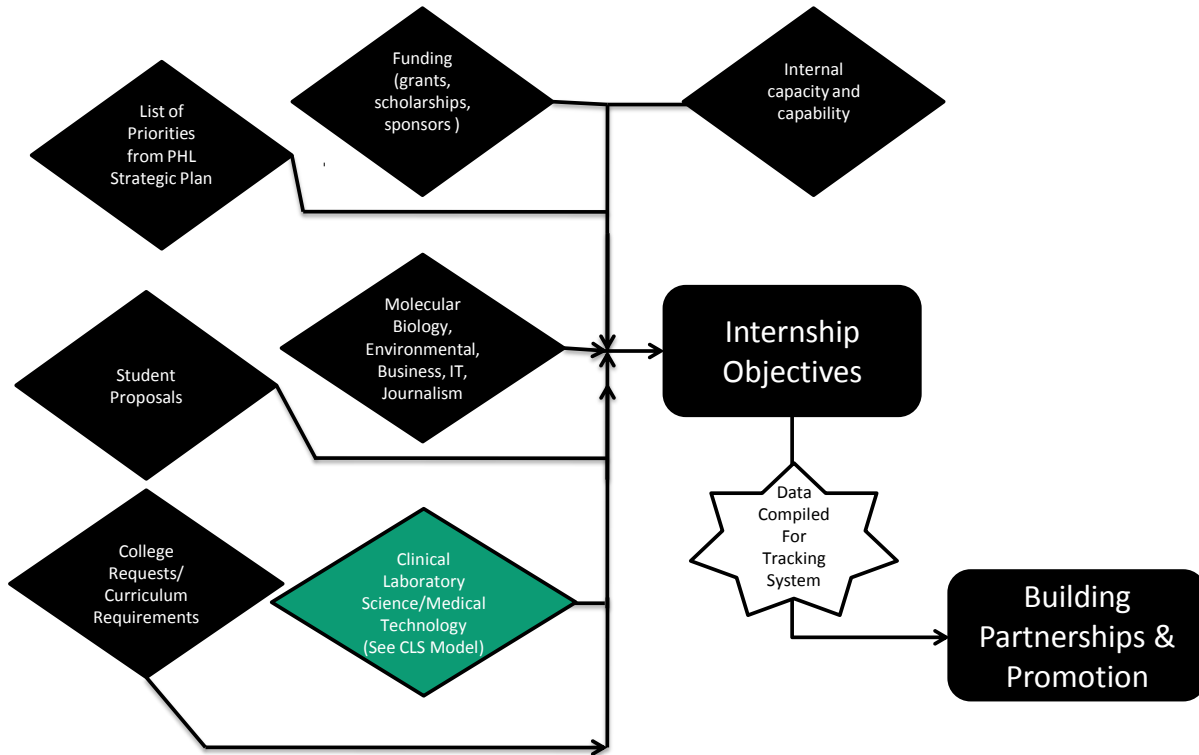
Needs Assessment



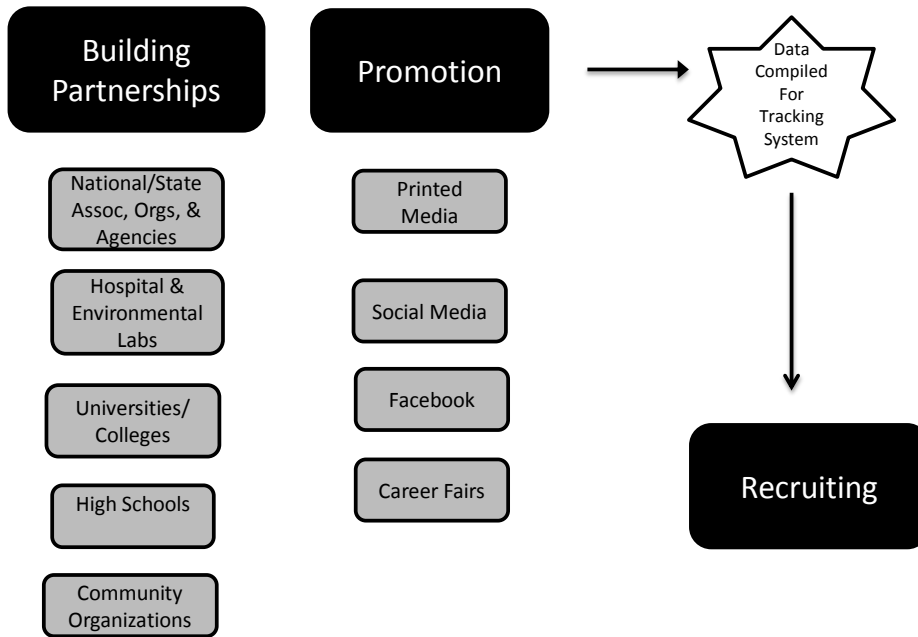
Internship Tracking System



