Mentorship Program

Big Ideas and Real World Thinking
Fueled by Leadership
Acknowledgements

The College of Social and Behavior Sciences Advisory Board would like to extend our welcome to all of our participating mentors and students. This program was largely in response to a particularly challenging economic environment that our students are facing. It is also in furtherance of our goals to prepare our Minnesota State University, Mankato students in their respective career disciplines and life challenges. It is our hope that through participation in this program, it will increase educational and employment opportunities.

This program was inspired by the success of the University of St. Thomas Law School’s unprecedented mentorship program. Since its founding in 2001, UST has distinguished itself among its competitors in part due to the success of its mentorship program. The award-winning UST Mentor Externship Program is one of the most distinctive and innovative components of the School of Law. It combines hands-on experience with thoughtful reflection and gives each student a truly personal view of the legal profession.

Like UST, we too are blessed with the generosity of committed Alumni. Every participant, from the willing Mentor who sets aside their time to enrich a student’s learning experience, to the volunteer board members who are dedicated to the furtherance of our students success, to our CSBS Chairperson who provides the supportive leadership to get these projects off the ground, deserves recognition for the spirit of giving back. Without these contributions, creative collaborations, problem-solving efforts, and commitments to excellence, this program would not exist.
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Welcome to the College of Science and Behavioral Sciences Mentorship Program! Thank you, alums for serving as a mentor and for agreeing to guide the professional development of undergraduate majors and graduate students in the CSBS this academic year. This is your guidebook for participating in the program.

**Program Overview**

Mentorships are a distinctive component of many successful institutions of higher education. It combines hands-on experience with thoughtful reflection and gives each student a truly personal view of the professional track they have selected. Mentors can introduce students to professional experiences beyond the classroom. These experiences go beyond the application of theoretical knowledge to a set of job duties. Mentors can better prepare students for entry into the workforce by introducing them to topics that include marketing of skills, networking, leadership, understanding the economic realities of the profession, work/life balance, time management skills and service to others.

In the final 1-2 years of study, students should be paired with respective alumni in the community. Mentors expose students to a range of tasks and activities appropriate for their majors. Beyond introducing students to fundamental skills and responsibilities, mentors share the traditions, ideals and skills necessary for a successful career. Mentors also help students understand professionalism in ways that traditional classroom lecture cannot capture. Over the course of these relationships, students will build meaningful relationships with members of their professions. These relationships can be fruitful to meeting the missions of our board.

Mentors can have a significant impact on the professional development of a student. A mentor who demonstrates successful work habits, technical skills and the highest professional behaviors provides a vision of success for the student mentee. Mentors can suggest how to handle conflicts within the profession, how to promote civility, and how to
manage responsibilities. Mentors can serve as a resource on a variety of issues, ranging from technical skills to career decisions to ethical dilemmas.

**Mentorship Program Goals**

A mentorship program is based on fundamental values and goals, including:
• To expose students to the diverse spectrum of work available in their fields of study;
• To provide students a window through which to view professional obligations in the real world and;
• To create opportunities for students to engage in conversations with mentors, faculty, and peers about professionalism, the field of endeavor, and insights gained from the mentorship experiences.

**Composition of the Program**

The mentorship program should reflect the diversity of the profession in all its forms, including age, gender, sexual orientation, ethnicity, race, and religion. Mentors should also represent all sectors of the professions from private industry, all levels of government, nonprofit and public interest organizations, in-house professionals, public entities, and the various levels of the justice system.

**Classroom Integration**

In addition to time spent with a mentor, upper level students might find ways to share their experiences through participation in classroom components designed by faculty to integrate student’s mentoring experiences.
Introduction

Welcome to the mentorship program. Thank you for serving as mentor and agreeing to introduce undergraduates to fundamental skills, responsibilities, and understanding professionalism in ways that tradition classroom lecture cannot capture.

Mentorship is a distinctive component of many successful institutions of higher education. It combines hand-on experience with thoughtful reflection and gives each student a truly personal view of professional track they have selected.

The College of Social and Behavioral Sciences promotes the exploration, understanding, explanation and transformation of the social world through undergraduate and teaching and learning, research and scholarly activities, and services to local, state, national and global communities.

More than 110 faculty provide coursework, mentoring and advising for approximately 2,000 undergraduate majors and graduate students in the College of Social and Behavioral Sciences. SBS prepares students to enhance the quality of community life by offering undergraduate majors in Anthropology, American Indigenous Studies, Applied Organizational Studies, Corrections, Earth Science (teaching and non-teaching), Economics, Ethic studies, Geography, Gender and Women’s Studies, History, International Relations, Law Enforcement, Political Science, Psychology, Social Studies (teaching and non-teaching), Social Work, Sociology, and Urban and Regional Studies, as well as programs in Aging Studies, and Non-Profit Leadership.

