



THE BENEFITS OF A MENTOR FOR YOUR CAREER IN COMMUNICATIONS

January 9, 2020 | 12 – 1 p.m.
Power Lunch Webinar





CAPIO WELCOME: RACHEL MCGUIRE, APR

*CAPIO Education and Professional Development Chair
and President, RMG Communications*



SPEAKER: DR. MARY ANN PEARSON, APR

*Professor of Communication, Communication Arts Department
California Baptist University*

Exploring Mentoring Programs prepared for CAPIO 2020

Mary Ann Pearson, Ed.D., APR
Rachel A. McGuire, MBA, APR
California Baptist University

Dr. Pearson

Dr. Mary Ann Pearson, APR, is a professor of public relations and education/chair of arts & sciences/ program director of bachelor of arts and master of arts in public relations at California Baptist University in Riverside, California.

In addition to her work research in public relations, she also is a leader in the field of mentoring and has traveled the nation speaking about the value of mentoring.

Dr. Pearson holds a doctorate in educational leadership from

La Sierra University as well as a masters in education and bachelors in liberal studies from Cal Baptist University. She also has her Accreditation in Public Relations.

Benefits of Mentoring

- There are reverse mentoring benefits as the mentor often learns from the mentee especially in the area of social media and technology.
 - The satisfaction of helping another human being on their journey provides an incredible level of satisfaction.
 - Mentoring employees provides a great opportunity for training which can improve production and help with the retention of employees.
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Key Take-aways

- What is mentoring
- Why mentoring is important
- What are the advantages of mentoring
 - Topics/ideas to discuss with a mentor
- Key phases in the mentoring relationship
- How CAPIO's mentoring program works





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Your work is going to fill a large part of your life,
and the only way to be truly satisfied is to do
what you believe is great work. And the only way
to do great work is to love what you do...
As with all matters of the heart, you'll know
when you find it.

Steve Jobs

What is mentoring?

- The National Mentoring Resource Center defines mentoring as taking place between a young person or a person new to the profession (mentee) and an older or more experienced person (mentor) who acts in a non-professional capacity helping to provide support that benefits one or more areas of the mentee's development.
- A key element of successful mentoring is taking time to talk about both successful and unsuccessful past experiences. When a mentor shares events from his or her past, the protégé can learn methods to improve their own chances of success and pitfalls to avoid in the future.



Recent research that informs...

- A study in online education. The results can help other mentoring relationships.



Research Example-Phenomenological Study

- This study used qualitative phenomenological research. Specifically, heuristic inquiry was used to collect and analyze the lived mentoring experiences of online graduate students.
 - We received IRB approval and proceeded.
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Adult Graduate Learners

The population consisted of adult graduate learners who enrolled in or completed an online graduate program within the last five years. An online questionnaire was used to prescreen participants. Demographical and graduate program data was collected to determine if the participants qualified for the study.



Online Students Mentoring Experiences

The research explored online graduate students' mentoring experiences with faculty and other mentors. The researchers analyzed the data to determine communication and mentoring strategies utilized to develop mentoring communities in online graduate programs.

