

# Staff Mentorship at Carolina



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## **2023 ULEAD Team 3**

Terry Hartman, Director, Clinical Operations, Lineberger Comprehensive Cancer Center

Michele Hayward, Director, Office of Genomics Research, Lineberger Comprehensive Cancer Center

Quinton Johnson, Chief Compliance Officer, UNC Chapel Hill

Lauren Schoenheit, Associate Vice President for Data and Analytics, UNC System Office

Valerie Slate, Director, MBA Global Programs, Kenan-Flagler Business School

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## Background

A workplace mentorship program is a structured initiative where experienced employees are paired with less experienced ones to facilitate knowledge transfer, skills development, and personal growth, ultimately contributing to the career success of mentees. The advantages of mentorship programs include improved job satisfaction, increased productivity, enhanced employee engagement, and better communication and collaboration among team members (Noe, 1988). Moreover, mentorship programs help to reduce employee turnover rates by providing a sense of belonging, career growth opportunities, and positive feedback (Ragins & McFarlin, 1990). These benefits are seen not only with the mentees, but also with the mentors. For example, Drury et al. (2022) showed that mentors in their study felt greater professional growth, a reduction in burnout, and an increase in their confidence. Overall, a workplace mentorship program can have a significant impact on employee retention, employee satisfaction, and the overall success of an institution (Scandura & Ragins, 1993).

Women and minorities often encounter added barriers to professional success including prejudice, bias, imposter syndrome, and isolation (Cora-Bramble, Zhang, & Castillo-Page, 2010). Research has shown mentoring can provide key assistance in helping minority employees grow professionally and advance in their careers (Cynthia, Livingston, & Pruner, 2017). One study conducted in the State University of New York system found that participation in a mentorship program had a significant effect on the overall psychological needs and satisfaction of underrepresented minorities and women in academia (Lewis, et al., 2016).

With the Institution's success as a driving motivator, ULEAD Team 3 turned to University of North Carolina at Chapel Hill's (UNC-CH) strategic plan "Carolina Next" to determine whether staff mentorship programs support one or more initiatives. In fact, Strategic Initiatives 1.3 and 3.2 both address staff hiring, promotion, retention, professional development, and career growth (University of North Carolina at Chapel Hill, 2020). Carolina Next wisely focuses on staff development and career growth, an incredibly important topic for any employer in a historically difficult labor market.

Further, UNC-CH's Human Resources (HR) department has already identified a staff mentorship program as an important element of staff satisfaction and success. In 2022, the Staff Mentorship Interest Survey was performed by Jen Baker, Organization and Professional Development Specialist at The University of North Carolina Chapel Hill, and others in the UNC-CH HR Organization and Professional Development unit with 1,048 respondents showing an overwhelming interest in the topic (Baker, 2022). Around 80% of employees showed interest in engaging with a mentorship program (Baker, 2022). Employees

indicated that leadership skill development, work-life balance, networking with others, among other issues were central to their interest (Baker, 2022).

The Staff Mentorship Interest Survey and subsequent report by Jen Baker and HR provided an excellent framework and clear supporting data from UNC-CH employees. However, ULEAD Team 3 identified additional supporting data that could be used to bolster the report and the team determined that complimentary research and documentation, from external sources, would further support the implementation of a staff mentorship program at UNC-CH.

ULEAD Team 3's research included four deliverables:

1. a summary of currently available mentorship resources, for staff and others, at UNC-CH;
2. a cost/benefit analysis of mentorship programs;
3. a summary of best practice recommendations; and
4. a plan for implementation.

## Methodology

The research methodology for this paper involved a multi-pronged approach that included a survey of currently available mentorship resources at UNC-CH, a cost/benefit analysis of mentorship programs based on publicly available articles and research, and interviews with staff and employees at other peer higher education institutions that have mentorship programs of their own.

A review of currently available staff development opportunities and mentorship programs was conducted to understand the existing resources at UNC-CH. This involved an examination of the university's websites and other relevant online resources to identify needs that are not met by the existing programs and to understand what resources and training currently available could be leveraged in the creation of a staff mentorship program.

