



## Global Health Established Field Placements Interview Guide – Preparing for a GHEFP Interview; Student Perspective

### Background

The Center for Global Health (CGH) supports students through the Global Health Established Field Placement. This program matches students to faculty and their international global health sites, and provides the students with \$3,500 to defray travel costs. The CGH strongly recommends faculty interview students during the application review period (in the 2016 cycle, from 2/16/2016 – 3/9/2016). In 2014, nearly 80% of those students who received awards were initially interviewed. Interviews present an opportunity for you as students to demonstrate your skills, knowledge and passion for the faculty member's project, and almost more importantly advocate for yourself and your goals.

Faculty members use interviews to determine your maturity and skillset; thus it is important to enter an interview thoughtfully. Yet students need to also consider their needs and ask questions of faculty members during an interview. CGH believes in addition to determining qualifications, interviews can:

- Establish rapport between student and faculty member, which services as a strong foundation for the communication and mentorship to come
- Further prepare students for interviews throughout their careers
- Keeps both the mentor and mentee aware of the other's expectations and goals of such a relationship
- Produce more compatible matches

This being said, the CGH does not require interviews during the GHEFP application process. Thus, remember *a faculty member may still consider your application even if you are not interviewed*. Many faculty members choose to not interview students for various reasons; *do not be discouraged*.

#### Ask a GHEFP Faculty Member:

1. What are your expectations of a mentor-mentee relationship?
2. What is your communication style and what level of support are you able to provide in an international professional setting?
3. What skills, knowledge and experiences are critical for the ideal candidate to bring to the team at your site?
4. What skills, knowledge and experiences do you believe I can acquire and develop while at your site?
5. My career/immediate goals are XYZ. I believe experience at your site and working with you will provide the following building block: \_\_\_\_\_. Given the moving nature of global health projects, do you think this is a reasonable goal?
6. What unique aspects of the project/site/location should I know as I consider your site?
7. Can you put me in touch with students who have worked here previously?

## Interview Guide

### 1. Establishing and Agreeing Upon Expectations

- a. *REFLECT & SHARE*: What are your expectations of your mentor? What have you found successful in your past mentorship experiences as either the mentor or mentee? How can you implement the strengths? What could have been improved or avoided from your past experiences?
- b. *ASK*: What are the mentor's expectations of:
  - i. A mentor-mentee relationship?
  - ii. Support on the ground?
  - iii. Who will spend the most time mentoring the student?
- c. *DETERMINE*: What expectations can be agreed upon by both parties in order to consider joining this GHEFP site?

### 2. Communication Styles

- a. *REFLECT & SHARE*: What is your communication style?
- b. *ASK*: What's the faculty's communication style? Do they prefer hands-on (e.g. weekly emails) or only emails when you have a question or problem?
- c. *DETERMINE*: Based on the faculty's work load and the expectations of their GHEFP student, how would your two communication styles work together? Are they complimentary?

### 3. Skills & Growth

- a. *REFLECT & SHARE*: What tasks and jobs does the project need completed by a student who joins the team? What skills and expertise are required to complete them, and do you have them? What skills would you be able to develop and learn while at this placement? Think about how your past experiences and class work is applicable.
- b. *ASK*: What skills are absolutely required and what training is available? Can you acquire and develop XYZ skills?
- c. *DETERMINE*: Does your skillset differ or compliment the skills the placement will cultivate or need? Are your and the faculty's expectations aligned?

### 4. Maturity

- a. *ASK YOURSELF*: Can you describe a time you chose or were forced out of your comfort zone? Describe it, how you handled it, what you've learned from it, and how you would use those skills moving forward.
- b. *ASK YOURSELF*: What are you most nervous about at the prospect of working overseas in an LMIC for 6+ weeks? What specifically about this placement?

### 5. Site Specific Information

- a. *REFLECT & SHARE*
  - i. What is particularly unique about the faculty's site/project/country location that you should know in order to make an informed decision about living there for 6+ weeks?
    1. Transportation to and from a remote rural area
    2. High altitude
    3. Extreme weather
    4. Access to health care based on student's health

5. Access to religious services
  6. Local cost of living
  7. Colleagues and community at the site
- ii. In addition to the \$3,500 provided by the CGH to the selected student, can the site provide any support, such as housing...etc.?
  - iii. Will the faculty mentor/their team/the local collaborators provide additional site specific training?

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