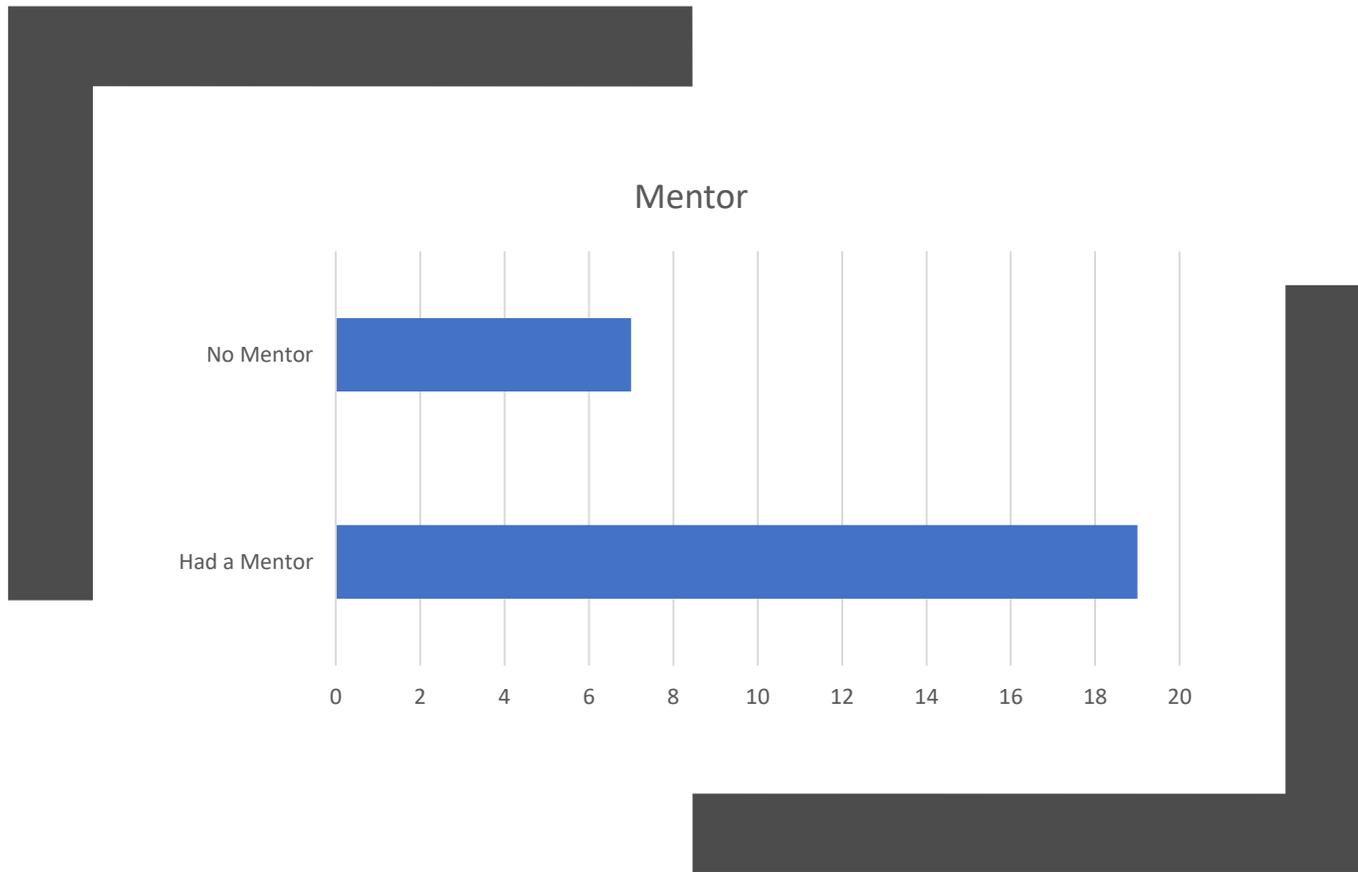


Online graduate programs require rigorous, challenging capstone assignments or projects.

- Mentoring relationships are a reasonable option for helping with the challenge of successful completion of the capstone project in the eight-week time period of the course.

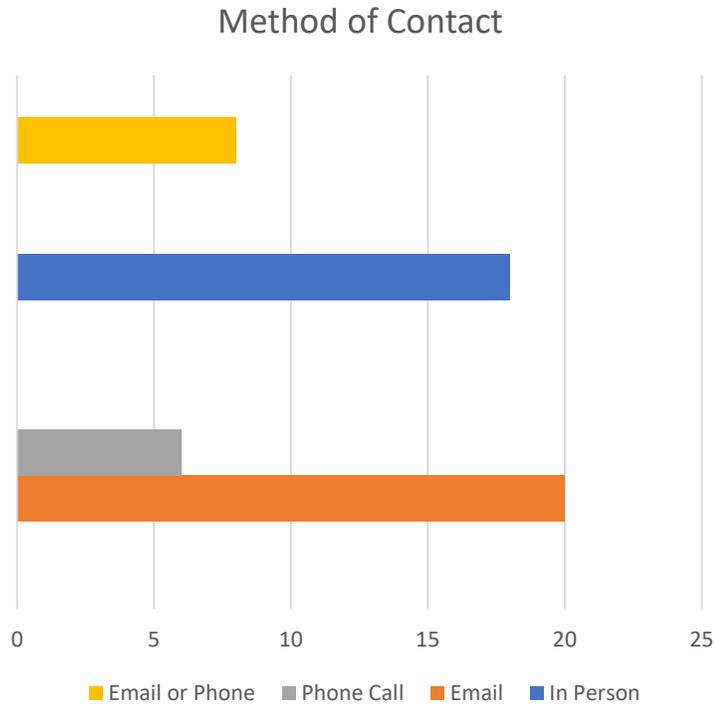


Results:



