CUCSA Staff Mentoring Work Group Report 2003-2004

SUMMARY

More than 78,000 staff FTE (85,000 full time headcount) work together with faculty and academic administrators to maintain the University of California's reputation as the world's preeminent public research university system. Combined efforts of faculty and staff chart the course for the University's future and enrich the communities in which they live and work. One of the state's largest employers, UC values the efforts and dedication of its faculty and staff, and seeks to provide excellent employment benefits and opportunities for all UC employees. As such, it is critical that the UC invest, encourage and help to coordinate staff professional training and development programs and efforts. One element of professional training and development is mentoring. Human resource professionals, managers, and staff employees value mentoring programs as an affordable and available resource to improve personal and professional growth, as well as to create a vibrant and supportive work environment. Developing sustained staff mentoring opportunities and programs can enhance staff recruitment and retention efforts.

The case for mentoring is now more compelling than ever. Most staff, indeed, most people strive to improve themselves personally and professionally throughout their lives. Research indicates the mentored individuals perform better on the job, advance more rapidly in the organization, report more job and career satisfaction and express lower turnover intentions than non-mentored counterparts"[1]. Research from 2002 indicates that 35% of employees who don't receive regular mentoring say they plan to look for another job within twelve months[2]. As the University of California work force ages and staff and managers retire, it is critical that workplace knowledge be passed down to the next generation of workers. Mentoring is a demonstrated method of providing such training and exporting knowledge throughout an organization of institution. Showing real support for its staff and encouraging them to reach their maximum potential within the University of California is a best practice. There are numerous existing staff mentoring programs and activities within the UC System. Some of these efforts are formal and lead or promoted by the Human Resources departments; other efforts are less formal in nature. By publicizing the existence of such programs and efforts, it is hoped that the staff within the University can be encouraged to step forward to ask for mentoring opportunities. At the same time, it is cost effective for the University to promote mentoring programs as a meaningful tool for staff retention and improved quality of work-life for the individuals participating.

GOAL

The goal of the CUCSA Work Group on Mentoring is to promote staff professional development opportunities and visibility.

OBJECTIVES

- To define mentoring within a modern context for the University of California workforce
- To identify successful staff mentoring programs within and external to the University of California as a means to identify best practices

- To link UC mentoring efforts and programs with UC staff training and development programs and resources as a basis for continued learning
- To link mentoring, not only to other positive work force programs, but also to work place values, such as diversity, cultural competence, and principles of community
- To provide a list of print and web resources for mentor and mentored, staff person and manager
- To install confidence and courage in mentor and mentored as a mechanism for personal growth and improvement
- To assist the University of California in the development of staff mentor programs as a cost-effective strategy to pass along knowledge that benefits the institution

DEFINITIONS

Author John Clark describes mentoring in the manner: "Mentoring is a brain to pick, an ear to listen, and a push in the right direction" [3]

Human Resources Professional E. Mullin describes mentoring as "a one-to-one relationship between an experienced person (a mentor) and a less experienced person (a protégé) that provides a variety of developmental functions. [4]

British authors Geof Alred, Bob Garvey, and Richard Smith use the following definition for mentoring: "Mentoring is a process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, supportive relationship between the mentor and mentee." [5]

A mentor is one who offers knowledge, insight, perspective or wisdom that is helpful to another person.[6] Mentors facilitate, guide, and encourage continuous innovation, learning, and growth.

A mentee is a person being mentored by another person or persons; especially one who makes an effort to assess, internalize and use effectively the knowledge, skills, insights, perspective or wisdom offered by the mentor.

FOR THE INDIVIDUAL

Successful mentoring programs can:
- Broaden and diversify workplace skills
- Clarify career goals and career growth
- Lead to recognition and upward mobility
- Promote independence as a professional
- Provide a reference for problem analysis and problem solving
- Build morale and improve self-confidence
- Break monotony and promote creativity
- Increase self understanding and reasoning ability

FOR THE SUPERVISOR

- Allows one to share and real work life experience, knowledge and incite in a positive and constructive manner (83% of people interviewed say they would like to devote time to mentoring) [7]
- Provides satisfaction by seeing others succeed
- Can revitalize interest in a profession
- Builds teams and identifies potential leaders

FOR THE INSTITUTION

- Augments existing human resource or department based professional development programs by providing additional opportunities
- Improves communication
- Helps train the next generation of managers (i.e. improves leadership)
- Prepares the organization for the future
- Provides additional labor and increases productivity
- Promotes diversity of thought style
- Facilitates organizational learning – increases competency

Mentoring helps people to understand how the University's values are realized on campus and in the work place and community. Mentoring can make a contribution to the Mission of the University and can assist toward the achievement of University objectives. The Principles of Community throughout the UC system are supportive of (staff) development and encourage respect. Mentoring can help the UC employee grow and develop within the University's organizational framework.

WHAT MENTORS DO

- Guides and shows different paths and warns of potential pitfalls
- Serves as Ally: provides a risk free environment for learning
- Serves as Catalyst: inspires and motivates employees to participate, learn, and grow
- Advocates: champions the employee as they seek greater visibility and value within the organization
- Identifies future leaders

MENTORING BEST PRACTICES

- Develop a program that is open to large number of employees
- Listen, don't preach
- Do more than teach by sharing stories, encouraging dialogue, coaching and providing a network of additional resources
- Define actions that are meaningful to the individual at the same time providing value to the organization
- Evaluate mentoring programs to promote continuous improvement

- Publicize and share the best and most successful programs
- Carefully match a mentor and the protégé
- Guarantee confidentiality to promote trust
- Include Human Resources to help design mentoring program
- Provide sufficient time for the program to work
- Set realistic expectations for both parties
- Establish programs that are voluntary
- Support mentors as role models, passing along wisdom and encouraging social perceptiveness

It is a good idea for both mentors and mentees to consider doing some training in mentoring. Some campus's Human Resource departments offer such training.

