MEMORANDUM

To: SIOP Executive Board

From: SIOP Practitioner Mentoring Program Sub-Committee

Re: Design Proposal for the SIOP Practitioner Mentoring Program

Attached to this memorandum please find our sub-committee’s proposal for the design and implementation of the SIOP Practitioner Mentoring Program. The proposal contains a description of the program, needed resources, and an implementation timeline. In general, we strived to design a user-friendly program that provides the right amount of structure balanced with sufficient flexibility for mentors and protégés. We believe that the mentoring program as proposed can achieve the goals respondents stated they wanted the program to achieve.

Our committee would greatly appreciate your thorough review of this proposal. As you will see, there are three different types of mentoring that we would like to see occur in this program. In terms of outcomes, our committee would like to obtain:

1. The Executive Board’s approval or denial of each type of mentoring, as well as the program overall. We have provided space in the Summary Table (pg. 15) to indicate your approval or denial of different elements of the mentoring program.

2. Any modifications or revisions the Executive Board would like to see made to the proposed program before its implementation.

Thank you, and we look forward to your feedback.
Design Proposal for the

SIOP Practitioner Mentoring Program

Drafted for the SIOP Executive Board, January, 2010

Submitted by:

Mark L. Poteet, Van M. Latham, & Heather Prather

(SIOP Practitioner Mentoring Program Sub-Committee Members)
Purpose of Document

The purposes of this document are to provide the SIOP Executive Board (EB) with (1) a summary of results for the SIOP Practitioner Mentoring Program needs assessment and (2) a proposal for the design and implementation of the first-year pilot of the SIOP Practitioner Mentoring Program. With this information, the SIOP EB can provide additional suggestions and direction, and ultimately approve or deny, the proposed structure and implementation plan of the mentoring program.

Table of Contents

SUMMARY OF PROJECT
Purpose ................................................................................................................................................. 3
Overview of Project ........................................................................................................................... 3
Sub-Committee Members .................................................................................................................. 3

PROPOSED MENTORING PROGRAM
Goals ...................................................................................................................................................... 4
Structure ............................................................................................................................................... 5
Participants .......................................................................................................................................... 5
Mentoring Components ..................................................................................................................... 5
  Group Mentoring ............................................................................................................................. 5
  Speed Mentoring ............................................................................................................................ 7
  Virtual Mentoring ........................................................................................................................... 8
Evaluation ........................................................................................................................................... 8
Support and Resources ..................................................................................................................... 10
  Administration ................................................................................................................................. 10
  Training & Support ............................................................................................................................ 10
  Reward & Recognition ..................................................................................................................... 11
Implementation Timeline ................................................................................................................... 11
Budget and Logistics ........................................................................................................................ 12
Legal Considerations ......................................................................................................................... 13
Summary Table of Proposed Mentoring Program ............................................................................. 14
Potential Long-Term Changes and Recommendations .................................................................. 15

APPENDIX - NEEDS ASSESSMENT SUMMARY
Purpose ................................................................................................................................................. 16
Methodology ......................................................................................................................................... 16
  Step I .................................................................................................................................................. 16
  Step II ............................................................................................................................................... 16
  Step III ............................................................................................................................................. 17
Key Themes and Results ..................................................................................................................... 19
SIOP Practitioner Mentoring Program

Summary of Project

Purpose of Project

The purpose of this project is to design and implement a new mentoring program aimed to help practitioners with their knowledge, job, skill, and career development. SIOP leadership (under Gary Latham) formally requested this project of the SIOP Professional Practice Committee, in response to recent survey results highlighting opportunities for SIOP to enhance its practitioner development activities and focus.

Overview of Project

Task 1: Program Needs Assessment. Mentoring sub-committee members will gather input from program “sponsors,” the SIOP Executive Board, and potential mentors and protégés to assess program design related issues, such as intended outcomes, participation requirements, facilitation of mentoring relationships, logistics, needed resources and support, confidentiality issues, etc. (Status = COMPLETE)

Task 2: Program Design. Based on results from the needs assessment, the mentoring sub-committee will put together a proposal for the structure and framework of the program, addressing logistics, resource needs, program components, and policies and procedures. Proposal will be submitted to the SIOP Executive Board for review and approval. (Status = IN PROGRESS)

Task 3: Program Implementation. Subsequent to approval and any modifications requested by the SIOP Executive Board to the mentoring program design, the mentoring sub-committee will create any mentoring program materials, policy and procedure manuals, and communication plans. The sub-committee will work with SIOP to implement mentor and protégé recruitment activities, and to design the mentoring program kickoff event. (Status = PENDING APPROVAL)

SIOP Practitioner Mentoring Program Sub-Committee Members

The SIOP Practitioner Mentoring Program sub-committee (“sub-committee”) will be responsible for carrying out the activities listed in the project plan, including gathering and evaluating needs assessment information, designing the mentoring program, making revisions based on stakeholder feedback, and assisting with communications and implementation of the program. The sub-committee will meet at least monthly, or more frequently as needed, in order to evaluate and summarize progress on the project plan. Sub-committee members include:

- Van M. Latham, PathPoint Consulting
- Heather M. Prather, U.S. Office of Personnel Management
- Mark L. Poteet, Organizational Research & Solutions
SIOP Practitioner Mentoring Program

