SIGUCCS Mentoring

Establishing a Mentoring Program – Goals, Objectives and Implementation Strategies

Beth Rugg, Ithaca College
10/29/2012

SIGUCCS is a professional organization of IT service and support professionals in higher education. One of our main goals is professional development. Members of the SIGUCCS community are interested in being mentored and mentoring. This proposal outlines a strategy to implement a formal mentoring program for the SIGUCCS community.
SIGUCCS is committed to providing professional development opportunities for its membership. This has been achieved through the annual conference, LISTSERV discussions, webinars and pre and post conference workshops. We would also like to establish a program that focuses on developing mentoring opportunities for the community.

Since SIGUCCS membership is composed of young professionals, mid-level managers and senior decision-makers, establishing a formal mentoring program within our organization makes sense. We believe we have the interest and human resources that would be required; we are proposing a structure to implement this program organizationally.

**What Is Mentoring?**
According to Educause, mentoring is a learning collaboration, a developmental caring, sharing, and helping relationship. The focus of mentoring is on the mentee’s career and psychosocial needs. Mentoring provides insight into issues and allows for the sharing of expertise, values, skills, and perspectives in a professional context. Mentors function as a catalyst, an agent that provokes a reaction that might not otherwise have taken place or speeds up a reaction that might have taken place in the future. Mentors are typically outside the mentee’s organization and are able to provide objective feedback.

**Value of Mentoring**
Mentors and the mentees both gain from this experience. Mentors are often seasoned professionals willing to share their life experiences with a younger colleague. Mentors do not know it all but must be willing to share from their own life experiences. Mentees gain by having a professional relationship to turn to for advice and questions, someone outside of the immediate organizational structure to bounce ideas off of and gain wisdom and insight.

Research has documented the following benefits of career mentoring relationships:
- Enhanced career development and advancement of the mentee
- Enhanced compensation for the mentee
- Enhanced career satisfaction for both the mentee and the mentor
- Increased managerial productivity for those who are mentees
- Increased employee retention for the mentee

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1. [http://www.educause.edu/MentoringHome/MentoringKit/AboutMentoringandBenefits/10395](http://www.educause.edu/MentoringHome/MentoringKit/AboutMentoringandBenefits/10395)
2. [http://www.educause.edu/MentoringHome/MentoringKit/AboutMentoringandBenefits/10395](http://www.educause.edu/MentoringHome/MentoringKit/AboutMentoringandBenefits/10395)
### Types of Mentoring Functions

According to Educause, these are some common mentoring functions:

<table>
<thead>
<tr>
<th>Career</th>
<th>Definition</th>
<th>Mentee Advantages</th>
<th>Mentor Advantages/Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching</td>
<td>Outlines specific strategies for accomplishing work objectives and achieving career aspirations; shares understanding of important issues and players</td>
<td>Provides informal knowledge of organization, broadens perspective, and enhances ability to navigate in organization</td>
<td>Passing on knowledge confirms the value of experience; feels effective; ensures that personal view of the future is carried on</td>
</tr>
<tr>
<td>Psychosocial</td>
<td>Role Modelung</td>
<td>Menti</td>
<td>Mentors</td>
</tr>
<tr>
<td>Acceptance/</td>
<td>Senior colleague's attitudes, values, and behavior provide a model for the junior colleague to emulate</td>
<td>Mentee通过对话关于任务、共同组织的担忧和职业问题，初级人员学习方法、态度和价值观由模型持有;帮助重新定义他或她专业地</td>
<td>Identification and transference help senior colleague see the value in his or her own experience</td>
</tr>
<tr>
<td>Confirmation</td>
<td>Both individuals derive a sense of self from positive regard conveyed by the other</td>
<td>Junior colleague is provided support and encouragement; basic trust is established and, given a foundation of acceptence, risk-taking is encouraged, allowing for experimentation with new behaviors</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Enables an individual to explore personal concerns that may interfere with a positive sense of self and career accomplishment</td>
<td>Junior colleague derives comfort in discovering that doubts and concerns can be shared confidentially</td>
<td>Sharing insights enables senior colleague to review previous points of decision during earlier career stages and provides a basis for feeling valued</td>
</tr>
<tr>
<td>Friendship</td>
<td>Social interaction results in mutual liking and understanding, with enjoyable informal exchange about work and non-work experiences</td>
<td>Allows junior colleague to feel like a peer</td>
<td>Senior colleague can maintain connection to more youthful parts of self and extend connection with next generation</td>
</tr>
</tbody>
</table>

### Phases of Mentoring Relationship:

There are four phases to a mentoring relationship. Our program will be built with these phases in mind. The phases are: identify, negotiate, facilitate, and graduate. The SIGUCCS program would support the mentor/mentee through these phases.