THE UC EXPERIENCE

UC Berkeley

In 2004, the **Berkeley Staff Assembly** launched its **Staff Mentorship Program**, modeled after the program administered at UCSF by the Academic Business Officers Group. In the initial pilot, Berkeley staff participants at the PSS 1 through 4 appointment levels have been paired with experienced UCB managers (at a PSS 5 or higher level) from central administration and academic and research units. The program provides a framework in which staff members can cultivate contacts, accept challenges, and enhance effectiveness as they plot their personal growth and career paths at Berkeley. It also provides the opportunity to gather information, develop peer support, learn more about management, and better understand the UCB organizational culture. Mentors have the opportunity to identify, support and develop bright future managers, broaden contacts with staff and managers from other campus units, and assist in orientation of staff new to management. Eleven pairs of mentorees and mentors have been matched for this first year. The mentor and the mentoree will work out mutually agreeable terms for the mentorship, which will run from July 1, 2004 through June 30, 2005. BSA hopes to expand this into a permanent program for staff on the Berkeley campus.

The announcement of BSA's mentorship program was particularly well received in light of the suspension of Berkeley's Staff Internship Program (SIP) in FY 2003-2004 due to budget reductions. It is to be noted that the two programs serve different purposes, as the mentorship program is focused more on establishing mentoring relationships and offering a broader campus exposure and perspective, whereas SIP provided direct training and skill development in particular job categories. In its fourteen-year run, SIP helped more than 150 UC Berkeley employees to expand their careers through the completion of internships in more than 100 different campus departments. SIP created and funded up to 12 internships each year, in which employees typically spent a year away from their permanent jobs to take an assignment in another department.

These projects were designed to provide career development skills to interns while allowing departments to complete projects that might not be completed with existing departmental staffing

resources. More than 80% of interns reported that they were able to reach their short-term career goals through promotion or lateral transfer within one year of completing their internships.

<u>UC Davis</u>

UC Davis does not have a formal mentoring program for staff. However, there are professional development and enrichment programs and opportunities offered by Human Resources and individual departments. UC Davis Staff Development Opportunities include:

UC Davis Extension
UC Davis Extension is the continuing education branch of UC Davis.

Experimental College
"The Experimental College offers classes that are completely different than those offered by the University. Classes are available in everything from Yoga to Martial Arts to dance to cooking and drumming."

UC Open Campus
Open Campus allows staff to take UC Davis undergraduate and graduate courses without enrolling in a regular degree program.

Staff Development & Professional Services (SD&PS) Courses
- Academic Personnel Administration Certificate Series
- Customer Service Certificate Series
- Career management, communication skills, Supervisor certificate series, Environmental Health & Safety Certificate Series, organizational development, payroll/personnel system (PPS), Student Advising Certificate Series, technology education, work-life and health awareness.

The UC Davis Office of Staff Development & Professional Services is part of the Division of Human Resources. As part of its staff education curriculum, it offers a course titled "Professional Growth through Mentoring." This course was most recently offered in May 2004. Professional growth means being able to expand your desired skills, abilities and confidence levels. Mentors can help you focus on visions and dreams as well as challenges and goals. This course assists the staff member by providing an understanding the mentoring process including: roles and expectations, strategies for finding and approaching mentors, and ways to structure an informal process. The course is designed to enhance your professional and personal growth. For more information see: http://sdps.ucdavis.edu/browse/cd/cd0019.htm

The Staff Affirmative Action/Equal Opportunity & Diversity Office that is part of UC Davis Human Resources. The Staff AA/EEO & Diversity office is a resource to all staff members of the campus community and the communities that surround the campus. It is the charge of this unit to ensure that every individual connected with UC Davis receives fair and equitable treatment and equal opportunities. The unit oversees educational program, provides effective strategies to resolve conflicts, and increases University outreach to underrepresented

communities. As such, the Staff AA/EEO & Diversity Office historically honors campus champions including mentors at an annual campus awards ceremony. For more information see: http://www.hr.ucdavis.edu/Emp/SAAD

The UC Davis CONNECT Program in Technology and Entrepreneurial-ship participates in Springboard, a program that provides customized, one-on-one mentoring to support Sacramento region technology start-up companies to establish a firm foundation for operational and financial success. For more information see: http://connect.ucdavis.edu/springboard/default.asp

Women's Resources and Research Center
Learning skills workshops are offered that can help a person to express themselves appropriately and assertively in class, with friends, roommates and in relationships. Through lecture and interactive exercises, a person gains skills to speak directly, negotiate, resolve conflicts and set limits.

Environment, Health & Safety
Classes cover animal care, biological, chemical and radiological safety, ergonomics and more.

Health Awareness Program
The Health Awareness Program offers several "Must-See Noon Series" programs on a variety of health and wellness topics.

UC Davis Medical Center
The UC Davis Medical Center through its staff Training and Development office works in coordination with Los Rios Community College (Sacramento City College) to offer courses for credit. The program includes six classes from the College Business Management degree program. The courses are offered on site at the Davis Medical Center at night and on an accelerated schedule. By completing these courses, employees receive a Business Management Certificate and 18 credit units. Employees are responsible to pay for the tuition and books, however the Medical Center does have a scholarship program that can be used for tuition.

