



# Invest in the Future ... Sponsor an STC Student Mentoring Program! (Update)

Reference Guide and Turnkey Toolkit

Presented by Dan Voss and Bethany Bowles

Leadership Day

60<sup>th</sup> Annual STC International Conference: The Summit

May 5, 2013

Atlanta, GA

(Updated from Reference Guide and Toolkit from Leadership Program at the 59<sup>th</sup> STC International Conference, May 20-23, 2012, Rosemont, IL)

LOCKHEED MARTIN





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# **Preface**

This printed reference guide and accompanying "turnkey" e-toolkit on DVD are designed to help STC student communities and professional communities (geographic and virtual) to establish and sustain mutually beneficial partnerships—specifically, mentoring programs pairing professionals with students. Such programs are clearly win-win situations, benefitting "mentees" and mentors alike as well as both organizations in the partnership and the Society as a whole.

The reference guide consists of two sections, separated by tab dividers. The first section contains background material, including hard copies of the two "Jet Propel" student outreach presentations at Leadership Day of the 60<sup>th</sup> STC Summit: (1) the morning progression presentation on how to tap student power to build or rebuild your STC community and (2) the afternoon workshop presentation, which provides an overview of several other presentations as well as opportunity for the audience to interactively explore whatever they find most useful in terms of student outreach. The first section also includes hard copies of the "ancillary" afternoon presentations on face-to-face and virtual professional-to-student mentoring programs, as well as the two STC presentations that were presented at the international conference of Sigma Tau Delta, the collegiate honor society for English majors, in March 2013: (1) "Careers in Technical Communication for English Majors" and (2) "Student Mentoring Programs." These two .ppt presentations, fully scripted with speaker's notes, are on the CD accompanying this printed guide. They are already in use by the Northeast Ohio chapter for member student outreach visits to nearby colleges, and they are turnkey-ready for members of your community to do the same.

The second section outlines a sequential step-by-step procedure for establishing and sustaining a mentoring program. It begins with a "to do" checklist keyed to the steps that follow. Originally set up to support a hands-on workshop on mentoring programs within the Leadership Program of the 59<sup>th</sup> STC Summit, this section can also be used independently, although we certainly encourage you to contact us (and/or our successors as leads for student programs on the STC Community Affairs Committee [CAC]) if you have any questions or concerns. Having benefitted both personally and organizationally from our own mentoring relationship, we encourage our student and professional colleagues in STSC to share such a unique and wonderful opportunity.

A word about e-file naming conventions. To facilitate use of the CD accompanying this printed guide, the 48 e-files corresponding to each item on the Table of Contents (both Section 1, Background Materials, and Section 2, Step-by-Step Procedures, including a full set of administrative forms) are file-named beginning with an alpha prefix, starting at "A\_" and running through "ZV\_." That way, when you open the CD, you will find a one-to-one sequential correspondence with the Table of Contents and the material in this guide book. The final file on the CD is the printing master (.pdf) for the entire book—enabling you to reproduce additional copies for your community if you wish. The CD label is also on the CD, so you can burn additional CDs as well.

We believe you'll find these materials practical and useful. The STC-France chapter used them to establish its mentoring program with the University of Paris – 7 (Diderot) and found they had to make only minimal modifications to the guidelines and administrative forms to meet their specific needs. So don't reinvent the wheel—start rolling! ©

Dan Voss and Bethany Bowles STC CAC Co-Leads for Student Outreach

# **Acknowledgment**

The authors, as well as the CAC, would like to express our appreciation to the Publishing and Distribution Center at Lockheed Martin Missiles and Fire Control in Orlando, FL, for providing the printed guidebooks and CDs to support the STC student outreach initiative at the 60<sup>th</sup> STC Summit this year (as well as at the 59<sup>th</sup> STC Summit last year).



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<sup>\*</sup>Also available on Orlando-STC Central Florida web site, at <a href="http://www.stc-orlando.org/education/mentor/mentor.asp">http://www.stc-orlando.org/education/mentor/mentor.asp</a>





Harnessing Student Power to Jet-Propel Your Community Part I: Back to Basics



May 5, 2013: Leadership Day 60th Annual STC International Conference, Atlanta, GA

Bethany Bowles, Sally Henschel, Dan Voss **Community Affairs Committee** 

# Agenda

- Objective
- · Background on CAC
- Background on STC Student Outreach Initiative
- Approach
- Tapping Student Power: Back to Basics: Steps 1-7
- Preview of Afternoon Session (Part II of "Jet Propel")
- Contact Information
- Q&A's, Discussion

# Student Outreach by Your Community: Overarching Objective

Tap a new and amazing resource ...



... Students are dam-powerful!

# What is the CAC?



- It is STC's Community Affairs Committee
- Established by the Board in 2009 to provide assistance to STC communities and to improve communication between the communities the Board, and the STC staff
- Serves as a direct pipeline from the communities to STC leadership to ensure communities' needs/concerns are addressed and their ideas heard
- · Led by Board member Tricia Spayer and Board member-elect Ben Woelk
- Staffed by dozens of volunteer leaders from STC communities across the country (professional chapters, SIGs, and student communities)
- Sponsors Leadership Day at the annual Summit
- Come meet us at "STC Central" ... bring your earplugs in case we attempt to reprise last year's unforgettable Irish drinking song





# STC's Student Outreach: 2010-2011

- Student Outreach Team formed as a subset of the CAC
- Led by Dan Voss, STC-Orlando chapter, and Sarah Baca, STC-Orlando chapter and the University of Central Florida (UCF)
- Included STC leaders from the Board, the STC staff, and STC geographic communities and SIGs
- Received outstanding support from STC leadership
- Overarching objectives were (and remain):
  - Build STC's student membership base
  - Increase communication and establish partnerships between
  - student chapters and other STC communities
    Increase retention of student members upon graduation
- Accomplishments

   Active role in Leadership Day at 58th Summit in Sacramento and at the annual business meeting Board voted to enfranchise student members
- Board established discounted "NTC" membership rate for students for 1st 3 years after graduation

# STC's Student Outreach: 2011-2012

- Led by Dan Voss and Bethany Bowles, STC-Orlando chapter and UCF (Sarah Baca assumed another leadership role on the CAC)
- Accomplishments
  - Board established special STC Task Force for Student Outreach
  - STC staff resolved IRS tax exemption issue with student chapters
     Established new student chapter at Missouri Institute of Science and
  - Technology (1x new STC community in years)
    Conducted "health survey" of student communities and assigned
    CAC reps to maintain communication with and assist them
  - STC treasurer and CFO (both on Task Force) adjusted student chapter budget cycle to fit the academic year and ensured funding
  - Outreach Team focused on establishing student mentoring programs between STC geographic communities and tech com students at nearby universitie
  - Major role in Leadership "Day" at 59th Summit in Chicago, sparking broad interest in student mentoring programs and providing tools







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### STC's Student Outreach: 2012-2013

- Voss and Bowles continued their "reign of terror," joined by Sally Henschel, who has spearheaded a new initiative on virtual mentoring
- Two disappointments
  - CAC Student Outreach Team reps have had difficulty establishing and maintaining communication with some student communities the Team will be changing its approach next year
  - It has proven easier to spark genuine interest in establishing student mentoring programs than to actually get them going
- Notable accomplishments
  - Established new student mentoring program between Rochester chapter

  - Established new student mentoring program between Rochester chapter and RTT (thank you, Ben Woelk!)
    Several more such programs remain on the launchpad, fueled and ready Successfully established pilot program pairing students with virtual mentor SMEs to work on BoK-related research/writing projects
    Academic SIG and STC staff paved way for expansion into general virtual mentoring in 2013-2014 (new MentorBoard software) -> high potential for actively engaging more student members
    Established alliance with Sigma Tau Delta with 2 presentations
  - at its international conference, focusing on careers in tech comfor English majors → recruiting new STC student members

    Active role in 60th Summit



### Now ... "Back to Basics"

Tap a new and amazing resource ...



... Safe student power prevents melt-down!

# Student Outreach by Your Community: Overall Approach

- Build your community's student membership base
  - Find and contact student members you already have
  - · Recruit at nearby universities
- Actively engage your student members
  - Never underestimate them
- Listen to their ideas! • Entrust them with leadership roles, right from the start
- Turbo-charge your volunteer pool
- Establish a pipeline of future chapter leaders Grow your students ... Give them recognition, credit, professional growth, and networking opportunities
  - Mentor them
  - · Partner on community projects
- Help them get jobs
   Retain your students as STC New Technical Communicators (NTC) members when they graduate
- Strengthen your community; ensure your Society's future!

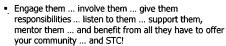
# Student Outreach by Your Community: Step-by-Step Approach

- Step 1: Find your student members!
- Step 2: Recruit new student members from nearby student
- Step 3: Check for tech com programs at local universities.
- · Step 4: Synergize with Sigma Tau Delta!
- Step 5: Use STC's materials from the Sigma Tau Delta
- Step 6: Sign up student members from all sources, including

· Step 7: Engage your student members!

# Step 1: Find Your Student Members!

- Check your membership roster; find your students!
- Establish direct personal contact with all your students.
- · Invite them to chapter meetings or online community forums and activities.





# Step 2: Recruit New Student Members from Nearby Student Chapters

- · Look for the STC student chapter nearest you\*
- · Establish a partnership
- F2F if feasible Virtual if not
- Invite students to chapter meetings or online community
- forums and activities.
- If you have the resources, launch a formal student mentoring program. If not, start "small."
- Grow together ... empower your students and jetpower your community ... it's a sure "WIN-WIN"!
- \* http://www.stc.org/about-stc/communities/student-chapters

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# Step 3: Check for Tech Com Programs at Local Universities

- · Contact English Department chairs
- Contact tech com faculty
- Conduct classmom visits
- Review student portfolios
- Provide SME expertise in classroom presentations and by conducting special workshops for students



- Ask faculty to encourage STC student memberships, attendance at chapter meetings, and active involvement with STC.
- Where possible, get a faculty member to join STC and sponsor a student chapter on campus (5 students + 1 advisor = chapter)
- With or without a student chapter, as resources allow, establish a formal mentoring program with your student members

# Step 4: Synergize with Sigma Tau Delta!



Better ... ...Together!



The Society for Technical

International Collegiate **English Honor Society** 

- Check for STD chapters at nearby universities
- STD has 8,000 members; is on most major campuses
- Visit STD chapter meetings
- Give STC presentations "Careers in Technical Communication for English Majors" and "Student Mentoring Programs"

Recruit new STC student members for your chapter

# Step 5: Use STC's Materials from the Sigma Tau Delta Conference

- · At this afternoon's "Jet-Propelled II" session, take a peek at STC's 2 slam-dunk presentations at the Sigma Tau Delta international conference in Portland, OR March 20-23, 2013 ... with a big thank you to Rachel Houghton and Bethany Bowles!
- Both presentations are "off-the-shelf-ready," with the original .ppt files on our turnkey toolkit DVD, including fully scripted speaker's notes that can be used as is or readily adapted to your on-campus visits.



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hapter and UCF, Sigma Tau Chi, CAC. Student Service Award



# Step 6: Sign Up Student Members from All Sources, Including Sigma Tau Delta

- · Tap STC student chapters.
- Tap tech com programs at campuses without STC student chapters.
- Where a faculty member will serve as sponsor, form a new STC student chapter.
- Tap Sigma Tau Delta chapters.
- Explain the benefits of STC student membership, particularly active involvement in your STC community (job search, networking, publications, conferences, mentoring ... F2F or virtual, formal or informal).



Subsidize STC student memberships from your community budget and, where possible, the university.

# Step 7: Engage Your Student Members!

- · Work on STC projects together (for academic credit where possible).
- Co-present at chapter meetings, in webinars, and at conferences



- Begin with a "mini" mentoring program, even if it's just 1, 2, or 3 students.
- Establish a "WIN-WIN" relationship with high mutual return on the time investment on both sides.
  - Your community gets an invaluable infusion of fresh talent, energy, and leadership
  - Your students grow professionally, network, build their portfolios, and improve their job prospects

## This is a Transition Slide ...

- 2012-2013 CAC Student Outreach Team focused on formal programs
  - F2F mentoring programs pairing geographic chapters and tech com students at universitie
  - Virtual mentoring program tied to the BoK initiative
     A promising new alliance with Sigma Tau Delta
- Focus of "Jet-Propelled, Part I" was "Back to Basics," which we've done in Steps 1-7
- Focus of "Jet Propelled, Part II." this afternoon, is "Building on Basics," where we will provide guidance and tools to help STC communities establish and tap into formal programs



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# Don't Miss Part II of "Jet-Propelled": "Building on Basics" this Afternoon!

- Student Mentoring Programs: Everything you ever wanted to know about establishing and sustaining face-to-face student mentoring programs and were afraid to ask ... plus a turnkey-ready toolkit ... no need to "re-invent wheels"!
- Academic SIG Special

  - Details on this year's successful BoK-specific virtual mentoring program and plans to expand it next year Plans for allying the Academic SIG with STC's student population next year, including virtual mentoring partnerships
- STC/Sigma Tau Delta Alliance
   A terrific way for STC geographic communities to expand their student membership at nearby universities!
   Turnkey-ready presentations on "Careers in Technical"
  - Communication for English Majors" and "Student Mentoring Programs" ... already in use at the Northeast Ohio chapter!
- A Practical, Interactive, "Hands-on" Workshop: We will take this afternoon's session wherever our audience wants us to go!

# Agenda to STD "Careers" Presentation

- · Technical communication
  - Skills
  - Disciplines
  - Career opportunities
  - · Paths to careers in tech com
- Society for Technical Communication
  - Values
  - Benefits of membership





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# Agenda to STD "Mentoring" Presentation

- Adapting this STC presentation for mentoring programs within the English curriculum
- · What is mentoring?
- · Types of mentoring
- Face-to-face mentoring









Why is it a good thing?

# Summary ... and Q&A's

- · As you work to sustain, build, or rebuild your STC community, make student outreach an integral part of the process.
- The CAC Student Outreach Team and the Academic SIG have paved the way for you and will assist you in any way that we can.
- Let's start right now! ... What would you like to know?









# Thank you!

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# **Harnessing Student Power to Jet-Propel Your Community**

# Part II: Building on Basics









May 5, 2013: Leadership Day 60th Annual STC International Conference, Atlanta, GA

Bethany Bowles, Sally Henschel, Dan Voss

**Community Affairs Committee** 

# Agenda

- Objective
- Approach
- Preview of What We Have to Offer
- Decision on Approach: One Session or Splinter Sessions by Topic
- Execute Approach
- If "Splintered," Reconvene
- Wrap-Up
- Distribution of Materials (Toolkit)
- Q&A's, Discussion



# Objective

Establish a nation-wide grid of student power ...

















... and re-energize STC!

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# **Approach**

- Be interactive
- Be flexible
- You tell us what you want
- And that's where we go. ©





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# Four Roads Diverged ...



- Road 1: Face-to-face student mentoring programs pairing professionals in geographic chapters with tech com students at nearby universities

  Forming a partnership with an existing student chapter

  Forming a new student chapter

  Partnering without a formal student chapter
- Road 2: Virtual student mentoring programs pairing professionals in SIGs or remote geographic chapters with tech com students at universities
  - universities

     BoK-specific virtual mentoring partnerships pairing SMEs in the
    Academic SIG and other SIGs with students working BoK-related
    research/writing projects, centrally administered by the STC Office
    using MentorBoard
  - General virtual mentoring partnerships pairing STC professionals with students, using MentorBoard
- Road 3: Leverage STC's new alliance with Sigma Tau Delta, international collegiate English Honor Society for English majors



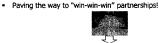
Road 4: Distribute, preview, and work with a comprehensive toolkit on establishing and sustaining student mentoring programs (book and DVD)

# **Road 1:** F2F Student Mentoring Programs: Overview of Presentation

- Learning about successful mentoring programs pairing STC geographic with student communities
- Becoming familiar with the benefits such programs represent for students, professionals, the communities, and the Society



- Learning the basic ingredients of a successful mentoring program and receiving a "turnkey" package including guidelines, tools, and a worksheet with which to initiate and administer a mentoring program
- Exploring the possibilities for forming mentoring programs pairing STC professional and student communities



Detailed Presentation on How to Establish and Sustain F2F Mentoring Programs

# Road 2: F2F Mentoring Programs: 7 Key Steps and Checklist/Presentation

- Find a student and professional to lead the program
- \_\_\_\_\_ Review "turnkey " source materials and adapt the guidelin promotionals, and administrative forms to meet your specific n
- Recruit mentors and mentees.
- Pair them based on information on their applications.
- Hold an activity-based kickoff meeting to introduce the mentor/mentee pairs and est activities and projects they may wish to pursue.
- \_\_\_\_\_ Have each M&M pair complete a mentor/mentee agreement form identifying objectives and activities to fulfill those objectives, as well as scheduling for future mentoring sessions.
- \_\_\_Monitor the progress of the M&M pairs, encourage them to share experiences, and, if necessary, to encourage them to meet or, occasionally, intervene to resolve issues.

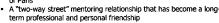


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Step-by-Step Worksheet/Checlist with a "Built-in" Turnkey Toolkit: Everything You Need to Make this Happen!

# Road 2: Virtual Student Mentoring: Overview, Presentation 1

- How a successful trans-Atlantic virtual mentoring partnership led to:
  - · A new student mentoring program pairing the STC-France chapter with the University



- The role of e-mail and social media in virtual mentoring
- How to teach an old "diposaur" new tricks









Detailed Presentation on Virtual Student Mentoring Programs from 39th CPTSC Conference

# **Road 2:** Virtual Student Mentoring: Overview, Presentation 2

- BoK-specific ... successful pilot program at Appalachian State
- General ... Academic SIG's plans for a centralized STC program for virtual professional-to-student mentoring relationships beginning with the 2013-2014 academic year
- New MentorBoard program at STC Office is primed for action
- New program can provide oversight for unaffiliated "community-less" STC student members-at-large, including Sigma Tau Delta recruits







Draft Portal



Detailed Presentation on STC's Emerging Virtual Professional-to-Student Mentoring Programs

# Road 3: STC/Sigma Tau Delta Alliance: Overview, 2 Presentations

- About Sigma Tau Delta and its affiliates
- Background on STC/Sigma Tau Delta alliance
  - STC outreach and presentations at Sigma Tau Delta international conference in Portland, OR,
  - March 20-23, 2013
    Recruitment of new STC student members from Sigma Tau Delta
  - · Presentation on "Careers in Technical Communication for English
  - Presentation on "Student Mentoring Programs"





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Full "Careers" and "Mentoring" Presentations for Visits to STD Chapters and College Tech Com Classes

# STD "Careers in Technical Communication for English Majors" Presentation: Agenda

- Technical communication
  - Skills
  - Disciplines
  - Career opportunities

Salary Charts

- Paths to careers in tech comm
- Society for Technical Communication

  - · Benefits of membership



Rachel Houghton ... Willamette Valley chapter, former Society secretary, new STC Associate Fellov being inducted Tuesday!