Additionally, a cost/benefit analysis of mentorship programs was conducted based on publicly available articles and research. This involved a review of the existing literature on mentorship programs in higher education institutions and an analysis of the costs and benefits associated with implementing and maintaining such programs.

Finally, interviews were conducted with staff and employees at other peer higher education institutions that have mentorship programs of their own. These interviews were conducted to gain a deeper understanding of the impact of mentorship programs on staff members and to identify best practices for

implementing and maintaining such programs. Specifically, the 10 questions in Appendix A were asked. The first set of questions related to staffing for the program and the department under which the program would be administered.

Jen Baker previously performed a web review of mentoring programs and obtained a list of websites that had programs like the proposed staff mentorship program for UNC-CH for benchmarking purposes. Our team reviewed this list of 13 programs, identified representatives from each program, and contacted the programs requesting 30-minute structured interviews via internet virtual meetings. Follow-up emails were sent twice to each program if the emails were unanswered. Websites were also reviewed to collect information related to the programs when interviews were not performed. Questions that were asked during the interviews and completed by the website review are included in Appendix B. These questions were determined by the project team to provide benchmarking for successful programs.

The interview information was then supplemented by a review of articles published from 2019 to 2023. Articles were reviewed for relevance based on the abstracts and relevant articles were reviewed in depth. Articles were included until we subjectively obtained enough information to inform a narrative of the best practice recommendations for a successful mentorship program.

The combination of these methods allowed for a comprehensive analysis of staff mentorship programs and their potential benefits. The survey provided insight into currently available mentorship resources at UNC-CH, while the cost/benefit analysis and interviews with staff at other institutions provided a broader perspective on the impact of mentorship programs in higher education.

## Results

### Currently Available Resources

In conducting a review of existing staff development and mentorship resources at UNC-CH, it became apparent that a staff mentorship program would fill an important need. Issues related to diversity, equity, inclusion, and belonging were highlighted by staff at UNC-CH specifically related to underrepresented employee populations as the third most common theme in the Staff Mentorship Interest Survey. Mentorship at UNC-CH currently is comprised of a network of individual schools, departments, and employees creating inequity in access to mentoring based on a staff member's work location.

### *Staff Mentorship*

There are several staff development opportunities that a mentorship program could mirror. One is the Wellness Champions program that strives to create a culture of health and is offered by the Department of Work/Life and Wellness within HR. This program takes a train-the-trainer approach, where units provide a representative to become a Wellness Champion, learning about best practices in health and wellness opportunities that they then share with their entire unit. This train-the-trainer framework that turns employees into subject matter experts who can then teach other members of UNC-CH could be used to train potential mentors on campus.

Another staff development opportunity is the University Manager's Association (UMA) that provides a forum for the exchange of information relevant to management at UNC-CH. They offer significant online resources and virtual training related to management and the software and tools managers use.

Another approach to disseminating information related to best practices and mentorship training would be to use UMA's existing platform.

The School of Arts and Sciences pairs new department heads with experienced department heads to help them transition into their role. This approach of having experienced individuals share what they have learned with employees new to their role could be used to match mentor and mentee dyads.

Mentees new to their position would be matched with experienced mentors in similar positions. The Service Center of Excellence has Continuous Improvement, Staff Development and Engagement Teams that provide resources on mentorship. A program had been started but then paused due to excessive staff turnover and limited resources. This effort shows the importance of having dedicated and consistent support for mentorship programs.

All of these programs have limited applications. The Wellness Champions program is restricted to health-related concerns, the UMA is available to staff in management positions only, and the pairing of departments heads is exclusively for department heads and unique to the School of the Arts. The Service Center of Excellence Continuous Improvement mentorship program was available most broadly to staff however their mentorship program is not currently available.

### *Student Mentorship*

Despite the lack of a mentorship program available to staff at UNC-CH, there are many mentorship programs offered across UNC-CH's campus. Undergraduate students have access to mentorship through several support programs for different student populations. The Minority Advisory Program uses peer mentorship to assist incoming first-year minority students with their adjustment to life at UNC-CH.