To carry out the program objectives an action plan is to be created for each student, known as a professional development plan.

First, each student should write up a self-assessment with a personal and professional development plan. The student is asked to think about professional principles of professionalism in writing their plan. The student provides a copy of their self-assessment with their professional development plan to his or her mentor.

Second, the student and mentor are required to identify a minimum of 2 or more experiences pertaining to their career goals they would like to accomplish together or the student would like to see or do during the year.

Third, the student and mentor are required to outline 2 or more agreed upon “subjects” to discuss during the year. Subjects include an experience or an issue important to their social and behavioral science major and/or future profession.

Finally, students will learn to use their degree programs to give them in-depth knowledge in their chose field as well as life skills in critical and creative thinking, oral and written communication, individual and group problem solving, use or information technologies and other research tools, and an appreciation of cultural diversity and democratic values. These programs are designed to help students understand how the skills and knowledge they are learning will apply in professional settings.
Student Expectations

Students who are in their final 1-2 years of study at Minnesota State University, Mankato, who are in the College of Social and Behavioral Sciences and have indicated a major and career interest are eligible to be matched with Alumni working in their field of interest.

Each fall, students and alumni are matched. Mentoring relationships are intended to

• Be professional in nature
• Help students make the transition from academic environment to the world of work;
• Offer an opportunity for professional development, networking and an exchange of ideas between experienced professionals and the next generation of leaders

What is a Mentor?

Webster’s New World Dictionary defines a mentor as “a person looked upon for wise advice and guidance”. A mentor can have different roles...including coach, teacher, advocate, friend, cheerleader and opener of doors. A mentor is there to help you be whatever you wish to be.

Expectations of Both Mentor and Mentee

• Respect confidences and trust each other.
• Discover common ground and respect your differences. Be yourself.
• Be available – meet or talk 1-2 times per month

Expectations of Mentee

• Identify realistic goals. Discuss your needs and expectations with your mentor; think about what you want out of the program prior to each meeting.

• Celebrate completed activities and accomplishments.

• Negotiate ideas and activities with your mentor.

• Be committed to carrying out agreed-upon goals; follow through.

• Be receptive to suggestions and feedback.

• Keep mentor informed of progress.

• Contact mentor if unable to attend scheduled meetings in a timely manner.

• Attend scheduled training/orientation sessions, and notify program staff if unable to attend.
• Realize that having a mentor is a privilege and work hard to take advantage of the opportunity.

• Maintain a professional demeanor. Ask your mentor to define professional behavior.

• Contact program staff if there is a concern with the mentor relationship.

**Student Requirements**

Please review the following requirements to understand what is required of you during the academic year.

1. Complete the Mentee Application form and submit to the CSBS Director of Mentoring

2. Attend orientation and training session in August to receive mentor assignment. These assignments will have your biography and contact information;

3. Prepare Self-Assessment, Personal and Profession Development Plan; the plan is an individualized goal-setting worksheet to be completed with the mentor;

4. Submit a completed and signed plan within 30 days of the Mentee/Mentor assignment;

5. Complete a minimum of (5) experiences associated with one’s major;

6. Complete a minimum of two discussion topics;

7. Regularly check in with mentor.

8. Keep a documented log of each activity completed and the date

9. Print out Activity log and type reflection later on overall experience in the program. At the end of the academic year, provide a copy of the log to CSBS Director of Mentoring by April 30th.
Mentor Responsibilities

Mentors can have a significant impact on the professional development of a student. First, a mentor can introduce students to professional experiences beyond the classroom. Second, a mentor may offer advice on how to respond to a variety of professional challenges. Third, mentors can better prepare students for entry into the workplace by introducing them to topics that include marketing of skills, networking, leadership, understanding the economic realities of the profession, work/life balance, time management skills, ethics, and service to others.

While there is room for variety in the way each mentor reaches out to his or her student, we ask all mentors to consider how individual program activities relate to program objectives including:

- Promotion of the highest level of professionalism for students and mentors.
- Providing students with an experience within their major field of study, but also the diverse spectrum of work they will do.
- Creating opportunities for students to engage in conversations with mentors, and peers about professionalism, their chosen profession, and what they are observing and learning through their mentor experience.