Proposed Mentoring Program

Goals

In designing the SIOP Practitioner Mentoring Program, the sub-committee strived to meet the goals that participants in the needs assessment indicated they wanted the program to achieve, specifically:

1. **Networking**: The mentoring program should provide participants with opportunities to broaden and expand their networks and relationships within SIOP.
2. **Knowledge and Skill Transfer**: The mentoring program should provide participants with opportunities to develop specific skills and abilities (e.g., presentation skills), increase their knowledge of content areas, pass on their experiences and lessons-learned, and gain perspective on recent developments in the field.
3. **Career Development**: The mentoring program should help participants gain insight on best ways to begin their careers, transition to new areas, and pursue rich experiences to enhance their career progress.
4. **Professional Development**: The mentoring program should help participants gain “real-world knowledge,” learn how to apply academic education to real business issues in a value-added way, and understand how I/O fits into a business’ success.
5. **Situational Guidance**: The mentoring program should enable participants to gain coaching, guidance, and advice on how to handle practitioner-related projects, duties, dilemmas, and problems.

The sub-committee recognizes that there are logistical, financial, and personnel resource limitations that will impact the oversight and administration of a formal mentoring program, particularly one that would require formal matching of participants, frequent oversight and monitoring, and high degrees of structure (e.g., formal mentoring contracts, required development plans). Hence, we strived to design a mentoring program that minimized required resources while still meeting the program’s requested goals. Because all participants in the program, including mentors, protégés, and administrative personnel, will be participating on a voluntary basis, we strived to make the program as user-friendly and administratively simple as possible.

To achieve these broad goals while requiring as few committed resources as possible, the sub-committee proposes a formal practitioner mentoring program that consists of three different “types” of mentoring: Group Mentoring, Speed Mentoring, and Virtual Mentoring. Each component and the rationale/benefits supporting its design and implementation are described in the next section.

The main feature of our proposed mentoring program compared to most others is that it expands mentoring from focusing mainly on the traditional one-on-one mentoring relationship that is prevalent in most research and practice. As will be described in the next section, there are opportunities for one-on-one mentoring relationships to develop; however, the proposed program focuses more on elements of group and peer mentoring.
Structure

The sub-committee proposes that the following structure be implemented for the first year of the practitioner mentoring program. The first year’s implementation should be considered a “pilot-test” of the program followed by an evaluation to determine what worked, what did not work, and what needs to be changed. From there, changes, revisions, additions, and expansions to the program can take place as needed.

Participants. The sub-committee proposes that, for the first year of pilot-testing, the practitioner mentoring program be made available to SIOP Fellows and Members who are professionally employed/engaged in some degree and percentage of practitioner activities. Students, Associate Members, and academic professionals should not participate in the pilot test of the mentoring program. Rationale for this recommendation includes: (1) it will help keep the logistical and resource requirements more manageable for the initial pilot-test; (2) limiting mentoring to post-graduate issues that Members and Fellows experience may allow the sub-committee to pilot the program in a focused manner and draw conclusions about the program effectiveness with more confidence and reliability; and (3) by better determining, through a limited, focused pilot, what methods work, what issues are most discussed and important, and what is the variability of participant backgrounds and needs, we can best determine how to roll out the program to the larger Associate Member and academic community as needed. As discussed later in this proposal within the “Potential Long-Term Changes and Recommendations” section, pending a successful implementation and evaluation of the mentoring program pilot, the sub-committee will determine a timeline for expanding the program to other members of SIOP.

Mentor Requirements: In addition to being a Fellow or Member of SIOP, the sub-committee proposes that mentors have 10 years’ experience in a content area that they wish to provide mentoring for. Although no needs assessment data indicated a “years of experience” requirement, requiring mentors to have 10 years’ experience in order to provide guidance is consistent with Malcolm Gladwell’s reference (cf. “Outliers: The Story of Success”) to individuals needing 10,000 hours, or about 10 years’ experience, in order to develop expertise. At the same time, the mentoring program sub-committee recognizes that some flexibility in this requirement may be needed, and that for some topics (e.g., how to succeed in the first few years of post-graduate employment; how to conduct effective focus groups) fewer experience requirements may be implemented (e.g., five years), whereas complex topics (e.g., employee selection; employment litigation) may require a minimum of 10 years’ experience.

Protégé Requirements: No other requirements are recommended for participation as a protégé in a given content area, career, or skill-related area other than full membership status in SIOP.

Mentoring Components. To provide the desired balance between structure and flexibility in a way that achieves the program’s goals, and to deal with real-world limitations of formal mentoring (e.g., limited number of mentors; matching problems; logistical concerns; geographic/international restrictions), the sub-committee proposes that the practitioner mentoring program consist of three types of mentoring. Each type is described below.

Group Mentoring

In this component of the mentoring program, each mentor will work with a group of five to ten protégés. The mentor will decide how many protégés with whom he or she will work. Logistically, the mentor will be required to conduct one 1-2 hour conference call each month, which will be attended by all protégés at the
same time (i.e., not ten individual 1-2 hours calls). During the call, the mentor will provide instruction and guidance, answer questions, present discussion topics, etc., to the entire group of protégés, in a mini-workshop setting. Mentors will indicate the specific topic(s) they wish to provide mentoring on and how many protégés they prefer to work with when they sign up for the program, and in general their mentoring discussions will be restricted to these topic(s). Protégés can also be allowed to submit specific issues, questions, and work situations they would like discussed during the call. Once the mentor and topic(s) to be discussed are determined, protégés will sign up for the ten slots on a first come-first served basis.