Carolina Covenant is a program that gives low-income students the opportunity to earn a bachelor's degree at Carolina without having to borrow to meet their financial need. Among the support provided for this program is an automatic pairing of each incoming Covenant Scholar with a peer mentor to assist the incoming scholars. The Carolina Student Transfer Excellence Program (C-Step) serves to enable more community college students to transfer to and graduate from Carolina. C-Step students are paired with a peer mentor to help them adjust to the academic and social environment at UNC-CH. Additionally, there are mentorship programs offered through a student's program of study for those pursuing majors in medicine, education, information and library sciences, and accounting. Graduate students also have many discipline-specific mentoring opportunities, along with the Graduate Achievement through Mentorship program, which provides first-year graduate students with resources and support as they navigate graduate school.

#### *Faculty Mentorship*

Mentorship is available to faculty through The Center for Faculty Excellence (CFE), UNC-CH's pan-university faculty development center that provides support for all stages of a faculty member's career. The CFE trains faculty to become mentors through a five-part program that includes 12 hours of dedicated training. They also offer peer mentoring groups for specific populations like women in science, technology, engineering, and math (STEM); minority faculty; and those new to supervisory roles.

The CFE also maintains a comprehensive website that provides many mentoring resources. Among the many resources available on the CFE website are worksheets and documents to guide mentors and mentees as they participate in the mentoring program. The resources for the mentee include worksheets on mentoring expectations, how to approach feedback, analyzing your peer network, and what to ask your mentor. For the mentor there is guidance on structuring a mentoring meeting, setting mentor goals, and documenting the mentorship. It is worth noting that none of these resources are specific to the faculty role or discipline and could be readily used in a staff mentorship program. Through the resources and tools of the existing mentorship programs and staff development opportunities, UNC-CH is well positioned to launch a staff mentorship program that would provide needed support for UNC-CH staff.

#### *Peer Institutions*

UNC-CH depends on its excellent staff to remain competitive against its peer institutions in areas like research grant awards and student success metrics such as graduation and retention rates. Out of UNC-



CH's 15 peer institutions, 10 offer a formal staff mentoring program. See Appendix C for more information. Several institutions offering staff mentorship programs highlight the benefits on their website. The University of California, Berkeley program, for example, notes that staff mentorship builds connections and a better understanding of organizational culture. The University of Wisconsin-Madison program underscores learning about career progression, strategies to manage work-life balance, and campus resources. Emory University touts that mentoring enhances the growth of both the mentee and the mentor, no matter their professional goals or where they are in their career. The University of Pittsburgh demonstrates the value of staff mentoring by offering an annual award for dedicated mentors. Vanderbilt University promotes staff mentorship as a way to spark cross-campus connections.

### Cost/Benefit Analysis

Examining the relationship between costs and benefits is critical to understanding the value posed by a potential new program or endeavor. By conducting a cost-benefit analysis, the team can ensure that the solution UNC-CH implements provides the greatest value for the resources invested. In addition, this analysis aids in avoiding potential risks or unintended consequences that may arise from implementing a solution without fully considering its costs and benefits. In the conduct of this cost benefit analysis, the team produced the following data driven results.

### Negative impacts

Voluntary Turnover at UNC-CH produces a substantial negative impact on UNC-CH's performance. With a voluntary turnover rate of 8% for fiscal years 2019-2022 (FY19-FY22), it is possible that UNC-CH is experiencing some negative effects on its performance due to this turnover (The University of North Carolina System, 2022). For example, lower productivity could lead to delays in completing projects or meeting goals, which could ultimately impact the university's revenue. Similarly, lower customer satisfaction could lead to decreased enrollment or donations, which could also impact the university's financials.

Furthermore, it is important to consider the costs associated with turnover. According to the Society for Human Resource Management, it can cost as much as 50% to 200% of an employee's annual salary to replace them (University of Minnesota, 2016). This means that UNC-CH could be facing significant financial costs associated with its 8% turnover rate.

While it is difficult to estimate the exact dollar amount of the negative financial impact of turnover on UNC-CH, we can use some general calculations to get an idea of the potential costs associated with a voluntary turnover rate of 8%. According to the 2020-2021 UNC-CH Fact Sheet, the number of



employees for the academic year including faculty and staff was 16,900 (The University of North Carolina System, 2022). The average annual salary for all employees was \$66,959 (UNIVSTATS, 2023). In this case, the cost of replacing a single employee could range from \$33,479 to \$133,918.