#### Identify

<table>
<thead>
<tr>
<th>Table 1. Identify Phase Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Mentor’s Responsibilities</td>
</tr>
<tr>
<td>Have a clear understanding of your motivation for becoming a mentor</td>
</tr>
<tr>
<td>Agree to mentor based on a realistic assessment of your skills and leadership experience</td>
</tr>
<tr>
<td>Be open to mentoring individuals from outside your discipline</td>
</tr>
</tbody>
</table>

A primary thrust of the SIGUCCS program will be identifying mentors and mentees. To that end we will:

- Communicate the establishment of the mentoring program via the LISTSERV list, send out the request at the same time
- Identify a mentoring advisory committee for pairing purposes. At the Annual 2012 conference in Memphis, these individuals volunteered to be this team: Christine Vucinich, Karen McRitchie, Dana Peifer, Brian Allen, Mark Zocher and Dan Herrick.

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3 [http://www.educause.edu/Mentoring+Home/AboutMentoringandBenefits/TypesofMentoringFunctions/10454](http://www.educause.edu/Mentoring+Home/AboutMentoringandBenefits/TypesofMentoringFunctions/10454)
The advisory committee would review the request forms and pair up mentees/mentors based on the following set of criteria:

- Specific request
- Similar goals
- Similar institutions (public, private, 2 year, 4 year)
- Skills

We will try to find mentors for everyone that is looking for one but if we don’t think there is a good fit then we may wait until a good fit can be found. We may also limit the number of pairings as we get the program up and running; this decision is dependent on member interest in the program.

The committee will also make sure that the mentors have other mentors to turn to – this could possibly be accomplished by sharing out the list of mentors or scheduling a monthly conference call. Mentors can’t know everything and we think it is helpful if mentors can turn to other mentors for support.

The pairings (and other relevant information) would be communicated with the mentors/mentees by mid-December.

The program will begin in January 2013 and run through October 2013.

### Negotiate

<table>
<thead>
<tr>
<th>Mentor's Responsibilities</th>
<th>Mentee's Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a clear understanding of your expectations for your mentee and the ensuing relationship</td>
<td>Have a clear understanding of your expectations for your mentor and the ensuing relationship</td>
</tr>
<tr>
<td>Clearly communicate your expectations</td>
<td>Clearly communicate your expectations</td>
</tr>
<tr>
<td>Be flexible—be willing to alter your expectations and change your plans</td>
<td>Be flexible—be willing to alter your expectations and change your plans</td>
</tr>
<tr>
<td>Have a plan (formal or informal) with milestones and defined deliverables</td>
<td>Have a plan (formal or informal) with milestones and defined deliverables</td>
</tr>
<tr>
<td>Codevelop an exit strategy</td>
<td>Codevelop an exit strategy</td>
</tr>
<tr>
<td>Try to adapt your feedback to your mentee’s learning style</td>
<td>Inform your mentor of your preferred learning style</td>
</tr>
<tr>
<td>Be realistic about the time commitment to successfully oversee the relationship</td>
<td>Be realistic about the time commitment to do homework and self-reflection</td>
</tr>
</tbody>
</table>

SIGUCCS would share the request forms with the mentor and mentee once the pairing was establish.

### Facilitate

<table>
<thead>
<tr>
<th>Mentor's Responsibilities</th>
<th>Mentee's Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advise, don’t dictate</td>
<td>Actively listen and contribute to the conversations</td>
</tr>
<tr>
<td>Advise on what you know; admit what you don’t know or refer to others</td>
<td>Understand your mentor will not have all of the answers—be willing to look them up</td>
</tr>
<tr>
<td>Provide relevant examples and resources</td>
<td>Access resources—do your homework</td>
</tr>
<tr>
<td>Recognize your mentee’s weaknesses but build on his or her strengths</td>
<td>Acknowledge your weaknesses but build on your strengths</td>
</tr>
<tr>
<td>Give constructive criticism</td>
<td>Accept and reflect on constructive criticism</td>
</tr>
<tr>
<td>Don’t shy away from difficult conversations</td>
<td>Don’t shy away from difficult conversations</td>
</tr>
<tr>
<td>Periodically evaluate progress and reassess the relationship</td>
<td>Periodically evaluate progress and reassess the relationship</td>
</tr>
<tr>
<td>Celebrate successes</td>
<td>Celebrate successes</td>
</tr>
<tr>
<td>Be reliable</td>
<td>Be reliable</td>
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We will encourage mentors/mentees to set up a monthly conference call to talk about issues. These responsibilities will be shared with the mentors/mentees as best practices prior to the relationship being established.