- Resources for how to facilitate these mentoring conference calls, participation guidelines and requirements, and logistical support (e.g., providing a “FreeConferenceCall.com” account), will be provided to each mentor.
- Mentors and protégés will be required to participate in the group mentoring relationship for one year. Mentors and protégés would be free to meet more often if desired, but once per month for 1-2 hours is the minimum requirement.
- In this component of the mentoring program, the protégés will also be encouraged, by the mentor and program administrator, to mentor each other as they progress throughout the one-year group mentoring program. Thus, elements of “peer mentoring” will be encouraged as part of this component.
- Mentors will also be encouraged, yet not required, to hold one-on-one mentoring relationships with protégés who approach them seeking more personal attention or guidance. The sub-committee recommends that learning resources and guidelines be provided to help facilitate individual mentoring relationships (e.g., guidelines for setting expectations, recommended rules of engagement), yet no formal requirements be placed on such relationships (e.g., required contracts, required number of meetings, required forms, formal matching, required check-in points, etc). In other words, these relationships should be kept more informal and left to develop and progress on their own.

**Benefits of Group Mentoring Component**

- Provides enough structure to ensure learning and discussion activities take place on a regular basis, without encumbering protégés or mentors with too many requirements, forms, and logistical constraints.
- Provides flexibility for mentors to structure the content of meetings, time of meetings, and discussion topics. Also provides flexibility for mentors to determine how much more and what types of mentoring they wish to provide beyond the minimum monthly requirements.
- Requires fewer administrative procedures, time, or personnel for matching, overview, monitoring, etc., compared to traditional one-on-one formal mentoring programs.
- Provides flexibility and increased opportunity for individual mentor-protégé relationships to occur naturally and informally, following research that indicates informal relationships often are more effective than formal mentoring programs.
- By requiring a ratio of one mentor to up to ten protégés, it compensates for the typical obstacle of having too few mentors for one-on-one relationships with too many protégés.
- By having up to ten protégés “mentored” at the same time and setting by one mentor, it maximizes learning and encourages peer mentoring relationships while minimizing overall time commitments.
- Provides an enhanced opportunity for international members to participate in the mentoring program, relative to traditional one-on-one mentoring.
- Builds mentor ownership and reinforces the notion of program flexibility by giving mentors input into how many protégés they work with.
Speed Mentoring

In addition to monthly Group Mentoring, the sub-committee recommends that Speed Mentoring activities be incorporated into the Spring Annual SIOP Conference and the Fall Leading Edge Conference. Logistically, either the day or evening before, or during each conference’s formal program, each mentor will hold 30-minute discussions at a table with up to eight protégés. A total of three 30-minute sessions will be conducted, providing protégés with the opportunity to meet up to three different mentors/experts.

- Preceding the speed mentoring discussions will be a 20-30 minute kick off introduction outlining the purpose, expectations, and guidelines for the speed mentoring process, as well as describing the broader Group Mentoring component that is available year round.
- Depending on room size and volunteers, there could be several discussions occurring simultaneously on a range of topics.
- Volunteer mentors will be solicited, and they will be free to determine the specific topic(s) they wish to provide mentoring on. SIOP members who volunteer for Speed Mentoring activities will not be required to be mentors in the Group Mentoring activities.
- When done at the Spring Annual SIOP Conference, the Speed Mentoring component can also be used as a method for introducing mentors and protégés who will be paired together for the Group Mentoring component (e.g., the last 30-minute speed mentoring discussion can bring together paired participants for Group Mentoring).

Benefits of Speed Mentoring Component
- Provides protégés with an opportunity to meet with one or more experienced mentors in order to build their network, learn about different topics, garner advice on how to handle a problem, and share best practices.
- Provides protégés with an initial introduction into what the mentoring relationships entails, potentially increasing participation in the broader Group Mentoring program.
- Requires a one-time, administrative-free opportunity for experience professionals to provide mentoring, instruction, guidance, etc., to protégés without being required to commit to time-intensive one-on-one mentoring relationships.
- Requires fewer administrative procedures, time, or personnel for matching, overview, monitoring, etc., compared to traditional one-on-one formal mentoring programs.
- Provides flexibility and increased opportunity for individual mentor-protégé relationships to occur naturally and informally, following research that indicates informal relationships often are more effective than formal mentoring programs.
- By requiring a ratio of one mentor to eight protégés, it compensates for the typical obstacle of having too few mentors for one-on-one relationships with too many protégés.
- Potentially increases attendance at the Fall Leading Edge conference with its inclusion as a conference activity.
Virtual Mentoring

To supplement the yearly on-going Group Mentoring process and the Speed Mentoring activities that take place at two conferences, it is recommended that SIOP practitioners be provided with an on-line resource network for posing any career, work, or topic related questions they may have, to be answered by one or more expert practitioners (i.e., mentors).

- The SIOP Practice wiki site that is being proposed and created appears to be an opportune on-line resource for conducting this component of the mentoring program.
- The SIOP mentoring program sub-committee, with assistance from the Professional Practice Committee, will identify and solicit the participation of a number of experts in different topic areas who will review the list of submitted questions once a week, choose one or two that matches their content area, and draft responses that will be posted in an “advice column” format. Responses will then be made available to all who have access to the website.

