MSU I.O Student Mentorship Program User Manual

Eagle I.O
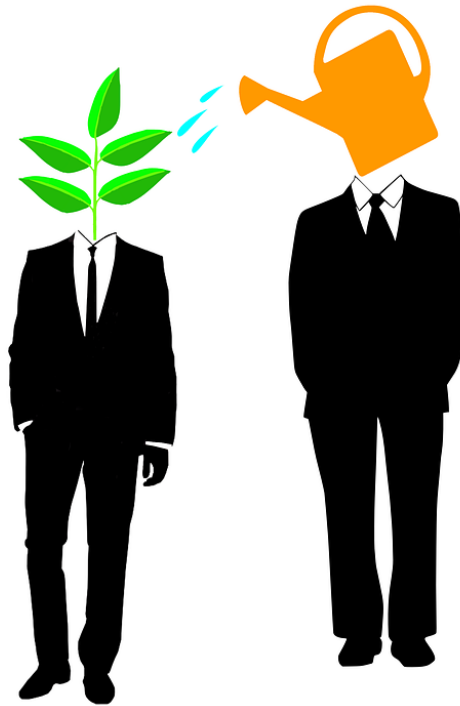
Most recent update 2021-09-17

Contents

Homepage

This manual was written in *Bookdown* using the *GitBook* style.

Chapter 1

Mentoring Overview

1.1   History & Definition

The meaning of the word "Mentor" has evolved to describe a person that facilitates personal and professional growth in an individual by sharing knowledge and insight that have been learned through the years. Mentoring is a relationship. In short, mentoring is a relationship between two individuals of different levels of experience, one senior and one junior in experience, that focuses on advancing professional and personal development. Mentoring is about information sharing and learning through and with another person. From Professor Dumbledore and Harry Potter to Socrates and Plato to Obi-Wan Kenobi and Luke Skywalker, it is clear mentoring relationships come in all shapes and sizes. Individual differences make no two mentoring relationships alike, but are all based on mutual trust, respect, and integrity.

1.2   Background

The Montclair State University Industrial and Organizational Psychology Graduate Program is proud to offer a Student Mentor Program for students in their first year of graduate school. Incoming students are matched with a mentor who can provide extracurricular support and share first-hand knowledge about the I.O profession. Incoming Masters students will be matched with either a returning Master's or Ph.D. student, and incoming Ph.D. students will only be paired with a returning Ph.D. student. Mentor and mentee pairings are then made based upon mutual interests in I.O psychology.

1.3   Mission Statement

Our mentor program is dedicated to creating an environment that fosters growth, development, and engagement of first year I.O students to become successful academically, professionally, and socially during graduate school.

Chapter 2

Why Join?

2.1 Benefits for Mentees

Working with a mentor can be an advantage for an incoming student. Mentees gain valuable experience by forging one-on-one relationships with current I.O graduate students. These experiences include:

- Help with setting realistic goals.

- Strengthening knowledge of the industry, organizational culture, and job functions.
- Expanding your existing network and support system.
- Receiving feedback from an experienced student.
- Enhancing overall professional effectiveness.
- Gaining knowledge and experience to be a future mentor.

2.2   Benefits for Mentors

Contributing time and expertise as a mentor is a valuable way to give back and foster the next generation of MSU I.O Psychology graduate students. Mentoring can be both personally and professionally rewarding, as mentors learn the value in helping their peers succeed. Some benefits of being a mentor include:

- Build leadership skills.
- Build communication skills.
- Expand professional network and increase visibility.
- Contribute to the advancement of the profession.