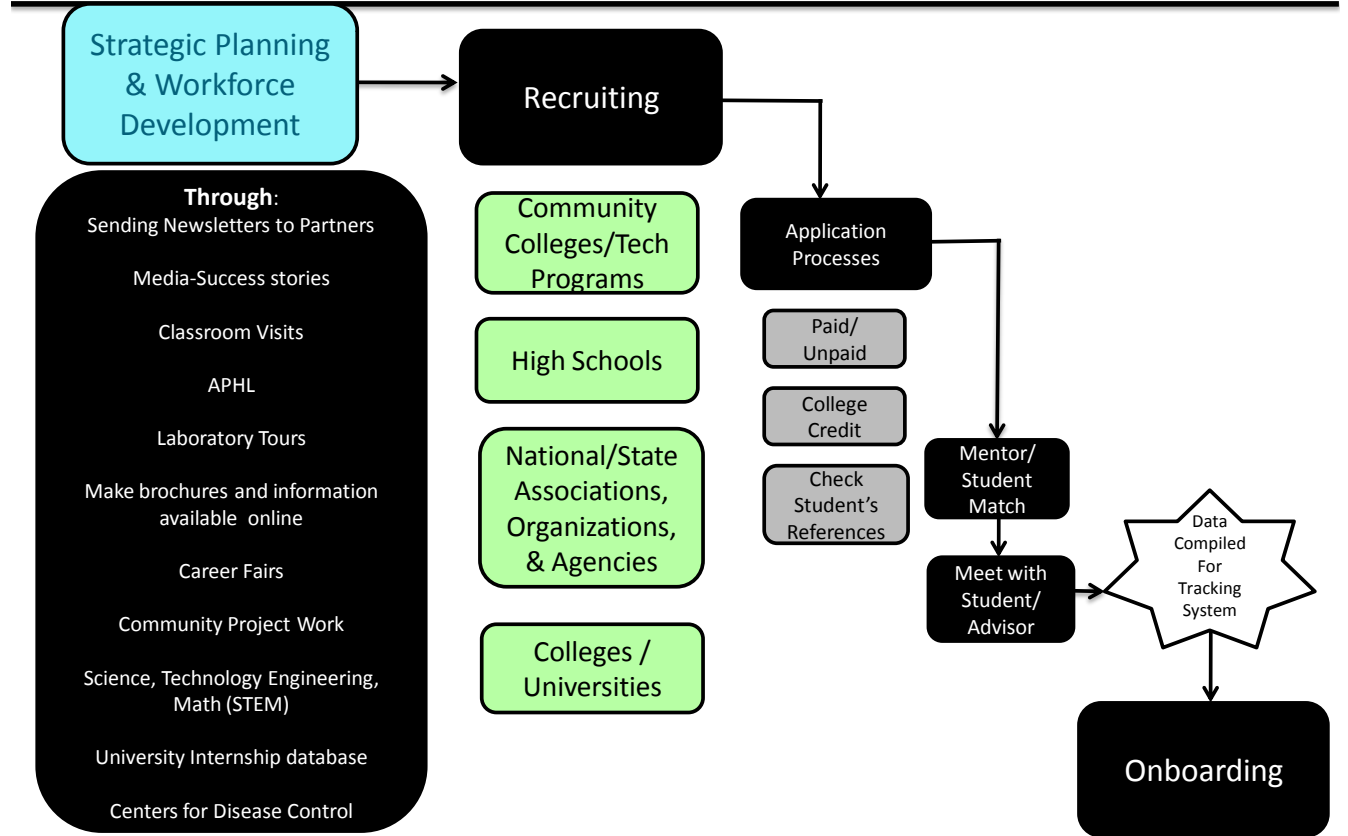
Internship Objectives



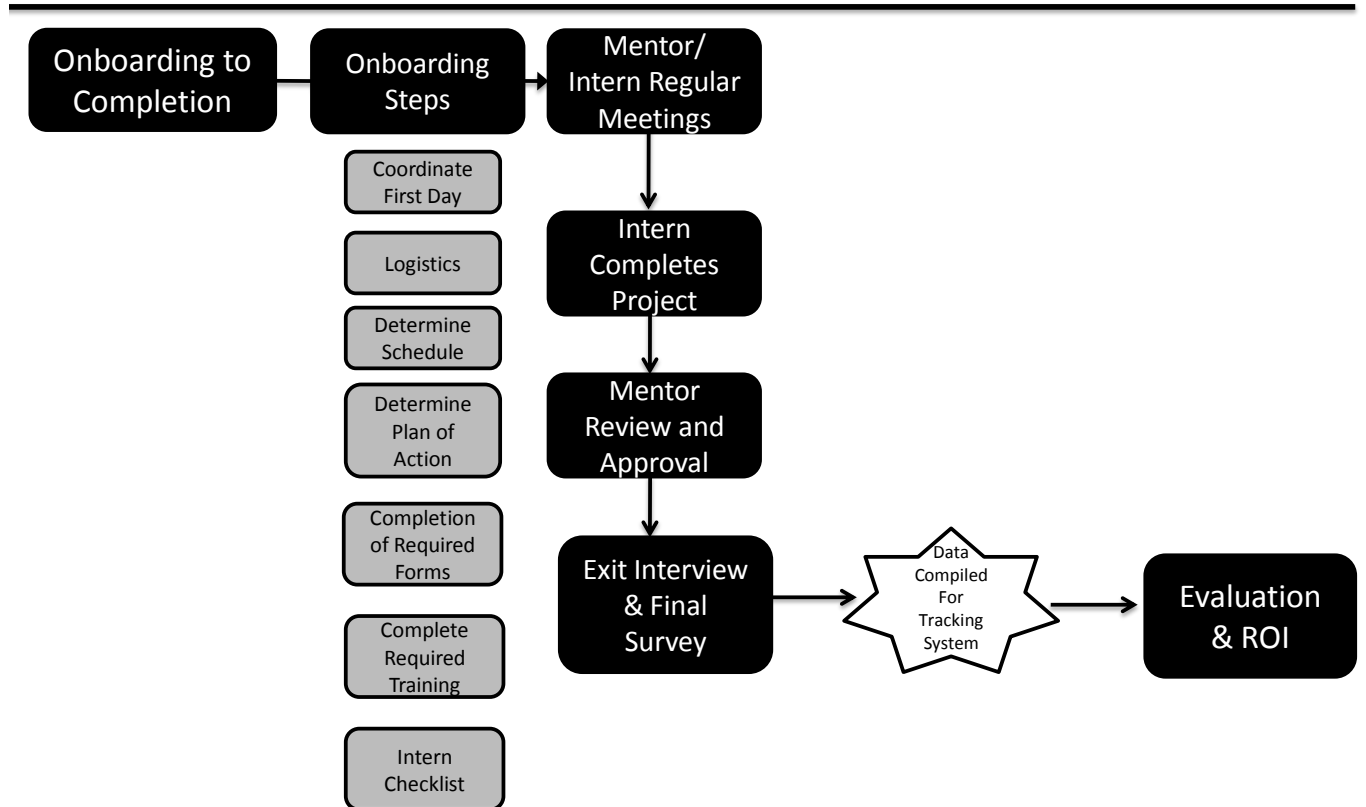
Building Partnerships & Promotion



Recruiting



Onboarding to Completion



Evaluation & Return on Investment