UC Irvine

There have been several mentoring efforts in the past, but lack of funding has prevented implementation of a sustained program. As an example, the Staff Side-by-Side program described below is planned but not implemented due to lack of financial resources.

Staff Side-By-Side Program
The UCI Staff Side-By-Side Program is a voluntary program whereby units agree to a temporary partnership between two (or more) of their employees. This is not a training program. One or more of the following outcomes might be expected: improved understanding of a process that spans the two units; improved communications and efficiencies between units; increased knowledge, either in depth or more broadly, by either unit's individual participants; improved understanding of the effect of an individual's work on others; improvement of individual performance. Also, please note that the program does not have to be reciprocal, in other words,

one unit may have set specific goals for its participating staff whereas the other unit may choose simply to provide the necessary access to its staff.

<u>UC Los Angeles</u>

UCLA Housing and Hospitality Services
The UCLA Housing and Hospitality Services department offers a well-structured mentoring program. The inaugural year for this innovative program was 2002-03. A cross-organizational team was formed that borrowed best practices from the human resource field. UCLA campus Human Resources provided guidance to establish the program. Mentors and protégés were matched and individual mentoring plans were developed for each participant. Protégés participated in workshops and other training programs. An important component was a one-day workshop that included study of time management, resume writing and interview techniques. A mentoring program handbook along with books and articles about mentoring were provided to participants. An employee in the Housing and Hospitality Services unit was designated as the program administrator. Mentors use a checklist to assist them in their role. Mentee and mentor meet a minimum on once per month and often more frequently. Mentees are offered an opportunity to shadow their mentor. Each mentee completes a project that is evaluated by the Mentor. The program begins in October and ends June of each year. In 2002/03 there were 11 mentors and 16 mentees. The program is organized into three types of development (tiers). The first tier includes time paid in full by the department, release time from the sponsoring department and department supervisor approval. The second tier is at the discretion of the department; it may include full or partial financial support for training and education. Release time is at the discretion of the department and the unit level supervisor or unit head approves participation. The third tier is also at the discretion of the department; it may include full or partial financial support for training and education. Release time is at the discretion of the department and the unit level supervisor or unit head approves participation.

Tier I refers to mandatory training/education initiated and required by the department or organization to improve job skills or comply with policies or regulations. Tier II development refers to development opportunities that focus on improving skills, knowledge and abilities required in an employee's job description. Tier III refers to development opportunities that focus on the employee's personal growth or future advancement within the division.

Individual are encouraged to attend professional conferences and to pursue degree or certificate programs.

The Diversity Recruitment and Mentoring Committee is made up of UCLA faculty, students, staff, and leaders from the local library community who want to increase the number of students eventually graduating from the Information Studies program at UCLA with an MLIS degree. See: <u>http://www.gseis.ucla.edu/faculty/chu/drmc/</u>

UCLA Campus Human Resources - Training and Development

Web-Site: <u>http://www.chr.ucla.edu/chr/sod/frameset_main_sod.html</u>

Training and Development builds skills, fosters careers, and improves organizational units in partnership with other CHR units and campus service providers:

Coordinates courses publicized quarterly in the Training and Development Catalog in supervisory development, human resource administration, communication, customer service, academic personnel, sponsored research administration, personnel and payroll policies and systems, accounting and finance/purchasing, information technology, health and safety, and individual skill development;

Delivers specialized departmental human resources training in such areas as Customer Service, Handling Difficult Customers, Communication, Meeting Management, Performance Appraisal, Building Effective Work Teams, Time Management;

Delivers organizational improvement services to campus departments, including Strategic Planning, Work Process Mapping, and Organizational Assessments designed to increase productivity, enhance operational effectiveness, align structural and human relations components, and improve teamwork;

Coordinates career development programs, including Professional Development Program (PDP) and Staff Enrichment Program (SEP);

Coordinates campus participation in systemwide training and development initiatives, such as the Business Officer Institute (BOI) sponsored by the UCOP;

Provides curriculum development and instructional design services to campus departments and assists in the identification, development and implementation of specialized departmental training for University staff.

The Professional Development Program (PDP) is a highly successful career and leadership development program coordinated by Training and Development in Campus Human Resources. PDP deploys an in-reach strategy to retain and promote a pipeline of talented, diverse professionals into increasingly responsible leadership positions. The program deepens skills and professional competencies and strengthens institutional loyalty.

Mentors
Members are matched with University leaders in mentor relationships to benefit from their management perspective and career wisdom. They typically meet monthly for:

- Individual meetings
- Attendance at mentor's department meetings
- Job shadowing
- Participation in a work group
- Career goals strategy sessions
- Access to mentor's professional network

Past mentors who have generously given their time include the Executive Vice Chancellor, Administrative Vice Chancellor, Associate and Assistant Vice Chancellors, Deans, Vice Provosts, Assistant Deans, and many Directors and managers across campus.

Buddy Program
Participants are paired with program alumni at the beginning of each program year. "Buddies" provide insight into program expectations and offer support to current members. They share common experiences and discuss concerns that may arise. Each pair establishes their own structure and content for this informal relationship.

Professional Development Program
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- Provides curriculum development and instructional design services to campus departments and assists in the identification, development and implementation of specialized departmental training for University staff.

See: http://www.chr.ucla.edu/chr/sod/frameset_main_sod.html

UC Merced

The campus is expected to open in Fall 2005 with 75 faculty, 900 undergraduate students, 100 graduate students and about 200 staff. The initial site includes over 100 acres of land for Phase 1 of campus development, that will include the campus infrastructure, utilizes plant and connections, three academic buildings plus student housing and dining. Individuals interested in mentoring can contact the **UC Merced Human Resources Department**. The Human Resources Department has made available to any interested staff member, the opportunity to take short term classes offered by Merced Community College that focus on clerical and other administrative and computer skills. New business officers have been invited to attend the UC Business Officer Institute. The UC Merced Web Site for Administration is: http://administration.ucmerced.edu/

UC Riverside

The Human Resources department at UCR offers courses for staff.