If we apply this range to UNC-CH's 8% turnover rate, we can estimate that the university could be spending between \$45 million and \$181 million annually on replacing employees. This is a significant cost that could be impacting the university's overall financial performance. Based on this evaluation, it is clear that turnover is likely costing the university millions of dollars each year.

### Positive effects

Effective mentorship programs have a positive effect on voluntary turnover and staff satisfaction rates. There are multiple studies and articles that suggest that implementing a formal mentorship program could potentially help to reduce turnover rates and improve overall employee satisfaction and commitment. One such example is the Deloitte 2016 Millennial Survey, which states "In a recent LinkedIn article, Deloitte Global CEO, Punit Renjen, said: "There is really no secret (to success) and there surely are no shortcuts. In my case, it was a pretty simple equation: hard work + some lucky breaks + great mentors. The last of these, the positive impact of the mentor, is clearly highlighted by our findings. Among those who have someone acting as their mentor, more than nine in ten describe the quality of advice (94 percent) and the level of interest shown in their development (91 percent) as "good." Among those with mentors, 83 percent are satisfied with this aspect of their working lives." "Those intending to stay with their organization for more than five years are twice as likely to have a mentor (68 percent) than not (32 percent). Among those intending to leave within two years, the ratio of those with (56 percent) and those without (44 percent) a mentor is much lower" (Deloitte Touche Tohmatsu Limited, 2016). According to a case study at Randstad, employees participating in the mentoring program were 49% less likely to leave during the period that Randstad studied (Randstad, 2023).

The benefits of mentoring programs can range from transfer of knowledge and skills, increased engagement and job satisfaction, and improved retention rates. Much of those benefits hinge on the mentorship program including aspects such as including the importance of aligning the program with the organization's strategic goals, identifying, and selecting the right mentors, and providing training and support to mentors and mentees. The Association for Talent Development (2023) states that "[t]he top benefits to organizations with formal mentoring programs were higher employee engagement and retention (50 percent), support for the growth of high-potential employees (46 percent), the creation of intra-organizational relationships and collaboration (37 percent), and knowledge management and

transfer (37 percent)” (Association for Talent Development (ATD), 2017). Other key findings in the report (based on the 285 participants whose organizations have formal mentoring programs) are included below.

- Organizations that train mentors and mentees before or during the program in skills, such as communication, listening, and accountability, are significantly more likely to indicate that mentoring programs are highly effective at meeting their learning goals.
- The top three benefits mentees received from participating in mentoring programs were professional development (36 percent), a better understanding of organizational culture (30 percent), and the development of new perspectives (27 percent).
- The top three benefits mentors received from participating in mentoring programs were the development of new perspectives (59 percent), the development of leadership skills (49 percent), and insight into the organization (38 percent) (Association for Talent Development (ATD) Research, 2023).

While it is difficult to pin down an exact number, we can use a conservative estimate of a 22% reduction in voluntary turnover rate for UNC-CH through implementation of an effective mentorship program. If we apply this reduction to UNC-CH's 8% turnover rate, we can estimate that implementing a formal mentorship program could potentially reduce the university's turnover rate to around 6.24%. If UNC-CH were to reduce their turnover rate to 6.24% through the implementation of a mentorship program, this would mean that they would be losing fewer employees and incurring lower turnover costs. Specifically, going from 8% to a 6.24% turnover rate UNC-CH could represent a 25% reduction in costs associated with turnover or roughly \$45 Million in cost savings.

#### Costs Associated with Implementing an effective mentorship program

According to Glassdoor (2023), the average salary for an HR Specialist in North Carolina is around \$58,000 per year. At UNC-CH specifically, a full-time, journey level, HR specialist at 115% of the current market rate (including fringe benefits) is \$77,208 annually. Adding the costs of nominal incentives, events and software would total around \$100,000 annually.

#### Best Practices and Benchmarking

In this project, based on research done in the literature and publicly available online information, as well as interviews conducted at exemplary institutions with active staff mentorship programs, we outline some best practices for designing and implementing successful staff mentorship programs.

### Interviews with Exemplary Institutions

Best Practices/Benchmarking at exemplary institutions was particularly helpful in understanding what works in the university setting. A total of ten programs provided information for benchmarking.