# Competitive Compensation

Salary Comparison Table, Part 1

	Tec	hnical Wr	iters	Reporte	rs, Corresp	ondents	Public Re	elations 5	pecialists
State	Employed	Mean	Median \$/y	Employed	Mean	Median \$/y	Employed	Mean	Hedian \$/y
		\$/Y			\$/y			\$/y	
Oregon	570	69.6K	74.5K	580	38.5K	32.4K	2,180	55.6K	52.2K
Maryland	2,000	70.0K	69.7K	600	39.0K	30.7K	2,900	70.7K	62.1K
New	180	71.1K	65.3K	190	43.8K	38.6K	870	60.5K	55.2K
Hampshire	L								
New Jersey	1,530	71.5K	67.7K	860	47.3K	42.9K	3,820	64.6K	58.2K
Connecticut	910	71.7K	72.2K	570	40.8K	34.6K	990	59.4K	56.6K
Virginia	2,880	76.3K	72.9K	960	41.9K	35.0K	7,300	69.3K	62.6K
Washington	1,610	79.5K	79.7K	740	44.4K	34.4K	4,990	59.3K	56.2K
Massachusetts	1,960	82.1K	81.5K	1,170	64.1K	52.4K	8,650	62.1K	56.7K
California	5,910	84.4K	80.1K	4,010	48,5K	38.7K	22,920	71.0K	62.6K
U.S.	45,120	67.3K	64.6K	45,270	43.6K	34.9K	212.510	60.4K	52.4K

Data is shown for the 9 states with the highest salaries in technical writing, plus the national average.





# Competitive Compensation (Cont.)

Salary Comparison Table, Part 2

	Tec	hnical Wi	iters		Editors		Write	ers and An	thors
State	Employed	Mean	Median \$/y	Employed	. Mean	Median \$/y	Employed	Mean	Median \$/y
		\$/y			\$/y			\$/y	
Oregon	570	69.6K	74.5K	1,050	52.8K	52.2K	630	56.4K	52.7K
Maryland	2,000	70.0K	69.7K	2,150	59.2K	55.2K	900	73.5K	66.6K
New	180	71.1K	65.3K	330	51.0K	46.4K	240	51.3K	48.1K
Hampskire			1			1			1
New Jersey	1,530	71.5K	67.7K	3,450	64.6K	58.2K	1,070	57.5k	53.3k
Connecticut	910	71.7K	72.2K	990	59.4K	56.6K	380	63.8K	62.2K
Virginia	2,880	76.3K	72.9K	3,190	59.8K	55.2K	1,640	62.4K	57.0K
Washington	1,610	79.5K	79.7K	2,580	64,0K	55.5K	870	70.7K	66.3K
Massachusetts	1,960	82.1K	81.5K	3,860	65.8K	58.2K	960	65.9K	58.7K
California	5,910	84.4K	80.1K	10,930	60,3K	52.9K	6,500	93.7K	65.2K
II S.	45 120	67.3K	64 6K	98.990	60 SK	52.4K	40 930	68.1K	55.9K

The mean and median salaries for tech writers are much closer than for other writers, reflecting dependable income.





# STD "Student Mentoring Programs" Presentation: Agenda

- Adapting this STC presentation for mentoring programs within the English curriculum
- What is mentoring?
- Types of mentoring
- Face-to-face mentoring
- Virtual mentoring
- · Why is it a good thing?



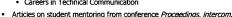


Bethany Bowles... Orlando chapter and UCF, Sigma Tau Chi, CAC, Distinguished STC Student Service Award Rachel Houghton ... Willamette Valley chapter, former Society secretary, new STC Associate Fellow being inducted Tuesday!



# **Road 4:** But Wait! ... There's More!! ... Call Now and Get a Free Turnkey Toolkit!!!

- Printed reference guide on STC student mentoring programs
- STC, CPTSC, and Sigma Tau Delta presentations
   F2F and Virtual Student Mentoring Programs
  - Careers in Technical Communication



- Descriptions of successful student mentoring programs
- Procedural guidelines, "recipes for success
- Administrative forms from A to Z ... and much, much more!
- Accompanying DVD with the e-files for everything in the printed book (including the master printing .pdf with which to reproduce more books)









## Decision Time ...

 Stay together as a group and do a high-speed flipthrough of all these presentations and materials (a glimpse down all 4 roads in the yellow wood ...







 ... Split up into splinter groups (F2F, virtual, Sigma Tau Delta, toolkit), each hiking down 1 road deep into the forest

# This is a Transition Slide ... ©



- Road 1: Face-to-face mentoring programs pairing professionals in geographic chapters with tech com students in a nearby university: partnering with a student chapter, establishing a student chapter, or without establishing a student chapter\*
- Road 2: Virtual mentoring programs using STC's new MentorBoard for pairing: BoK-specific and general mentoring relationships, coordinated by the Academic SIG\*\*
- Road 3: Sigma Tau Delta alliance: recruiting English majors as STC student members: STC's presentations to STD on "Careers in TC" and "Student Mentoring Programs"\*
- Road 4: Toolkit (printed reference guide & accompanying DVD)\*
- \* Complete presentations and materials available in printed reference guide & accompanying DVD.
- \*\* CPTSC presentation on virtual mentoring available in printed guide and DVD; Academic SIG presentation on Box pilot and plans for virtual mentoring in 2013-2014 will be available as supplementary handouts at Leadership Day (BoK pilot at Appalachian State was still in progress at press time for the toolkit)

### Summary

- The many ways to tap student "power" to build your STC community and your Society
- Q&A's, discussion
- · Distribution of turnkey toolkits







STC

It Doesn't Get Any Better than This! ©





# Thank you!

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- Sally Henschelsally.henschel@mwsu.edu

# STC Student Mentoring Programs: Investing in the Future

# By Dan Voss and Bethany Bowles

Mentoring programs pairing professionals in STC's geographic and virtual communities with student members grant benefits on all sides. Such programs provide valuable guidance and experience to future technical communicators as they enter our profession and are immensely gratifying to the mentors as well. Moreover, they encourage student members to become more active in the Society, which produces both short- and long-term benefits for the communities and the Society. From the very inception of such programs, the infusion of enthusiasm, new ideas, and new perspectives strengthens the sponsoring communities. And, over the years, mentoring programs maintain a pipeline of future leaders at both the community and the Society level. STC's Community Affairs Committee (CAC) has led an STC Board-mandated special task force this year to strengthen the Society's student constituency and improve the membership retention rate upon graduation. Mentoring programs constitute a vital part of that initiative.

As she sat staring at her résumé, she thought to herself, "The formatting looks really great, and there is certainly a generous amount of white space." Aside from a smattering of academic awards and a brief stint working in customer service, her résumé was looking bare. Three years invested in a bachelor's degree, she was starting to wonder if she would even be able to get a job after graduation.

At the urging of a classmate, she joined STC as a student member, intending to use the membership as a bullet point to fill up some of that excessive white space on her résumé. At her first STC meeting, she found herself getting exciting about involvement with the chapter. Joining the mentoring program seemed like an obvious way to make a solid connection to help in the future job-hunt. Through her mentor, she soon found herself caught in a whirlwind of activity: sending emails, writing newsletter articles, taking part in telecoms. While participating with the chapter, she and her mentor also worked on a society-level committee.

Before she knew it, she had signed up to help run the mentoring program with her university. After just one face-to-face meeting with her mentor, they began an intense e-mail correspondence to plan and execute a successful mentoring program. A few weeks of harrowing activity and many a shared obstacle later, the mentor and mentee were able to enjoy the fruits of their labors and see their fellow mentors and mentees begin their partnerships.

Those of us who have had the special opportunity to participate in a professional or academic mentoring relationship, whether as mentor or mentee (in some cases, both) have many more inspirational stories like this one to share. As members of STC's Community Affairs Committee (CAC) and an STC Board of Directors-mandated special task force chartered to revitalize, sustain, and expand our student constituency, and as co-managers of a successful mentoring program pairing professionals in the STC Orlando Central Florida chapter with students at the University of Central Florida, the authors believe passionately in the many benefits to be gained by both the individuals and the communities involved in mentoring programs. It is therefore no accident that one of the major emphases of both the task force and the CAC this year has been to encourage the formation of mentoring programs in which STC student communities partner with geographic and virtual communities. As these Proceedings "went to press," the task force was engaged in finding partners for 15 student communities that have expressed an interest in participating in a mentoring program. Our progress is to be reported as part of the CAC Leadership Program presentation and activities.

So, to get down to brass tacks, four questions arise:

- What, exactly, is a mentoring program?
- 2. For that matter, what, exactly, is *mentoring*?
- 3. Why would an individual STC member (student or professional) or community (geographic, student, or SIG) want to participate in a mentoring program? and
- 4. If interested, how would they go about establishing and sustaining such a mentoring program?

It's logical to address questions #1 and 2 in reverse order. The word "mentoring," as well as the concept, dates to antiquity. Carlos Parada, author of *Genealogical Guide to Greek Mythology*, has traced the concept of mentoring back to Greek mythology, finding its roots in the tale of Odysseus (Figure 1).

Mentor Athena, Protégé Telemachus, Absentee Dad Odysseus



Figure 1. Mentoring has its roots in antiquity.

Mentor 4 was an old friend of Odysseus. To him Odysseus entrusted his household when he joined the coalition that sailed against Troy. Athena, assuming several times the shape of Mentor 4, became the guide of Odysseus' son Telemachus, giving him prudent counsel. Since then, wise and trusted advisers have been called "mentors." <sup>1</sup>

# **3 TYPES OF MENTORING**

Fast forwarding from antiquity to today, mentoring relationships within the technical communication profession exist in three basic "configurations":

- Within industry, pairing an experienced practitioner with an entry-level member of the profession;
- 2. Within academe, pairing a faculty member with a student (not in his/her class); and
- Bridging the two, pairing a professional practitioner with a student.



# GUIDELINES FOR MENTORING

Certain guidelines characterize mentoring relationships, differentiating them from other types of relationships within industry or academe.

The two key requirements for establishing a mentor-protégé [mentee] relationship are (1) to pair a skilled (senior) professional with a novice and (2) to make sure that the relationship is outside formal channels of supervision and evaluation. Cross-training among peers is not mentoring per se; mentoring implies a senior-junior relationship.

In industry, it's very important that the [mentee] not report to the mentor within the organization; a supervisor who is responsible for an employee's personnel appraisals and career advancement cannot also fulfill the role of confidante and advisor. A mentor-[mentee] relationship requires a special trust and candid communication; indeed, one of the subjects the [mentee] is likely to want to discuss is the relationship with the supervisor!

In academe, the mentor-[mentee] relationship needs to be outside the traditional professor-to-student framework. A professor certainly can be an effective

mentor, but not if the student is—or will be—in his/her class during the period of mentorships. Issuing grades, just like giving personnel appraisals, is incompatible with a mentor-[mentee] relationship.<sup>2</sup>

Returning to the first question (what, exactly, is a mentoring program?), the type of mentoring program the CAC and the task force are encouraging falls primarily in the third configuration: pairing professional technical communicators with students (Figure 2), although as a subset of the present initiative, the Academic SIG and a proposed student SIG will be encouraging mentoring relationships between Academic SIG members (most of whom are faculty members) and students not in their classes (perhaps not even in their university), which would fall into the second configuration, mentoring relationships with academe. Mentoring relationships within industry (configuration #1) are not the focus of the current initiative, which certainly isn't to say encouraging such relationships within a geographic or virtual STC community would not be beneficial.







Figure 2. In Year 1 of the mentoring program in Orlando, mentors and mentees met via a "treasure hunt" routing them around campus to rendez-vous points.

Within the CAC/task force initiative, we see two basic types of mentoring programs developing between nearby and remote communities, respectively:

 Pairing STC student communities with nearby geographic communities—an approach which typically, although not always and certainly not entirely, tends to focus on face-to-face interaction between mentors and mentees;

and

 Pairing unaffiliated student STC members or members of students that are not located near a geographic community with members of the Academic SIG, another SIG, or even professionals in a remote geographic chapter—and approach which, by definition, focuses entirely, or nearly entirely, on virtual mentoring. A word about face-to-face versus virtual mentoring. Our experience with the STC Orlando Central Florida/University of Central Florida (UCF) mentoring program has taught us the importance of regular face-to-face communication in developing a trusting and fruitful mentor-mentee ("M&M" for short) relationship. After establishing our M&M pairs, we introduce the partners face to face via an activity-oriented, get-to-know-you kickoff meeting (Figure 3), as did the STC France chapter in kicking off its mentoring program with the University of Paris 7 – Diderot (Figure 4).



Figure 3. At the latest STC-Orlando Central Florida/<u>UCF</u> <u>mentoring</u> kick-off event, mentors and mentees bonded over pottery painting.



Figure 4. The M&M pair-ups in the STC France/University of Paris program took place at a conference.

We encourage M&M's to meet regularly, typically once a month, whether it be over lunch, at a coffee shop, after a chapter meeting, or perhaps in a job shadowing activity. We have found that in almost every case, M&M's who communicate regularly face-to-face have productive and mutually satisfying mentoring relationships.

However, in all cases communication via other media, particularly e-mail, has also helped nurture the mentoring relationships. And we've also had several cases where very successful mentoring relationships have developed even though face-to-face contact was limited and most of the communication came via e-mail.

Virtual mentoring relationships can be highly successful. This was the topic of a panel discussion at the Academic SIG-sponsored workshop preceding the 39<sup>th</sup> annual meeting of the Council for Programs in Technical and Scientific Communication (CPTSC) in October 2011 at James Madison University in Harrisonburg, VA (Figure 5).



Figure 5. The social media have created new avenues of communication for virtual mentoring.

# VIRTUAL MENTORING

Although the primary initial focus of the CAC and the task force has been on pairing up student communities with nearby geographic communities to form mutually beneficial partnerships and mentoring programs, task force member Sally Henschel of Midwestern State University is spearheading an effort by the Academic SIG to sponsor a virtual mentoring program for student STC members.

The STC Academic SIG is working to establish an international sub-SIG for student members of STC. The objective of the international Student SIG is to provide a community in which all STC student members can interact and participate, both those who are members of a student chapter and those who are not. Establishing a Student SIG also will help facilitate communication between STC staff, geographic chapter members, and student members. In addition, the Student SIG can facilitate contact between students and practitioners through opportunities such as a virtual mentoring program.

--Sally Henschel, Midwestern State U.

Academic SIG Student Liaison

Without a doubt, it is possible to build and sustain a virtual mentoring relationship using media such as email, instant messenger, telephone, Skype, and the various social media. Examples of such successful partnerships abound (Figure 6).



Figure 6. Trans-Atlantic virtual mentoring works!

Having meet face-to-face only once, at the STC conference in Atlanta in 2009, Clio Fouque and Dan Voss formed a successful and mutually enriching trans-Atlantic mentoring relationship via e-mail; and Clio and Ray Gallon of the STC France chapter

established a flourishing mentoring program with the University of Paris. Ray spoke to the importance of virtual mentoring when dealing with geographic remote stakeholders:

France covers a lot of territory. We have members in STC France all over the country. The students, although all from the same Paris university, alternate every two weeks between class and internship. When on internship, they can also be spread almost anywhere. It was obvious from the start for us, that some of the mentoring process would have to be virtual. As it turns out, we had one mentor in Germany, one in Holland, and another in the United States. All of these virtual relationships turned out to be fulfilling and successful for mentors and mentees, proving that distance is no hindrance to good mentoring.

> --Ray Gallon President, STC France Chapter and Board of Directors, STC

# A WIN-WIN-WIN SITUATION

Returning to the third question: why would an STC geographic community or SIG want to invest precious volunteer time to establish and sustain a mentoring program with a student community or individual students?

The answer is clear: there is an enormous return on such an investment in the form of manifold benefits to the sponsoring community, the student community, the Society, and—above all—the individual mentors and mentees. The precise nature of the benefits vary according to the type (primarily face-to-facer or primarily virtual) and unique characteristics of each mentoring program, but the benefits realized by the participating individuals and communities in the STC Orlando Central Florida chapter /UCF program are typical (Table 1).

Table 1. A mentoring program is a triple-win situation, benefitting mentors, mentees, and their organizations.

## **Mentee Benefits**

- Develop networks, increase visibility
- Receive career guidance and job search tips
- · Polish specialized skills
- Prepare for the move from academe to industry
- Enhance skills for career advancement

# **Mentor Benefits**

- Gain personal satisfaction helping others reach their potential
- Enhance coaching, feedback, leadership skills

- Gain exposure to new perspectives, new media
- Expands professional networks
- Get help on STC projects

## **Organizational Benefits**

- Strengthen student communities by partnering with professionals
- Strengthen professional communities with new ideas and leadership
- Provide a boost in volunteer labor as mentors and mentees work together on projects to benefit both their communities and the Society
- Increase retention rate of STC student memberships upon graduation
- Increase attendance at chapter meetings and/or involvement in virtual activities (SIGs)
- · Leverage academe/industry partnerships
- Groom STC's leaders of tomorrow

Having addressed the "why" of forming mentoring programs, the logical conclusion is to address the "how." As it turns out, we hope, this year's conference—specifically, the Leadership Program—will be an important part of the "how" in the CAC/task force initiative to help STC communities form win-win-win professional-to-student mentoring partnerships.

The logistics of forming mentoring programs is the subject of a progression table in the Sunday Leadership Program as well as informal discussions that afternoon and hands-on work sessions on Wednesday afternoon. The authors will come "armed" with a turnkey toolkit of guidelines and administrative forms we use to govern and implement the STC Orlando Central Florida/UCF mentoring program. The material will be available both on CD and in hard copy at the progression, in the discussions, at the work sessions, and at "STC Central." It's also available on the STC Orlando Central Florida chapter web site, at http://www.stcorlando.org/education/mentor/mentor.asp. We encourage our colleagues who are interested in forming a mentoring program to make use of these resources, which are summarized in Table 2.

Table 2. Don't reinvent the wheel! These materials can readily be adapted to your mentoring program.

# Take Your Choice ... a Web-Based Toolkit, a CD, or Good Old-Fashioned Paper!

- STC guidelines for mentoring programs
- Specific program guidelines and procedures
- Specific program summary
- · History of a successful mentoring program
- · Mentee application form
- Mentor application form
- Mentee summary form (for making pairings)
- Mentor summary form (for making pairings)

- Mentor/mentee agreement form (goals, objectives, activities)
- Suggested mentor/mentee (M&M) activities and projects
- Mentor/mentee contact log
- · Link to a typical mentor/mentee Facebook page
- Mentee pre-assessment form
- Mentor pre-assessment form
- Mentee post-assessment form
- Mentor post-assessment form
- Mentee program evaluation
- Mentor program evaluation

We believe you'll find these materials can be adapted to meet the unique requirements and circumstances of your program. By not "reinventing the wheel," you'll free up the professional and student coordinators of your program to focus on recruiting and pairing the mentors and mentees, kicking off, and monitoring the program, rather than creating forms.

The forms that STC Orlando Central Florida provided us from its mentoring program with University of Central Florida were easy to adapt for our needs. Clio Fouque and I simply had to tweak a few phrases here and there, add a few questions and remove a few others from the questionnaires, and we were ready to go. It took us less than a week to have all the documents up and running.

--Ray Gallon

Speaking of program coordinators, they are unquestionably the two essential ingredients in forming a successful mentoring program. Pair up a professional and a student who are motivated to create such a program and willing to put in a short burst (about 2 months) of initial effort followed by a much lower level of follow-up "maintenance," and you will have a successful mentoring program. Absent either one of those two ingredients, and you won't—it's just that simple.