See: http://www.humanresources.ucr.edu/

UCR had an active staff mentoring program from 1990 until 1998. However, the number of people volunteering to serve as mentors decreased each year. The UCR staff association is working to revive the program with help from previous board members and in conjunction with the Human Resources department. The Human Resources department has developed a pilot program that will target employees in lower classifications to provide them with training and a means for upward job mobility. The areas of focus include fundamental office and computer skills, time management, organizational skills, resume writing and interview techniques. It is planned that there will be training modules for mentors to promote continuity and sustainability of the program. The staff association has received conceptual support for this program from the Vice Chancellor for Administration (VCA) and the VCA management team.

UC San Diego

Career Connection is a comprehensive career development program for UCSD staff. It provides information and tools to assist in achieving: greater job satisfaction, current job enhancement and lateral or upward career mobility. Career Connection was established in 1996 and is co-sponsored by the campus Office of Equal Opportunity/Staff Affirmative Action and the Human Resources Professional Recruitment/Community Outreach Program.

UCSD staff employees and retirees are eligible to participate in Career Connection. Through Career Connection the following services are provided: career development workshops at multiple locations, mentoring, internships, information interviews, the Promotion Project and career consultations. The campus career development workshops are accessible via UCSD Staff Education and Development's automated enrollment system.

More than 2,300 staff members have participated in Career Connection. There have been over 900 promotions among Career Connection participants. A few of the Career Connection services are highlighted below.

The **Mentoring Component** of Career Connection provides an opportunity for a seasoned career employee at any level within the organization (or retiree) to be matched up with a Career Connection participant. Participants are encouraged to fill out a six-page Career Development Plan delineating their career objectives, professional goals, and specific steps needed to implement their career strategies within a one-year period. Mentees meet with their mentor once a month for about an hour over a period of approximately six months. At the conclusion of this six-month time frame, mentees are encouraged to help others by participating as a mentor in the future. The "graduation" of mentees to mentors permits this program to continue to help other aspiring UCSD employees by meeting the ever-growing demand for mentors.

A workshop, "How to be an Effective Mentor," is presented periodically to provide an overview of mentoring and tips for mentors. A mentoring guidebook for mentors and mentees has been developed. Since the inception of the mentoring component, 600 staff members have been matched with mentors.

The **Promotion Project** is designed to maximize promotional opportunities for qualified applicants currently in the career staff workforce. Through the availability of training funds, departments are encouraged to promote and train employees into selected classifications as openings occur. Employees attend Staff Education and Development courses and other UCSD and external training sessions.

The **Internship Initiative** creates valuable internship opportunities for employees, while offering support for their career development. Interns receive training to build the skills needed for career enhancement and to increase their competitiveness for upward mobility. Departments interested in sponsoring an internship are encouraged to contact Human Resources - Equal Opportunity/ Staff Affirmative Action. Internships are offered throughout the year. Interns are given the opportunity to work with a mentor before, during or after their internship. Funding is also available to interns to facilitate their participation in classroom training, including Staff Education and Development courses. Since 1998 through June 2003, 32 interns have been placed. Sixteen interns (50%) have been promoted or have made positive career changes at UCSD as a result of their internship accomplishments.

Career Consultations are for Career Connection participants who would like to receive additional assistance in moving forward with their career development. One-on-one consultations may be scheduled upon request. For the past few years in November, National Career Development month, one-on-one career consultation services have been promoted.

Other UC San Diego Resources:
"Blink", a Human Resources staff oriented business portal. See: http://blink.ucsd.edu/

Academic Business Officers (ABA)
See: http://aba.ucsd.edu/index.html

ABA Professional Development Fund:
At the request of the ABA in 1997-98, the Senior Vice Chancellor of Academic Affairs (SVCAA) established a professional development fund to assist and encourage general campus business officers under Academic Affairs to pursue continuous learning opportunities. The SVCAA provides an annual allocation of $5,000 as a matching fund for professional development. See: http://aba.ucsd.edu/ProfessionalDev/devfund.html

Staff Retention and Support: Human Resources Initiatives
In January 2002, the Staff Retention and Support Steering Committee (SRSSC) proposed several initiatives to address staff-focused needs. The Human Resources Department has made progress on the initiatives listed below.
http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,12599,00.html

UC San Francisco

The UCSF program has existed 13 years and it is voluntary. The **Academic Business Officers** Group sponsors the program. The program length is 18 months with a maximum participation of 20 staff mentorees, selected from a pool of applicants from Administrative Assistant III to Management Services Officer III classifications. The program is designed to provide advice and assistance to mentorees for specific job situations or broadly focused career goals. Professional development and organizational culture awareness are emphasized. The selection process is preceded by a social event where mentorees meet potential mentors. Following the social event, the protégés select and interview mentors. Individuals in both groups select their top three candidates for a pairing. The committee pairs individuals based on mutual choice. Mentors and protégés design custom written agreements for the mentorship relationships. The agreement contains a schedule of meeting dates and mentorship activities tailored to the mentor's needs. The mentorship committee holds monthly meetings to provide peer support to the mentorees. Additionally, quarterly meetings involve the mentorees and committee members. Mentors meet with the committee to receive guidance and advice on creating a successful mentoring relationship and developing an agreement. The mentors are drawn from the Executive and MSP programs. The committee works to promote affirmative action and diversity. Advertising and promotion of the program through campus outlets is vital to the success of the program.