Programs were identified at the following institutions and six were chosen to contact with the aim of obtaining information from a range of school sizes, types, and public vs. private status. Upon website review, three programs were determined to be inappropriate for benchmarking because they were for faculty or were programs with no evidence of implementation. In total, three resulted in a meeting with a ULEAD team member and a structured interview via an internet virtual meeting. See Table 1 for a list of institutions.

<b>Institution</b>	<b>Public vs. Private Status</b>
University of Nevada, Las Vegas	Public
*University of Colorado, Boulder	Public
University of Cincinnati, Blue Ash College	Public
*University of Maryland, Nursing	Public
Brown University	Private
University of California, San Diego	Public
University of Wisconsin, La Crosse	Public
*Harvard University, Faculty of Arts and Sciences	Private
Stanford University, School of Medicine	Private
Boston University	Private
University of Michigan, School of Dentistry	Public
University of Washington	Public
University of California, Berkeley	Public

Table 1. Summary of surveyed institutions. Those interviewed are indicated using an asterisk.

### *Program Staff Support*

Five of the programs had at least one half of a full-time equivalent (FTE) dedicated to the program, either by assigning tasks to several staff members or by a dedicated staff member who had additional responsibilities. Two of the programs had volunteer staff members that formed a committee that administered the program. One of these programs will be moving away from a volunteer model as the work that needed to be done appeared to be excessive for a volunteer position. For departmental administration of the program, slightly more programs were housed under HR (6/10) than other departments (4/10). For the programs where it was reported, the age of the programs varied, from 1 year to 7 years.

### *Curriculum and Budget*

The next section of questions related to curriculum, budget, and incentives for participation. Many of the programs provided no incentives other than free administration of the program. The average budget was \$6,000-\$8,000 per program year. Most of the programs that provided information ran for nine months (four) with one running a full year. The rest of the programs did not state length of time. All programs had mentor/mentee dyads, usually with specific position tier levels and time of service and most were connected via the program usually through a manual questionnaire process. The expectations for how often to meet each month ranged from 1-5 hours. Several of the programs augmented the dyad meetings with sponsored events, books, gifts, a kick-off celebration, alumni event, and/or core curriculum workshops. One program used an online connection tool to facilitate the programs. Mentors were, for the most part, not trained to participate with only two programs providing either orientation or more formal training in being a mentor. For a couple of the programs, either a letter from university leadership was sent to participants or a letter was sent to leadership with the names of participants for potential follow up.

### *Selection Process*

The selection process was, for most, related to submission of a request online, followed by an evaluation by the administrative team. For the interviewed program leaders, advertising was accomplished through newsletters and professional organizations. It was less clear from the website reviews how the programs were advertised in addition to the online presence.

### *Lessons Learned*

Lessons learned were a significant part of the process to identify benchmarking standards. Interviewees shared a few of these.

- Obtaining supervisor approval/support was felt to be critical to success.

- A letter from university leadership helped to build support for the program and recognition for members.
- Flexibility was important but some structure was a key to success. For example, one program is implementing a book club next year to accompany the book provided to give specific times and activities for mentors/mentees to interact.
- One program had grant funding which they determined to be very helpful to support the work and the evaluation of the offering.
- Professional education credits were helpful in situations where staff need to maintain certifications such as nursing, dietetics, and research professionals.

### *Evaluation*

Limited information was provided for website reviews and in those cases, it is unknown if there is formal evaluation of these programs. The interviewed program leaders indicated that they administer surveys pre- and post-program to determine efficacy. Most did not include a pilot phase but rather used data from early years to evaluate and modify the program in following years.

Finally, the last question of the interview related to measurement of retention outcomes. Using their survey data, one program indicated they were creating a baseline from the most recent few years. Their population has historically high turnover (e.g., dining, cleaning services). They plan to use general HR data and recent program data to define the baseline and to compare in the next year. Also, they are planning an engagement survey every three years for staff. Another interviewed program leader stated that questions in their pre- and post-program survey are related to whether staff "plan to stay in their job for next year" and "if they want to advance their education."

Overall, the program leaders that were interviewed were willing to share all facets of their programs and felt their programs were very beneficial to staff.