We've had a couple "lean" years in the otherwise robust STC Orlando Central Florida/UCF mentoring program, and both times that was because we lacked one of those two ingredients. In each case, we found the missing leader the following year and the program once again flourished.

# A RECIPE FOR SUCCESS ...

Table 3 offers a capsule "recipe" for successfully baking a fruitful professional/student mentoring program from scratch. Try it! You'll find this recipe brings enormous benefits both to the partnering organizations and to the partnering mentors and mentees.

Table 3. Establishing a mentoring program is a straightforward process. This pattern has worked for a number of communities.

# On Your Mark, Get Set ... Goll

- Professional coordinator and student coordinator recruit mentors and mentees.
- Mentors and mentees submit applications identifying their areas of SME and interest, respectively, plus some other information.
- Coordinators compile information on the "M&M" applications onto the mentor/mentee summary forms.
- Using the information on these two forms as well as their personal knowledge of the M&M's, the coordinators make the pairings (note that the coordinators often, but not always, are an M&M pair themselves). We've done it successfully both ways, but the former does have advantages.
- The coordinators plan a kickoff meeting to introduce the M&M's and give a brief overview on the mentoring process (note that we have only done this face-to-face, but Ray Gallon can explain how the STC France chapter kicked off some of the pairings virtually).
- Pre-kickoff orientation materials for the M&M's include the STC guidelines for mentoring programs, the guidelines for your specific program, a capsule summary of that program, and, if you wish, the article about how the STC-Orlando/UCF mentoring program was established and sustained.
- The M&M's work together at the kickoff meeting (or whatever process is used) to complete the mentor/mentee agreement, wherein they establish their objectives for a specified period (generally 2 semesters), the activities by which they plan to pursue those objectives, and sign a confidentiality agreement (the coordinators, of course, are also bound by confidentiality as they work with the M&M's thru the year).
- If you want "metrics" to help you improve and grow your program from year to year, have the M&M's submit a quick and simple pre-assessment form during the kickoff meeting.
- The coordinators track the activities between the M&M's either by asking for periodic submittals of the contact log, establishing and monitoring a Facebook group, or whatever works best. It's important to issue occasional reminders because busy people do sometimes tend to start enthusiastically and then get overcome by events. A mentoring relationships needs time and communication to develop.
- The coordinators encourage F2F contact where possible, although successful virtual mentoring has been demonstrated as well.
- They also encourage mutual projects such as the ones listed in the form "M&M Tasks." In the best of worlds, it is sometimes possible for such projects to satisfy both a task needed by the sponsoring geographic chapter and a course assignment for the student. Such projects also make terrific portfolio items for students. Working together on projects enhances the mentoring experience on both sides.
- If you want metrics, have the M&M's complete a quick and simple post-assessment and program evaluation at the end of the year.
- Occasionally, where the mentee is a junior, the M&M's
  opt to extend their relationship for a year. They should
  have that option. It's only happened maybe a half
  dozen times in Orlando, but each time it did, great
  things resulted.

"I got coffee for you, but I am going with Coke myself."
Surrounded by stacks of files full of papers, the student reflected on how much her life had changed since starting the mentoring partnership. On top of working together on the Community Affairs Committee's Student Outreach task force, the mentor and mentee pair was starting the arduous task of co-authoring a chapter in a book under contract for commercial/academic publication.

While the student had first joined STC for purely mercenary reasons, she found that she was rewarded with more than a résumé bullet point: a variety of non-academic projects for her portfolio, a greater understanding how the world of industry functions, a flourishing partnership and friendship with her mentor, and a firm dedication to STC.

# **ACKNOWLEDGMENTS**

The authors would like to express our appreciation to our colleagues on the Student Outreach Task Force, the CAC, and the CAC Outreach Team, without whose dedication and hard work the progress reported in this paper and at the conference would never have been possible.

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# ABOUT THE AUTHORS



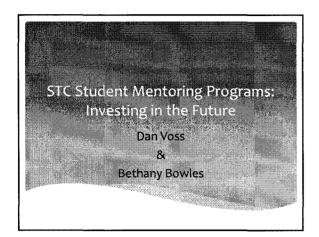
Dan Voss is co-lead for the Community Affairs Committee's student outreach initiative and leads the task force established by the STC Board of Directors to implement that initiative. He delivered the industry keynote at the Academic SIGsponsored workshop preceding the 39th annual conference of the Council

for Programs in Technical and Scientific Communication (CPTSC) on the theme "Academy/Industry Relationships and Partnerships." A 34-year aerospace veteran as a proposal content specialist for Lockheed Martin and an adjunct instructor for Webster University, Voss is an STC Fellow whose 23 years include leadership roles in the STC Orlando Central Florida Chapter, the Academic and AccessAbility SIGs, and the Ethics and Strategic Planning committees. In Orlando, he co-manages the successful mentoring program pairing chapter professionals with technical communication students at the University of Central Florida and has assisted other STC communities in establishing similar programs. With Lori Allen, he co-authored the textbook Ethics in Technical Communication: Shades of Gray (John Wiley and Sons, 1997) and is the only non-engineer to win Lockheed Martin Missiles and Fire Control's coveted Author-of-the-Year Award.

Bethany Bowles is a secondyear member of STC, where she is a Sigma Tau Chi honoree, and a graduating senior and incoming graduate student at the University of Central Florida (UCF), where she is vice president of the Sigma Tau Delta- Zeta Xi



chapter (English Honor Society), and works as the manager of the Tech Writing Lab. She is currently serving on STC's Community Affairs Committee as colead of the student outreach initiative and serves on the task force established by the STC Board of Directors to implement that initiative. As a student member of the STC Orlando Central Florida Chapter, she co-manages the chapter's mentoring program pairing professionals with student STC members in the Future Technical Communicators, a UCF-sponsored organization. She and her mentor, Dan Voss, are co-authoring a chapter on the ethics of intercultural communication in a soon-tobe-published instructor's guide for teaching intercultural communication to engineers, scientists, and students of engineering and science. A gifted writer, poised leader, and talented organizer on the threshold of her career as a technical communicator, Bethany is clearly one of STC's rising stars.



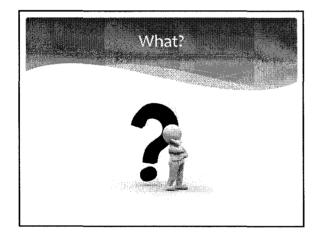
# Agenda

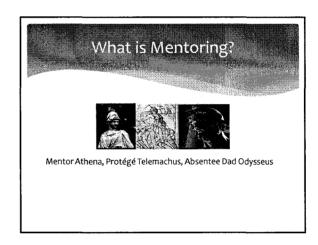
- Learning about successful mentoring programs pairing STC geographic and virtual communities with student communities
- Becoming familiar with the benefits such programs represent for students, professionals, the communities, and the Society
- and the Society

  \* Learning the basic ingredients of a successful mentoring program and receiving a "turnkey" package including guidelines and tools with which to initiate and administer a mentoring program

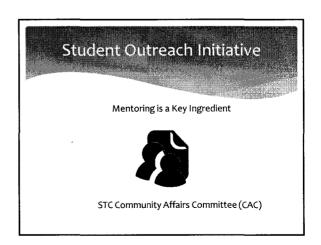
  \* Exploring the possibilities for forming mentoring programs pairing STC professional and student communities

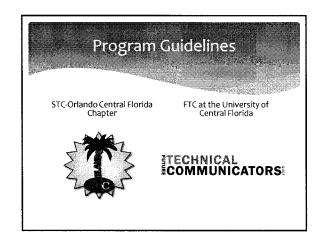
  \* Paving the way to "win-win-win" partnerships!

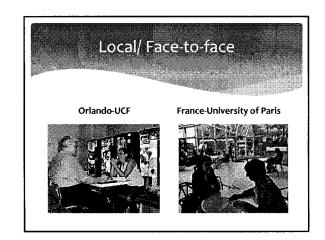


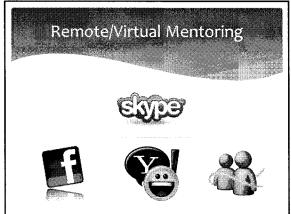


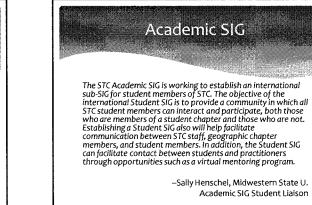
3 Types of Mentoring Within industry: pairing an experienced practitioner with an entry-level member of the profession Within academe: pairing a faculty member with a student and Bridging the Two Pairing a professional practitioner with a student





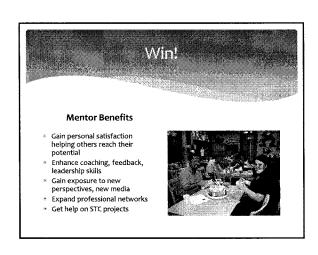




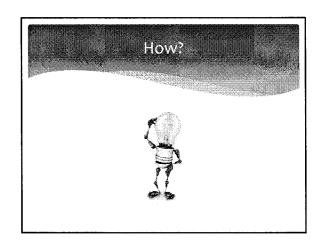


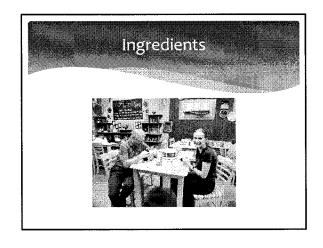


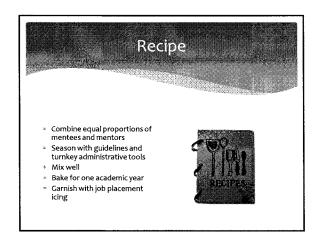


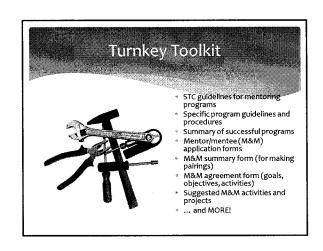


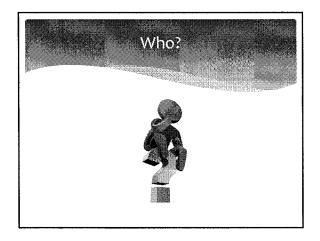






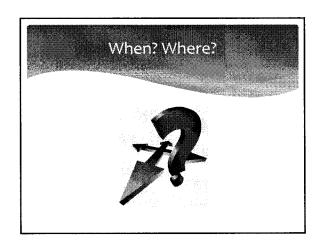


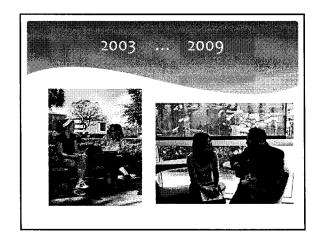


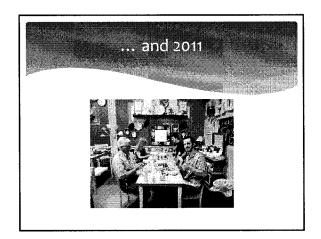


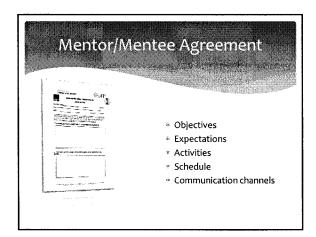




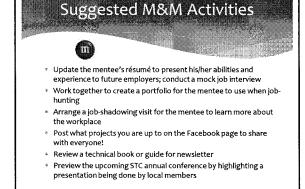


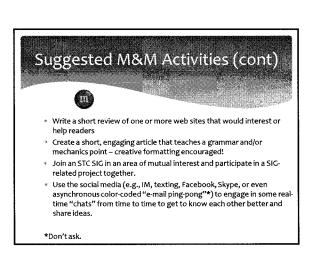


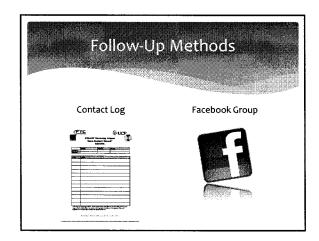


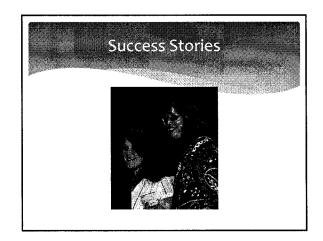


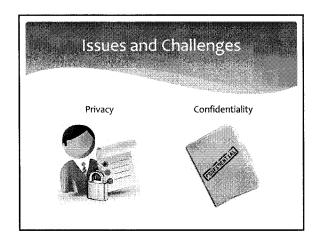
# \* Job-shadowing \* Resume and portfolio assessment, interviewing skills \* Jungle training for corporate America \* Joint projects \* Life lessons \* "Reverse" mentoring (mentee teaches mentor) ... happens a lot!

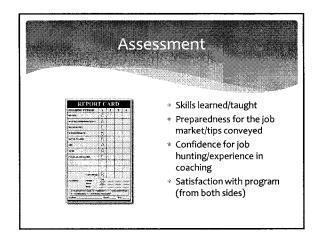


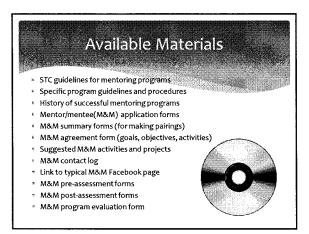


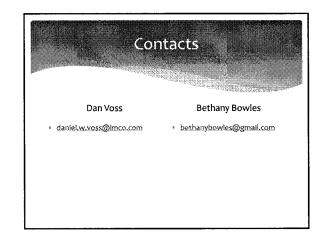


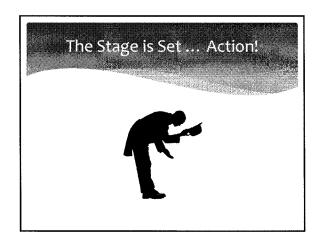
















# Invest in the Future ... Sponsor an STC Student Mentoring Program! (Update)

# Reference Guide and Turnkey Toolkit

Presented by Dan Voss and Bethany Bowles

Leadership Day

60th Annual STC International Conference: The Summit

May 5, 2013, Atlanta, GA

(Update of Presentation in Leadership Program at 59th STC Summit, May 20-23, 2012, Rosemont, IL)





# Worksheet on Student Mentoring **Programs**

Dan Voss and Bethany Bowles

CAC Co-Leads for Student Outreach



# Key Steps

Find a student and professional to lead the program.	Recruit mentors and mentees.
Review "turnkey" source materials and adapt the guidelines, promotionals, and administrative forms to meet your specific needsRecruit mentors and mentees.	
Review "turnkey" source materials and adapt the guidelines, promotionals, and administrative forms to meet your specific needs.  Recruit mentors and mentees.  Pair them based on information on their applications.	Pair them based on information on their applications.

Monitor the progress of the M&M pairs, encourage them to share experiences, and, if necessary, to encourage them to meet or, occasionally, intervene to resolve issues.

Have each M&M pair complete a mentor/mentee agreement form identifying objectives

and

and activities to fulfill those objectives, as well as scheduling for future mentoring sessions.





E-File Prefix	Action	Complete
	Part 1 – Background Reading Materials	
Α	"Harnessing Student Power to Jet-Propel Your Community: Part I: Back to Basics,"	
	Progression Presentation, Leadership Day, 60th STC International Conference	
В	"Harnessing Student Power to Jet-Propel Your Community: Part II: Building on	
	Basics," Workshop Presentation, Leadership Day, 60th STC Int'l Conference	
C	"STC Student Mentoring Programs: Investing in the Future," Proceedings, 59th STC	
	International Conference	
Q	"STC Student Mentoring Programs: Investing in the Future," Progression	
	Presentation, Leadership Program, 59 <sup>th</sup> STC Conference	
Э	"Invest in the Future Sponsor an STC Student Mentoring Program! (Update),"	
	Overview Presentation on "Toolkit" for STC Student Mentoring Programs (Printed	
	Reference Guide and DVD), Leadership Day, 60th STC Int'l Conference	
ட	"There's Virtue in Virtual or An Old Dinosaur Learns New Tricks," Panel	
	Presentation, Academic SIG-Sponsored Workshop Preceding 39 <sup>th</sup> Annual	
	Meeting of the CPTSC, October 2011	
9	"Coaching Online: STC's Emerging Virtual Professional-to-Student Mentoring	
	Programs," Leadership Day, 60 <sup>th</sup> STC International Conference	





E-File Prefix	Action	Complete
	Part 1 – Background Reading Materials	
I	"Careers in Technical Communication for English Majors," STC Presentation at	
	Sigma Tau Delta International Conference, March 2013.	
	"Student Mentoring Programs," STC Presentation at Sigma Tau Delta	
	International Conference, March 2013.	· ·
ſ	"2012: 'Year of the Student Member' in STC!", CAC Blog Post, January 2012	
У	"STC and Mentoring," <i>intercom</i> , April 2011, pg. 46	
_	*"Bridging the Gap Between Industry and Academe," Proceedings, 52nd STC	
	Conference (describing the start-up of the STC-Orlando/UCF mentoring program)	
Σ	"Un Programme de Mentorat International? Mais Oui, C'est Possible!	
	Absolument!", Proceedings, 57th STC Conference (describing how a trans-Atlantic	
	virtual mentoring relationship helped STC-France establish a mentoring program	
	with the University of Paris)	
Z	"Reaching Across the Atlantic: An International Mentoring Initiative," Progression	
	Presentation, 57th STC Conference	
0	*"Guidelines for Mentoring Programs," STC Publication #AD-109-02, 2002	





E-File Prefix	Action	Complete
Part	Part 2 – Step-by-Step Procedure for Establishing and Sustaining a Student Mentoring Program	
Ь	Worksheet/Checklist for Leadership Program Workshop, 59 <sup>th</sup> STC Conference	
ď	"The Two Essential Ingredients for a Successful Mentoring Program"	
8	"STC Student Mentoring Programs: Investing in the Future," One-Page Capsule	
	Summary, Leadership Program, 59 <sup>th</sup> STC Conference	
S	"Recipe for Success Mentoring Programs"	
<b>–</b>	"Step-by-Step Procedures for Initiating and Sustaining a Mentoring Program"	
n	"STC Orlando Chapter/FTC (UCF) Mentoring Program Guidelines and Procedures, 2011-	
:	2012"	
>	*"The Mentoring Program, 2011-2012," Capsule Summary on Orlando Chapter Web Site	
<b>X</b>	"OPERATION 9-9-9: Our Mentoring Program Needs You," Promotional on Chapter	
	Listserv Recruiting Mentors and Mentees	
×	"Mentoring Program Off to Rousing Start in 9 <sup>th</sup> Year," Article in Chapter Newsletter,	
	Memo to Members, Describing Kickoff Meeting, November 2011	
γ	Mentor Application (skill set, interests, preferred teaching approach)	
Z	*Mentor Application (alternate format)	