Mentoree Benefits: Professional development, networking, organizational culture of UC, peer support, improve effectiveness and efficiency in position, gather information.

Mentors: Improved mentoring skills, contacts, and networking.

This program seems to be very successful as evidenced by the duplication at UC Berkeley. At a time of reduced funding for formal training programs it is one of the remaining avenues for professional development, preserving institutional memory, retention of high performers, and creating a better-trained workforce.

The **UCSF Work-Life Portal** has been created for the campus community. It is intended to help employees navigate their way through UCSF's many and varied resources. It highlights links and sites thought to be the most useful to work/life balance. Employee resources are grouped together for easy viewing. Please see: http://www.ucsf.edu/wrklife/

UC Santa Barbara

UCSB offers various training opportunities for staff including:

Financial Management Certificate Program
The Financial Management Certificate Program is a program building on the financial components of the Business Officer Institute (BOI). Enrollment in these courses requires completion of BOI. The Financial Management Certificate Program consists of a total of eight classes of comprehensive instruction in major topic areas critical to successful financial management. You are welcome to take one or a few courses in areas of particular interest to you, or you may choose to work toward a certificate in Financial Management.

Contracts and Grants Certificate Program
The Sponsored Projects Training for Administrators in Research (STAR) program is a comprehensive certificated training program developed by the UCSB Office of Research to meet UCSB's research administration needs. The program's goals are to improve campus understanding of regulations, policies, and procedures; to strengthen internal controls; and to provide staff members with access to key resources and contacts when they need help.

Management Development Courses
An on-going series of classes on such topics as Conflict Management and Managing in a Union Environment are available to staff.

Supervisory Certificate Program
The Supervisory Certificate Program is designed to give staff in supervisor and manager positions professional training in the key areas of leadership competencies, policies and procedures, and people skills. In this series of courses new supervisors learn a basic set of supervisory skills and tools. For the experienced supervisor, the program expands skills enabling the veteran supervisor to improve existing skills and acquire new ones demanded by an increasingly diverse workforce and changing workplace. Participants develop supervision skills including leadership, employee selection and evaluation, diversity, conflict management, communication skills, delegation, team building and change.

Academic Personnel Certificate Program
The Academic Personnel Certificate Program is designed to provide a comprehensive working knowledge of all aspects of Academic Personnel. Academic polices and procedures will be covered in general terms in the introductory course. These concepts will be further built on in the courses focused on specific groups of academic employees. Participants are welcome to take individual courses or to work towards a certificate. The certificate program consists of eight classes.

Management Skills Assessment Program
The Management Skills Assessment Program (MSAP) is a University-wide management development program that gives participants opportunities to demonstrate their management skills and receive feedback on their performance from University managers.

Payroll and Personnel System Courses
PPS training is mandatory for those who prepare and/or review personnel transactions and/or payroll time reporting transactions online. PPS access is established after the trainee has completed all 4 required courses (Staff Policy, Staff Data, DNA and Main Lab) and has completed the lab homework. Elective courses in Academic Data and On-Line Time Reporting are also available.

UCSB has (had) a Staff Mentor program sponsored and coordinated by the **Chancellor's Staff Advisory Council** (CSAC). The program has been "in hiatus" for several years. Membership on CSAC is a three-year voluntary term and it came to a point where one person was coordinating the entire program, instead of a committee of CSAC members as it had been originally. When

that person's term expired, the program was not taken up by new membership and faded into "hiatus" where it has been for several years. There is interest in reviving a mentor program, but it is in early discussion stages. There is debate as to the size and scope the program should be, and what department or organization (such as CSAC and Human Resources Department) should coordinate the program. Ideally, some institutional resources, i.e. staff FTE could be designated toward managing the program.

Previous UC Santa Barbara Program:

The CSAC mentoring program was a yearlong program. It consisted of a series of meetings over the first quarter of the year to test and evaluate participants (i.e. Myers-Briggs). The participants were then paired with volunteer mentors, or the program coordinators would seek out mentors to link with mentees. The mentors and mentees would arrange their meetings. There were monthly meetings for the entire group of mentors and mentees where, as a group, they would discuss their mentor relationship. As well, there were periodic guest lectures were various members of the campus (faculty, administrators, career counselors) would be brought in to discuss certain topics (leadership, etc.).

In addition to the CSAC program, the **Division of Student Affairs** operates an internal mentoring program for its Management Development Group (MDG). As part of a two-year program to develop leadership and knowledge of the university, MDG participants are paired with a mentor during the second year of the program. The program is for staff in the division of Student Affairs and consists of ten members every two years.

There are a few mentor programs for students.

UCSB Human Resources Department
See: http://ucsbuxa.ucsb.edu/Human-Resources/

UC Santa Cruz

UCSC Human Resources currently does not offer a staff-mentoring program. Staff training and development is available on line at:
http://www2.ucsc.edu/train-dev/td/tech_training/Online_Anytime.htm

Course offerings include:
- Office Productivity
- Design and Media
- Programming & Web Development

Online Registration & Course Information for Spring 2004 is available on line at:
http://www2.ucsc.edu/train-dev/td/professional_dev/Signup_form.html

Course offerings include:
- Identifying Career Values and Skills
- Job Advancement

- Resumes & Cover Letters
- Interview Preparation

Other courses include: work/life balance and change management.