### *Best Practices from the Literature*

For the literature review, the keyword search returned over 500 articles. After initial abstract and full text review, we included articles that spanned mentorship programs across various disciplines. We identified multiple themes and commonalities within the reviewed articles.

### *Define clear goals and objectives*

Before launching a mentorship program, it is important to establish clear goals and objectives. These might include helping staff members develop new skills, building a sense of community within the

organization, or fostering leadership development. Defining these goals up front can help ensure that the program is structured to achieve them (Zerzan, Hess, Schur, Phillips, & Rigotti, 2009).

#### *Recruit and train mentors*

Identifying mentors who have the skills and experience to provide meaningful guidance is critical to the success of a mentorship program. This method may include individuals recruited by management, program staff, or former program attendees (Jones, 2019) (Johnson, Smith, & Haythornthwaite, 2020). Specifically, Pinion and Hisel (2019) identified six personal skills that are essential for being an effective mentor: “1) capacity to engage directly with mentee, 2) willingness to pass on knowledge, 3) willingness to enable mentee growth, 4) competency, 5) willingness and capacity to provide constructive feedback, and 6) honesty.” Although selecting individuals with a high likelihood of success will increase the probability of success, providing training and support to these mentors is essential and can ensure that they are equipped to provide effective mentorship (Hastings & Sunderman, 2020). These trainings should focus on establishing trust, leadership, and relationship principles (Hastings & Sunderman, 2020) (Hastings, 2016)

To this end, Johns Hopkins implemented a Master Mentor program to create a pipeline of effective and successful mentors (Johnson, Smith, & Haythornthwaite, 2020). The Master Mentor Approach used four basic steps: 1) mentors were solicited from managers and directors based on informal mentoring abilities, EQ, and past experience; 2) candidate nominations were reviewed by a committee to select the best candidates and those mentor candidate were provided periodic training and workshops; 3) once trained, the Master Mentors received certificates and information about the training was added to personnel file; and 4) new mentors added and trained annually. This program elevated the importance of serving as a mentor and encouraged individuals to take the role seriously.

#### *Match mentors and mentees carefully*

Effective mentorship depends on a good match between mentors and mentees. As Drury et al. (2022) stated, “[t]he mentor–mentee relationship is bidirectional and requires effort from both parties to promote professionalism and trust while fostering a healthy workplace environment.” As such, multiple factors should be considered when making matches, which might include career goals, interests, and personality traits, but matches should focus to provide complimentary skills or gaps for improvement (Turner-Moffatt, 2019). It is also helpful to match mentors across departments because it removes reporting relationships from the conversation (Jones, 2019). Providing both mentors and mentees with an opportunity to provide input into the matching process can help ensure that matches are successful

(Ragins & Kram, 2007) (Johnson, 2015). After taking the appropriate steps to ensure that there is enough commonality, mentoring relationships take time to develop and much commitment to build trust, just like any other new relationship (Harvard Health Publications, 2020).

#### *Establish clear expectations*

Before beginning a mentorship relationship, it is important to establish clear expectations around communication, goal setting, and other key aspects of the relationship. This can help ensure that both mentors and mentees are on the same page and that the relationship is productive (Ensher & Murphy, 2011). (Ragins & Verbos, 2007)

#### *Provide ongoing support and evaluation*

Mentorship programs require ongoing support and evaluation to ensure that they are meeting the needs of both mentors and mentees. Regular check-ins, opportunities for feedback, and evaluations of the program can help identify areas for improvement and ensure that the program continues to meet its goals over time (Hastings & Sunderman, 2020) (Rhodes & DL, 2008). Moreover, successful programs adapt with changes in the professional landscape and include evaluation measures to ensure and measure success (Yukawa, Gansky, O'Sullivan, Teherani, & Feldman, 2020) (McAdoo II, 2022).

### Summary of Findings

#### Pilot Implementation

While the steps below are aimed to provide a university-wide mentorship program, our initial recommendation is a pilot program. UNC-CH and UNC Health Care are currently engaged in the ONE UNC Clinical Research Initiative (2023) to improve the current clinical research processes. As a part of this initiative, one of the areas of staff engagement that was raised is the desire for mentorship. The pilot program could be implemented in this audience given the synergies.

