



Executive Mentorship Establishing a Formal Program

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Presentation

- About SUNY Oswego
- Why Executive Mentorship Program
- What is the purpose of Oswego Mentorship
- When and Where?
- Who Participated?
- How was it delivered?
- Did it Work? Feedback
- Lessons Learned
- Q&A



About SUNY Oswego



- One of 13 Comprehensives in a 64 unit State University of New York (SUNY) system
- Total Enrollment just under 8,000 students
- School of Business 2,000 students
- MBA Enrollment 300 students
- MBA Portfolio 6 programs
- FT, PT, Year Round, Class or Online
- 35 FT Faculty Members
- AACSB Accredited



WHY an Executive Mentorship Program?

- Scholarly Research

Srivastava & Joann, 2013; Seiert, Kraimer & Liden, 2001;

Godshalk & Sosik, 2003; Hegstad & Wentling, 2005

Thurston, D'Abate, & Eddy, 2012; Carter & Youssef-Morgan, 2019.

- Corporate Mentor Success - e.g. G.E., Caterpillar, Intel, Sodexo,
- MBA Program Benefits – Engagement, Perception, Outcomes
- Specific Alumni Interest and Funding Opportunity



WHAT was the purpose of formal Oswego Executive Mentorship?

- Provide professional encouragement/support
- Develop Executive behaviors
- Career Guidance

Course Objectives:

- Pilot a small, time-limited, mentor program for current MBA candidates to engage alumni and supporters of the School.
- Provide students with an opportunity for personal growth and leadership development
- Create an opportunity for students for a long-term relationship with a mentor
- Provide Mentors with an opportunity to engage in an impactful manner with SUNY Oswego, the School of Business and its students
- Provide mentors an opportunity for developing one's own coaching, communication, and feedback skills



WHO was Involved?

Administrator: Irene Scruton

Faculty: Jackie Wilbur

Mentors: Business Advisory Board and Alumni

Mentees: MBA students who applied/selected

MBA Student Application Materials:

- Resume
- Personal Statement
- Achieve degree candidacy
- Fall 2018 cumulative GPA

WHEN & WHERE?

- Executive Mentorship Course MBA590
- Spring 2019 non-credit but transcribed
- Delivered Online



Pilot History and Timeline

Alumna Support Identified	December 4, 2018
Develop “Best Practices” Mentorship Proposal	December 15, 2018
Obtain Approvals to Move Forward	December 20, 2018
Jackie Wilbur on Board & Develop Program	December 21, 2018
Letter of Interest to SOB Advisory Board	January 14, 2019
Letter of Interest to Students	January 21-30, 2019
Mentorship Selection and Matching	February 1, 2019
Mentorship MBA 590 Underway	February 4, 2019



Dear MBA Student:

“ I am writing with an exceptional opportunity for a select few of our MBA candidates”.....



Structure

HOW?

Structure: Time-limited (one semester) with a beginning, middle, and end

1. Relationship/rapport building student/mentor
2. Goal(s) identification, creation, and submission
3. Student actions and mentors assess with instructor progress towards goal(s)

Approach

HOW?

Approach:

1. Relationship-based and development driven; students own their experience
2. Provide students with an opportunity to “slow down enough to grow”
3. Focus on observable behavioral change
4. Encourage student to seek real time feedback from manager(s) and peers, as well as their mentor



Course Calendar

Week of	Session	Purpose/Goals
February 4	1	Relationship-building and goal setting 1. Review life/career history 2. Identify 1-2 possible mentoring goals
February 11	2	1. Goal agreement (max 2) and begin translating goals into behaviors, actions, and measurements. 2. Help student draft from/to goal statement(s); Note: Final goal statement due to mentor and instructor on Friday February 22
March 4	3	Check in: discuss new behavior experiment(s), other actions, goal alignment, any challenges
March 25	4	Check in: discuss progress made towards goal(s), begin discussion of how to sustain behavioral changes, actions
April 15	5	1. Final check in: Reflect on the process and learnings 2. Gain student commitment to next steps
May 1	6	Group debrief/assessment and close



Lessons Learned

- There is high value in this experience for students and mentors
- Mentors and students gain more with a formalized approach

Lessons from the Pilot:

- More screening of students for readiness to be mentored
- Document expectations of mentors and students
- Repeatedly communicate calendar/due dates, key activities to keep both parties engaged
- Explore an on-campus coordinated meet and greet
- Provide additional training for mentors
- Hold individual goal progress conversations
- Identify common readings/cases and hold discussions
- Provide guidance on continuing the mentor relationship after the end of the semester



Student AHA! Moments

“...I was able to speak up, while being direct and professional when communicating my perspective (with manager)”

*“After (sic) listening to my work concerns, C. asked if I wake up more days wanting to go to into my job more often than not wanting to go. **It was a question I had never asked myself ...**”*

*“My first conversation with M. **was eye opening**. I was surprised by how affirming he was about the value I could bring to an organization... this aha moment helped me reframe my professional narrative”*

*..When Ch. advised me to revise my goals...bringing them down **from a lofty abstract place to here and now...the** situation I needed to face emerged without which I couldn't move forward in my career”*

*... to approach leaders **with proposed solutions** and recommendations instead of challenges”*

*“When J. mentioned Toastmasters ...it is an interesting program ...and focuses on public speaking and communication improvement which **complements my goal very well**”*



Executive Mentorship A Formal Program

Q & A

Thank you!

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