In academic year 1997-98, then Chancellor Greenwood charged a representative committee with developing a set of principles to guide planning at UCSC during the period in which it would grow from about 10,500 toward 15,000 students. To develop these principles, the committee consulted broadly (approximately 700 individuals provided feedback to us) on the main issues confronting UCSC: the engagement of education, the production of knowledge, the application of knowledge, and the working environment. The committee envisions UCSC as a research university with an uncommon commitment to undergraduate education. As such, it is held that the campus must maintain and strengthen the features of excellence that make UCSC distinctive.

The central features of this vision are:

- UCSC must be an outstanding research university with an uncommon commitment to high-quality undergraduate education.
- UCSC will serve the people of the region, the state, and the world by the engagement, development, and application of knowledge.
- A UCSC education will enable our students to become tomorrow's leaders and lifelong learners.
- UCSC will attract, retain, and advance a diverse student body, faculty, and staff from many different communities in the state, nation, and world.
- UCSC will commit itself to high-quality production and transmission of knowledge across all disciplines.

The goals that involve staff include:

- UCSC students, staff and faculty will contribute to society through long-term, engaged partnerships--with elementary and secondary schools, community colleges and universities, business, alumni, government, community, environmental, and international organizations;
- UCSC will encourage excellent management practices that foster good communication among staff, faculty, and students; and
- UCSC will be a respectful community, which requires that its members treat one another in an ethical, supportive, and sensitive fashion.

UCSB Human Resources Department
See: http://www2.ucsc.edu/staff_hr/

UC Office of the President

As part of UCOP Human Resources:
- A Career Development Program is available to Administrative Assistants.

- Employees participated in the system-wide Management Skills Assessment Program (3-4 employees per year)
- Training courses are available to staff. Employees receive e-mail notification regarding upcoming classes and there is a web site at: http://www.ucop.edu/humres/ucop.html
- A pilot project for succession planning/long term mentoring in development.

Work Life Information
University of California Work/Life Programs are designed to help faculty and staff fulfill the dual responsibilities associated with their work and personal lives. See:
http://www.ucop.edu/worklife/

UC Business Officer Institute
Organized by the Division of Business and Finance, the UC BOI supports the University's mission by assisting University managers understand and assess their fiduciary responsibilities. A multi-day training program focuses on:
- Increasing Customer and Stakeholder Satisfaction;
- Promoting Financial Integrity and Fiduciary Responsibility;
- Delivering Efficient and Effective Programs and Services;
- Build personal and professional accountability into all UC business practices;
- Articulating Policies, Procedures and Processes; and
- Enhancing revenue generation in direct support of the University's mission.

The University's Business Officers often serve as mentors and play a key role in staff training and development.

Critical Roles of the Business Officer in Achieving the UC Mission
- Administrator
- Resource Manager
- Problem Solver
- Decision-maker
- Negotiator
- People Manager
- Financial Control Point

UC BOI Website: http://www.ucop.edu/ucophome/businit/boi/

Lawrence Berkeley National Laboratory (LBNL)

Administrative Services Division Academy
The Administrative Services Department (ASD) supports the OPS mission by delivering local business and administrative services, budget management and development of staff through leadership, teamwork and communication. Most support staff at the Laboratory are members of ASD and matrixed to various departments. The Training element in ASD is the ASD Academy. Currently, there is no formal mentoring program in the Administrative Services Department. Our mission includes a sustainable and equal opportunity access to training through employee knowledge sharing. We recognize our own people as subject matter experts and create training

and learning opportunities for sharing that knowledge with others. In that effort, we have established two main vehicles to achieve this end. We have established a curriculum and instructor development program. A diverse group of employees meet to respond to a business need for training. They identify their expertise and how they can contribute to the overall workshop outcome.   Not only do we provide opportunities for individuals to share their knowledge, we offer opportunities to work in team situations mentoring each other as they develop new training modules. Their own skill set is increased as well as the opportunity to provide meaningful training opportunities for others.

Another focus is to conduct informative and participatory forums connecting ASD employees together with other business services. We have established advisory groups who identify a business need and then partner with other division experts to develop training modules that will connect the groups together. Our overall purpose is to help our employees understand the big picture and to break down barriers between organizations to improve working relationships and communication deficits. An informal mentoring relationship develops as they work on these initiatives together.

The Academy administrator also works with supervisors to map out career paths for employees. In addition, the Academy provides one-on-one opportunities for individuals to receive career mentoring upon request.

Several infancy initiatives have been started to organize a formal mentoring relationship. A request to provide opportunities for mentoring by partnering represented and non-represented employees together to guide them in their career paths have been discussed, but no process has been put into place. LBNL Website: http://www.lbl.gov/

Los Alamos National Laboratory

Mentoring is a term rich with perception and lean on definition. Rather than attempting to standardize a term that resists definition, the Lab has chosen to allow the stakeholders and participants to define the term in a way that meets their needs. As you read our summaries, you will note that mentoring has as many manifestations as people to create them. The advantages of this approach are many including things like, tailored goals, individual focus, flexibility, and partner ownership of the learning and the learning process. The disadvantages tend to be accountability and quality assurance. Each application of Lab mentoring has taken its own, often uniquely creative, approach to addressing these latter concerns without unduly compromising the advantages.

Employee Mentoring Program
The Lab began the Employee Mentoring Program (EMP) in 1997. The program was initiated by the Training and Development Group, within our Human Resources Division, as an institutional option for staff development. It enhanced an existing suite of career building options within the Lab that supported staff development, recruiting, and retention.

Mentoring has always been an inherent educational method within the Lab, but it was not until 1997 that a systematized, institutional version became available as a staff development option.

The Lab's uptake was timed with a national upsurge of demonstrably beneficial mentoring initiatives within corporate America.