The pilot could include 10 mentor/mentee dyads over a period of six months. Mentors and mentees could self-select and apply into the program using an online application using an online survey. Mentors will be given introductory training on being an effective mentor, which is developed and provided by the HR specialist. At the beginning of the pilot, mentors and mentees will be asked to develop a plan for the frequency and format of activities. They will also be asked to provide a budget with a predetermined cap for proposed activities. Budgets will be reviewed and approved based on University financial policies and revisions to approved budgets may be granted during the pilot program. During the pilot, there will be a kickoff session for all participants that will include introductory welcomes from HR and training. Monthly events will also be held with all program participants and a final session will be held at



the end of the six months, which will conclude with a final survey aimed at evaluating the success of the pilot and areas for improvement.

The data from the budgets and dyad plans can be evaluated at the conclusion of the pilot program for comparison among groups to identify trends and areas of importance. By asking teams to develop their own budgets and plans, they will prioritize their own requests and it will be easier to determine what is most important to dyads.

### University-wide Implementation

Treasure et al. (2022) outline a 10-step roadmap to implementing a mentorship program Appendix D, which can be adapted for a successful implementation model for UNC-CH. See Appendix D for this framework. Using this framework, we propose a campus-wide implementation model as described below.

### Scope

The scope of our proposed mentorship program is for permanent, benefits eligible (at least 30 hours a week) subject to the Human Resources Act (SHRA) and exempt from the Human Resources Act (EHRA) Non-Faculty employees.

### Structure

The program should include regular mentor/mentee meetings, trainings, celebrations, and nominal incentives.

### Support

The program will require a full-time HR specialist to support the project as well as funds to support programs, nominal incentives, and celebrations.

### Recruitment

Recruitment should require supervisor approval and support. Mentors and mentees should be allowed to self-select in order to identify individuals that want to participate and care should be given to identify individuals with high likelihood of success.

### Mentor Support Strategy

A training for mentors is needed at the beginning of the program. This will provide baseline understanding for mentors and allow for level setting for expectations. Nominal incentives and other support for mentors.

### *Matching Strategy*

Multiple factors should be considered when making matches. The topics of interest from the campus community are leadership skill development, work-life balance, networking so the focus areas for matching should relate to complimentary skills and gaps related to these areas.

### *Operations Framework*

Based on our assessment, there is existing interest in housing the program within the Organization and Professional Development unit of HR.

### *Technology*

The program will require training for the mentors and mentees. There will also be a need for technology to aid in matching participants.

### *Communication Methods*

An online application should be used and advertised across campus-wide listservs. UNC-CH should leverage existing newsletters and professional organizations to increase visibility and advertising as well as publication on the HR website. Mentoring dyads should be allowed to select their own format for events (in person, hybrid, or virtual). The overall program should include an in-person kick-off meeting and celebratory closing meeting. Monthly sessions with all attendees can be hybrid or in-person depending on the content.

### *Monitoring and Evaluation Plan*

An evaluation survey is provided in Appendix E, which is based on a validated and published survey that has been adapted for use in a staff mentorship program at UNC-CH (Yukawa, Gansky, O'Sullivan, Teherani, & Feldman, 2020). In addition, pertinent HR data can be used to measure program success such as retention rates, internal promotions, increases outside of legislative increases.

### *Funding and Long-Term Sustainability*

The program will require funding for matching software, the full-time HR specialist, incentives for participants, and costs related to events for participants. Using 115% of the market rate for the journey level HR specialist, the cost with fringe would be \$77,208. The program would also require funding for nominal gifts and incentives as well as events, training, and celebrations. In total, the initial estimated cost is approximately \$100,000 annually.

## **Discussion/Conclusion**

This project and the supporting research clearly demonstrate that mentorship programs improve employee engagement, retention, and satisfaction. Further, UNC-CH's strategic plan prioritizes support

of staff in their professional development at UNC-CH. While the importance and impact of mentorship programs is established, it remains important to highlight best practices in the establishment and execution of a mentorship program to fully realize the benefits.