E-File Prefix	Action	Complete
Part 2	Part 2 – Step-by-Step Procedure for Establishing and Sustaining a Student Mentoring Program	n
ZA	Mentor Summary (compilation of data from mentor applications, used for pairing	
	mentors and mentees)	
ZB	Mentor Summary (alternate format)	
ZC	Mentee Application (skills to be expanded, interests, preferred learning style)	
ΖZ	*Mentee Application (alternate format)	
ZE	Mentee Summary (compilation of data from mentee applications, used for pairing	
	mentees and mentors)	
ZF	Mentee Summary (alternate format)	
9Z	"Mentor Kick-off Meeting Availability" (survey: scheduling tool for setting up kickoff	
	meeting with goal of 100% attendance)	
HZ	*Mentor/Mentee Agreement (for establishing objectives, activities via which to	
	pursue those objectives, and a plan for meeting)	
IZ	"M&M Bonding Moments" (list of suggested activities and projects)	
ZJ	Mentee Pre-Assessment Form (for program metrics and refinement)	
ZK	Mentor Pre-Assessment Form (for program metrics and refinement)	





E-File Prefix	Action	Complete
Part 2 – S	Part 2 – Step-by-Step Procedure for Establishing and Sustaining a Student Mentoring Program	gram
ZF	Contact Log (mentors and mentees record dates of meetings as well as	
	significant phone calls or e-mail exchanges, topics of discussion, and activities	
ZM	Facebook Group (informal alternative or supplement to contact log)	
NZ	Mentee Post-Assessment	
02	Mentee Program Evaluation	
dΖ	Mentor Post-Assessment	
ZQ	Mentor Program Evaluation	

<sup>\*</sup>Also available on Orlando-STC Central Florida web site, at <a href="http://www.stc-orlando.org/education/mentor.asp">http://www.stc-orlando.org/education/mentor.asp</a>



# There's Virtue in Virtual or An Old Dinosaur *Can* Learn New Tricks!

Presented at the 39<sup>th</sup> Annual CPTSC Meeting

Dan Voss

Lockheed Martin Missiles and Fire Control



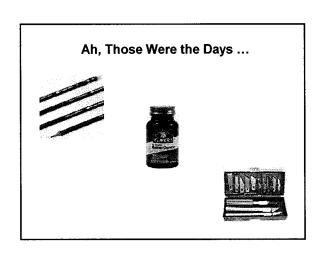
Panel on "Virtual Mentoring and Internships" Pre-Conference Workshop Sponsored by STC's Academic SIG Hosted by James Madison University

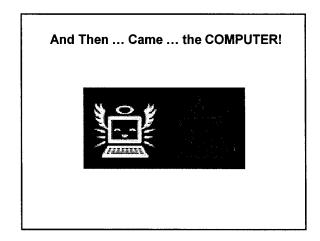
October 6, 2011

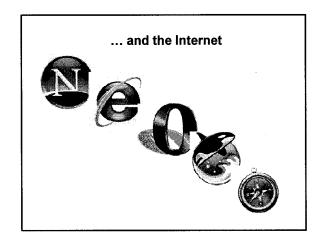
# **Agenda**

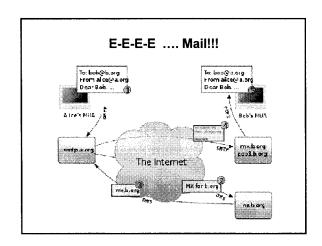
- · Ruminations of an old fossil
- · Why computers are evil
- · Why text messaging is evil
- · Why social media are evil
- A virtual epiphany
- · An old dinosaur learns new tricks
- · A trans-Atlantic virtual mentoring program
- · What's next?

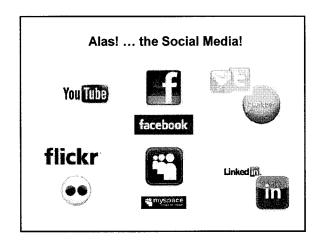
# Trudging off to the Tar Pits

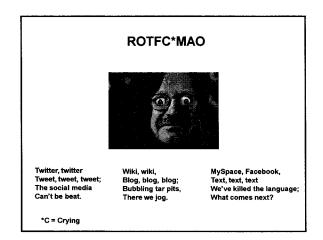


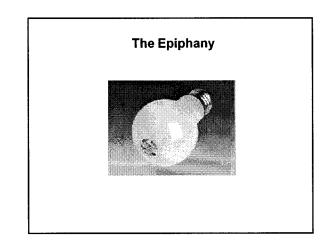


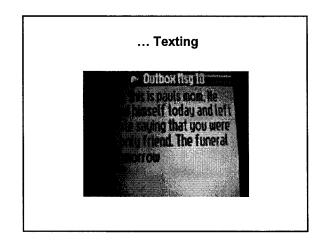


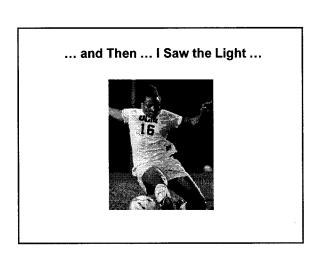


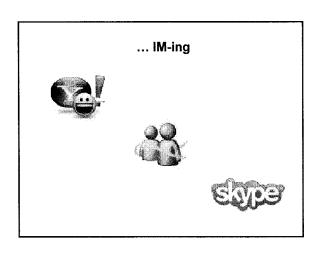


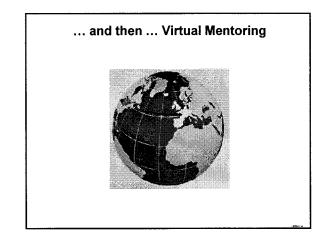


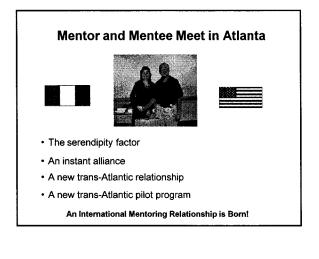


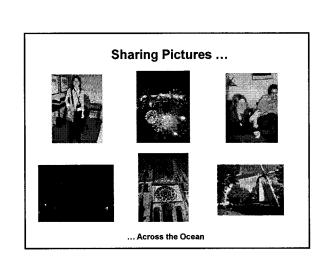


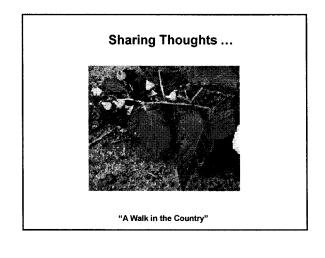


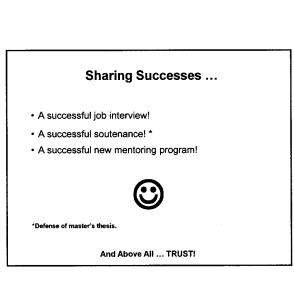


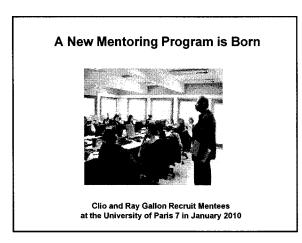




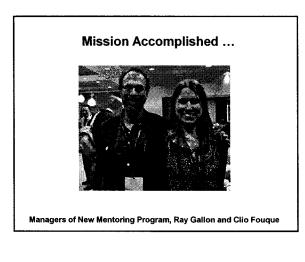


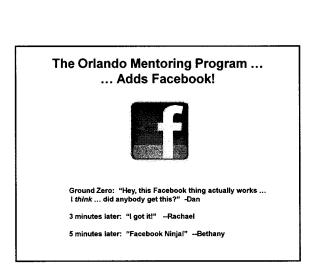


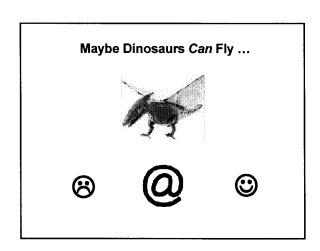














# Placeholder Page.

This presentation was not complete at press time. A printed handout will be distributed at Leadership Day for insertion into this book. For the .ppt file of this presentation, contact sally.henschel@mwsu.edu.



# Professional-to-Student Mentoring Programs Coaching Online: STC's Emerging Virtual

**Presented by Sally Henschel** 

# Leadership Day

60th Annual STC International Conference: The Summit

May 5, 2013, Atlanta, GA



#### Careers in Technical Communication for English Majors

### RACHEL HOUGHTON AND BETHANY BOWLES

Presentation for the Sigma Tau Delta International Conference March 21, 2013

#### Agenda

- Technical communication
- o Skills
- o Disciplines
- o Career opportunities
- o Paths to careers in tech comm
- Society for Technical Communication
  - o Values
  - o Benefits of membership

#### Technical Communication is ...

- Communicating about technical or specialized topics in terms the layperson can understand
- Communicating by using technology, including emerging new media
- Providing instructions about how to do something

#### Skills

- · Core skills in writing and editing
- · Creative page design
- Photography and videography
- Technical illustration
- International communication: "Global English" for nonnative-English speakers and for translation
- Training and education
- Web and IT skills

# Creativity • Visual design • Photo • Video • Technical illustration

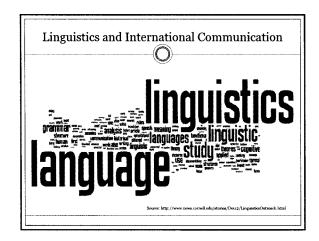
### Writing

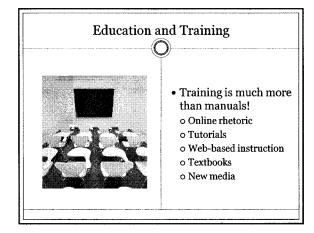
"Tech writing? Yccch! Bor-r-r-ring!"

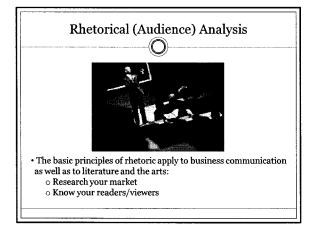
"Not so. The days of 'Tina the Brittle Technical Communicator' in *Dilbert* are gone! New technologies bring new excitement in exercising traditional skills."

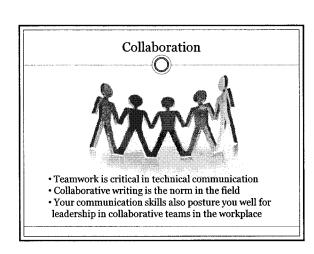


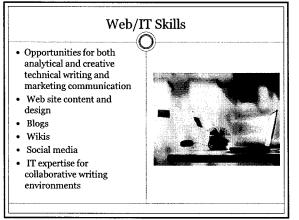
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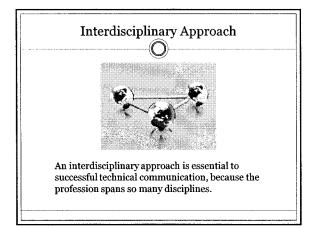


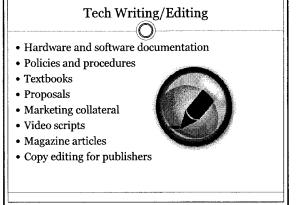


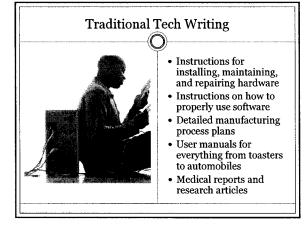


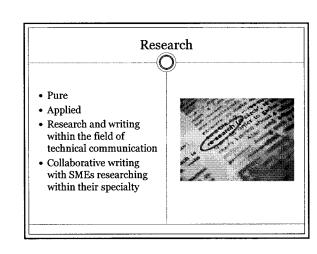
## Disciplines • Technical writing and editing · Hardware and software documentation \* Technical marketing communication (e.g., proposals, brochures) \* Scientific writing (and "ghost writing") \* Medical writing Grant proposals · Usability and accessibility • Information/knowledge management • Instructional design

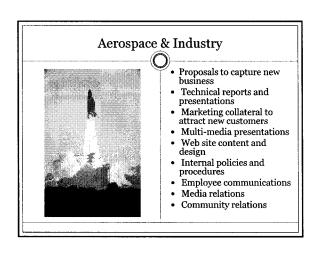
• Web design

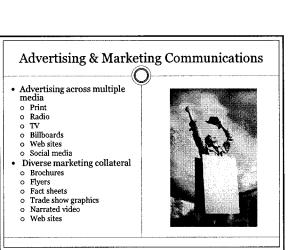


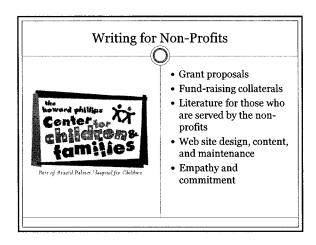


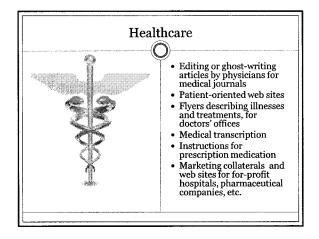


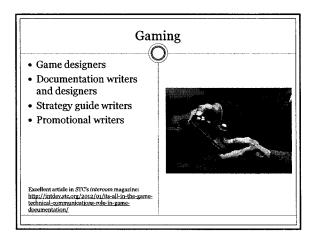


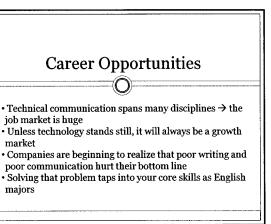


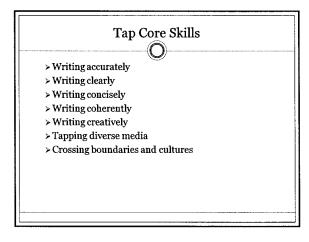




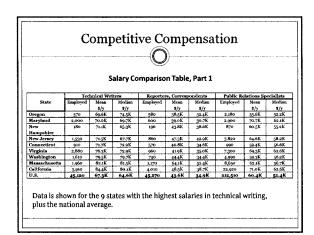


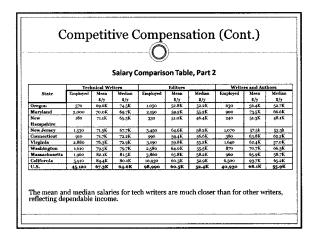


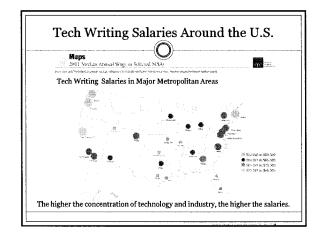


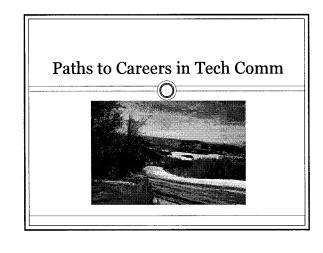


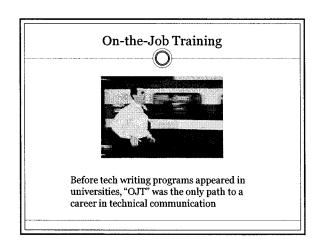


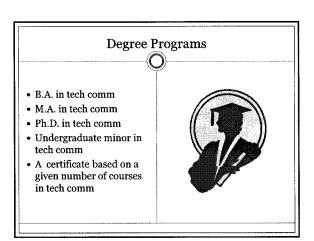


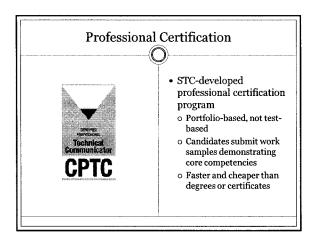














#### Society for Technical Communication

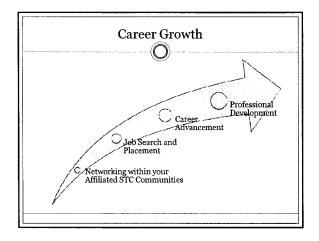
- Largest and oldest professional association dedicated to the advancement of technical communication
- Sets the global standards for technical communication
- · Members reach across every industry and continent
- · Produces a wide array of educational events
- Publishes award-winning publications: intercom and Technical Communication (a quarterly peer-reviewed journal)
- Maintains a comprehensive website including an extensive archive of webinars
- · World's largest technical communication conference

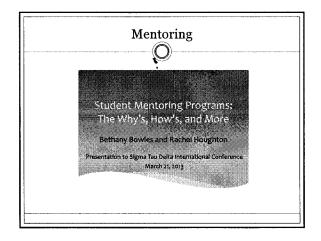
Values and Behaviors		
Values Behaviors		
<ul><li>Innovation</li><li>Integrity</li><li>Professionalism</li><li>Respect</li><li>Commitment</li></ul>	<ul><li>Transparency</li><li>Open communication</li><li>Inclusion</li><li>Leadership</li></ul>	

#### Benefits of Membership

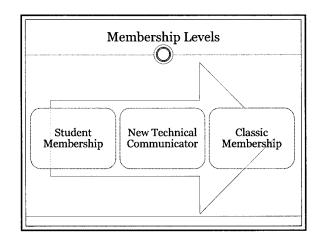
- Affiliation (geographic or virtual) with an STC student chapter
- Affiliation (geographic or virtual) with an STC geographic chapter
- Affiliation with one STC special interest group (SIG) in a technical communication discipline of particular interest to you
- Access to salary scales, job listings, and other valuable intellectual property on the international STC web site

# Benefits of Membership (Cont.) • Eligibility for STC student mentoring programs • Professional networking • E-access to industry-leading professional publications • Reduced rates for STC conferences, webinars (plus free webinars), and certification in technical communication











Questions? Come See Us!

SMEs from STC for questions and answers

Materials on the benefits of STC membership

Materials on the various disciplines within technical communication

Materials on careers in technical communication

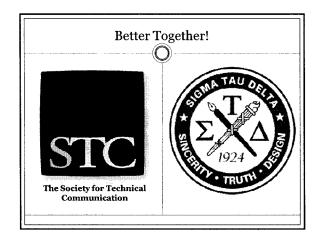
Materials on core skills for technical communicators

Typical salary scales for jobs in technical communication

"Toolkit" (printed book and accompanying DVD) on how to establish and sustain a student mentoring program

Discounted STC student memberships!

Free giveaways!





#### Student Mentoring Programs: The Why's, How's, and More

Bethany Bowles and Rachel Houghton

Presentation to Sigma Tau Delta International Conference March 21, 2013

#### Agenda

- \* Adapting this STC presentation for mentoring programs within the English curriculum
- \* What is mentoring?
- \* Types of mentoring
- \* Face-to-face mentoring
- \* Virtual mentoring
- \* Why is it a good thing?