The EMP supports about 30 one-on-one learning partnerships per year, manages the mentoring component of the Director's Development Program (DDP), and contributes to the design and implementation of Lab-wide, Division, and Group specific mentoring and mentoring-like initiatives such as "on-boarding" and "hosting." Information about the DDP and the other initiatives is shared later in this summary.

The EMP uses the "learning partnership" model for its mentoring process. This model acknowledges that the learning is biased toward, but is not exclusively for, the protégé. Thus, both learning partners are asked to create and work toward respective goals. This model ensures a win-win for both partners and encourages mentors not to be fueled by altruism alone. The EMP is a "voluntary program" in that both the mentor and the protégé conduct their mentoring relationship "on their own time" unless they specifically and personally create a different arrangement with their management. While other arrangements happen, the vast majority of learning partnerships function as voluntary. Voluntary participation in the learning partnership environment results in partners negotiating together all aspects of their partnership, i.e. their roles, expectations, goals, process, confidentiality, advocacy, etc.

Thus, program support of the learning partners focuses on the deeply personal and unique nature of each partnership. This manifests directly in program delivery as personal handling of each mentor request, each match, and each orientation. It also affects the extent to which partners can be held accountable to institutional goals. In this case we chose, as did the Department of Energy intra-lab mentoring program, to entirely exclude institutional goals from partner accountability. They are accountable to the program only in so much as they are accountable to themselves and can share their progress to the level of detail that maintains their agreed upon bounds of confidentiality. Inquiries about their progress are made at three, six, and twelve months. An eighty-percent response rate indicates that the program clearly pays for itself in productivity increase and staff retention alone. Added benefits like morale, job alignment, career shifts, technical collaboration, etc. that are harder to quantify in a return-on-investment estimate are also reportable outcomes.

Director's Development Program
The Director's Development Program (DDP) is a part of a succession management program to identify and groom potential Lab leaders. The DDP provides enhanced development opportunities including Developmental Assignments, Mentoring, Coaching, Curriculum, and Leadership Assessment. The mentoring component of the DDP uses the same learning partnership model as does the EMP, but there are some differences.

DDP participants must have at least one mentor, though the mentor's time remains voluntary. The mandatory aspect for the protégé increases their accountability to the program. Progress and results are assessed through multiple mechanisms including direct solicitation, participant interviews, and coach feedback. About half the participants have more than one mentor. In the multiple mentor situations, most have a mentor that assists them with one or more specific leadership developmental goals while the other has a broader role of assisting with network

expansion, locating developmental assignments, and sharing institutional context and understanding. Since all participants have internal leadership coaches, the role of the mentor becomes much more focused on institutional application and context, even in the cases where the underlying motivation is a set of specific leadership developmental goals. For example, the participant and their coach might identify a behavioral shift as a specific developmental goal. The coach would work directly with the participant to develop new approaches, while the mentor would help locate or create the contexts in which it would be safe to practice and experiment.

Perhaps the most significant difference between the EMP and DDP mentoring role is professional advocacy. Within the DDP advocacy is a programmatic expectation when the mentor accepts the assignment. Since the DDP participants are selected through a nomination and competitive process that includes an endorser, line management support, and senior executive rank/rating, advocacy is generally an easy-to-accept responsibility even in the voluntary environment. In the EMP, advocacy is specifically excluded from the partnership unless agreed upon by the partners.

Division/Group Specific Mentoring Programs
Many of the Lab's Divisions and Groups (like Applied Physics, Decision Applications, and Procurement) have local mentoring programs specifically designed for their succession management needs. The common components contained within most of these specific programs are knowledge transfer, skill building, professional networking, and acculturating new hires. As a result of the more specific natures of the programs, their levels of organizational accountability are higher. Indeed, they range from modest to very high accountability for learning. Acculturation mentoring programs often have broad areas of accountability to both knowledge and process.

For example, one Group identified six broadly encompassing areas for which partners were required to address a mutually agreed upon portion of sub-content in all areas. Another Group expanded the learning partnership agreement idea, common between mentoring partners, to include a learning agreement between the partners and the organization. Skill building mentoring programs often look more like apprenticing, tutoring, or on-the-job training programs with very high accountability, sometimes certification, as their outcome. For example, one Division created a twelve-month program to cross train technicians at three different facilities performing similar work. Each technician had a mathematics mentor (tutor), a master mentor (one person for the entire program year), and a technical mentor at each facility (an on-the-job coach).

MENTORING REPORT RECOMMENDATIONS

- Start somewhere. If there are no formal mentoring programs at your campus, then request that the Human Resources Department conduct research, mutually develop expectations and implement a pilot program. Evaluate that program after six months and then one year.
- Use mentoring programs as one way to promote career development
- Keep programs voluntary.
- Provide mentors with tools, such as training and networking opportunities.