**Graduate**

<table>
<thead>
<tr>
<th>Table 4. Graduate Phase Responsibilities</th>
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<tbody>
<tr>
<td>Mentor’s Responsibilities</td>
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<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Be sensitive as to when the relationship has run its course</td>
</tr>
<tr>
<td>After mentoring relationship is finished, follow up on successes</td>
</tr>
<tr>
<td>Provide a summative evaluation of the experience</td>
</tr>
<tr>
<td>Don’t forget to say thank you</td>
</tr>
<tr>
<td>Mark the graduation with a celebration</td>
</tr>
<tr>
<td>Repeat the mentoring process with others</td>
</tr>
</tbody>
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We think it is important to establish realistic limits that allow for change to occur and will ask mentees/mentors to commit to working together for 10 months. At the end of the time we would ask mentor/mentees to report on their time together. Were goals and expectations met? What worked? What could/should have been differently? A simple questionnaire will be sent out asking the individuals whether or not they want to have the relationship continue, stop or change. Adjustments would then be made by the pairing committee.

We also recommend having a mentoring social at the conference so that the mentees/mentors can actually get together and celebrate their year. We might also invite those interested in mentoring to attend as well. This would impact the 2013 conference.

**Program Time Line**

A public Google calendar will be used to keep track of dates. See [https://www.google.com/calendar/embed?src=78uiq6pikuf35och4ksampk2o%40group.calendar.google.com&ctz=America/New_York](https://www.google.com/calendar/embed?src=78uiq6pikuf35och4ksampk2o%40group.calendar.google.com&ctz=America/New_York)

<table>
<thead>
<tr>
<th>September 2012:</th>
<th>October 2012</th>
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</thead>
<tbody>
<tr>
<td>• Establish program</td>
<td>• Discuss at conference</td>
</tr>
<tr>
<td>• Identify pairing committee</td>
<td>• Advisory committee formed</td>
</tr>
<tr>
<td>• Develop mentor/mentor applications</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>November – December 2012:</th>
<th>Jan 2013 – September 2013: work through the Professional Development Plan provided by Educause</th>
</tr>
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<tbody>
<tr>
<td>• Send out info to membership and open list</td>
<td>• Webinar on mentoring</td>
</tr>
<tr>
<td>• Send out and collect request forms</td>
<td>• Kick-off program – send out agreement form and have mentors/mentees work through</td>
</tr>
<tr>
<td>• Advisory Committee pairs mentors/mentees</td>
<td>• 1st con call between mentors/mentees</td>
</tr>
<tr>
<td>• Communicates to mentors/mentees</td>
<td>• Discuss request form and expectations</td>
</tr>
<tr>
<td></td>
<td>• Establish monthly con call for mentors</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>March 2013</th>
<th>October 2013:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Touch base with mentees/mentors, make adjustments if needed</td>
<td>• Review participation in program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November 2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meet at SIGUCCS conference to celebrate</td>
<td></td>
</tr>
<tr>
<td>• Present at conference on program</td>
<td></td>
</tr>
</tbody>
</table>
Success Criteria

The mentoring program should be evaluated on a regular basis to make sure it is effective. The mentoring committee should get together at the annual conference if possible. Success will be determined by participation and feedback.
Appendix 1: Example of Mentoring Request Form

First Name: ___________________________ Last Name: ___________________________
Email address: ________________________ Phone: ________________________________
Institution: __________________________ Title: ________________________________
Years in Current Position: ______________ Years in Field: ______________________
SIGUCCS Member ID: __________________

I would like to be: a mentor, mentee, both

**Type of Institution(s) you have worked at:**
- High School: Total Years: _____
- Community College: Total Years: _____
- Public – 2 year: Total Years: _____
- Public – 4 year Total Years: _____
- Private – 2 year: Total Years: _____
- Private – 4 year: Total Years: _____
- Graduate/Professional School: Total Years: _____
- Technical Institute: Total Years: _____

**Current Management Skills:**
- Coaching
- Budget and Finance
- Organizational Communication
- Team Building
- Interpersonal Communication
- Communication Styles
- Recruitment
- Project Management
- Student Management
- Other: ______________________