Benefits of Virtual Mentoring Component

- Provides protégés with an opportunity to have pressing concerns, problems, or issues addressed without having to wait for the monthly Group Mentoring meeting or without having to commit to a mentoring relationship.
- Provides experts (mentors) with an opportunity to share their wisdom and experience with a broad range of individuals (protégé), thus increasing knowledge transfer, without requiring them to participate in Group, Speed, or one-on-one mentoring.
- Potentially increases traffic to the SIOP Practice wiki site.
- Requires fewer administrative procedures, time, or personnel for matching, overview, monitoring, etc., compared to traditional one-on-one formal mentoring programs.

Evaluation. The sub-committee recommends multiple steps be taken to evaluate the effectiveness of the practitioner mentoring program.

- To evaluate the effectiveness of Group Mentoring, toward the conclusion of the first year of the program, short structured phone interviews will be conducted by the mentoring subcommittee and mentoring program administrator with a random number of mentors and protégés. The interviews will measure participants’ perceptions regarding:
  - Satisfaction with the group mentoring sessions
  - Perceived usefulness of the group mentoring sessions
  - Perceived benefit of the time they spent during the group mentoring sessions
  - What they learned and took away from the group mentoring sessions
  - What new skills, behaviors, or abilities did they demonstrate as a result of the group mentoring sessions
  - What tangible results at work were related to their participation in the group mentoring sessions
  - The degree to which the group mentoring activities increased their knowledge, provided networking opportunities, provided professional development, helped with work situations, and generated sound career guidance and job advice (i.e., the goals of the mentoring program)
  - Suggestions for improvement
• To monitor the on-going effectiveness of **Group Mentoring**, an email will be sent by the program administrator every quarter to each mentor inquiring as to the status, effectiveness, and progress of the group mentoring activities. This feedback can be used to make needed changes to the program.

• To evaluate the effectiveness of **Speed Mentoring**, a short reaction questionnaire will be completed by participants upon the conclusion of the speed mentoring sessions. The questionnaire will measure participants’ perceptions regarding:
  
  - Satisfaction with the speed mentoring activities
  - Perceived usefulness of the speed mentoring activities
  - Perceived benefit of the time they spent during the speed mentoring program
  - What they learned and took away from the speed mentoring activities
  - The degree to which the speed mentoring activities increased their knowledge, provided networking opportunities, provided professional development, helped with work situations, and generated sound career guidance and job advice (i.e., the goals of the mentoring program)
  - Suggestions for improvement

• To evaluate the effectiveness of **Virtual Mentoring**, toward the conclusion of the first year of the program, short email surveys will be conducted with a random number of mentors and protégés. The survey will measure participants’ perceptions regarding:

  - Satisfaction with the virtual mentoring platform
  - Perceived usefulness of the virtual mentoring platform
  - What they learned and took away from the virtual mentoring platform
  - What new skills, behaviors, or abilities did they demonstrate as a result of the virtual mentoring platform
  - What tangible results at work were related to their participation in the virtual mentoring platform
  - The degree to which the virtual mentoring activities increased their knowledge, provided networking opportunities, provided professional development, helped with work situations, and generated sound career guidance and job advice (i.e., the goals of the mentoring program)
  - Suggestions for improvement
Support and Resources. For the practitioner mentoring program, and its participants, to participate at their most effective level, the following resources and support are needed.

Administration

SIOP will need to appoint at least one individual to oversee and administrate the mentoring program. Duties of this person would include conducting quarterly check-ins with mentors, fielding questions and/or complaints, overseeing operation of the group mentoring component, handling logistical preparations for mentoring related activities at the Spring and Fall conferences (e.g., Speed Mentoring set-up at Leading Edge Conference), overseeing the evaluation of the mentoring program, and reporting back progress to the SIOP EB.

- It is recommended that the Chair of the SIOP Practitioner Mentoring Program sub-committee be appointed to this role throughout the first two years of its operation. Thereafter, on a two-year rotational basis, a member of the SIOP Professional Practice Committee will be requested to oversee the program.
- Members of the SIOP Practitioner Mentoring Program sub-committee, as well as other members from the broader SIOP Professional Practice Committee, will help carry out administrative procedures during their appointments (e.g., conducting phone interviews to evaluate the program).
- Graduate student assistance can be utilized for administration duties, to the extent the SIOP Mentoring Program administrator can secure such resources and/or research opportunities are made available for students.
- Assistance from other SIOP personnel and members (e.g., Executive Board members; SIOP Administrative Office; members from other committees) will be requested on an as-needed basis (e.g., to edit article appearing in SIOP electronic newsletter).

Training & Support

To provide both protégés and mentors with the information and skills they need to participate effectively in the SIOP Practitioner Mentoring Program, the SIOP Practitioner Mentoring Program sub-committee will work with other SIOP Personnel and Committee members to provide the following training and support resources.