Chapter 3

Responsibilities
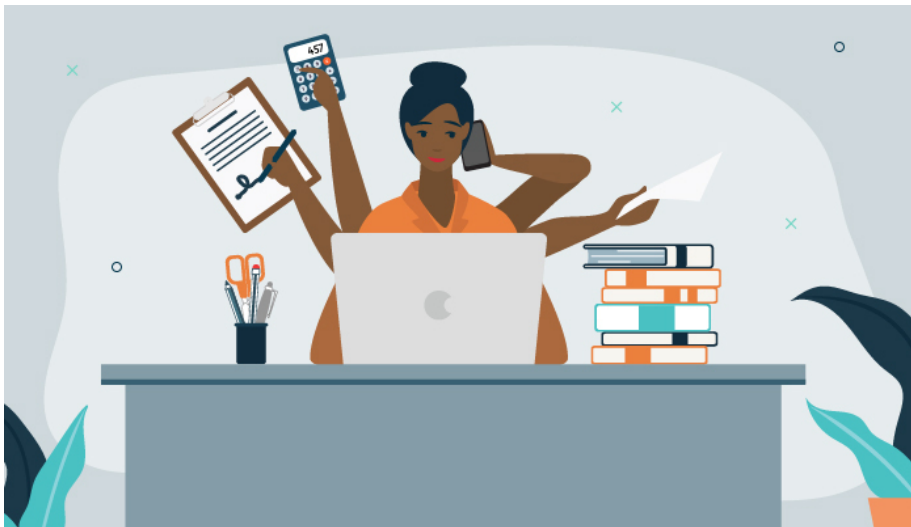
The key to success for students is to commit time and effort toward developing their future careers by taking full advantage of this unique opportunity. Mentees should supply their mentor with feedback and be open to receiving advice and coaching from the mentor.

3.1 Mentee Expectations

- Be accountable for upholding commitment to the mentorship program.
- Determine your goals and discuss these with your mentor.
- Attend at least one activity each semester (see Chapter 4 for a calendar of events).

- Attend at least one networking event per semester.
- Ask for help and guidance; seek out the information needed for your career development.
- Communicate any academic concerns that you might want assistance working through.
- Communicate any concerns you have in transitioning from the program into the workforce.
- Accept both praise and constructive criticism.
- Determine acceptable time and format to communicate.
- Uphold Montclair State University's Academic Honesty and Integrity Policy.

If you wish to opt out of the mentoring program, please contact our program director.

3.2   Student Mentor Expectations

Mentors take a leadership role within the Mentorship program, they are meant to provide guidance and support to incoming members of the Industrial and Organizational Psychology program.[1]

- Attend MSU I.O Program orientation (see Chapter 4).
- Work with the mentee in developing an Individual Development Plan (IDP; Chapter 6) using:

    - Goal setting (Utilize goal setting theories): help mentee set goals for the semester; academic, personal, professional, and social.
    - Motivational theory (Utilize Motivation theories).

- Mentors must attend at least one networking event per semester.
- Stay accessible, committed, and engaged during the length of the program.

- Setting and agreeing on frequency of meeting times according to needs/wants/availability.

    - In-person meet-ups
    - Over the phone "meet-ups"
    - Zoom 'meet-ups'
    - Being accessible to mentee when help is needed, and encourage mentee to attend office hours when they need help and the mentor is not available.

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[1]Mentors participate in the program willingly, but once they commit to participating in the program they need to stay on board for the remainder of the year unless there is an emergent situation. If mentors plan on leaving the program they need to communicate this to Eagle I.O as soon as possible so that arrangements can be made for the following semester.

- Addressing boundaries related to academic support.

    – Time frame to request and provide help such as hours and days available.
    – Boundaries regarding personal information provided (cell number, personal email, etc).
    – What type of academic support is okay to request and provide.

- Inform mentees about the importance of networking and extracurricular events.

    – Encourage mentees to attend developmental events outside the program (for example, SIOP, monthly METROs, Career/job fairs, ect.). More information about this will be provided through the event calendar (Chapter 4).
    – Provide support getting to events, such as METRO and career fairs (if possible).

- Cultivate professionalism:

    – Mentor should help mentee search and prepare for internship opportunities (if needed by mentee).
    – Mentors should model professional behavior to set the example for mentees.

- Uphold Montclair State University's Academic Honesty and Integrity Policy
- If mentor has any questions or concerns that may arise, let Eagle I.O know to be able to provide support and guidance.

    – *If you have any issues*, please contact Eagle IO.