- Set clear expectations for both parties.
- Keep the momentum going by sponsoring speakers, brown-bag lunches, or by providing a networking event.
- Add mentoring Supervisors' on-going responsibilities
- Stretch to provide increased resources (time and money) to foster and grow mentoring programs as a cost effective way of improving staff retention, increasing the quality of work life, and exporting UC specific knowledge the next wave of staff, supervisors, and managers
- Choose mentors who understand the politics of the institution, someone willing to commit sufficient time, and someone who wants to help others.
- Create a team of mentors.
- Sustain programs using system-wide and campus coordination and by providing adequate funding

FOOTNOTES

(1) Lillian Eby, Ph.D., Assistant Professor of Psychology at the University of Georgia as reported in Human Resources Magazine, February 2002, p. 64
(2) "Managers as Mentors" by Chip R. Bell, cover
(3) "Mentoring's Role in Gaining Experience" by John Clark, p. 26
(4) "Mentoring at Work" by K. Kram, 1988
(5) "The Mentoring Pocketbook" by Geof Alred, Bob Garvey, and Richard Smith, 1998. From the *Introduction*.
(6) "Making the Most of Being Mentored" by Gordon F. Shea, p. 3
(7) "Mentoring's Role in Gaining Experience" by John Clark, p. 27

OTHER RESOURCES:

Faculty-Staff Partnership

CUCSA Faculty & Staff Partnership
Follow-Up Report 2003

The Council of UC Staff Assemblies (CUCSA) formed a working group in September 2002 to identify the impacts of the 1999 Task Force Report on Faculty/Staff Partnership. Specifically, had the 1999 report been a catalyst for further partnerships? Have faculty/staff partnerships been successful at improving faculty/staff relations?

The Faculty & Staff Partnership Workgroup found that all University of California campuses have taken steps to try to improve the faculty and staff partnerships efforts and are putting forward their best practices in support of this partnership. Changing the campus climate is a long-term project, and these partnership efforts are only the beginning of the process to improve the overall workplace environment of the University.

Each location has initiated excellent new programs (not necessarily developed only in the last three years) aimed at establishing or contributing to faculty/staff partnerships. Often similar

programs or activities have surfaced on several campuses, like inventions created simultaneously in different parts of the world. Among them we found:

- New faculty orientations
- Department chair orientations
- Employee training and development programs
- Committees on campus morale
- Courses and programs to improve faculty and staff relationships
- Ombuds programs to resolve problems in the workplace
- Faculty and staff assistance programs
- Community-building initiatives and principles
- Joint working groups and advisory committees
- Faculty/staff meetings, lectures, and presentations
- Public acknowledgements
- Personal interactions on a smaller scale, such as brown bag lunches

All of these positive steps are to be applauded; the partnership cannot go forward without them. The question arises as to whether or not these activities are a result of the 1999 Faculty/Staff Partnership Report. Such an argument is difficult to prove, but the likelihood is that the relationship of these efforts to the original partnership report, while not linear, is present. The direct causal link is sometimes difficult to discern, but it is likely that the report raised the consciousness of the constituents, and in the background may be seen the results of the committee work.

Those who are actively involved with the issue of faculty/staff partnership commonly feel each campus needs to create a general vision, a pervading atmosphere, to generate a base for the kind of culture to be expected and understood. If faculty and staff can see what they each bring to the University, equally, sharing the responsibility for creating a positive work environment, the partnerships will follow.

Suggestions for the Future

- The campuses can be encouraged to take advantage of every opportunity to promote this partnership by specifically including both faculty and staff concerns in reports, initiatives, and other communication, and by including staff on campus committees to serve a vital rather than a perfunctory role.
- Each faculty and administration collaborative effort could well include more staff input.
- The campus administration might be well served by issuing some sort of proclamation supporting faculty/staff partnerships and by infusing the partnership concept in everything the campus leadership says and does.

Every time the staff and faculty points of view are both added to the relevant decision-making, whether it is on a broad issue or a small one, a faculty/staff partnership is formed. Such inclusions indicate the degree to which the campus seeks and values staff concerns.

All of these efforts, every campus-wide or departmental attempt, will help to increase communication by acknowledging the contributions of both faculty and staff. Partnerships will hopefully, in the long term, help to improve morale and overall build a better campus community.

For more information, please see:
http://www.ucop.edu/cucsa/workgroup_reports/FS_Partnership_Rpt_2003.Final.d.doc

UC Office of the President

The following website lists locations where one can find additional information and resources that support faculty/staff partnership. These documents were researched by the Faculty/Staff Partnership Task Force and compiled as part of the Task Force Report under, "Inventory of Distributed Items." Please see: http://www.ucop.edu/humres/facstaff/links.html

As previously mentioned, the UC Business Officer Institute is forum for UC business managers and professionals to discuss contemporary business issues and best practices. Informal networking and newly established professional relationships can lead to informal mentoring.

NACUBO

The **National Association of College and University Business Officers (NACUBO)** is a nonprofit professional organization representing chief administrative and financial officers at more than 2,100 colleges and universities across the country. Over two-thirds of all institutions of higher learning in the United States are members of NACUBO. NACUBO's mission is to promote sound management and financial practices at colleges and universities. NACUBO's members are nonprofit and for-profit organizations located in the United States and abroad. All are committed to excellence in higher education finance and administration. NACUBO, founded in 1962, is governed by a board of directors composed of leaders in higher education financial management from around the country. NACUBO has a professional staff of approximately 50 persons, skilled in finance, management, and federal issues applicable to the field of higher education. See: http://www.nacubo.org/

WACUBO

Since 1937, The **Western Association of College and University Business Officers (WACUBO)** has offered business officers in the western region opportunities to develop professionally, to identify solutions for issues affecting higher education, and to share their expertise with their colleagues. Membership includes institutions in 14 western United States, three Canadian Provinces, Mexico and other Pacific Rim nations. WACUBO is one of four regional associations making up the National Association of College and University Business Officers (**NACUBO**). Headquartered in Washington DC, NACUBO is well known for its informational resources and professional representations of the needs and interests of higher education. See: http://www.wacubo.org/

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WORLD WIDE WEB

MENTORS - Peer Resources
http://www.mentors.ca/mentor.html

The Mentoring Group
http://www.mentoringgroup.com/

Mentors Forum
http://www.mentorsforum.co.uk/

Mentoring for Change
http://www.mentoringforchange.co.uk/

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