- **Resource Guide for Mentors** that provides information on the following: description of SIOP Practitioner Mentoring Program, participants, benefits of mentoring, expectations of mentors and protégés, procedures and steps for the SIOP mentoring program, guidelines for participation, and skills required for effective mentoring (e.g., setting goals, giving feedback, resolving conflicts, conducting effective group meetings, providing advice and career guidance; rewarding and recognizing others). This information will be made available on the SIOP Practice wiki site.
- **Resource Guide for Protégés** that provides information on the following: description of SIOP Practitioner Mentoring Program, participants, benefits of mentoring, guidelines for participation, expectations of mentors and protégés, their roles and responsibilities, procedures and steps for the SIOP mentoring program, and skills required for effective learning (e.g., setting goals, receiving feedback, resolving conflicts, peer mentoring). This information will be made available on the SIOP Practice wiki site.
- **Readiness Assessments and Development Guides.** Self-assessments can be created and placed on the SIOP Practice wiki site that help determine mentors’ and protégés’ readiness to participate in a mentoring relationship, evaluate their coaching and feedback skills, etc.
- **On-Line Discussion Forum for Mentors** provided on the SIOP Practice wiki site, a space made available only to mentors in order for them to share ideas, discuss issues they may be having with mentoring, learn others’ best practices, etc.
Reward & Recognition

Recognizing and rewarding mentoring program participants, as well as the program itself, is important in order to validate their efforts, encourage their continued participation, encourage others’ participation, and build commitment to and excitement for the mentoring program. The following activities are recommended for these efforts.

• **Mentoring “Success Stories”.** Toward the conclusion of each year’s Group Mentoring, protégés should be required to write a short essay outlining what they learned, how they have benefited from mentoring, ways in which their mentor has helped them, etc. These comments (edited to ensure confidentiality) can be published in an issue of TIP or the SIOP electronic newsletter.

• **Mentor Recognition.** To recognize all mentors, their names can be listed along with a thank you from the SIOP President in a SIOP electronic newsletter, in the Spring or Fall conference program, on the SIOP website, on the Practice wiki site, and/or on a Powerpoint slide show prior to the Plenary session at the Spring conference.

• **Mentor Appreciation Awards.** Working with the SIOP Awards Committee, the mentoring sub-committee will design an appropriate award for mentors, such as small tokens of appreciation given to mentors by the SIOP President. The sub-committee will work carefully to ensure this award is consistent with the framework of current SIOP award types and procedures.

Implementation Strategy

The practitioner mentoring sub-committee recommends that the mentoring program be publicized and implemented in multiple steps at different time periods corresponding to the different components of mentoring.

Implementation Timeline

• The **Group Mentoring** component can be initiated during the 2010 Annual SIOP Conference on April 8-10. It is recommended that space be set aside in the registration or exhibition areas for a practitioner mentoring program demonstration booth. At this booth, mentors and protégés can view promotional material about the program, attend one of multiple orientation presentations scheduled throughout the conference (conducted by members of the sub-committee), and have their questions answered by personnel. Mentors will sign up for their desired topics and indicate preferred meeting times; protégés will indicate their interest and contact information. Once the list of mentors and topics is compiled following the conference, protégés will be contacted and then they can sign up for a desired group mentoring session. Mentors and protégés will receive orientation information and instructions for participating in their particular group mentoring session, with leeway provided to all parties to select an appropriate first meeting time and date. During the spring 2010 Conference we will be introducing the mentoring program during the Professional Practice Committee session.

• The **Speed Mentoring** component can be implemented during the 2010 Annual SIOP Conference on one day of the April 8-10 program, in a 5PM session (after the formal program is completed for the day). A large conference room can be secured complete with tables, chairs, refreshments, and AV equipment. As alluded to earlier, an introduction/orientation to the Group Mentoring component will be made at this session, while still allowing time for multiple speed mentoring activities. Should the SIOP EB choose to approve this time frame, the mentoring program sub-committee and Professional Practice committee will immediately begin to identify and request the participation of speed
mentoring “mentors,” while creating announcements to be communicated via the SIOP website and/or SIOP electronic newsletter describing the speed mentoring session. Should the SIOP EC choose not to approve this time frame, the speed mentoring component can be implemented at the 2010 Fall Leading Edge Conference on October 22-23, then again at the 2011 Annual SIOP Conference. Thereafter, the Speed Mentoring component can take place at each conference.

- The Virtual Mentoring component will be implemented in conjunction with the implementation of the SIOP Practice wiki site, the date of which is to be determined.

Advertising Activities

The following activities are recommended in order to effectively publicize the practitioner mentoring program.

- Article in 2010 March issue of TIP announcing and describing the program, indicating it will be made available at the 2010 Spring Annual Conference.
- Article in 2010 March issue of the SIOP electronic newsletter announcing and describing the program, indicating it will be made available at the 2010 Spring Annual Conference.
- Section of SIOP website dedicated to announcing and describing the program, beginning in March 2010.
- Mention of the program by SIOP President, Kurt Kraiger, during his Presidential Address at the 2010 Spring Conference.
- Introduce the mentoring program during the Professional Practice Committee session of the Spring 2010 Conference.
- Demonstration booth/mentoring sign-up table made available at Spring Annual and Fall Leading Edge Conferences. Powerpoint presentation to be made at multiple times during conference program to orient and introduce interested participants to the program.
- On-going articles in TIP or SIOP electronic newsletter as needed in order to provide updates to program, highlight success stories; mentoring column in TIP where mentors and possibly protégés can discuss questions and issues that have come up during the mentoring process.

Budget and Logistics

Budget Items. It is anticipated that the following budgetary requirements will be necessary in order to implement the SIOP Practitioner Mentoring Program.