3.3 Aumni Mentor Expectations

Alumni mentors are present to provide guidance and support in relation to the transition from school to work. They provide tips and suggestions for networking building, starting new positions, and applying to positions. Alumni mentors are not responsbile nor required to provide their mentees with positions in the workforce; however, they are expected to advise their mentees when pursuing new positions or have questions regarding their current role.[2]

- Help mentee set goals for the semester:

    – Academic, personal, professional, and social.

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[2]Mentors participate in the program willingly, but once they commit to participating in the program they need to stay on board for the remainder of the year unless there is an emergent situation. If mentors plan on leaving the program they need to communicate this to Eagle I.O as soon as possible so that arrangements can be made for the following semester.

- Motivational theory (Utilize Motivation theories)

- Mentors are encouraged but not required to attend at least one networking event per semester.
- Stay accessible, committed, and engaged during the length of their commitment to the mentorship program.
- Setting and agreeing on frequency of meeting times according to needs/wants/.

  - In-person meet-ups
  - Over the phone "meet-ups"
  - Zoom 'meet-ups'
  - Being accessible to mentee when help is needed, and encourage mentee to attend a professor's office hours when they need help and the mentor is not available.

- Addressing boundaries related to academic and professional support.

  - Time frame to request and provide help such as hours and days available.
  - Boundaries regarding personal information provided (cell number, personal email, etc).
  - What type of academic and professional support is okay to request and provide.

- Inform mentees about the importance of networking and extracurricular events.

  - Encourage mentees to attend developmental events outside the program (for example, SIOP, monthly METROs, Career/job fairs, ect.). More information about this will be provided through the event calendar (Chapter 4).

- Cultivate professionalism

  - Mentor can help mentee search and prepare for internship and career opportunities (if needed by mentee).
  - Mentors should model professional behavior to set the example for mentees.

- Uphold Montclair State University's Academic Honesty and Integrity Policy
- If mentor has any questions or concerns that may arise, let Eagle I.O know to be able to provide support and guidance.

  - *If you have any issues*, please contact Eagle IO.

3.4 Eagle I.O Roles and Responsibilities

- Ensure the mentoring program is created and sustained (see Chapter 5 for outline).

- Focus on succession planning within the group.

- Populate the calendar of Industrial-Organizational Psychology program related events. (METRO, SIOP, see Chapters 4.1 and 5.2)

- Plan New Student Orientation procedures, events, and necessary materials.
- Meet regularly to discuss progress, concerns, or setbacks regarding the mentors, mentees, and the program, itself.
- Utilize and update existing toolkit.

Chapter 4

Planned Events Calendar

4.1   2021-2022 Academic Year

Event
Orientation
Social
Classes begin
Labor Day holiday
Mentor/Mentee Check-in
SIOP Leading Edge Consortium Workshops
SIOP Leading Edge Consortium Workshops
Mentor/Mentee Check-in
ILA Reimagining Leadership Together Conference
SHRM Inclusion 2021 Conference
Mentor/Mentee Check-in
Thanksgiving holiday
Last day of classes
Career Workshop
Guest Speaker Event
Career Workshop
Goal-Setting Workshop
First day of spring semester
Mentor/Mentee Check-in
Mentor/Mentee Check-in
Spring break
Mentor/Mentee Check-in
Pre-Conference Week
Conference Week 1
Conference Week 2
Post-Conference Week
Last day of classes
Mentor/Mentee Check-in
SIOP is hosting the 2021 Leading Edge Consortium (LEC) on Leading Edge: Leadership Development to explore

Chapter 5

Program Roll-Out

This page primarily serves as a procedural overview, so future Eagle I.O cohorts can implement and manage the Mentorship program.