#### Agenda Continued

- \* How to start a mentoring program
- \* Community partnerships
- \* Individual relationships
- \* What do you do?
- \* Ingredients of a successful mentoring program
- \* Turnkey package
- \* Adapting administrative forms for mentoring programs within the English curriculum

# Tailoring Mentoring Programs to the English Curriculum

#### Pair English Students with Professionals

- \* With professors from a different university (virtual mentoring)
- \* With professional writers, editors, and linguists (virtual or face-to-face mentoring depending upon location)

#### Possible Disciplines for Pairing

- Creative writing, across all genres, leveraging subject matter experts (SMEs) among Sigma Tau Delta alumni
- Technical writing, leveraging SMEs in STC via dual student memberships in Sigma Tau Delta and STC
- \* Linguistics, leveraging SMEs among Sigma Tau Delta alumni and global English specialists in STC

# Key Concepts of Mentoring Programs

- \* Pair student "novices" or mentees with professional practitioners (mentors)
- \* Match mentees' areas of interest with mentors' areas of SMF
- \* Avoid "direct-line" reporting relationships
- Set specific objectives for the mentoring relationship, identify activities that will achieve those objectives, and establish a means of regular communication
- \* Communicate regularly

#### Administration

- \* No need to "reinvent the wheel"!
- \* Adapt administrative materials from STC mentoring program "toolkit" to establish and sustain mentoring programs in other areas of English curriculum

#### What?



#### 3 Types of Mentoring

- Within industry: pairing an experienced practitioner with an entry-level member of the profession
- Within academe: pairing a faculty member with a student
- Pairing a professional practitioner with a student



# Individual Mentoring Relationships: Face to Face

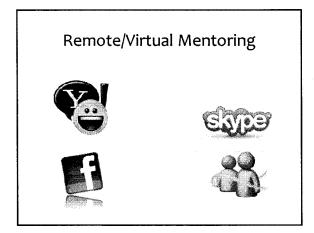




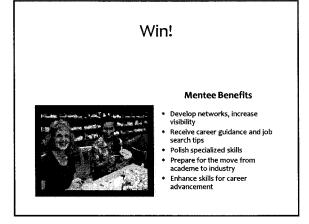
# Individual Mentoring Relationships: Virtual

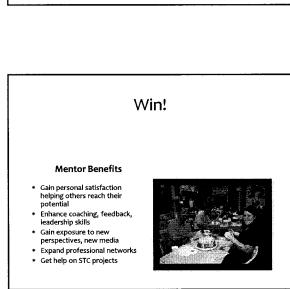




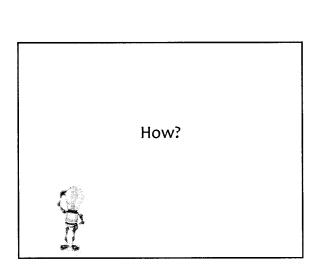












#### Ingredients



#### Recipe

- \* Combine equal proportions of mentees and mentors
- \* Season with guidelines and turnkey administrative tools
- \* Mix well
- \* Bake for one academic year
- Garnish with job placement or graduate school acceptance icing



#### Turnkey Toolkit



- Specific program guidelines and procedures
- \* Summary of successful programs
- Mentor/mentee (M&M) application forms
- \* M&M summary form
- \* M&M agreement form
- Suggested M&M activities and projects
- \* ... and MORE!

Who?

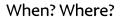


#### Recruiting



#### Pairing













#### ... and 2011



#### Mentor/Mentee Agreement



- \* Objectives
- \* Expectations
- \* Activities
- \* Schedule
- \* Communication channels

#### **Typical Activities**

- \* Job-shadowing
- \* Resume and portfolio assessment, interviewing
- \* Jungle training for corporate America
- \* Joint projects
- \* Life lessons
- \* "Reverse" mentoring (mentee teaches mentor) ... happens a lot!

#### Suggested M&M Activities



- \* Update the mentee's résumé to present his/her abilities and experience to future employers; conduct a mock job interview
- \* Work together to create a portfolio for the mentee to use when job-hunting
- Arrange a job-shadowing visit for the mentee to learn more about the workplace
- Post what projects you are up to on the Facebook page to share with everyone!
- \* Review a technical book or guide for newsletter
- Preview the upcoming STC annual conference by highlighting a presentation being done by local members

#### Suggested M&M Activities (cont)



- Write a short review of one or more web sites that would interest or help readers
- Create a short, engaging article that teaches a grammar and/or mechanics point – creative formatting encouraged!
- Join an STC SIG in an area of mutual interest and participate in a SIGrelated project together.
- Use social media (e.g., IM, texting, Facebook, Skype, or even asynchronous color-coded "e-mail ping-pong"\*) to engage in some real-time "chats" from time to time to get to know each other better and share ideas.

# Possible Activities for Mentoring within the English Curriculum

- \* Co-author an article for a literary journal
- \* Attend a local reading together
- \* Revise a creative writing piece of the mentee's
- \* Review the mentee's portfolio
- \* Write a literature review on a topic of mutual interest
- \* And more!

#### Sample Mentee Application Form Suitable for English Curriculum



#### Sample Mentor Application Form Suitable for English Curriculum



#### **Available Materials**

- \* STC guidelines for mentoring programs
- \* Specific program guidelines and procedures
- \* History of successful mentoring programs
- \* Mentor/mentee(M&M) application forms
- M&M summary forms (for making pairings)
- M&M agreement form
- \* Suggested M&M activities and projects
- \* M&M contact log
- \* Link to typical M&M Facebook page
- \* M&M pre-assessment forms
- \* M&M post-assessment forms
- \* M&M program evaluation form



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### J

#### 2012: "Year of the Student Member" in STC!

Two-thousand twelve is a great year to be a student member of STC. "Why is that?" you ask. Well, here are four major reasons that spring to mind.

- 1. STC has given students voting rights in Society elections via a vote at the annual open business meeting last May at the international conference in Sacramento, recognizing the vital role students play in the future of STC. Students will now have a say in the management of STC at the highest level.
- 2. A significantly reduced New Technical Communicator membership fee of \$160 for the first 3 years after graduation makes it easier than ever before for students to continue their STC membership after they graduate. In the past, too many students were unable to afford to renew and enjoy the benefits of STC membership while job-hunting.
- 3. STC Community Affairs Committee (CAC) has two members to co-lead a Student Member Outreach:
  Dan Voss, a member of the Orlando Chapter, and Bethany Bowles, a student member of the Orlando
  Chapter from the University of Central Florida. We would be pleased to work with you to sustain and
  strengthen your student communities.
- 4. The STC Board has demonstrated its commitment to its student constituency by forming a special task force to foster and nurture the student communities. The task force—which understands the importance of open communication between students and the STC Board, the CAC, and the staff at STC headquarters—is opening a dialogue with established and newly formed student communities. Through a survey of students and advisors, we will identify the major struggles that student communities face, and determine how the Society can help.

As an example of the commitment of senior STC leadership to assist the student communities, task force member Steve Skojec, STC's director of community relations, is currently working successfully with certain student chapters that lost their tax-exempt status to help them regain their good standing with the IRS. And another task force member, STC treasurer Aiessa Moyna, is committed to helping student communities develop annual budgets so they can receive funding from the Society.

A key part of the strategy for the Student Outreach initiative is *forming mentoring partnerships between student and professional communities* (both geographic and SIGs). The experience and advice from the professionals synergizes with the fresh ideas and enthusiasm of the students to benefit not only the student chapters and other STC communities but also the Society as a whole. It is a win-win-win situation, and both the task force and the CAC are committed to help establish and sustain such partnerships.

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STC and Mentoring

"WHAT DOES IT TAKE to start a mentoring program? Lots of determination, lots of organization, and lots of coffee." Those are the words of Dan Voss and Bonnie Spivey in the 2005 Proceedings for the STC Summit, as they discussed the process of starting a mentor program between the STC Orlando Chapter and the University of Central Florida. The program, started in 2003, is now in its eighth year and can serve, with other community mentoring programs, as a model for other communities interested in setting up their own.

"We decided to pilot the project by establishing a personal mentoring relationship," Voss says today of his relationship with Spivey. "We found ourselves in a four-hour marathon session over several cups of coffee at Borders. As they turned the lights out and booted us out, literally, we had generated the basic guidelines and administrative forms which remain in use in the program today." Voss remains in the program today, too, as the manager of the program from the professional side, mentor within that program, and CAC member focusing on the student communities.

"The heart of the program," explains Voss, "is the mentor/protégé (we use the word mentee) or expert/apprentice relationship." He suggests this relationship is best nurtured with regular, face-to-face meetings and reinforced with phone calls and emails to follow up on items discussed during the meetings.

Patricia Cruz, manager of the program from the student side, states that "the mentor-mentee relationship is more symbiotic than one-sided," as both the student and the professional gain from the relationship. She says of her current mentor that he "has helped me jump-start my career in technical communications. He has helped me edit resumes, improve my previously nonexistent networking

skills, and increase my involvement with STC. His recommendation no doubt helped me land my first real technical writing job."

Voss is currently mentoring Sarah Baca, who says that in addition to all the things she's learned from him, "I think he's gained some from our relationship as well. ... I've been able to explain a little bit about newer technologies that he is less familiar with. I really think we've had a mutually beneficial relationship." STC benefits, too, as 40 percent of mentees have gone on to join. It's cyclical as well, as Voss reports that many former Orlando mentees later became mentors, including two who have become chapter presidents.

So how can you start a mentor program in your community? Voss gives four key ingredients for a successful program:

- 1. An active STC geographical community whose leadership and members are interested in educational outreach
- 2. An active student organization focusing on technical communication (most likely an STC student chapter, although there are other alternatives) whose leadership and members are interested in partnering with a professional organization
- 3. A member of the geographical community who is passionate about the project and willing to put in some time to organize and get it off the ground
- 4. A member of the student community who is passionate about the project and willing to put in some time to organize and get it off the ground

Voss states there's no need for "reinventing wheels"—the Orlando Chapter stands ready to advise and assist. His first suggestion is to read the Orlando mentoring program website, at www.stc-orlando.org/



education/mentor/mentor.asp. That site includes a description of how the mentoring program was conceived, implemented, and sustained; the guidelines governing the program; and many of the administrative forms they use. The Community Affairs Committee (CAC) can help any community that wishes to set up a mentoring program as well. Many other communities have mentor programs, including Wisconsin, Toronto, and France to name a few. Research their sites and speak to their leaders. Let your STC connections work for you!

Even if your community isn't close geographically to a university with a tech comm program, that shouldn't necessarily stop you, says Baca. "I really think our model could be modified to fit the needs of student chapters that aren't geographically close to professional chapters. The benefits are so numerous that I think it is really important to pursue a mentorship program." Indeed, Voss has set up a virtual, overseas mentoring program between Orlando and STC France's partnership with University of Paris-7 (Diderot). There are many other formats the CAC is researching, so keep an eye out.

"To STC communities that would like to start a mentoring program," enthused Cruz, "I say go for it! It's good for the mentees, the mentors, and the technical communication community as a whole. Plus, the program can really get more young people to be excited in the field, and mentors everywhere can make this happen."

# Bridging the Gap Between Industry and Academe Bonnie Spivey and Dan Voss

Using their own mentor-mentee relationship as a pilot project, the authors planned and implemented a successful mentoring program pairing professionals in the Orlando Chapter with graduating seniors in the technical communication program at the University of Central Florida. This paper (and presentation) provides a detailed description of the planning and execution of the new program, along with feedback from participants at the end of the first year, and an update on the program midway through its second year. It also provides a glimpse into the special trust that can grow between mentor and mentee—and the mutual personal and professional growth that can result from such a relationship. In addition, the session includes a turnkey package (both hard-copy and electronic) of administrative forms and materials that can readily be adapted to implement a mentoring program within another STC chapter or organization. The package is also available from either presenter or from the Orlando Chapter Education Committee.

What does it take to start a mentoring program? Lots of determination, lots of organization, and lots of coffee. Fourteen bottomless cups to be exact. Let us explain. Two years ago we initiated a mentor-mentee relationship for the double purpose of the mentoring itself and also as a pilot for a potential mentoring program between the Orlando Chapter and the University of Central Florida.

At first, the mentor (a battle-scarred industry veteran) and mentee (a bright-eyed UCF senior) had to wonder if they would face a generation gap. But as more punchholes appeared on the Borders Café frequent-drink card, the feared generation gap never materialized. In fact, we were both thrilled to realize that our age and youth were actually exactly what the doctor ordered for a fruitful mentoring relationship.

Imagine, then, teaming the power of age and experience with youth and energy to promote growth, not only within the traditional framework of formal mentoring relationships, but to benefit STC at both the chapter and Society levels. In keeping with this vision, the Orlando Chapter of STC, in conjunction with UCF, instituted a formal mentoring program, pairing veterans from the front lines of industry with talented technical communication students. The goal: to bridge the gap between industry and academe.

#### HISTORY/ORIGIN OF MENTORING

Generally, mentorship pairs experts with novices to promote growth. One classic example of a successful mentoring relationship can be found in the realm of Antiquity, in ancient Greece, residing somewhere between Socrates, Plato, and Aristotle. Hopefully, the fruit of our mentoring program will not fall far from that tree. Carlos Parada, author of <u>Genealogical Guide to Greek Mythology</u>, has traced the concept of mentoring back to Greek mythology, finding its roots in the tale of Odysseus (Figure 1).

Mentor 4 was an old friend of Odysseus. To him Odysseus entrusted his household when he joined the coalition that sailed against Troy. Athena, assuming several times the shape of Mentor 4, became the guide of Odysseus' son Telemachus, giving him prudent counsel. Since then, wise and trusted advisers have been called "mentors." <sup>1</sup>

OK, then, so much for Antiquity. Let's hit Fast Forward for a few millennia. So what does all this have to do with the new program we initiated?

#### Types of Mentoring

Today, mentoring occurs within industry, within academe, and across the two. Within industry, mentoring programs pair senior personnel with new hires or junior personnel. In this case, the most obvious recipient of mentoring is the intern. In "The Mentoring Program at Silicon Valley Chapter," published in the February 2001 issue of *Tieline*, Lori Fisher suggests that companies like Cisco and IBM Corporation achieved notable success with their long-standing internship programs and "have used them to instill in participants the political savvy that can only be acquired with years of experience."

Mentor Athena Protégé Telemachus Absentee Father Odysseus



Figure 1. Mentoring has its roots in Antiquity.

Within academe, two possibilities are to pair faculty with students not in their classes or to pair seniors, graduate students, or recent graduates with underclass students to promote growth.

For our purposes, we are concerned mainly with mentoring that occurs across industry and academe, pairing practicing professionals with students. For years, companies like NASA, Siemens, and AT&T have taken this approach, often in the form of co-op programs, using the strategy both as a platform for early identification of potential leaders and as a low-risk screening process for potential new hires.

On a chapter level, members might pair workplace research projects with academic researchers, involving students in their projects. A prime example of this concept was the creation of an educational outreach multimedia presentation in 2002 by UCF graduate students Cindy Hauptner and Bob Stultz under the guidance of Dr. Dan Jones at UCF and Dan Voss of Lockheed Martin. A tremendous success, this grant program—described in the April 2003 edition of Memo to Members—offered compelling proof of the natural synergy between industry and academe.

#### General Guidelines

All types of mentoring relationships pair experts with novices to promote growth. There are, however, certain guidelines that ensure the success of these connections. First and foremost, the relationships must fall outside all formal channels of supervision and evaluation. For instance, a supervisor, professor, or anyone to whom the mentee reports directly cannot serve as mentor. The bonds of trust will simply not form because of the power dynamics.

Secondly, in order for a mentoring program to develop properly, it must strike the right balance between structure and flexibility. On the one hand, enough discipline needs to be exerted to ensure that regular face-to-face meetings occur (e.g., a working lunch in a suitable public venue once a month); yet the door must always be open for the spontaneous exchanges that nurture the relationship and develop trust.

#### Definition of Mentoring

According to the <u>STC Guidelines for Mentoring Programs</u>, a mentoring is a way for more experienced technical communicators to share their experiences with new or less experienced "protégé." A mentor acts as a trusted counselor, or guide, who assists the mentored protégé in setting and achieving goals for developing career direction and skills. By participating in a

mentor/protégé relationship, mentors develop valuable skills that can further their personal and professional development as well. The relationship between mentor and protégé\* requires honesty, openness, commitment, and effort by both individuals. If they are willing to put forth the effort, there are enormous benefits to be realized

#### **Benefits**

While the technical communication industry becomes increasingly competitive, today's students must become progressively more focused. Mentoring, then, seems to be a wise decision for the mentee in terms of enhanced skills, job placement in a fiercely competitive market, and accelerated career development. The benefits to the mentor may seem less readily apparent. However, professionals who have served the mentor role have found it to be beneficial in many ways, not the least of which is the satisfaction of helping a beginning fellow professional to grow. Thus, the benefits of having mentor/mentee relationships under the belt make the process a two-way street (Table 1).

Table 1. Mentoring is a two-way street.

#### Mentor Benefits

- Gain personal satisfaction from helping others discover their potential
- Enhance coaching, feedback, and leadership skills
- Gain exposure to new perspectives from the mentee
- Expand professional networks

#### **Mentee Benefits**

- Develop networks
- Receive career guidance
- Increase their visibility
- Learn to adapt to changing professional and organizational circumstances
- Develop or enhance skills needed to move forward in their careers

For years, the Orlando Chapter has strongly supported an informal partnership between industry and academe, although without the structure of a formal mentoring program. For instance, many of our chapter members (some of whom are graduates of the University of Central Florida) have spoken to classes, evaluated portfolios, and invited students to conduct workplace interviews via visits or e-mail surveys.

<sup>\*</sup> For our purposes, we have adopted the term mentee instead of protégé.

The new mentoring relationship should serve to strengthen the traditional ties between the chapter and the university and also provide STC with a platform to:

- Strengthen the local technical writing community
- Stabilize student STC membership
- Attract mentees as potential long-term STC members after graduation
- Generate positive word-of-mouth advertisement for the chapter
- Promote STC as a professional networking society
- Help the chapter execute educational outreach initiatives at the high school and college level
- Strengthen and expand the relationship between UCF and STC
- Increase attendance at STC chapter meetings
- Identify and develop potential leaders within the chapter.

Increased Person-Power. From the chapter's perspective, one notable advantage resulting from the mentoring program lies in the increased person-power that the mentees represent. The chapter workload can be shared by mentor/mentee teams, providing the mentees with a chance to gain valuable work experience.

Course Credit. On the same note, mentees have the option of combining technical writing assignments with chapter needs. One particular example of this was the brochure we generated to support our initiative to find corporate sponsors for our chapter's educational outreach program. Instead of creating a brochure for an imaginary company to satisfy course requirements, a mentee created a real-world document she, in turn, was able to display in her portfolio. That's a classic win-win scenario.

Valuable Experience. Other chapter needs lean more towards the administrative side of the spectrum. Similarly, teams have the option of choosing projects that strengthen mentees in target skill areas. For instance, volunteers are needed to coordinate fundraisers, educational outreach initiatives, and publicity campaigns. Several other opportunities are also available. The idea is to create a symbiotic relationship between chapter and mentees. This is not to say that menteeship requires "slave labor," merely to point out the abundant opportunities for growth.

Increased Visibility. Mentoring allows the mentee to become more involved, providing organizations with a low-risk method of identifying potential leaders within the group. Also, the program provides chapter members who were previously inactive with an opportunity to increase visibility by serving as a mentor or mentee. Similarly, mentors have the opportunity to sharpen their

coaching and feedback skills, while simultaneously gaining a fresh perspective by exposure to new ideas.

#### Preliminary Research

The first step in making this vision a reality was to follow the STC Guidelines for Mentoring Programs, described above. This comprehensive document proved to be a tremendous resource.

Silicon Valley Chapter. Before deciding on our strategy, we researched other mentoring programs within STC. Lori Fisher's article, cited above, describes how the Silicon Valley Chapter implemented a mentoring program back in 1999. Its informal program currently serves the needs of the local professionals and is facilitated by a mentoring web page containing a mentor/mentee database. There are no requirements limiting participants, and the professionals are linked directly to one another via e-mail addresses. Coordination is left to the mentee.