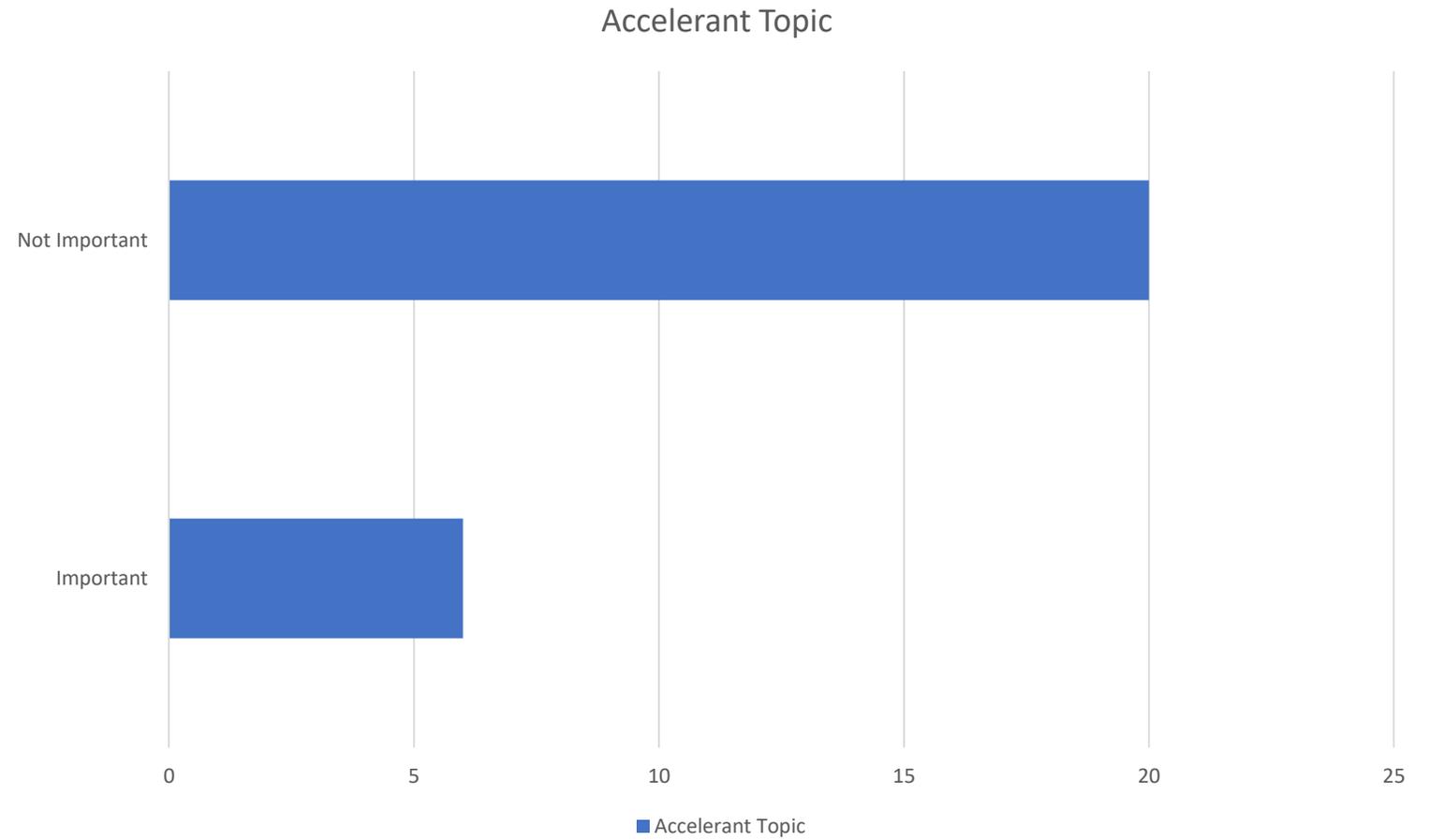
- When asked if they had a mentor during the graduate program, nineteen said yes and seven said no.