Mentor Requirements
1. Be an alumnus from Minnesota State University, Mankato;
2. Meet with your student within 30 days of initial contact;
3. Complete, with the student, a plan during the initial meeting;
4. Complete a minimum of 2 experiences together during the year;
5. Commit up to 15 hours to mentor activities during the year.

Self-Assessment, Personal and Professional Development Plan Requirements
1) Develop a familiarity with available opportunities
   By personal experience one should already have knowledge of some career opportunities, but familiarize yourself with other career opportunities and job trends for scheduled meetings,
2) Review the plan and help revise
   Provide feedback both positive and negative. Help student set up realistic goals. Agree on development plan that prepares student for their chosen career,
3) Develop/find/offer relevant activities
   Discuss opportunities. Should be a privately scheduled meeting and adequate time set aside for discussion.
4) Establish regular review progress
   The mentor should meet three times a year or more depending on individual situations to assess progress, expectations, changing of goal and/or plan. It should be the student’s role to actively communicate through email or phone.
Self-Assessment, Personal Mission and Professional Development Plans

Each student must prepare a self-assessment individually and Professional Development Plan (the plan) with his or her mentor. When the plan is complete, both the mentor and the student will sign the plan. Completed and signed plans are to be retained by the student, as the professional development of the student is the responsibility is to the student. The plan should be brought to all mentoring meetings and reflected on or adapted to meets the objectives of the student. Completed and Signed Plans are Due September 30th.

The purpose of the plan is:
- To assess skills, strengths, weaknesses and areas where development is needed;
- To determine aspirations and professional goals;
- To identify achievable learning goals.

The plan requires four things:

1. Creating a Personal Mission that is inclusive of ethics (Minimum of 25 words)
   The personal mission should identify the student’s values and vision for professionalism inclusive of ethical considerations, identifying the student’s values and vision for personal and professional development.

2. Self-assessment
   This self-assessment is a written plan that identifies professional goals and milestones and includes a plan for achieving these goals.

3. Setting Goals: Experiences
   Students and mentors identify a minimum of two experiences to complete together during the year. An experience is any activity related to their major that a student could observe, or in some instances, complete an assignment for feedback. Experiences can be either observation focused or hands-on work focused.

4. Conversation Topics
   These topics relate to personal and professional goals that may include discussion of achievable goals, “shadowing” sessions or an experience completed with the mentor or other individuals involved in the students chosen major or desired profession.
   - An agreed-upon issue or area around ones major.

Every student is encouraged to periodically review and revise plan with his or her mentor as needed. Periodic reviews allow the pair to note progress as well as to identify goals that need continued attention.
Contents of the plan should include these items:

Personal Ethics Mission: *The written plan identifies the student’s values and vision for professionalism.*

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Self-assessment: *The written plan identifies professional goals and milestones. This includes a plan in achieving them.*

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Personal Development: *Identifies professional development need and career objectives. The plan serves as a tool of communication between students and their mentor.*

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Goals: *Identify;*
  - *Long term career options to pursue; and*
  - *Short-term needs for entry into career path*

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Personal Plan

1) Self-Assessment

- Assessing skills, strengths and weaknesses where development is needed
- Ask peers, mentors, family and friends what they see your skills, strengths and weaknesses development is needed
- Outline long-term career opportunities
- Short term goals
  - What type of work I like to be doing
  - What is important to me in a career

2) Personal Mission

This should identify the student’s values and vision for professionalism.

3) Write up the personal plan

The plan stretches out the several paths you want to take and helps match skills and strengths. It is ever changing since needs and goals will change overtime. The purpose is to build upon current strengths and skills by identifying ones of development. The objectives are:
- Establish dates for the duration of mentorship
- Identify skills and strengths that you need to develop
- Define approaches to obtain these specific skills and strengths
- Discuss with mentor
- Revise if needed

4) Review Opportunities

- Identify career opportunity and choose ones that interest you
- Identify developmental needs comparing current skills and strengths with those need for your career

5) Implement Plan

The plan is the start of your professional career development process and serves as a guide. Now its time to put your plan to work and meet the challenges of life:
- Put your plan into action
- Revise and modify as necessary
- Review the plan with mentor regularly
- Actively update mentor through email or phone
Professional Development Plan

SUGGESTED ACTIVITIES

Become Acquainted
- Discuss your backgrounds and get to know each other.
- Discuss your goals for the relationship.
- Discuss the mentee’s career interests and goals.
- Establish a schedule for future meetings in person or on the phone.