Procedurally, Eagle I.O members:

1) Guage interest and availability via administering a survey sent by the program director in July
   - Several follow-up attempts are made during the summer

- Template documents:[1]

  – To Mentors

  – To First Year Mentees

  – First Two Events
  – Alumni Recruitment

2) Eagle I.O consultants match interested mentors and mentees

- This is done prior to orientation

3) Matches are introduced before orientation by email and discuss future events (see Chapter 4)
4) The program is monitored periodically (see Chapter 3.4 "Eagle I.O Responsibilities")

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[1]Note these documents are only available to individuals who have an e-mail address with the "montclair.edu" domain

5.1   Responsibility Calendar (Fall 2021)

August

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30 Orientation & Social	31				

September

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2 First Day of Class	3	4
5	6 No Classes!	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 Mentor–Mentee Check–in	28	29	30 SIOP Consortium		

October

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					SIOP Consortium	SIOP Consortium
3	4	5	6	14 SIOP Consortium	15 SIOP Consortium	16 SIOP Consortium
10	11	12	13	14	15	16
17	18	19	20	21	Mentor–Mentee Check–in	23
ILA Leadership	ILA Leadership & SHRM	SHRM	SHRM	28	29	30
31						

November

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	Mentor–Mentee Check–in	23	24	25 Thanskgiving Break	26 Thanksgiving Break	27
28	29	30				

December

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 Last Day of Classes	21	22	23	24	25
26	27	28	29	30	31	

5.2 Responsibility Calendar (Spring 2022)

January

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18 First Day of Classes	19	20	21	22
23	24	25	26 Mentor–Mentee Check–in	27	28	29
30	31					

February

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25 Mentor–Mentee Check–in	26
27	28					

March

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7 Spring Break	8 Spring Break	9 Spring Break	10 Spring Break	11 Spring Break	12
13	14	15	16	17	18	19
20	21	22	23	24	25 Mentor–Mentee Check–in	26
27	28	29	30	31		

April

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28 SIOP!!	29 SIOP!!	30 SIOP!!

May

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12 Last Day of Classes	13	14
15	16	17	18	19	20	21
22	23	24	25	26 Mentor–Mentee Check–in	27	28
29	30	31				

Chapter 6

Individual Development Plan

This form will be completed at a manditory mid-Fall semester checkin and in mutual collaboration between the mentor and mentee.

In the event that the event cannot be held in person, mentor and mentee pairings will be required to meet virtually (see instructions to print this page below).

Mentee Top 3 Strengths:

1.

2.

3.

Mentee Top 3 Areas for Growth:

1.

2.

3.

Goals for the year:

1.

2.

3.

Action Plan:

1.

2.

3.

6.1 Standards Agreement

I hereby agree to follow my action plan

_____

Mentee

_____

Mentor

To print this page, please use the "download icon" and "PDF" options available above.

Chapter 7

About the Program Creators

Presented alphabetically:

[Renata Garcia Prieto Palacios Roji](mailto:garciaprier1@mail.montclair.edu) received her BA in Psyc

[Taylor Jones](mailto:jonest26@montclair.edu) recieved her undergraduate degree in Psychology with

[Nishi Patel](mailto:pateln70@montclair.edu) received her Bachelor's of Arts in Psychology with mino

[Kristina Stiger](mailto:stigerk1@montclair.edu) received her B.S. in Accounting with a minor in Man

1. Students are more likely to persist and graduate in settings that provide academic, social, and personal support. Support may be provided in structured forms such as in summer bridge programs [and] mentor programs. [Tinto]

2. After one year of mentoring by faculty, students with mentors have higher GPAs and are more likely to stay in college compared to students who do not have mentors. [Campbell and Campbell]

3. Mentoring increased students' GPA, mentored students failed fewer courses, and mentored students were much more likely to be in good academic standing after one year of college than non-mentored students (88.5% vs. 57.1%). [Salinitri]

4. Mentored first year students are significantly more likely to return to college for a second year. [Terenzini et al.]

5. Having a mentor in college helps students with identity formation, coping skills, stress reduction, and persistence to graduation. [Bordes and Arredondo]

6. Mentored minority college students are twice as likely to persist as non-mentored minority students. They also have higher GPAs than non—mentored students. [Crisp and Cruz]

7. Formal and informal mentoring programs are conducive to the transition, retention, and success of minority students in higher education. • Students who participate are much more satisfied with their college experience than those who did not participate in mentoring programs. • Establishing multiple levels of mentoring programs——faculty, peers, staff, and administrators——is important in providing success mechanisms for minority students. [Pope]

8. Having a mentor in college helps students with identity formation, coping skills, stress reduction, and persistence to graduation. [Bordes and Arredondo]

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