Results

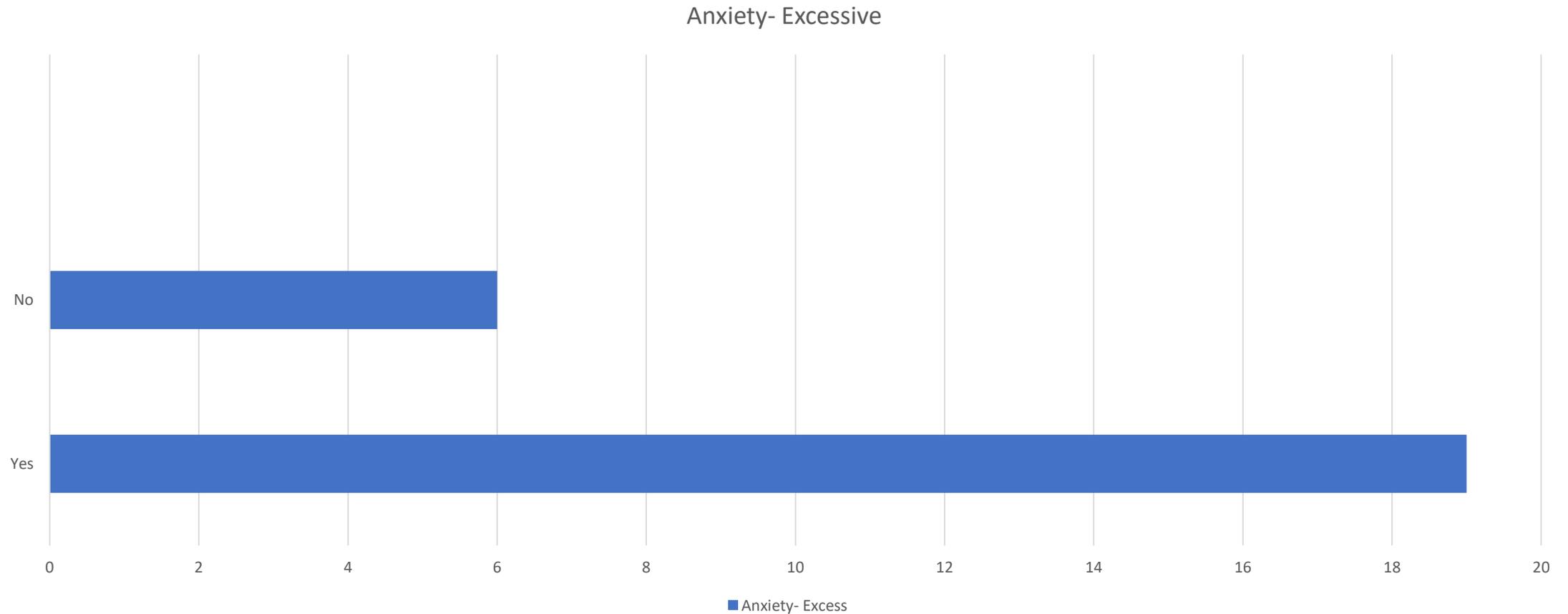


- When asked how they communicated with the mentor, eighteen said face to face communication and seven said email or phone. Six said phone and 20 said email. The majority of students who said they had a mentor explained that they communicated with the mentor at least once a week.

When asked if the mentoring was more valuable with an accelerant topic, six said yes, nineteen said no and one said it was not valuable.



The participants were asked if they experienced anxiety while enrolled in the graduate program. Nineteen said they did experience anxiety and six said they did not experience anxiety. One did not respond.



Supportive Mentoring Relationships Matter



Excerpts from the interviews

...

- I have a close relationship with my mentor. They know my educational and professional background. They provided help whenever I would ask for it and they provided advice towards homework assignments, professional interviews and personal support towards my future career goals



Excerpts...

- My mentors were always there for me. They'd help me with my coursework whenever I had questions, they'd encourage me when I'd fall behind and they would always be around as a great soundboard during the hardships of life. During the course of my higher education, my mentors were always there to help me out at every step.
- My mentor was my older sister. She is the only one in my family who has earned their master's degree and knows what it is like to be walking down this challenging path. She also aided me in the process of obtaining my current position with the school district. But most importantly she provided an emotional support system, by letting me know that I CAN do this, because she did it.