- Printing costs for 1,000 black & white fliers ($350), 250 color brochures ($240), and/or banner ($150) for demonstration booth (estimated $740 total).
- Costs associated with renting audiovisual equipment (e.g., LDC; screen; microphones) for speed mentoring session (estimated $400 at each conference).
- Costs associated with refreshments (e.g., soft drinks; lemonade; snacks; cheese tray) for speed mentoring session (estimated $400 each conference).
- Costs associated with graduate student personnel for demonstration/information booth as needed (estimated $15 per hour, $360 total for 3 days of 8-hour staffing of booth).
- Costs of computer programming to create database of mentors and protégés, create on-line forms, capture data, etc. (estimated $100 per hour, $1000 for 10 hours).
• Costs associated with renting booth display, easels, signs, name placards, etc., for demonstration booth, mentor name displays, Speed Mentoring tables, etc. (not estimated at current time).
• Costs associated with room reservations for Group and Speed Mentoring activities at the Fall Leading Edge and Spring Annual SIOP Conferences (not estimated at current time).
• Production costs for mentor appreciation awards (not estimated until work with Awards Committee).
• Costs associated with printing evaluation reports, if needed (not estimated until reports are ready to be generated for SIOP EB).

**Logistic Requirements.** It is anticipated that the following logistical requirements will be necessary in order to implement the SIOP Practitioner Mentoring Program.

• Large room space reserved at the Fall Leading Edge and Spring Annual SIOP Conferences for Speed Mentoring component.
• Tables, table linens, chairs, name placards, and refreshments for Speed Mentoring component at the Fall Leading Edge and Spring Annual SIOP Conferences.
• Audio equipment/microphones for announcements and orientation to be made during the Speed Mentoring component at the Spring Annual SIOP Conference and Fall Leading Edge Conference.
• FreeConferenceCall.com accounts for each mentor to conduct Group Mentoring discussions.
• Graduate student personnel to staff demonstration booth during open hours of spring and fall conferences.
• Professional Practice Committee members to oversee creation of the mentoring portions of the SIOP Practice wiki site, oversee operations of all mentoring components, oversee sign-up of mentors and protégés for all mentoring components, and conduct and summarize program evaluations.
• SIOP Administrative office personnel to assist with scheduling and logistics for mentoring activities at conferences, and with creation and publication of printed and/or on-line advertising and announcements.
• Demonstration booth and laptop computer(s) to demonstrate any on-line portions of the mentoring program (e.g., sign-up forms; mentor support forum; Virtual Mentoring activities; support and resource section) at the Fall Leading Edge and Spring Annual SIOP Conferences.
• Web storage space and design assistance in order to create SIOP Practitioner Mentoring Section within the SIOP Practice wiki site.
• Space on the program of the 2011 Spring Annual SIOP Conference to discuss evaluation of the program, reward and recognize mentors, and outline changes made.

**Legal Considerations**

In designing the structure for the SIOP Practitioner Mentoring Program, the sub-committee generated a few questions and concerns regarding SIOP’s liability for certain activities or outcomes that might occur during the practitioner mentoring program. We do not have the expertise to provide guidance on how to handle such matters from a legal/liability perspective, and thus refer these questions and concerns to the SIOP EB for their consideration in approving or denying this proposed program.

• What is SIOP’s liability if a mentor gives a protégé inappropriate advice that the protégé then implements and gets him/herself or their company sued?
• What is SIOP’s liability if a mentor from one consulting company inadvertently reveals competitive information about his/her company or another consulting company to a competing firm?
• What is SIOP’s responsibility if previously agreed-upon confidential information between a mentor and protégé is revealed by one party to the general public?
### Summary Table of Proposed Mentoring Program

<table>
<thead>
<tr>
<th>Mentoring Component</th>
<th>Description</th>
<th>Method of Contact</th>
<th>Key Resources</th>
<th>Target Implementation Date</th>
<th>Evaluation</th>
<th>Approved? (Yes, Yes with changes, No)</th>
</tr>
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| **Group Mentoring** | • Monthly meeting between a mentor and up to ten protégés to discuss a specific content or career area of interest  
• Lasts one year beginning at Spring Conference | • Conference Call  
• Face-to-Face as needed and applicable. | • Volunteer mentors  
• Practice wiki site  
• Conference Call account for each mentor | April 2010 | • Phone survey with random participants  
• Conducted toward end of first year | |
| **Speed Mentoring** | • 3-30 minute group meetings between a mentor/expert and up to eight protégés at tables  
• Conducted twice a year at Spring and Fall conferences | • Face-to-Face | • Volunteer mentors  
• Space and equipment at Spring and Fall Conferences | April 2010 | • Reaction questionnaires gathered at the event | |
| **Virtual Mentoring** | • On-line “advice column” where subject matter experts answer a selected number of protégés’ questions  
• On-going, to start upon completion of practice wiki site | • On-line contact | • Practice wiki site  
• Subject matter experts (i.e., “virtual mentors”) | TBD | • Email survey to random participants  
• Conducted toward end of first year | |
Potential Long-Term Changes and Recommendations

The sub-committee recognizes that the proposed plan is not all encompassing of all levels of practitioners within the SIOP organization. We also recognize that this program is somewhat inconsistent with the traditional notion of mentoring as a close, supportive one-on-one relationship.