Carolina Chapter. The Carolina Chapter offers a mentoring program almost identical to the Silicon Valley's. While this approach is useful to a large network of individuals seeking expertise on various topics, the strategy did not meet the specific needs of our chapter to forge a link between industry and academe.

Lone Star Chapter. The Lone Star Chapter has provided its members with a mentoring program since 1993. The program pairs student members and new writers with professional practitioners for a period of six months to promote growth. As outlined in "Mentoring Project Helps New Technical Communicators" by program manager Jane Bergen, the program was initially limited to students, but in 1997 the chapter's Administrative Council changed the guidelines to accommodate new writers as well. Students were then permitted to enroll for a period of no longer than six months, and after graduation could re-enroll as new writers. They were assigned different mentors for each phase.

Piloting the Program. As we charted the course for the new mentoring program, we drew upon our own experiences to forecast the needs of future participants. Notably, we discovered that our monthly face-to-face meetings were the main catalyst for our relationship, with communicating by phone a close second. E-mail, however, served as an important practical link as well. While switching between our mentoring and project coordinator hats became challenging at times, our overall experience has been extremely positive.

As we witnessed firsthand, the mentee is often reticent about coming to the mentor in real time with questions. This is understandable, considering that the reticence

grows out of respect for the mentor's time or position, but it can be very limiting to a mentoring relationship because some of the most valuable feedback is often a result of real-time communication. To benefit fully, the mentee has to be comfortable calling the mentor and asking, "Hey, do you have a minute?" Otherwise, the relationship will not maximize its potential.

Likewise, the mentor has to be comfortable critiquing the mentee's work, being honest about its quality rather than sugar-coating his or her response to spare the mentee's feelings. After all, how else does a writer learn to write?

OK, then—back to Borders. Nothing happens without paperwork (Figure 2).



Figure 2. 14 Cups of Coffee = 1 Mentoring Program

#### **BUILDING OUR PROGRAM**

We had the vision, but we needed the structure, so over several extensive planning sessions and with much caffeine, we drafted and revised the structure of the program to fit the needs of our community.

#### **Developing Guidelines and Procedures**

One of the first tasks was to develop guidelines and procedures, the foundation of the program. We based the initial draft on the Lone Star Chapter's procedures, adapting them to fit our needs. A notable difference in our program is the time span. We chose a one-year timeframe for the mentoring relationship, with an optional extension to a second year. Essentially, the program spans two semesters.

Eligibility. To participate, students must be enrolled in the technical writing track at UCF and (1) be in their senior year of the undergraduate program, (2) be in the graduate program, or (3) have graduated from either program within 6 months of the application date. The idea was to focus on students closest to the job market, as we felt a mentoring program would most likely be of greatest benefit to them.

**Selection Criteria**. While we wanted to include as many interested mentees as possible, we knew we had to have selection criteria in case the number of mentees exceeded the number of mentors. Besides the obvious

restriction of the number of available mentors, we felt that STC membership should also be required as a reasonable prerequisite for the value received. In addition, we elected to take advantage of the existing structure of the Future Technical Communicators (FTC) Club at UCF, both because we expect a significant part of the mentee pool to come from this organization and also because Bonnie was its current president. Since FTC costs nothing and entails no obligation, we included FTC membership as a requirement for mentees.

Interest Surveys. Eventually, we realized that a significant part of the guidelines and procedures was dependent on the number of mentors and mentees who would potentially be interested in the program. Thus, we created interest surveys for the mentors and mentees, disseminated them via listservs and e-mail distributions, and based our decisions on the results. The tremendous response—a fortuitously equal base of 10 mentors and 10 mentees—enabled us to customize the guidelines and procedures to better fit the needs of the chapter.

#### Creating Administrative Forms

After a long working session (we literally worked until the custodial staff kicked us out of Borders), we were able to draft the mentor and mentee applications (Figure 3), the mentor and mentee agreements, the contact log, and the implementation timeline for the program. We knew we had to keep the forms simple and unintimidating so as to not deter potential applicants by burying them under mountains of paper. We decided to make all the forms electronic, downloadable from <a href="https://www.stc-orlando.org/education/mentor/mentor.asp">www.stc-orlando.org/education/mentor/mentor.asp</a>. Applicants merelyhad to type in their information, save and the document, e-mail the forms to their program coordinator.

Next came the mentor and mentee agreements, designed to serve both as a preliminary outline of participant goals and as an icebreaker for a team's first face-to-face meeting. When the teams met for the first time, the mentors and mentees finalized the agreements, saved copies for their records, and e-mailed them to their appropriate program coordinators. Finally, we established a basic contact log to provide basic structure without imposing undue paperwork.

The next step in implementing the program was to gain the Administrative Council's approval. After drafting the mentoring packet, we e-mailed it to the core team for its feedback. After final review at an Administrative Council meeting, the program was approved unanimously. We were good to go! Prospective mentors and mentees were asked to submit their applications, electronically.

STOC SOCIETY FOR STORINGIAL COMMEN		<b>WUCF</b>
	Mentor Application	
	2003-2004	
Name:		
E-mail: (Home)		
(Work)		
Vears with STC:	Daytime Phone:	
Chapter Leadership Positions:		
	Employment/Education	
Employer:	Zinpro, mento z onemical	
Position:		
Areas of Expertise: (type an x or	the lines that apply)	
Software documentation	Knowledge management	Digital media
Hardware documentation	Marketing Writing	Journalism
Online Help	Managament	Promotional writing
Information technology	Editing	Large company
Technical marketing Scientific writing	G overnment Writing Web site design	operations Start-up company
Medical writing	Electronic publishing	operations _
Tech writing/editing	Technical illustration	Courseware
• • •	Grephic design	
Other	Other	
Interests, Hobbies, and Extracu	ricular Activities; (type answer in b	ox)
Education: (answer all that app	lvì	
Graduate Degree	Annal and	
Undergraduate De	egree (major)	
Other specialized	training (area)	
	Communication Modes	
What percentage of your total mer these three media? (Total=100%)	ntoring/mentee communication do you	see foresee occurring in each
Face-to-face	E-mail	Telephone
%	%	%
Willing to meet: (type an x on the	lines that apply)	
Weekdews	Weekday evenings	Weekends
		71 VVDVLM2

Figure 3. Applications were submitted online.

Making the Pairs. We paired mentors and mentees based on their stated goals and interests. To aid in the pairing process, we included personality profiles, preferred method of communication ratings, focus area checklists, and short-answer questions on the applications. For example, an extroverted, structured mentor well-versed in online Help files would be the perfect match for an outgoing mentee who preferred a well-regimented learning environment and is interested in pursuing a career in online documentation.

Once the basic needs had been matched, other aspects, like preferred method of communication, were considered. For instance, mentors who preferred communication via e-mail as a primary medium were paired with mentees who also stipulated this.

Kicking Off the Program. Once the program coordinators and the chapter president finished pairing participants into mentor-mentee teams, participants were notified of their selection and asked to fill out the initial mentor or mentee agreement forms. The group was then invited to a mentoring kickoff session. Mentors and mentees were introduced via an innovative "treasure hunt" and asked to finalize their mentor/mentee agreements (Figure 4). From there, it boiled down to regular one-on-one communication between mentor-mentee pairs.

Gathering
Feedback. During the mentor/mentee relationship, both participants were asked to keep a basic contact log, and to provide a few simple, non-time-consuming reports to the program coordinators at two points during the year, as well as a simple evaluation at the end of the process.



Figure 4. "X" marked the spot for Sherri and Barb.

#### YEAR 1 RESULTS

At the end of the first year, we conducted three evaluations to measure the effectiveness of the mentoring program and to identify improvements we could make for Year 2: (1) we gave mentors and mentees a post-assessment with subjective numerical self-evaluations in three skills areas, and compared the results with a pre-assessment we administered 10 months earlier; (2) we had mentors and mentees numerically evaluate their overall satisfaction and their success in meeting their objectives; and (3) we independently evaluated the program by analyzing the mentor-mentee agreements and the contact logs and subjectively evaluating the results versus the objectives. Results of these evaluations are summarized in Tables 2-5.

#### Pre- and Post Assessments

Table 2 compares pre- and post-assessments. Mentees clearly felt much better prepared for job search and placement as a result of their mentoring. They also reported a significant growth in job skills. The mentor data was inconclusive. Even in the one area of improvement (job skills), a closer look at the data shows this was influenced by very high scores from the three youngest mentors—who could reasonably be expected to still be on the steep slope of their professional skill growth curves. Based on subjective numerical self-evaluations before and at the end of the mentoring program, mentees reported significant growth, especially in job search skills. Statistical results from mentors were not significant.

Table 2. Analysis of Personal Growth Post- vs Pre-Assessments: Mentees

Category	Mentee Growth, Pre to Post
Growth in job search skills	40%
Growth in job knowledge (technical communication)	28%
Growth in career readiness	10%
Aggregate growth	24%

Post- vs Pre-Assessments: Mentors

Category	Mentor Growth,
Growth in ability to teach job search skills	Pre to Post 3%
Growth in job knowledge (technical communication)	18%
Growth in readiness to coach a mentee	-6%
Aggregate growth	6%

#### **Program Evaluation**

Table 3 shows how mentees and mentors evaluated the program on a scale of 1-10 in terms of (1) overall satisfaction and (2) success in meeting their objectives. Dropping the highs and lows to get the truest picture, we came up with aggregate ratings of just under 9 for overall satisfaction and just under 8 for meeting objectives. Clearly, the program was rated a success—with some room for improvement on meeting objectives. Perhaps most significantly, 5 of 9 mentors signed up on the spot for a second tour of duty, only one said no, and three were maybes. All 9 mentees said they would welcome the opportunity to serve as mentors in the future.

Based on numerical program evaluations, both mentors and mentees expressed strong satisfaction with the mentoring program and said it met their objectives.

Table 3. Evaluation of Program Satisfaction

Program Evaluations: Mentees

riogrami Evaluations. Mentees	
Category	Average Evaluation*
How satisfied were you, overall, with the mentoring program? (1-10)	9.0
How well did you feel the program met your objectives? (1-10)	7.75
Would you be willing to serve as a mentor in the future?	100% Yes

\* Dropping the highest and lowest scores.

rust vs rit-Assessifients. Menturs	
Category	Average Evaluation**
How satisfied were you, overall, with the mentoring program? (1-10)	8.6
How well did you feel the program met your objectives? (1-10)	7.8
Would you be willing to serve again as a mentor in 2004-2005?	5 Yes, 1 No, 3 Maybes

<sup>\*\*</sup> Dropping the two highest and two lowest scores.

# Analysis of Mentor-Mentee Contact Logs

As program coordinators, we came up with essentially the same conclusion when we independently evaluated the contact logs versus the mentor-mentee agreements. The results, shown in Table 4, confirm overall program success, with room for improvement—especially on the number of face meetings, the relative lack of which we felt contributed to the difference between an 8 and a 10 in meeting objectives.

Analysis of the mentor-mentee contact logs showed a median of 3.0 face meetings, a mix of face meetings and e-mail as the dominant communication mode, and job search and placement as the primary, though not the only, focus.

Table 4. Analysis of Contact Log

Tm	# Face Mtgs	Dominant Communi- cation Mode	Primary Focus	Success Level (1-10)*
1	1	E-mail	Job search	7
2	4	Mixed	Job search	8
3	1	E-mail, STC meetings	Medical writing	6
4	3	"Meet to eat"	Academics	8
5	2	E-mail	Mentee withdrew	4
6	3	Meet to eat, office visit, e- mail	Job search and content	10
7	3	Meet to eat	Resume, career, social skills	10
8	4	Face meetings, e-mail	Academic, career	9
9	3	Face meetings, e-mail	Resume, chapter service	7

Subjective rating (1-10) by program co-coordinators.

#### Recommendations for Improvement

Combining the feedback we received in the program evaluations with our own observations, we came up with seven areas for improvement in Year 2 (see Table 5). While we certainly want to repeat the successes in job search and placement we achieved in Year 1 (several of the mentees found jobs quickly!), we'd also like to "open the aperture," especially in academic coaching and chapter service.

Mentors and mentees suggested program improvements for Year 2. Above all, they stressed the importance of face-to-face meetings.

#### Table 5. Concatenated Recommendations

### Recommendations on Improvements for Year 2 of Mentoring Program

- Start sooner. Recruit and establish mentor-mentee pairs in summer; be ready to go with the fall term.
- Meet more as a group. Have a mid-year and year-ending get-together, in addition to the kickoff meeting.
- Encourage participants to meet more face-to-face. E-mail's great, but to get the most out of a mentoring relationship, you have to meet.
- Provide a little more direction. Especially at the beginning. But also give the teams room to operate.
- Promote chapter service. Working together on chapter projects nurtures a mentoring relationship by adding practical application of skills to a mutual goal.
- Add variety. Continue to focus on job placement, but add academic coaching, "shadowing" at work, and other activities.
- Maintain one contact log. No need to have two, as we did in Year 1.

#### **YEAR 2 STATUS**

For Year 2 of the mentoring program, the co-coordinator role passed from the authors to the new manager of the chapter's Education Committee, Gail Lippincott; and the incoming FTC president, Jen Selix. We handed off the baton at a midsummer planning session and passed along the ideas for program improvements.

Our successors got off to a great start in recruiting, winding up with approximately the same number of mentor-mentees pairs as we had in Year 1 (including a couple of returnees).

Concerning the proposed earlier start, well, we hadn't reckoned with Hurricanes Charlie, Frances, and Jeanne—all of which came directly over Central Florida, and which wrought havoc with everyone's schedule, including the mentoring program. Jen and Gail fought back with an innovative "virtual kickoff" to set things in motion, then used the administrative tools (mentormentee agreements, contact logs) to keep things on track until they could get everybody out from under the wreckage and into one room at the same time.

It was too early in the program when this paper went to press to make a substantive assessment on Year 2, but based on the enthusiasm at a post-holiday group gettogether, the participants appeared to have survived the rainy start and the program was rapidly gathering momentum. We'll provide a real-time update in the conference presentation.

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mailto:bonnie.j.spivey.-ND@disney.com

Bonnie Spivey is a technical writer at Disney Cruise Line ®, and is the Publicity manager for STC's Orlando Chapter as well as a member of its active Education Committee. She is a 2004 graduate of the Technical Writing Program at UCF where she managed the Technical Writing Computer Lab. Spivey served as president of the Future Technical Communicators (FTC) Club at UCF, sparking a major growth initiative that culminated in a university-funded delegation of six students to the 2004 international conference. She was co-coordinator of the chapter and UCF's new mentoring program. In 2003, Spivey was a recipient of a Melissa Pellegrin Memorial Scholarship Award, presented annually to one or two undergraduate and graduate students in the technical writing program at UCF.

#### Dan Voss

Communications Manager, Anti-Armor Weapons Lockheed Martin Missiles and Fire Control - Orlando 5600 Sand Lake Road, Orlando, FL 32819 407-356-6508 mailto:daniel.w.voss@lmco.com

Dan Voss has 26 years' experience in aerospace at LMMFC-O, and he has also taught high school and college. He is a Fellow in the Society for Technical Communication and is a member of STC's Orlando Chapter, where he managed the Education Committee for 11 years. He has received the Chapter's Distinguished Service Award. He managed the STC's Special Needs SIG, now the AccessAbility SIG, for 2 years, earned the SIG's Distinguished Service Award, and remains an active leader. Voss has also served on STC's Professionalism, Ethics, Certification, and Strategic Planning committees. He has presented at 15 international and 9 regional STC conferences. With Lori Allen, he co-authored Ethics in Technical Communication: Shades of Gray (Wiley, 1997). He is the only nonengineer ever to earn LMMFC-O's Author-of-the-Year award. He has also published numerous articles in professional journals and other publications. He recently won two of Lockheed Martin's top awards for communication and performance for his leadership on a successful major proposal.

# Un Programme de Mentorat International? Mais Oui. C'est Possible! Absolument!

#### By Clio Fouque and Dan Voss

#### **Abstract**

This paper describes a trans-Atlantic mentoring initiative involving the STC Orlando and STC France chapters, the University of Central Florida, and the University of Paris Diderot (Paris 7). The co-authors launched their own international bilingual mentoring relationship at last year's conference and are using it as a means of piloting a broader initiative. The goal was to set up a mentoring program between the STC-France chapter and the University of Paris Diderot modeled on the one between STC-Orlando and UCF. The possibility also exists for international exchanges and cooperation between professional technical communicators within the two chapters as well as technical communication students within the two universities.



# FROM THE NORTH AMERICAN SIDE OF THE ATLANTIC...

How does a trans-Atlantic mentoring relationship begin? For us, it began at the AccessAbility SIG business meeting on Monday morning, May 6, 2009, at the 56<sup>th</sup> annual international STC conference in Atlanta, Georgia, USA. Except we didn't know it yet! We weren't personally introduced at the meeting, although we both participated. As a former manager of the AccessAbility SIG, I was heartened to see such obvious interest in the subject from an intelligent and personable young student who, by her accent at least, I surmised was from the STC-France chapter.

That's where serendipity stepped in. Conferences are sprawling, hectic events, and it is entirely possible to meet somebody once at the beginning and never run into that person again for the rest of the conference. And we hadn't even really met yet.

But by good fortune, our paths crossed again just a few hours later when we wound up sitting next to each other at the Marketing SIG's networking lunch. We introduced ourselves and began chatting animatedly. In addition to our mutual interest in accessibility, we soon learned that a number of Clio's potential career options closely matched Dan's experience and skill sets. It was evident right from the start that despite the age difference between us (we won't define that any more precisely! ©), our interests and our personalities aligned very closely.

In fact, Dan was thinking, "What a shame Clio isn't from the University of Central Florida! She and I would make a great mentor-mentee pair!" Dan was thinking in terms of the mentoring program pairing UCF technical communication students with professionals from the STC Orlando chapter. As the luncheon wore on and their conversation raced along non-stop, an idea began to take shape in Dan's mind. "Why not?" he suddenly declared, not realizing he had said the words aloud.

"Why not *what*?" Clio said, puzzled—wondering, perhaps, if we Americans typically went around talking to ourselves.

"Oh," Dan said, laughing. "I just had a great idea and I didn't realize I had expressed it aloud."

"What's your idea?" Clio asked.

Dan told Clio about the mentoring program between the STC Orlando chapter and the technical communication program at the University of Central Florida and asked her if she might be interested in pursuing a trans-Atlantic virtual partnership as a mentor-mentee pair in the 2009-2010 program.

Clio liked the idea. The two agreed to meet again during the conference to establish goals and objectives and plan activities that could be accomplished at a distance to execute their plan.

As it turned out, both were so busy during the conference that the only available "window" of time to hold their initial—and, given the distance that was about to separate them, their *only*—face-to-face meeting as mentor and mentee was 40 minutes on Thursday morning just before Clio had to leave for her flight back to Paris.

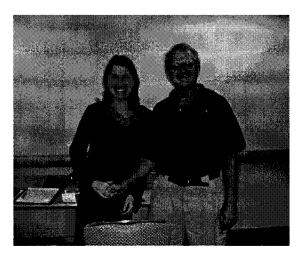
They found a quiet meeting room in the conference center, and Dan pulled up the mentor-mentee agreement form on his laptop. With the clock ticking, the two wasted no time mapping out objectives and activities that would tap Dan's experience to coach Clio in a number of areas of professional interest. In addition to their mutual interest in accessibility, those areas included marketing communication, particularly proposals; management techniques, including ethics in technical communication; and writing for internal and external media.