QUESTIONS TO ASK A MENTOR IN YOUR GET AQUAINTED SESSION

Job Description
- What is your job title?
- What is your typical day on the job?
- What percentage of each day do you spend in various work activities?
- What is the title of the person to whom you report?
- How free are you to do your work independently?
- What types of problems are you likely to face during the day?
- What are the most satisfying and the most frustrating parts of your work?

Advancement
- How did you get to your current position?
- What are the future trends and developments that you see affecting careers in your field?

Preparation
- How did you prepare for this occupation?
- What preparations do you recommend for a person entering this occupation?
- What education/degrees/training/licenses are required?
- What are the best places to go for additional education or training for a position like yours?
- If you could start all over again in launching your career, what steps would you take?

Lifestyle
- What hours do you normally work?
- Is overtime common?
- Is travel a factor in this job?
- What are the professional organizations in this field?
- How do these organizations serve their members?
- What are the pressures that you face?
- How does this occupation affect your private life?
- What is expected of you outside of working hours?
- Is there a formal mentor program set up in your workplace?
- Who was/is your mentor? What courses do you recommend taking for this occupation?
Career Conversations

• Discuss and list the mentee’s talents, skills, and interests.
• Discuss how the mentor’s personal and professional life fit together.
• Read a book related to your field of interest and discuss it.
• Discuss mentor’s educational background and the role of educational preparation in your field.
• Discuss organizational types and cultures.
• Search the Internet together for job resources and other information related to your field.
• Discuss how individual work values impact career choices.
• Discuss a current event or issue in your field.
• Visit/discuss a variety of work environments.
• Discuss the professional standards that exist in your field.
• Discuss the transition from school to work.
• Go out to lunch or dinner and discuss proper business etiquette.
• Discuss “office politics.”

Career Observation

• Participate in a company tour, if appropriate.
• Attend a professional meeting or program together

Resume/Interview Exercises

• Critique the mentee’s resume and cover letter.
• Assist the mentee in completing a job application packet, portfolio, etc.
• Practice an informational interview.
• Practice a job interview.

Back to School

• Attend a campus lecture, concert, or sporting event together. The Maverick Web Site will have a list of campus events that may be of interest to you.
• Invite the mentor to attend one of your classes.
• Investigate career-related student clubs.
• Visit your college’s career center together.

Creating Professional Networks

What is Networking?

One dictionary defines it as the exchange of information or services among individuals, groups, or institutions and or the cultivation of productive relationships for employment or business.

Mary Scott Worth* who has written on the subject of “Networking” defines it as: “The process of developing and using your contacts for information, advice and moral support as you pursue your career. It’s linking the people you know to the people they know in an ever-expanding communications network...it’s helping each other to become more effective in the work world...”

• The mentee and mentor should develop a list of contacts the mentee could meet with in your field.
• The mentee should set up one meeting with an identified network contact.

*From Mary Scott Welch, Networking, Harcourt, Brace and Jovanovich New York, 1980.
GOAL SETTING & YOUR CAREER
One of the most important tasks of the mentor is to assist the mentee in setting short-term goals (less than a year) and long-term goals (more than five years) related to Career Development

**Purpose of Goal Setting**
Goals helps people strive to achieve. Although goal setting may be challenging, it is worthwhile. The intention is to increase efficiency and effectiveness by specifying desired outcomes. The value of goal setting includes:

- Goals guide and direct behavior.
- Goals provide clarity.
- Goals provide challenges and standards.
- Goals reflect what the goal setters consider important.
- Goals help improve performance.
- Goals increase the motivation to succeed.
- Goals help increase pride and satisfaction in achievements.
- Goals help increase self-confidence.
- Goals help decrease negative attitude
Self-Assessment

This self-assessment should guide you where your development needs are in your future career. This guide will assess your skills, strengths and weaknesses. You will also develop long-term and short-term goals for the year.

Skills
__________________________________________________________
__________________________________________________________
__________________________________________________________

Strengths
__________________________________________________________
__________________________________________________________
__________________________________________________________

Weakness
__________________________________________________________
__________________________________________________________
__________________________________________________________

Long-term goals
__________________________________________________________
__________________________________________________________
__________________________________________________________

Short-term goals
__________________________________________________________
__________________________________________________________
__________________________________________________________

What type of work I like to be doing?
__________________________________________________________
__________________________________________________________
__________________________________________________________

What is important to me in a career?
__________________________________________________________
__________________________________________________________
__________________________________________________________

What work do I need to build upon current strengths?
__________________________________________________________
__________________________________________________________
__________________________________________________________
Personal and Professional Development Plan

______________________________________________

Personal Plan

Student Name: ________________________________________________________________

Mentor Name: _________________________________________________________________

______Initial PPDP

______Revised PPDP

Personal Mission

Experiences to Complete with Mentor
Student and mentor identify a minimum of two (2) experiences to complete together.