The proposed program has several advantages as well as disadvantages; however, for a first-year pilot project we believe it should do well at balancing structure and rigor with needed flexibility in a way that meets the program’s stated goals. However, we do anticipate that, should the program meet with success, there may be ways to expand, broaden, or modify it in the future depending on suggestions and changes requested during its evaluation. Such changes and modifications could include:

- Expansion of the program to include participants other than Members and Fellows; i.e., Students and Associate Members.
- Expansion of the program to the academic community who may not currently be involved in practitioner activities, but wish to learn more as a way to help them enter this profession, gain new research ideas, or collaborate on research/teaching projects.
- Modification of the program to include more traditional one-on-one mentoring relationships with more administrative oversight and structural requirements (e.g., formal matching, regular monitoring, more requirements regarding meetings and activities).
- More conference-specific mentoring-related activities; e.g., orientation and skill building sessions for interested/prospective mentors, Community of Interest session to discuss the mentoring program.
- More reward and recognition events, such as an evening-based SIOP Mentor Reception for mentors to share experiences and best practices.
Appendix

SIOP Practitioner Mentoring Program

Summary of Needs Assessment

Purpose

A series of information-gathering activities were undertaken in order to ascertain the expectations, goals, and concerns of SIOP members as they relate to the design and delivery of a practitioner-oriented mentoring program.

Methodology

A three-step process was utilized to gather SIOP members’ input into the design and delivery of the SIOP Practitioner Mentoring Program.

Step I involved structured interviews and email surveys with twelve participants, SIOP members who are practitioners in the I/O field. Each sub-committee member contacted four practitioners they knew and conducted the interviews or email surveys. An attempt to obtain participants from a variety of occupational roles, industries, and length of experience as practitioners was made. For this sample, the ages of participants ranged from 29 to 55+ years, most participants were white, and there was a mix of men and women. In terms of experience and education, participants held either Masters or Doctorate degrees obtained as recently as 2009 and as far back as mid 1980’s. Occupational roles included consultants, senior consultants, managers, team leaders, and self-employed business owners, and participants were from the private and public sectors.

Questions asked during Phase I surveys/interviews were:

- If you were able to design an ideal SIOP mentoring program, what would be the primary goals and objectives of the program?
- Please describe the main features of an ideal SIOP mentoring program.
- In what ways do you see the mentoring program benefitting protégés? Mentors?
- In what ways could a mentoring program help or have helped you as a practitioner?
- In what ways would you suggest SIOP go about recruiting mentors and protégés for the mentoring program?
- What individual characteristics should SIOP consider for the matching of mentors and protégés?
- What factors would help increase mentor and protégé participation in a SIOP practitioner mentoring program? What factors would inhibit participation?
- What issues or program features, in your opinion, would cause a SIOP practitioner mentoring program to fail?

Results from Phase I have already been reviewed by SIOP EB members in the original “Project Plan Proposal and Progress Report for the SIOP Practitioner Mentoring Program” document submitted in August, 2009.

Step II involved structured interviews with several members from the SIOP EB, as well as former administrators of past SIOP mentoring programs. Although the specific questions asked varied slightly depending on the participant and their role, in general they focused on gathering their expectations, perceived benefits, goals, criteria for success, desired deliverables, and needed program characteristics and design features. When applicable, information was also gathered regarding best practices, experiences with, effective and ineffective features, and lessons-learned from other formal mentoring programs with which participants were familiar.
Step III involved conducting an on-line questionnaire available to all SIOP practitioners. An announcement was made in the November SIOP electronic newsletter inviting all SIOP practitioners to respond to the survey, and the article provided them with instructions and the URL to complete the survey. A few weeks later a very similar invitation was issued to members of the SIOP LinkedIn group through the on-line discussion board. A very low number of SIOP practitioners responded to the survey (N = 30), calling into question the validity and generalizability of the results to the broader SIOP population. However, as there were some key themes that were consistent with results from Step I and Step II of the needs assessment, the results were analyzed and considered in the design of the practitioner mentoring program. Despite the small number of participants, a fairly diverse group of respondents was obtained:

- The average number of hours they could devote to mentoring activities each month was 7.62, with ranges from 1 to 40 (Mode = 8, Median = 5). Excluding two outliers in the high range (32 and 40 hours), the average number of hours per month dropped to 5.36.
- Of the 28 participants who responded, most (N= 19) devoted 71% or more of their work time in practitioner-related activities. Six participants devoted less than 10% of their time to practitioner activities.
- The sample consisted of 2 Fellows, 12 Members, 4 Associate Members, 2 International Affiliates, and 9 current Students (1 non-responses).
- Of those participants who responded, 12 had received PhDs, 9 had MA/MS degrees, 2 held BA/BS degrees, 2 were ABD, 1 held an MBA, 1 held a Masters in Philosophy, and 1 was an undergraduate student.
- The year each participant obtained their highest degree ranged from 1973 to 2009, with most (N = 21) being 2002 or later.
- Most participants were employed, ranging across many different industries, including consulting firms, independent practice, non-profit organizations, private business public sector organizations, government, and academic institution.