Their objectives were defined with 20 minutes to spare, so the two decided to add one more goal—to help the STC-France chapter, of which Clio was secretary, to establish a mentoring program with the University of Paris 7 (Diderot), where Clio was completing her studies for her third masters degree—this one in technical communication.

Dan explained to Clio that he and his first mentee, Bonnie Spivey, had done precisely that back in 2002, leveraging their own mentoring relationship to pilot the STC Orlando chapter/UCF mentoring program (Spivey, Voss 2002). Dan gave Clio a CD containing information about the program, including the various tools he and Bonnie had developed to institute and administer the mentoring program. (Lippincott, Selix, Spivey, Voss 2002)

With time running out on Clio's departure for the airport, the two shook hands (Figure 1)—both to officially begin their own mentor-mentee relationship

(the forms could be completed by e-mail) and also to commit to the goal of initiating a mentoring program between the STC-France chapter and the University of Paris Diderot, using the STC Orlando chapter/UCF program as a model.



**Figure 1. AND SO IT BEGAN.** Clio and Dan outlined the objectives for their trans-Atlantic virtual mentoring relationship in Atlanta last year just before Clio headed to the airport to return to Paris.

And so began their international mentoring relationship.

Shortly after Clio returned to Paris and Dan to Orlando, they completed the forms on their mentoring relationship via e-mail and Dan submitted them to the managers of the 2009-2010 STC Orlando chapter/UCF mentoring program. Since its inception, the program had had a number of successful "distance" mentoring relationships, but this one was certainly expanding the geographic envelope!

Dan sent Clio some materials on accessibility which he had promised her in Atlanta and then sent some materials on ethics in technical communication—an area they decided to explore first.

It was then that an interesting series of events on both sides of the Atlantic sent their mentoring relationship into a different direction. In France, Clio became extremely busy due to a combination of her studies at the University of Paris Diderot, where she was preparing to defend for her masters degree in technical communication (the "soutenance") as well as continuing to fulfill her responsibilities in her not-

so-part-time job in technical communication—leaving her little spare time to pursue ethics or the other areas of professional development outlined in their mentoring objectives. Meanwhile, in the United States, Dan was in the opposite situation, on a 6-week medical leave following surgery, where he found himself in a place he was unaccustomed to being—not having 15 things to do at once!

He even had enough time to "dust off" his high school French, although even armed with his trusty English-French dictionary and grammar book, his French was no match for Clio's English! [The alert reader will notice this article is "en anglais, pas en français." ©] Yet, Dan's efforts and relentless attempts at writing in her own native language kept impressing Clio. She could not believe that somebody who had not practiced for such a long time could even remember old French phrases—which made her smile and sometimes laugh.

Clio's command of English proved most fortunate, because the mentoring relationship was about to take a turn into philosophical territory—an area Dan could surely not have navigated "en français"!

When Clio expressed her concern about her upcoming soutenance (would she pass?) as well as her search for her first full-time job in technical communication (would she succeed at a critical upcoming job interview?)—in the process revealing her own tendencies toward perfectionism and the frustration it can create—Dan saw a perfect opportunity to do some long-distance mentoring. Himself a life-long perfectionist and "workaholic," he had a wealth of advice to share on how to channel perfectionism in accordance with business priorities (read: budget limitations) and how to deal with the anxiety that results from consciously adjusting quality levels to best address business requirements.

Forced into a 6-week rest from his busy job at Lockheed Martin, Dan took advantage of the opportunity to compose a series of e-letters to Clio, using the metaphor of going on long walks together to explore such pressing issues as perfectionism, the anxiety attendant thereunto, self-confidence, and more. These philosophical e-letters contain personal information, protected under the confidentiality of a mentoring relationship and therefore are not subject

to a detailed discussion in this forum. However, this brief excerpt from "A Walk in the Country" provides some insight into the unexpected turn of events their mentoring relationship had taken:

Let's take a walk in the country. We'll start by my parents' house and hike through the hay fields to the top of the mountain, where we can see for miles. On the way back, we'll walk through the forest and come out by the little pond at the bottom of my parents' property. You might want a light sweater, because it can get a little chilly in the shade. When we're in the sun, you'll probably want to carry the sweater.

I have put much thought into what would be the best way for me to mentor you when it comes to the issues you have described. I can definitely address perfectionism, because that is a battle I have been fighting myself through most of my life. However, when you dig beneath the surface to get at the underlying causes of perfectionism, as well as the underlying reasons for lack of self-confidence, you get into many other areas, particularly psychology and spirituality. These are, of course, very personal areas. I have no problem sharing at this level from my side if you are comfortable from your side. Are you?

Clio responded to the "walks" with her own philosophical reflections. In a near-daily exchange of e-mails, the two shared their thoughts on some difficult family issues they were each dealing with at the time. It soon became evident, as Dan had told Clio would most likely be the case, that mentoring often becomes a "two-way street." By Christmastime, their mentoring relationship had deepened into a strong personal friendship born of honesty and trust.

A perfect example of the two-way street occurred in February as the deadline for this *Proceedings* article approached and the initiative to establish a formal mentoring program between the STC-France chapter and the University of Paris Diderot encountered some delays. A very successful meeting at the University of Paris Diderot in January (Figure 2) had identified several students as prospective mentees, but preparations for its annual conference in April (the Content Strategy Forum) had slowed the STC-France chapter's recruitment of mentors to pair with the

students. Dan, ever deadline conscious, expressed concern that the process wasn't moving quickly enough. That's when Clio introduced him to the concept of "relativiser," a term

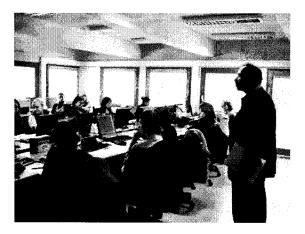


Figure 2. EXTENDING A NEW OPPORTUNITY.
Ray Gallon of the STC-France Chapter, co-manager of the new mentoring program, does some recruiting with Clio at the University of Paris Diderot, in the classroom where Clio attended courses last year.

which, loosely translated, means "to chill out"—not exactly Dan's strong suit. © However, mentor accepted the wise counsel from mentee, and the pair agreed to describe just the beginnings of the new mentoring program in this article and follow with the details in their presentation at the 57<sup>th</sup> annual international STC conference in Dallas.

So if you are interested in the rest of the story, you'll find it in the Academic SIG's progression, "Across the Spectrum" in a tabletop presentation entitled "Reaching Across the Atlantic—an International Mentoring Initiative."

As this article went to "press," Clio and Dan were just beginning to pursue the primary areas of professional development they had identified in their meeting in Atlanta, and the STC-France/University of Paris mentoring program was like an airplane taxiing down the runway, not yet airborne but ready to take off. But what Clio and Dan had not yet accomplished in the areas of ethics, proposals, and management paled in comparison to all that they had shared and the close and trusting relationship that had grown between them in the process.

So, was the international mentoring relationship a success?

Mais oui!



# FROM THE EUROPEAN SIDE OF THE ATLANTIC...

When Dan alluded to the mentoring program, I must admit I was really interested in this kind of "tutoring," which could definitely help students feel more involved in their future field of work. What could be a better way of knowing about the job of technical communicators than as it was really experienced on a daily basis? And above all, what could be a better way of gaining some support other than family and friends—who could not understand why you study how to write "manuals and guides nobody reads," other than student peers and teachers?

Of course, I guess that my natural curiosity, enthusiasm, and inclination towards new experimentations that can include growing up, gaining experience, and confronting communication issues truly helped me make my decision quite rapidly. My tendency not to be reluctant and hesitant could not have been more necessary and useful than it was on that occasion.

And so it was agreed between us. I was immediately convinced that our mentoring relationship could work, and that we could take advantage of the geographical distance between us to create a new kind of relationship. That was the novelty I was proud of bringing to Dan. And I added my learning of new technologies and my French sayings. ;-).

We had a starting bond to nourish, strengthen, and expand. We did it by many ways. Dan's "Walks" were amazingly deep and enriching, full of hints of how we, as sensitive human beings, can deal with relationships and duties in private life and in the workplace.

As months went by, I decided to vary the media I would use to correspond with Dan. I shared words, of course, but also articles and pictures of French sights, places, monuments, etc, and even of travels I did. Sometimes the latter ones came with comments. Sometimes with sayings. Sometimes with a mere—but powerful—smiley emoticon. 

Because visuals may speak better than words.

From time to time I asked Dan about problems or simple questions I had about my student and apprentice's life. I also presented some of my projects to him. He always gave me a genuine answer: simple comments or precious advice. He stood by me—and *still* stands by me—and really kept encouraging me, trying to convince me of my worth, of the wealth of accomplishments I had made ...this without ever giving up. I admire him for this. I thank him, too.

I think I also tried to give him the best advice I could in terms of managing not to accept too much workload, trying to "relativiser" (take it easy and be patient because there is literally "nothing you can do" without stressing over nothing), and enjoying free time as much as he could. I introduced him to Instant Messaging, but our promising beginning in this medium could not often be repeated because of bad Internet connections on both sides, not to mention the time difference. © Too bad... but there are much worse things in life!

One achievement I am proud of? Our ongoing personal and professional relationship: Dan as the Mentor, Clio as the Mentee.

### A NEW MENTORING PROGRAM IS BORN!

A second one? The French version of the technical communication mentoring program, which was discussed among the STC France Chapter's Board Members, Orlando Chapter leaders, and other enthusiastic people for months since I came back from the 2009 STC Summit in Atlanta. After a meeting including our mentor coordinator, the students, the University coordinators, and me in January, the program has finally been launched. At last! You cannot imagine how proud I was to send

Dan the hyperlink leading toward our most recent STC France Chapter's newsletter announcing our new mentoring program.

After several months of preparation, the STC-France Chapter is now kicking off the mentoring program with mentors from our Chapter and students from my former university (the University of Paris-Diderot). As this article went to "press," we had 5 mentors and 5 mentees—a very fortunate match!—who had completed the application forms (see Figure 3), and we were in the process of pairing them up. These pairings were scheduled to become official at the Content Strategy Forum in Paris April 15-16, 2010, an international event co-organized by the STC-France and the STC Trans-Alpine chapters. A "Mentor-Mentee Meet-up" corner was to be set up to allow mentors and mentees to meet, share their first thoughts and impressions, and decide if they actually want to start the great "mentoring adventure" together.

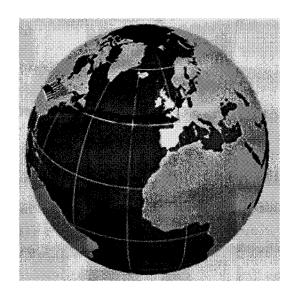
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**Figure 3. ON-LINE SIGN-UPS.** STC-France parlayed STC-Orlando's Google-Doc forms into a web-based application process to kick off its mentoring program with the University of Paris Diderot.

What a huge evolution! What a promising new journey! I do not doubt that more is to come in the years ahead.

When I think it all started in that little meeting room in the conference center in Atlanta...

Vive le programme de mentorat international!



#### **ABOUT THE PRESENTERS**

CLIO FOUQUE was born in France but has spent most of her life traveling, from New Caledonia to the U.S., via Reunion Island and Australia. She first completed a masters degree in English from the University of Reunion Island (with a full year abroad in Arkansas, U.S., and several months in Australia) and two masters degrees in tourism management from the University of Brighton in the UK and the Ecole de Management de Normandie in France. Clio then worked for several years as a writer and customer advisor in various tourism companies and groups (including Air France Flying Blue) before entering the technical communication field. In October 2009, Clio graduated from the graduate-level technical communication program at the University of Paris Diderot, completing her fourth masters' degree. Clio has acquired a broad skill set ranging from e-learning and Web design to marketing writing, information architecture, and knowledge management. As she graduated, she completed a long-term internship at UCatchIt, a small company where she served both as a writer and an editor for search engine optimization (SEO) web content. Following graduation, she assumed a full-time technical communication position at Hypertexte, focusing on Web writing, e-learning, SEO (search engine optimization) and training. She has presented at STC France's annual conference as well as at the STC France chapter's Annual General Meeting and at the University of Paris. Clio is particularly

interested in helping to connect French- and Englishspeaking professionals and students.

DAN VOSS has 32 years' experience in aerospace at Lockheed Martin Missiles and Fire Control (LMMFC) where he is currently Communications manager for the Tactical Missiles mission area, and he has also taught high school and college. He is a Fellow in the Society for Technical Communication and is a member of STC's Orlando Chapter, where he has been extensively involved in educational outreach initiatives. With Bonnie Spivey, he developed a highly successful mentoring program between the STC Orlando Chapter and the University of Central Florida. Dan managed STC's AccessAbility SIG for 2 years and remains active. He has presented at 21 international and 9 regional STC conferences, including successful workshops on ethics, editorial training, integrated strategic communication, the ethics of visual communication, and other topics. With Lori Allen, he co-authored Ethics in Technical Communication: Shades of Gray (Wiley, 1997) and has published numerous articles. With Shirley Hancock-Andersen, he co-authored the original STC Ethical Guidelines in 1994. He has received the Distinguished Service Award both from the Orlando Chapter and the AccessAbility SIG and also the Gloria Jaffe Award for the Most Outstanding Technical Communicator in Central Florida. Dan has earned three of Lockheed Martin's top awards for communication and excellence for his leadership on a successful major proposal and marketing campaign, and is the only non-engineer to receive LMMFC's coveted Author-of-the-Year Award.

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Spivey, Bonnie and Dan Voss, "Bridging the Gap Between Industry and Academe," *Proceedings* to 52<sup>nd</sup> International STC Conference, 2005, Seattle, WA, pp. 62-68.

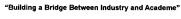
### Reaching Across the Atlantic: An International Mentoring Initiative

Academic SIG Progression: Across the Spectrum
Clio Fouque and Dan Voss



Presented at the 57th Annual STC Conference Session #0188: Monday, May 3, 2010, 3:15-4:30 p.m. Dallas, Texas

# What is Mentoring? Pairing Experts with Novices to Promote Growth in All Directions All Directions Mentoring Has its Roots in Antiquity



A Behind-the-Scenes Look at a Successful Mentoring Relationship that Piloted a Successful Mentoring Program

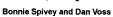


What Generation Gap?



Presented at the 52<sup>nd</sup> Annual STC Conference

Session PD3T: May 9, 2005 Seattle, Washington



The University of Central Florida and the Orlando Chapter of STC

#### **Developing the Turnkey Package**

- · Created administrative forms
  - Guidelines and Procedures
  - Applications
  - Agreement forms
  - Contact log
  - Pre-tests
  - Post-tests
  - Evaluations (pre, post)
- Available on website:

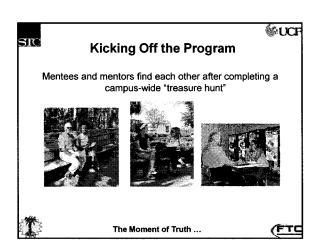
http://www.stc-orlando.org/education/mentor/mentor.asp

Linking Today's Professionals with Tomorrow's Leaders

#### **Promoting the Program**

- Word of mouth
- · Presentation at a chapter meeting
- Website
- · E-mail to the listserv
- Article in the chapter newsletter, Memo to Members

You, Too, Can Do This!



#### **History Repeats Itself in Atlanta!**







- · The serendipity factor
- · An instant alliance
- · A new trans-Atlantic relationship
- · A new trans-Atlantic pilot program

An International Mentoring Relationship is Born!

#### **Objectives of Mentoring Relationship**

- Mentor to provide mentee with information and resources pertaining to technical marketing communication, proposals, writing for internal and external media, accessibility, and ethics in technical communication that promotes mentee's knowledge and expertise in these areas.
- Mentor to provide guidance on job search and placement, professional development, and strategies for career advancement.
- Mentor to assist mentee in establishing a mentoring program between professionals in the STC-France Chapter and technical communication students at University of Paris 7.
- Mentor to lead mentee to expert resources on web design and graphic illustration (e.g., make e-introductions via networking within STC)
- Mentee to assist mentor in developing proficiency in the new social media
- Mentee to help mentor gain increased insight into the work ethic and work methods of "Gen Y," from an international perspective, etc.

Charting the Course

#### Sharing Pictures ...













... Across the Ocean

#### Sharing Thoughts ...



"A Walk in the Country"

#### Sharing Successes ...

- · A successful job interview!
- · A successful soutenance!
- · A successful new program!



And Above All ... TRUST!

#### **Promoting the New Program**



**STC France Connexion** 



January 2010

Newsletter of the STC France Chapter

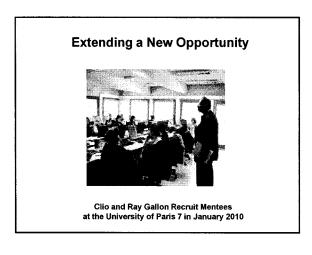
#### STC France to Launch Student Mentoring Program

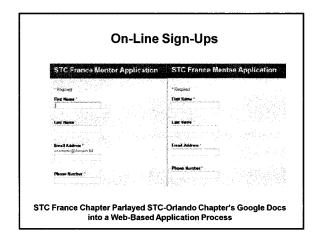
One of the things that's been keeping us busy since last Summer is an exciting new initiative to develop a student mentoring program, proposed by STC France secretary Cib Fouque, following her meeting with Dan Voss from the Orlando Chapter at the STC Summit in Atlanta last Spring.

Clio and Dan initiated a trans-Atlantic mentoring relationship as an "international extension" to the longstanding <u>Orlando Chapter mentoring program</u>. Almost immediately they discussed the goal of establishing a mentoring program pairing professionals in the STC France Chapter with technical communication students from Université Paris Diderot-Paris 7.

The STC France leadership team will be visiting the Paris Diderot Rive Gauche campus later this week to present the STC France Mentoring Project. Clio will be there to share her enthusiasm ....

Time to Recruit!

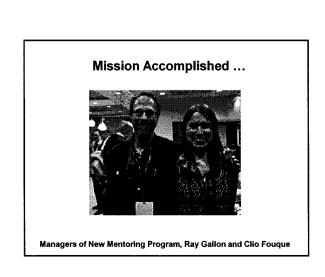












#### **Handouts**

- "Reaching Across the Atlantic: An International Mentoring Initiative," Session Description, Cito Fouque and Dan Voss, 57th STC Conference, Dallas, TX, May 2010.
- "Reaching Across the Atlantic: An International Mentoring Initiative," Presentation, Cito Fouque and Dan Voss, 57th STC Conference, Dallas, TX, May 2010.
- "Un Programme de Mentorat International? Mais Oui, C'est Possible! Absolument!", Clio Fouque and Dan Voss. Proceedings, 57th STC Conference, Dallas, TX, May 2010.
- "Bridging the Gap Between Industry and Academe," Bonnie Spivey and Dan Voss, Proceedings, 52<sup>nd</sup> STC Conference, Seattle, WA, May 2005, pp. 62-68.
- "Get the Sizzie! Turnkey CD: Toolkits, Ready to Go!", Gail Lippincott, Jen Selix, Bonnie Spivey, and Dan Voss, distributed at Leadership Day, 52<sup>rd</sup> STC Conference, Seattle, WA, May 2005.

#### **Contact Information**

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Au Revoir!



