2010-11 BSA Mentorship Program Executive Report

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Executive Report on the BSA Mentorship Program

History
In 2004, the Berkeley Staff Assembly introduced the BSA Mentorship Program to the campus. Over a six-month period, the all-volunteer Career Development Committee solicited potential mentors, put out a call to the BSA membership for mentees, and developed a program to match mentees with mentors. The program was launched in 2005 with a pilot program; it grew dramatically in year 2 and has settled into more of a steady state of approximately 45-55 matched pairs in the last 4 cycles.

<table>
<thead>
<tr>
<th>CYCLE</th>
<th>PAIRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>46</td>
</tr>
<tr>
<td>4</td>
<td>53</td>
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<tr>
<td>5</td>
<td>44</td>
</tr>
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</table>

Program Goals
The goal of the BSA Mentorship Program is to pair experienced UC Berkeley staff from across all campus units with staff who are seeking to develop themselves professionally. The program provides a supportive structure in which participants can cultivate contacts, explore challenges, and enhance effectiveness as they design 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.

An unintended but noteworthy outcome of the program can be seen in the diversity and composition of the Career Development Committee itself. Of the 13 current members, 8 were mentees in previous cycles of the program. Through their experiences these members are now putting learning into action by volunteering in this leadership capacity.

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**Selected comments from 2010-11 program participants**

**Mentees**

“I have a new position, I am a member of the current Leadership Development Program cohort, my resume is MUCH better than [it was] previously, and I have a better understanding of the campus culture and OE initiatives and goals.”

“My mentor has taught me to do the best I can and display more professionalism.”

“I was able to connect with a mentor who helped me improve the job skills needed for my current position ... My mentor not only taught me techniques that I could use immediately, she also coached me on broader skills and referred me to staff on campus from whom I could further my learning.”

“I am more pro-active, I understand the goals of my supervisor more, and I am more confident.”

**Mentors**

“I feel more confident that I can help others on campus and that I have valuable experience to share”.

“I have a renewed sense of worth and positive impact in the workplace.”

“The program provides a nice balance for my professional life. It makes me feel good about working at Cal.”
How the Program Works
The program’s 12-month cycle alternates between fiscal year and calendar years, with a six-month planning period between each.

- Mentors drawn from classifications at or above P3, M1 and S2 are identified by their colleagues through a campus-wide nomination process.
- Mentees must be in the Administrative Assistant III level up to level PSS5. In the 2012 cycle, mentees were drawn from classifications P3, P2, S1 levels, with P3 able to participate as either mentee or mentor.
- Mentees apply to participate in the program and receive guidance throughout the process.
- BSA sponsors a networking event to launch the Mentorship Program cycle, at which mentors and mentees meet on an informal basis.
- The Committee hosts informational sessions for potential mentees covering a variety of career development skills such as networking, informational interviewing, and résumé preparation.
- Mentees contact mentor participants to set up informational interviews with a minimum of three potential mentors.
- After meeting, mentees and potential mentors separately submit their match preferences in ranked order to the BSA Career Development Committee. The Committee completes the matches.
- Once matched, the mentor and the mentee establish mutually agreeable terms for the mentorship. Mentors and mentees meet together for the cycle year on a schedule they develop together.
- Throughout the cycle, both mentee and mentor peer groups meet regularly. These meetings are scheduled by the BSA Career Development Committee but are driven by the participants.

Survey Results
In order to measure the effectiveness of the Mentorship Program, a cycle-end survey was created following Cycle 2 and distributed to all participants. This process has been repeated after each cycle since. All surveys showed a positive response to the program from both mentees and mentors.

The Mentorship Program serves staff at all different career phases. It has seen an increase in participation by staff with less than five and over twenty years of service. This career bookending within the mentee cohort seems to be reflected in the range of mentee goals from better understanding campus culture to deepening engagement in their current position.

<table>
<thead>
<tr>
<th></th>
<th>Mentees by Cycle</th>
<th>Mentors by Cycle</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Respondent Rate</td>
<td>30%</td>
<td>69%</td>
</tr>
<tr>
<td>Had a good match with Mentor/</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>Mentee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was overall satisfied with</td>
<td>80%</td>
<td>97%</td>
</tr>
<tr>
<td>program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would recommend program</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Attributes a career change to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>program*</td>
<td>66%</td>
<td>68%</td>
</tr>
<tr>
<td>Met goals for participation*</td>
<td>60%</td>
<td>93%</td>
</tr>
<tr>
<td>Would serve as a mentor again*</td>
<td></td>
<td></td>
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</tbody>
</table>

*not all questions were asked of both groups
The Current and Future Program
Cycle 6 began in January 2012. This cycle has 47 participating pairs, a 7% increase in participation from last year. While the program experienced a steady increase in participation in previous years, the current cycle saw a slight decrease in participation. Based on anecdotal evidence and verbal feedback from mentor nominees and potential mentees who dropped out of this cycle, the reason most cited for not participating in the current program is that job demands preclude sufficient time to fully engage in the mentorship process.