Questions asked during the Step III survey were:

- Would you want to participate as a mentor and/or a protégé in the SIOP Practitioner Mentoring Program? (Yes or No closed ended response)
  - If you answered "Yes" to either of the above options, what is the maximum number of hours per month could you reasonably expect to commit to being a mentor and/or protégé?
- In your opinion, what should be the primary goal(s) of the SIOP Practitioner Mentoring Program? (open-ended response)
- If you intend to participate as a mentor, what benefits or outcomes would you desire to obtain from participating in the SIOP Practitioner Mentoring Program? (open-ended response)
- If you intend to participate as a protégé, what benefits or outcomes would you desire to obtain from participating in the SIOP Practitioner Mentoring Program? (open-ended response)
- What would be the features or characteristics of a formal mentoring program in which you would want to participate? (open-ended response)
- What program features or characteristics would discourage you from participating in the SIOP Practitioner Mentoring Program? (open-ended response)
- Do you have any other comments or suggestions that the SIOP Professional Practice Committee should consider in designing and implementing a practitioner mentoring program? Consider any prior experience you have with formal mentoring programs when answering this question. (open-ended response)
- Background Information (percentage of time spent in practitioner duties, membership status, highest educational degree attained, year of highest degree, setting of primary employment)
Key Themes and Results

Across all of the three needs assessment steps, several key points emerged that influenced the design and implementation of a practitioner mentoring program for SIOP. Please contact the sub-committee chair, Mark Poteet, for more detailed results and comments from the needs assessment.

Goals and Objectives for Program

Desired goals for the program centered on (1) mentors providing career guidance and advice to protégés, (2) providing mentors and protégés with opportunities to broaden and expand their networks, (3) mentors providing advice and guidance to protégés on how to handle current issues and problems they face in their practice; (4) helping protégés broaden their perspective and knowledge of I/O Psychology beyond the textbook to real-world situations and experiences; (5) helping protégés develop specific skills and abilities to succeed in practice (e.g., influence and persuasion, presentation); and, (6) providing mentors with fresh perspectives and understanding of emerging trends in the field.

Benefits

Respondents identified a number of benefits for protégés and mentors that generally flowed from the aforementioned goals. For mentors, benefits included networking, learning about new developments in the field, the satisfaction of and opportunity to help others, learning coaching and feedback skills, helping groom future talent pools, and contributing to the advancement of science and practice. For protégés, benefits ranged from gaining broader perspective of the I/O field, obtaining sound advice on steps to take to advance one’s career, expanding their networks, developing skills, having a sounding board to gain advice on handling work-related situations and problems, and gaining more knowledge and perspective on how I/O works in the “real world.” In general, career-related mentor benefits and functions appeared to outweigh psychosocial functions, suggesting that types of mentoring other than the traditional close, one-on-one relationship may be applicable in the SIOP Practitioner Mentoring Program.

Desired Features and Characteristics of the Program

Respondents provided several different features that they felt would be important for a successful practitioner mentoring program. These features included:

- **Flexibility** to allow mentors and protégés to tailor the relationship to their needs, for mentors and protégés for form relationships on their own, to set their own schedules and meeting times, and to have input into how their relationship will pursue. Flexibility was also mentioned in terms of the nature of the relationship; e.g., a relationship whereby a younger but more experienced practitioner mentors an older SIOP member leaving academia to enter consulting, or to a relationship whereby the focus is on teaching a protégé a new content area (e.g., coaching) regardless of the protégé’s tenure, age, etc.

- **User-Friendliness.** Although many participants noted that some structure was needed in the program and the relationships, having too many requirements, too many forms to complete, frequent required progress reports, too much rigidity and structure, too much of a time commitment, etc., would discourage participation.

- **Support.** Respondents noted that SIOP needed to provide sufficient support to the program in order for it to be successful. Support was defined in terms of publicizing the program, linking it to practitioner
activities and forums at conferences, providing time at conferences for mentoring activities, recognizing and celebrating success stories publicly, having communication mechanisms made available to mentors and protégés (e.g., newsletters, listservs, website), providing mechanisms to deal with ineffective relationships, instilling accountability mechanisms into the program, allocating a coordinator to handle problems, and providing resource guides and materials to support effective mentoring.

- **Structure.** Although many respondents noted that the program needed to be flexible, there was also a call for some degree of structure to the program, particularly at the outset of the relationship in order to ensure they get started well. Structure was described by respondents in terms of the mentor and protégé setting clear expectations, goals, and boundaries for the relationship, delineation of responsibilities, having regular required meetings between protégés and mentors, providing lists of available mentors and protégés, careful matching of protégés to mentors, guidance for how to conduct mentoring meetings, guidelines for confidentiality, providing resource guides and materials to support effective mentoring, written procedures for how to handle problem relationships, training and orientation sessions for mentors and protégés, and steps for handling potential conflicts of interest (e.g., paid consulting vs. free mentoring).

**Overall Comments**

The theme of balancing structure and flexibility resonated throughout different respondents’ comments. Some participants wanted more structure than others, noting it would help ensure activities take place, whereas others noted that placing too much structure, formality, and requirements to the program could make it overly cumbersome and bureaucratic, potentially reducing their motivation to participate in to what would be a volunteer activity (on top of their other duties and responsibilities).

Some participants noted that the mentor and protégé need to have a significant role in ensuring a successful relationship, and as such SIOP’s role should be focused on providing the opportunity for the relationship to develop (rather than taking a more formal and proactive role in matching, monitoring, administering, and evaluating the relationship). The sub-committee believes the that Group Mentoring and Speed Mentoring components, in particular, provide the avenue for these informal, organic mentoring relationships to occur.