

Conversations Calendar

October

- Get acquainted: Take the time to discuss your backgrounds, interests.
- Ask student about his/her motivation for getting a MPH and career goals for MPH.
- Talk about your goals and expectations of this mentoring relationship.
- Establish a schedule for future meetings and communication preferences. Recommend a standing meeting for every 4 or 6 weeks.
- Any other initial questions that the mentee might have? (Be sure to ask this at every meeting, as to not leave anything on the table.)

November

- Talk about how your mentee's classes are going. Be open to giving advice on classes and feedback on projects.
- Talk about classes for next semester and what parts of their studies are most interesting to them.
- Explore professional associations and organizations that your mentee might be interested in getting involved with, key-in on MPHA, debrief APHA meeting that happened in early November (if attended by either party). The [MPHA Policy Forum Series](#) starts in November, and Mentor Program participants are welcome to attend free of charge.
- Attend a lecture or on-campus event together, or help arrange a lunch with a couple of your colleagues.
- Dive into a candid conversation about employers and work environments. Explore different industries and different types of positions within the field of public health.

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December

- Discuss school/work/life balance. Finals time can be a tough time for graduate students, especially when they are working on top of going to school. Often, students appreciate when mentors are open and honest about their personal work/life balance. This conversation can lead to a conversation about the values that have impacted your academic and career choices.
- Talk about their classes for next semester and what parts of their studies are most interesting to them.
- Some scholarship deadlines come up early in the year, such as the [Judd fellowship](#), which can cover international fieldwork. Ask your mentee about whether they have [information about scholarships](#) and deadlines, point out that some scholarships are also available for second-year students.

January

- If you have a first-year student, ask your mentee about what he/she plans to do for the [field experience requirement](#). Many students start thinking about field experience over winter break and plan to fulfill this requirement during the summer months. This is a good time to talk about networking as well.
- If you have a second-year student, ask your mentee how their master's project is going and what barriers remain. Help troubleshoot if needed.
- Offer to review your mentee's resume in preparation for [Career Connect](#), exploring field experience options or applying for full-time positions.
- Dive into a candid conversation about employers and work environments. Explore different industries and different types of positions within the field of public health.

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February

- Discuss additional concentrations or skills the student might be considering as add-on to their primary concentration. What is the utility of that additional coursework? What value-added is there to those additional skills in future career options? (segue into...)
- Talk about training and skill development that would be helpful for your mentee to prepare for his/her field experience or for a full-time position after graduation. After this conversation, explore online trainings, resources, or conferences that you know of that can help your mentee.
- Many MPH, MS, and PhD students participate in the School's annual [Research Day](#). If your mentee is participating, offer to review his/her project abstract, research, and poster submission.
- Legislative action: consider talking through a public health issue happening at the Capital during the February mentoring meeting. Encourage the mentee to attend a legislative hearing on that issue of passion. Talk about that thread the next few months of the mentorship program.

March

- Talk about how your mentee's classes are going, and plans for Spring Break. March is often the month when students feel burnt out. If possible, meet up for coffee or lunch to have an in-person discussion about school and work/life balance. These conversations are often motivating and rejuvenating.
- Check in with your mentee and see if he/she is having trouble finding a field experience opportunity or full-time job for after graduation. While it is not your responsibility to find your mentee a job, it might be helpful to have a conversation about networking.
- Discuss plans for [National Public Health Week](#), the first week of April. This might be a good time to have mentor-mentee networking at a SPH or MPHA event. Talk about how the student has professionally identified as a public health professional since the beginning of the school year, and how that might translate into advocacy for the role during public health week.

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April

- Talk about long term mentoring from others, “Developmental Mentoring” where the student identifies a slate of mentors for different aspects of their career.
 - Make sure first-year students know about the School’s [Public Health Institute](#), which is a great networking opportunity in its own right.
 - Talk about the transition from school to work.
 - Discuss if you would like to continue with the mentoring relationship, if you would like the relationship to come to a close, or if you are open to your mentee connecting with you from time to time.
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