Excerpts...

I reached out to my former professor in Public Relations because I found that she had a lot of knowledge about the profession. She was always willing to help.

My relationship with my mentor was created in order to lift my grades and ease up my slacking .They provided help weekly basis. Advice was given to attempt to organize yourself before the start of the new week so that the week would be easy. Homework encouragement and support was given to keep me pushing forward.

Excerpts...

- She simply continues to believe in me and push me forward, accepting nothing less. Her words of wisdom keep me grounded and remind me that everything is temporary, both the good and the bad. She has more faith in my ability to persevere than I do, and it is instrumental in propelling me forward.

Excerpts...

- Throughout my graduate program, I have a few people that I considered mentors, even though they might not have realized that themselves. I sought help in a lot of people for different reasons. Some people are encouragers by nature. They let you speak freely without interruption. Other people would simply ask how school was going, leading to a conversation on how I was managing school. Those conversations would alleviate any concern and led me inspired and motivated to continue on with schooling. I had weekly coaching sessions. Which included suggestion for improving my areas of concern.



Excerpts...

- She provided personal support and encouragement in areas involving my first and second career in communications and education and continues to be a source of professional guidance. She has a very approachable an open door policy and opportunities for mentoring happen organically. I trust her above and beyond anyone else. Her rational view of the world has helped me through personal, professional, and educational trials.

The participants all indicated that a mentoring relationship helped them to cope with stress while going through the program.

The researchers analyzed the data to determine communication and mentoring strategies utilized to develop mentoring communities in online graduate programs. Some of the notable discoveries are as follows.

Mentoring is of great value to students in online graduate programs.

Most graduate students experience excessive stress and mentoring helps relieve this stress.

Accelerant topics are not essential to this type of mentoring relationship.

Most mentees preferred in person meetings, email communication is preferred over phone communication.

Mentoring results...



Takeaways from this study ...

This information is useful as future mentoring endeavors for the online graduate students are considered as the stress involved with maintain a job, family and health along with keeping up with the demands of an online masters program. The findings do indicate that mentoring does help relieve the stress and in person meetings are preferred. Since these meetings are not always practical, the best technology to replicate in person communication is advised. Mentoring programs in online programs are valuable.

What are some topics/ideas I should discuss with my mentor?

- While mentors and mentees spend quite a bit of time together with plenty of topics to discuss, there are catalysts and accelerant topics/ activities that create energy in the mentoring experience, according to a 2015 study by Rik Nemanick.
- The following mentor/mentee activities can be considered to develop a dialogue or expand knowledge:
- Reading assignments on a topic of interest to expand the knowledge of a mentee

Topics

- Informational interviews arranged by the mentor with someone in his or her network for the mentee
- Job shadowing arrangement for the mentee to shadow the mentor or another seasoned professional to learn through observation
- Education/training to help close knowledge gaps as well as shore up gaps holding the mentee back from his or her goals
- Stretch assignments for the mentee to take on in his or her current role to help extend learning

What are the phases of the mentoring relationship?

Initial Mentoring Relationship - Meetings are focused on professional and/or academic advice with weekly or bi-weekly meetings. The relationship usually ends after the conclusion of the mentoring program.

Extended Mentoring Relationship - Meetings are focused on professional and/or academic advice with weekly or bi-weekly meetings. The mentoring relationship continues for a year or two after graduation and evolves into a professional mentoring/coaching relationship.

Long-Term Mentoring Friendship - Meetings are focused on professional and/or academic advice with weekly or bi-weekly meetings. The mentoring relationship continues for a year or two after graduation and evolves into a friendship with mentoring as part of the friendship.

How can I get the most out of CAPIO's mentoring program as a mentee or mentor?

- Be proactive in reaching out to your mentor/mentee and available in a time of need and respond quickly.
- Provide leads for opportunities. These opportunities may be job leads, additional support and training or an opportunity to serve on a committee and/or board.
- Embrace and celebrate diversity.

Celebrate

Celebrate

Celebrate big and small victories.

Communicate

Communicate honestly with support and confidence.