Topics to Question/Discuss with Mentor
Student and mentor identify a minimum of two (2) issues or topics to discuss: an experience, a template (see Templates tab for suggestions), or other agreed-upon professional issue.

Student Signature: ___________________________________________ Date: __________

Mentor Signature: ___________________________________________ Date: __________
Personal and Professional Development Plan

Professional Plan

Student Name: _________________________________________________________________

Mentor Name: ________________________________________________________________

_____ Completed Initial PPDP  _____ Revised PPDP

Become Acquainted Session
Mentee and Mentor agree to set up a Get Acquainted Session for: ________

Career Conversation
From the list, student agrees to complete the following 3:
1.
2.
3.

Resume and Interview Exercises
From the list, student agrees to complete the following 2:
1.
2.
3.

Back to School
From the list, student agrees to complete the following 1:
1.
2.
3.

Creating a Professional Network
1. Mentee and Mentor will work on created professional Network
2. Mentee should set up one meeting with an identified network contact.

Reflection paper on your experience in the Mentorship Program (250 minimum word)

Student Signature: ________________________________ Date: _______________

Mentor Signature: ________________________________ Date: _______________
Fields of Study

Aging Studies

American Ingenious Studies

Anthropology

Applied Organizational Studies

Corrections

Earth Science

Economics

Ethic Studies

Gender & Women’s Studies

Gerontology

Geography

History

International Relations

Law Enforcement

Non-profit Leadership

Political Science

Psychology

Social Studies

Social Work

Sociology

Urban and Regional Studies
Suggested Experiences

Since there are a variety of areas of study in the College of Social and Behavior Sciences, this is a general idea or recommendation of examples of mentor experiences.

Professional networking

- Attend a Bar Association, Police Association seminar or meeting.
- Attend a conference or seminar in your field of study.

In field experience

- Mentor/Mentees volunteer in the field of study
  o Corrections- Students are paired with a juvenile probation officer who service as their mentor. MSU Students are also paired with juveniles placed on probation.
  o Gerontology- There are currently several programs around the state focused on preventing elder abuse and ensuring proper care for the elderly. Mentors are encouraged to take their mentees to training workshops and seminars.

Shadowing

- Shadow the Mentor during the course of a work day
  o Examples
    ▪ Law enforcement- Go on a ride along with a police officer
    ▪ Political Science- Government- attend a city council meeting, board meeting or legislation session.
    ▪ Political Science- Pre-law- observe a hearing or trial

Job Preparation

- Conduct a mock interview with the mentee
- Review the Mentee’s resume, portfolio, writing sample, etc.
Application for Mentoring Program
College of Behavioral and Social Sciences

Student Name: ____________________________________________________________

Address: ________________________________________________________________

Phone: _________________________________________________________________

Year of Study: ____________________________________________________________

Major: _________________________________________________________________

Minor: _________________________________________________________________

Number of Credits Completed: ____________________________________________

Number of Credits Completed in Major: _____________________________________

Career Interest(s): _______________________________________________________

Distance Willing to Travel To Meet with Mentor: _______________________________

What I am looking for in a Mentor (100 words or less)
__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Confidentiality Agreement

Please note that the enclosed Confidentiality Agreement is an optional document.

Each mentor should carefully consider whether a student could be privy to confidential information. The Confidentiality Agreement may assist in this regard.

Sample Agreement

As part of my participation in the Minnesota State University, Mankato, Mentorship Program, I, __________________________________, hereby enter into this agreement with __________________________________, and as such agree as follows:

It is understood and agreed to that I shall not unless authorized by ____________, disclose to any other person or entity any proprietary, confidential, or sensitive information that is and must be kept confidential pertaining to ____________________________, which has come into my possession, knowledge during the course of the Mentorship. I will not use any such Confidential Information for my personal use or advantage or make available to others.

Confidential information Includes:
___________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

All information, received by me, the student in the Mentorship Program, pertaining to ____________________ or _______________________________’s business is presumed to be confidential until becomes readily available to the general public lawfully and without breach of confidential obligation.

Mentor/ Mentee acknowledges that they have read and understand this Agreement and voluntarily accept the duties and obligations set forth herein.

____________________________________  ______________________________________
Name of Student (Please Print)         Name of Mentor (Please Print)

____________________________________  ______________________________________
Signature                                      Signature

____________________________________  ______________________________________
Date                                           Date