Mentorship programs can play a crucial role in the professional development of staff members, providing opportunities for growth and learning that can help individuals advance in their careers. One of the top desires in a mentorship program mentioned in the Staff Mentorship Interest Survey was the opportunity to become less siloed and create greater connections across UNC-CH's campus. By not offering staff mentorship, UNC-CH is falling behind its peers and is at risk of losing talented staff to other institutions that are providing the opportunities not offered at UNC-CH.

Effective mentorship programs require careful planning and execution to ensure that they meet the needs of both mentors and mentees. By following these best practices, UNC-CH can design and implement a mentorship program that will provide real benefits to staff members and contribute to the overall success of the organization.

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## Appendices

### Appendix A: UNC-CH Programs

#### **Staff Development Opportunities**

University Manager's Association

<https://uma.w>

Wellness Champions program

<https://hr.unc>

Continuous Improvement, Staff  
Development, and Engagement

<https://fo.unc>

#### **Student Mentorship Programs**

The Minority Advisory Program

[https://peerm  
program/](https://peerm<br/>program/)

C-STEP

<https://admiss>

Medical Mentors Program

<https://www.n>

School of Information and Library Science

<https://sils.unc>

MentorEd program

<https://ed.unc>

Graduate Achievement through  
Mentorship

<https://amwis>

Carolina Covenant

[https://studen  
available/carol](https://studen<br/>available/carol)

MAC Mentorship Program

[https://www.k  
accounting/stu  
inclusion/mac-](https://www.k<br/>accounting/stu<br/>inclusion/mac-)

#### **Faculty Mentorship Program**

The Center for Faculty Excellence

<https://cfe.unc>



## Appendix B: Exemplary Staff Mentorship Program Questionnaire

1. How many people work to administer the program?
  - a. Number of staff
  - b. Number of volunteers
2. Which university department houses the program?
  - a. Human Resources
  - b. Another department
3. What resources are available to members of the program?
  - a. Incentives
  - b. Budget
  - c. Curriculum
4. What training is available for mentors?
5. What is the selection process for mentors and mentees?
  - a. How do you advertise?
6. What are the top lessons learned from administering this program?
7. How do you evaluate success of the program?
8. Did you run a pilot phase prior to implementation?
  - a. If so, what made it successful?
9. How long has the program been in existence?
10. Do you have any outcomes related to staff employment retention?

## Appendix C: UNC-CH Peer Institutions

UNC Peer Institution	Staff Mentorship Program
University of California-Berkeley	Yes
University of California-Los Angeles	Yes
University of Michigan-Ann Arbor	Yes
University of Pittsburgh-Pittsburgh Campus	Yes
The University of Texas at Austin	Yes
University of Washington-Seattle Campus	Yes
University of Wisconsin-Madison	Yes
Emory University	Yes
Northwestern University	Yes
Vanderbilt University	Yes
University of Florida	No
University of Illinois at Urbana-Champaign	No
Johns Hopkins University	No
Duke University	No
University of Virginia-Main Campus	No

## Appendix D: Outline of 10 Steps to Developing a Mentorship Program

(Treasure, et al., 2022)

### Getting Started

1. Define the scope
2. Develop the structure
3. Plan activities to support the program goals

### Mentors and Mentees

4. Recruit mentees with success in mind
5. Develop a mentor support strategy
6. Develop and evaluate matching strategies

### Operations Framework

7. Consider the role of technology
8. Ensure communication processes are in place

### Big Picture

9. Monitoring and evaluation Plan
10. Funding and long-term sustainability

## Appendix E: Mentor Evaluation Tool

(Yukawa, Gansky, O'Sullivan, Teherani, & Feldman, 2020)

1. My mentor is accessible.
2. My mentor is an active listener.
3. My mentor demonstrates professional expertise.
4. My mentor encourages me to establish an independent career.
5. My mentor provides useful critiques of my work.
6. My mentor motivates me to improve my work.
7. My mentor is helpful in providing direction and guidance on professional issues.
8. My mentor acknowledges my contributions appropriately.
9. My mentor takes a sincere interest in my career.
10. My mentor helps me to formulate clear goals.
11. My mentor facilitates building my professional network.
12. My mentor provides thoughtful advice on my scholarly work.
13. My mentor is supportive of work-life balance.
14. Overall, I am satisfied with my mentor.