**Current Technical Skills**
- User Support
- Documentation
- Software Imaging
- System Administration
- Classroom Technology
- Training
- Labs
- Instructional Support
- Networking
- Help Desk
- Instructional Design
- Web Design
- Other: ______________________

**Future management skills you want to develop (choose no more than three):**
- Coaching
- Budget and Finance
- Organizational Communication
- Team Building
- Interpersonal Communication
- Communication Styles
- Recruitment
- Project Management
- Student Management
- Other: ______________________

**Future technical skills you want to develop (choose no more than three):**
- User Support
- Documentation
- Software Imaging
- System Administration
- Classroom Technology
- Training
- Labs
- Instructional Support
- Networking
- Help Desk
- Instructional Design
- Web Design
- Other: ______________________

**Why do you want to be mentored? Or Why do you want to be a mentor?**

Do you have any prior experience in formal or informal mentoring?:

Do you feel qualified to offer?
- Career advice
- Advice regarding job challenges

Is there someone you would specifically like to be paired with? *We will make our best attempt to pair you with this person.*

Do you know a SIGUCCS member who might be a good mentor? *Feel free to recommend others who have inspired you.*
Appendix 2: Sample Answers to Mentor/Mentoring Request Form

Sample answers to questions in the request form are available at [http://tinyurl.com/aphxbgu](http://tinyurl.com/aphxbgu)

Appendix 3: Mentoring Agreement Form
(to be completed in Jan 2013 by mentor and mentee)

Mentee: _______________________________________________________

Mentor: _______________________________________________________

Thank you for participating in the SIGUCCS mentoring program. This form is to be completed by the mentee and will be shared in confidence with the mentor. The more specific you can be about your goals, the more successful this relationship can be. This form will be the basis for the 1st meeting.

1. I want to be mentored because.....

2. I am specifically interested in getting help with or advice on......

3. Because of this relationship, by next October, I want to see growth in this area.....

4. I am most interested in career advancement or doing a better job handling current challenges?

5. Progress towards my goals will be measured by:

6. To make this successful, we plan to meet/communicate...... (e.g., 1x per month via email, phone call, as needed etc.)?

We are committed to open and honest communication in our mentoring relationship. We will ensure that our discussions are held in confidence.
Appendix 3: Mentoring Resources
Many of these resources are taken from the Educause Mentoring website. Others have been recommended by our membership.


Larry Ambrose's A Mentor's Companion (Chicago: Perrone-Ambrose, 1996). This book provides an excellent list of questions (in checklist form) about what a mentor can contribute for those thinking about entering a mentoring relationship.

An essential resource in learning about the power of questions is Dorothy Leeds's The 7 Powers of Questions: Secrets to Successful Communication in Life and Work (New York: Berkley Publishing Group, 2000).


An excellent resource for building these skill sets is Gordon F. Shea's Making the Most of Being Mentored: How to Grow from a Mentoring Partnership (Crisp Publications, Inc., 1999).

Sample Leadership/Mentoring Programs
Penn State’s IT Connects program, http://it.psu.edu/connects/
Oregon State, Journey Into Leadership Program, http://oregonstate.edu/admin/hr/leadership/

Appendix 4: Advisory Committee 2012 – 2013

Mentoring Advisory Group
1. Beth Rugg, Asst Director Technology and Instructional Support Services, Ithaca College, erugg@ithaca.edu
2. Dan Herrick, Client Services Manager, Colorado State University, dan.herrick@colostate.edu
3. Karen McRitchie, Assistive Technology/Academic Technology, Grinnell College, mcritchi@grinnell.edu
4. Mark Zocher, Student Technology Services Manager, University of San Diego, mzocher@sandiego.edu
5. Dana Peiffer, Help Desk Manager, University of Northern Iowa, Dana.Peiffer@uni.edu
6. Brian Allan, Technology Manager, Hennepin Technical College, ballen@hennepintech.edu
7. Christine Vucinich, Technical Education & Outreach Coordinator, Duke University, clv4@duke.edu

Additional Helpers
1. Kirsten Dietiker, Manager, Department Computing, University of Washington, dietiker@uw.edu
2. Denise Wilcox, Executive Director of Information Technology, Western University of Health Sciences, dwilcox@westernu.edu
3. Kathy Fletcher, Manager of Training, West Virginia University, kathy.fletcher@mail.wvu.edu
4. Laurie Fox, Assistant Director of User Services, SUNY Geneseo, fox@geneseo.edu

4 http://www.educause.edu/Mentoring+Home/MentoringKit/FortheMenteeorProtege/10396#planning