Teach

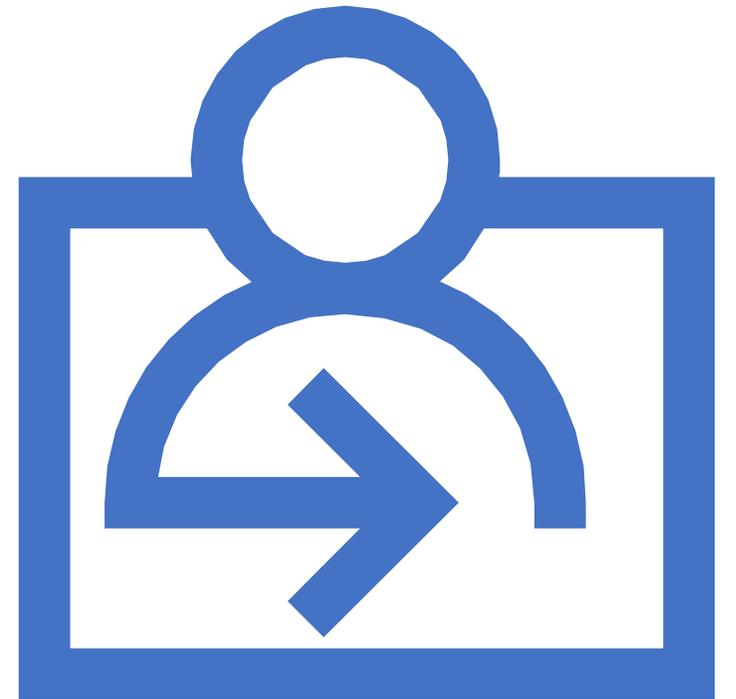
Teach mentees to become mentors who can encourage others to establish an inclusive, mentoring culture.

Allow

Allow the relationship to change and evolve from a strict mentorship to a friendship with mentoring at the center of it.

Mentoring solves a continually challenging problem ...

- Guiding and coaching students and employees as they strive to achieve goals.



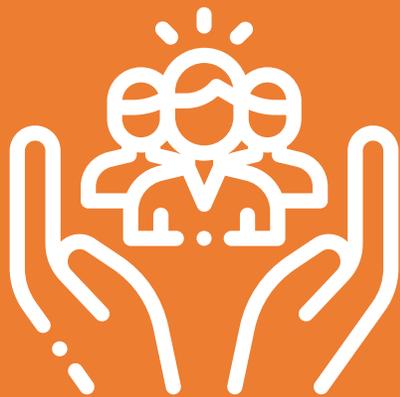
Why is mentoring important?

- When a healthy relationship is established and maintained between mentors and mentees, a meaningful mentoring culture is established. This supports achievement and success.
- As mentees become more experienced, the relationship may evolve.



MENTORING PROGRAM





CAPIO is committed to providing our members with ongoing learning and development opportunities.

Studies have shown that mentoring is one of the most valuable and effective professional development opportunities.

HOW IT WORKS

1



Applications

- Accepted January to March
- Mentors and Mentees must be current CAPIO members
- Program runs April 2, 2020, to March 31, 2021, with the opportunity to meet in person at the CAPIO Conference

2



Matching

- Participants are matched based on location, industry, experience and desired outcomes

3



Program

- Pairs are expected to meet at least 4 times per year
- \$100 will be provided by CAPIO to help with cost of in-person meetings (travel and meal reimbursements only)
- Mentoring Program chair will check in periodically but participants are responsible for the success of their mentoring relationship

CAPIO member feedback

“The program exceeded my expectations. Not only did my mentor provide useful knowledge and insight both as a PIO and as a professional in the water and utility industry, but also I feel like I gained a good friend and someone I have the ability to reach out to anytime.”

Alex Boesch

Public Information Specialist

Yuba Water Agency

CAPIO member feedback

“Serving as a mentor has been such a rewarding experience. Having worked both in-house at government agencies as well as owning a business has allowed me to share a diverse perspective on communications with my mentee. Mentorship at any stage of your career is essential for the growth of both the mentee and mentor. I highly recommend this program”

Liselle DeGrave, APR

Owner/Founder

DeGrave Communications



Thank you!

QUESTIONS?



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ADVANCING PUBLIC SECTOR COMMUNICATORS