The success and growth of the Mentorship Program has resulted in a more complex and demanding operation. This has required a significant time commitment from the all-volunteer committee due to Equity & Inclusion staffing changes that have resulted in a vacancy in the 25% FTE support we received in the past. The committee eagerly anticipates the resumption of that support again in 2012. This provides the resources to continue program improvements and as we contemplate additions to leverage the energy and expertise of non-paired mentors.

We began tracking demographic information in the Cycle 4 survey. Results from the past two years show that the program is strongly aligned with the guiding principles as stated in UC Berkeley’s Strategic Plan for Equity, Inclusion, and Diversity. Participant diversity in gender and ethnicity compare favorably with non-academic staff demographics documented in the Fall 2010 UC Statistical Summary of Students and Staff.

The BSA Mentorship Program has proven to be a catalyst for several other programs in various stages of development. It was used as a model, along with the UCSF program, in the development of the UC Office of the President pilot program that was launched in spring 2011. The committee also continues to receive requests from college and universities throughout the United States.

In an ongoing effort to improve and enhance the program, the Committee has made an effort to better serve the mentee and mentor cohorts. In Cycle 5 a small group of mentee participants took an active leadership role in developing the bi-monthly professional development sessions that were well-attended and -received by fellow mentees in the cohort. A Mentee Cohort Subcommittee will continue to support mentee leadership while encouraging mentees to rotate through leadership roles. A Mentor Cohort Subcommittee was also convened to develop content-rich sessions to provide topics in best practices to facilitate growth in their mentoring roles.

The continued dedication and hard work of the BSA Career Development Committee volunteers has been rewarded in the ongoing success of the Mentorship Program. We look forward to further supporting fellow staff members in meeting their career development goals through this effective and respected program. The sustained success of this program is only possible through the volunteer staff of the Career Development Committee, the enthusiastic mentee and mentor participants, and the support and participation of UC Berkeley Equity & Inclusion and campus leadership.
2010-11 BSA Mentorship Program Report
Appendices
Mentee Satisfaction

Overall satisfied with program
- Agree, 89%
- Neutral, 6%
- Disagree, 6%

Met goals during participation
- Agree, 68%
- Neutral, 21%
- Disagree, 11%

Mentorship Program Impact on Job Mobility

Since beginning the program, have you moved to a different position at the University?
- No, 84%
- Yes, 16%

If yes, do you feel that your participation in the program had a direct effect on that move?
- Yes, 50%
- No, 50%
Mentee Goals

- Career and professional development: 28%
- Help with making a job change: 19%
- Better understand campus culture and how to increase effectiveness: 18%
- Gain “big picture”: 12%
- Develop network: 12%
- Develop skills: 11%

Hours Spent per Week Participating In Program

- Less than 1 hour per week: 53%
- 1–3 hours per week: 47%
Mentees by Occupational Area

- Student Services: 27%
- General Administration: 17%
- Human Resources: 15%
- Information Technology: 13%
- Research Administration: 10%
- Communications: 8%
- Finance: 6%
- Educational Services: 4%

Mentee Demographics

- White (not of Hispanic origin): 58%
- Bi-racial: 12%
- Pakistan/ East Indian: 5%
- Mexican/ Mexican-American/ Chicano: 5%
- Japanese/ Japanese-American: 5%
- Filipino/ Pilipino: 5%
- Chinese/ Chinese-American: 5%
- Black/ African-American (not of Hispanic origin): 5%
Mentees by Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percent of total mentees</th>
</tr>
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<tbody>
<tr>
<td>21–30</td>
<td>6%</td>
</tr>
<tr>
<td>31–40</td>
<td>33%</td>
</tr>
<tr>
<td>41–50</td>
<td>33%</td>
</tr>
<tr>
<td>51–60</td>
<td>22%</td>
</tr>
<tr>
<td>&gt; 61</td>
<td>6%</td>
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</table>

Highest Mentee Education Level

- Bachelor’s degree: 58%
- Master’s degree: 26%
- Some college: 11%
- High School: 5%
Mentee Participation by Gender

Women, 84%

Men, 16%