#### GUIDELINES FOR MENTORING PROGRAMS

Copies available from:

Society for Technical Communication 901 N. Stuart St., Suite 904 Arlington, VA 22203-1822 (703) 522-4114 / (703) 522-2075 (fax) stc@stc.org www.stc.org

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#### **Guidelines for Mentoring Programs**

#### What is mentoring?

Mentoring is a way for more experienced technical communicators to share their experiences with new or less experienced "protégés." A mentor acts as a trusted counselor, or guide, who assists the mentored protégé in setting and achieving goals for developing career direction and skills. By participating in a mentor/protégé relationship, mentors develop valuable skills that can further their personal and professional development as well. The relationship between mentor and protégé requires honesty, openness, commitment, and effort by both individuals.

In a mentoring relationship, mentor and protégé:

- Identify objectives, goals, and developmental needs.
- Define and establish a plan to accomplish protégé goals.
- Meet regularly in person or via phone or e-mail to review and evaluate progress.

A successful mentoring relationship benefits those involved through increased confidence and a sense of direction. The relationship provides a risk-free learning environment in which to offer career guidance.

Mentoring relationships can develop between individuals within an organization, between individuals in two different organizations, or between students and STC professionals.

#### Mentoring is NOT

- casual advice
- necessarily for everyone
- on-the-job training
- a guarantee of a successful career

#### What principles does mentoring include?

Many mentoring programs adhere to a common set of mentoring principles:

• Mentoring is all-inclusive; no one is excluded who wants to participate.

- Mentoring is an enabling process that facilitates career development and skills exchange.
- The mentor and protégé are mutually committed to a beneficial mentoring relationship.
- Mentoring is based on an absolute commitment to trust and confidentiality between participants.

# What are the roles in a mentoring program?

To get the most out of the relationship, mentors and protégés need to understand their roles in the mentor program.

#### Mentor's role

A mentor serves as a role model, offering penalty-free advice and counsel, and providing candid feedback to the protégé.

In a mentoring relationship within an organization, the mentor

- Introduces the protégé to people in the organization
- Helps the protégé get oriented
- Familiarizes the protégé with organizational processes and procedures.

In a mentoring relationship between organizations, the mentor

- Listens and offers feedback
- Recommends developmental activities
- Suggest and provides resources
- Communicates experiences and challenges.

In a mentoring relationship between an STC professional and a student, the mentor

- Assists the student in professional networking
- Provides job shadowing opportunities
- Serves as a counselor and a guide.

In all mentoring relationships, mentors can

- Suggest methods for advancing protégés' growth and offer résumé assistance and long-term career guidance
- Provide lists of relevant books and Web resources and introduce their protégés to some of the jargon of the trade
- Point out STC Society-level and chapter-level benefits
- Discuss training and educational opportunities

• Explore career goals and the numerous career paths technical communicator can pursue.

#### Mentor benefits

Mentors who participate in a mentoring relationship

- Gain personal satisfaction from helping others discover and reach their potential
- Gain exposure to new perspectives from the protégé
- Expand professional networks
- Enhance coaching, feedback, and leadership skills.

#### Protégé's role

The success of a mentoring relationship is often based on what the protégé wants to achieve from it. The protégé should

- Ask questions
- Listen
- Share ongoing career planning and development
- Be open to the mentor's suggestions
- Keep the lines of communication open with his or her mentor.

#### Protégé benefits

Protégés who participate in a mentoring relationship

- Develop networks
- Receive valuable sounding boards
- Receive career guidance
- Increase their visibility
- Learn to adapt to changing professional and organizational circumstances
- Develop or enhance skills needed to move forward in their careers.

Although a mentor can suggest growth opportunities and career guidance, the protégé is ultimately responsible for his or her own career development.

## How should mentors prepare for their roles?

To help ensure the mentor/protégé relationship is successful the mentor should

- Be willing to commit a minimum of two hours a month to the relationship
- Think about what relevant books and Web resources might be of value to the protégé.

# How long should mentoring continue?

Because each individual learns and absorbs information at different rates, the length of time the mentoring relationship lasts depends on the individuals involved. Therefore, each mentor and protégé must determine how long the mentoring relationship should continue. Some relationships last for years.

To start, consider the following time scale:

- 3-6 months for relationships within an organization
- 6-12 months for relationships between organizations
- 1-2 terms for professional/student relationships

#### **NOTES**



#### Worksheet on Student Mentoring Programs



#### **Dan Voss and Bethany Bowles**

#### **CAC Co-Leads for Student Outreach**

#### **Key Steps**

Find a student and professional to lead the program.
Review "turnkey" source materials and adapt the guidelines, promotionals, and administrative forms to meet your specific needs.
Recruit mentors and mentees.
Pair them based on information on their applications.
Hold an activity-based kickoff meeting to introduce the mentor/mentee pairs and suggest activities and projects they may wish to pursue.
Have each M&M pair complete a mentor/mentee agreement form identifying objectives and activities to fulfill those objectives, as well as scheduling for future mentoring sessions.
Monitor the progress of the M&M pairs, encourage them to share experiences, and, if necessary, to encourage them to meet or, occasionally, intervene to resolve issues.

#### **Detailed Procedures**

E-File Prefix	Action 25	Complete
Part	1 – Background Reading Materials on Professional-to-Student Mentoring Program	S
Α	"Harnessing Student Power to Jet-Propel Your Community: Part I: Back to Basics,"	
	Progression Presentation, Leadership Day, 60 <sup>th</sup> STC International Conference	
В	"Harnessing Student Power to Jet-Propel Your Community: Part II: Building on	
	Basics," Workshop Presentation, Leadership Day, 60 <sup>th</sup> STC Int'l Conference	
С	"STC Student Mentoring Programs: Investing in the Future," Proceedings, 59 <sup>th</sup> STC	
	International Conference	
D	"STC Student Mentoring Programs: Investing in the Future," Progression	
	Presentation, Leadership Program, 59 <sup>th</sup> STC Conference	
E	"Invest in the Future Sponsor an STC Student Mentoring Program! (Update),"	
	Overview Presentation on "Toolkit" for STC Student Mentoring Programs (Printed	
	Reference Guide and DVD), Leadership Day, 60 <sup>th</sup> STC Int'l Conference	
F	"There's Virtue in Virtual or An Old Dinosaur Learns New Tricks," Panel	
	Presentation, Academic SIG-Sponsored Workshop Preceding 39 <sup>th</sup> Annual Meeting	
	of the CPTSC, October 2011	
G	"Coaching Online: STC's Emerging Virtual Professional-to-Student Mentoring	
	Programs," Leadership Day, 60 <sup>th</sup> STC International Conference	
Н	"Careers in Technical Communication for English Majors," STC Presentation at	
	Sigma Tau Delta International Conference, March 2013.	
1	"Student Mentoring Programs," STC Presentation at Sigma Tau Delta	
	International Conference, March 2013.	
J	"2012: 'Year of the Student Member' in STC!", CAC Blog Post, January 2012	
K	"STC and Mentoring," intercom, April 2011, pg. 46	

L	*"Bridging the Gap Between Industry and Academe," Proceedings, 52 <sup>nd</sup> STC	
	Conference (describing the start-up of the STC-Orlando/UCF mentoring program)	
M	"Un Programme de Mentorat International? Mais Oui, C'est Possible!	
	Absolument!", Proceedings, 57 <sup>th</sup> STC Conference (describing how a trans-Atlantic	
	virtual mentoring relationship helped STC-France establish a mentoring program	
	with the University of Paris)	
N	"Reaching Across the Atlantic: An International Mentoring Initiative," Progression	
	Presentation, 57 <sup>th</sup> STC Conference	
0	*"Guidelines for Mentoring Programs," STC Publication #AD-109-02, 2002	
Part 2 – Ste	p-by-Step Procedures and Forms for Establishing and Sustaining a Student Mentoring	Program
Р	Worksheet/Checklist for Leadership Program Workshop, 59 <sup>th</sup> STC Conference	
Q	"The Two Essential Ingredients for a Successful Mentoring Program"	
R	"STC Student Mentoring Programs: Investing in the Future," One-Page Capsule	
	Summary, Leadership Program, 59 <sup>th</sup> STC Conference	
S	"Recipe for Success Mentoring Programs"	
Т	"Step-by-Step Procedures for Initiating and Sustaining a Mentoring Program"	
U	"STC Orlando Chapter/FTC (UCF) Mentoring Program Guidelines and Procedures,	
	2013-2014"	
V	*"The Mentoring Program, 2013-2014," Capsule Summary on Orlando Chapter	
	Web Site	
W	"OPERATION 9-9-9: Our Mentoring Program Needs You," Promotional on Chapter	
	Listserv Recruiting Mentors and Mentees	
X	"Mentoring Program Off to Rousing Start in 9 <sup>th</sup> Year," Article in Chapter	
	Newsletter, Memo to Members, Describing Kickoff Meeting, November 2011	
Y	Mentor Application (skill set, interests, preferred teaching approach)	
Z	*Mentor Application (alternate format)	
ZA	Mentor Summary (compilation of data from mentor applications, used for pairing	
	mentors and mentees)	
ZB	Mentor Summary (alternate format)	
ZC	Mentee Application (skills to be expanded, interests, preferred learning style)	
ZD	*Mentee Application (alternate format)	
ZE	Mentee Summary (compilation of data from mentee applications, used for	
	pairing mentees and mentors)	
ZF	Mentee Summary (alternate format)	
ZG	"Mentor Kick-off Meeting Availability" (survey: scheduling tool for setting up	
	kickoff meeting with goal of 100% attendance)	
ZH	*Mentor/Mentee Agreement (for establishing objectives, activities via which to	
	pursue those objectives, and a plan for meeting)	
ZI	"M&M Bonding Moments" (list of suggested activities and projects)	
ZJ	Mentee Pre-Assessment Form (for program metrics and refinement)	
ZK	Mentor Pre-Assessment Form (for program metrics and refinement)	
ZL	Contact Log (mentors and mentees record dates of meetings as well as significant	
	phone calls or e-mail exchanges, topics of discussion, and activities	
ZM	Facebook Group (informal alternative or supplement to contact log)	
ZN	Mentee Post-Assessment	
ZO	Mentee Program Evaluation	
ZP	Mentor Post-Assessment	
ZQ	Mentor Program Evaluation	

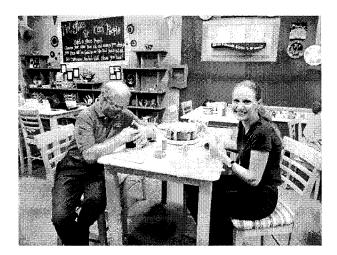
<sup>\*</sup>Also available on Orlando-STC Central Florida web site, at <a href="http://www.stc-orlando.org/education/mentor/mentor.asp">http://www.stc-orlando.org/education/mentor/mentor.asp</a>



#### Two Essential Ingredients for a Successful Mentoring Program



1. A **student STC member** with a strong desire to establish such a program for the benefit of his/her student community and a willingness to expend about 2 months of concerted effort to recruit mentees and get the program off the ground, followed by a much less work-intensive yet important administrative oversight of the program.



2. A **professional STC member** with a strong desire to establish such a program for the benefit of his/her geographic or virtual community and a willingness to expend about 2 months of concerted effort to recruit mentors and get the program off the ground, followed by a much less work-intensive yet important administrative oversight of the program.



#### **STC Student Mentoring Programs: Investing in the Future**



**Bethany Bowles** 

#### **Dan Voss**

#### A Win-Win-Win Formula!



	Personal Benefits	Organizational Benefits			
	Mentee	•	Strengthen student communities by		
•	Develop networks, increase visibility		partnering with professionals		
•	Receive career guidance and job		Strengthen professional communities with		
	search tips		new ideas and leadership		
•	Polish specialized skills		Provide a boost in volunteer labor as mentors		
•	Prepare for the move from academe		and mentees work together on projects to		
	to industry		benefit both their communities and the		
•	Enhance skills for career		Society		
	advancement	•	Increase retention rate of STC student		
	Mentor		memberships upon graduation		
•	Gain personal satisfaction helping	•	Increase attendance at chapter meetings		
	others reach their potential		and/or involvement in virtual activities (SIGs)		
•	Enhance coaching, feedback, and		Leverage academe/industry partnerships		
	leadership skills		Groom STC's leaders of tomorrow		
	Gain exposure to new perspectives.				

#### **Types of Mentoring Programs** Ingredients for a Successful Program Nearby geographic community Student leader to recruit mentees sponsors a student community (face-Professional leader to recruit mentors to-face mentoring) Combine equal proportions of mentees and Remote geographic community or SIG mentors sponsors a student community Season with guidelines and turnkey (virtual mentoring) administrative tools Academic SIG sponsors independent Mix well, bake for 1 academic year STC student members (virtual Garnish with job placement icing mentoring)

Expands professional networks Get help on STC projects

new media

A Recipe for Success ...

#### A Turnkey Toolkit ... No Need to Reinvent the Wheel ...



#### STC guidelines for mentoring programs Suggested mentor/mentee (M&M) Specific program guidelines and activities and projects procedures Mentor/mentee contact log Specific program summary Link to a typical mentor/mentee History of a successful mentoring Facebook page Mentee pre-assessment form Mentee application form

Take Your Choice ... a Web-Based Toolkit, a CD, or Good Old-Fashioned Paper!

Mentor summary form (for making

Mentee summary form (for making

Mentor application form

- objectives, activities)
- Mentor pre-assessment form Mentee post-assessment form Mentor post-assessment form Mentee program evaluation Mentor program evaluation

#### Recipe for Success ... Mentoring Programs

#### Ingredients

Based on our experience, the four key ingredients for establishing and sustaining a successful mentoring program between an STC geographical community and technical communication students (and other students interested in technical communication), are as follows:

- 1. An active STC geographical community whose leadership and members are interested in educational outreach
- 2. An active student organization focusing on technical communication (most likely an STC student chapter, although there are other alternatives) whose leadership and members are interested in partnering with a professional organization (as in STC!)
- 3. A member of the geographical community who is passionate about the project and willing to put in some time to organize and get it off the ground
- 4. A member of the student community who is passionate about the project and willing to put in some time to organize and get it off the ground

#### Sources of Information/Assistance on Mentoring Programs

- 1. STC Community Affairs Committee (CAC)
- 2. STC Task Force on Student Outreach Initiative
- 3. The STC Orlando Chapter (web site, members)
- 4. Future Technical Communicators (FTC) at the University of Central Florida (UCF)
- 5. STC-France Chapter
- 6. University of Paris

#### Recipe

- 1. Familiarize yourself with the guidelines and administrative forms developed by the STC-Orlando Central Florida chapter
- 2. Ensure that you have the commitment and support of your chapter leaders
- 3. Find a nearby university that has a technical communication degree program, preferably one with an established STC student chapter, although you can always establish one as part of the process
- 4. And, most importantly, find a technical communication student who shares your enthusiasm for this idea.
- 5. Execute the process, using the event chronology on the worksheet as a guide.

While there is a considerable amount of up-front work for the program coordinators—administrative tasks (although by adapting our forms to your purposes you can reduce that considerably), recruiting of mentors and mentees, pairing them up, and kicking off the program—the workload for the managers drops off substantially (at least 70%) once the mentormentee pairs are established and the program is in motion. It's basically a 2- to 3-month "sprint" at the beginning of the college academic year.

One idea you may want to consider is to establish a personal mentoring relationship with your student co-manager. Sharing the responsibility of getting a program underway enriches the mentoring relationship because you are spending more time together working for a mutual goal.

The CAC is currently studying several models for establishing affiliations between STC geographical communities, SIGs, student chapters, and university-sponsored clubs for technical communication students. We can help you develop the model that works best for your situation. Some form of affiliation with a university is important, because it can give the students and possibly also the members of your chapter access to valuable resources, including funding for conferences and speakers, meeting space, promotional media, etc.

#### A 4-Way Win Situation

Mentoring programs carry significant personal and organizational benefits.

- 1. Students receive valuable professional coaching, sharpen their skills, network with professionals, enrich their resumes and portfolios, improve their job-search prospects, and gain access to STC's resources
- 2. Professionals have the deeply fulfilling experience of helping the technical communicators of tomorrow as they prepare for and enter our profession
- 3. STC communities (and the Society as a whole) benefit from new perspectives, energy and enthusiasm, abundant skills in the new media, and, most importantly, a pipeline of future leaders
- 4. Student organizations benefit from professional oversight (mentors, chapter leaders) as well as academic oversight (faculty advisor, professors)

#### Step-by-Step Procedures for Initiating and Sustaining a Mentoring Program

Here's a capsule summary of the process, showing the order in which we use the various guidelines and administrative forms, which should avoid some reinvention of the wheel.

- Professional coordinator and student coordinator recruit mentors and mentees, respectively.
- Mentors and mentees submit applications identifying their areas of SME and interest, respectively, plus some other information.
- Coordinators compile information on the "M&M" applications onto the mentor and mentee summary forms.
- Using the information on these 2 forms as well as their personal knowledge of the M&M's, the coordinators make the pairings (note that the coordinators often, but not always, are an M&M pair themselves). We've done it successfully both ways, but the former does have advantages.
- The coordinators plan a kickoff meeting to introduce the M&M's and give them a brief overview on the mentoring process
- Pre-kickoff orientation materials for the M&M's include the STC guidelines for mentoring programs, the guidelines for your specific program, a capsule summary of that program, and, if you wish, the article about how the STC-Orlando/UCF mentoring program was established and sustained
- The M&M's work together at the kickoff meeting (or whatever process is used) to complete the mentor/mentee agreement, wherein they establish their objectives for a specified period (generally 2 semesters), the activities by which they plan to pursue those objectives, and sign a confidentiality agreement (the coordinators, of course, are also bound by confidentiality as they work with the M&M's through the year).
- If you want "metrics" to help you improve and grow your program from year to year, have the M&M's submit a quick and simple pre-assessment form during the kickoff meeting.
- The coordinators track the activities between the M&M's either by asking for periodic submittals of the contact log, establishing and monitoring a Facebook group, or whatever works best. It's important to issue occasional reminders because busy people do sometimes tend to start enthusiastically and then get overcome by events. A mentoring relationships needs time and communication to develop.
- The coordinators encourage F2F contact where possible, although successful virtual mentoring has been demonstrated as well.
- They also encourage mutual projects such as the ones listed in the attached "M&M Tasks." In the best of worlds, it is sometimes possible for such projects to satisfy both a task needed by the sponsoring geographic chapter and a course assignment for the student. Such projects also make terrific portfolio items for students. It's very cool when you can pull this off, and working together on projects enhances the mentoring experience on both sides.
- If you want metrics, have the M&M's complete a post-assessment and a program evaluation at the end of the year.
- Occasionally, where the mentee is a junior, the M&M's opt to extend their relationship for a year. They should have that option. It's only happened maybe a half dozen times in Orlando, but each time it did, great things resulted.





#### 2013-2014

The mentoring program coordinators for the 2013-14 STC year are Dan Voss, member of the Education Committee, and Bethany Bowles, member of the Education Committee and President of the Future Technical Communicators (FTC) at UCF.

#### Mission

The mission of the mentoring program is to provide a structured approach by which mentors from the Orlando Chapter provide one-on-one assistance to student mentees to help them establish themselves successfully as technical communicators. The mentor helps the mentee in a variety of ways, including but not limited to the following:

- Assist in job search and placement by reviewing and critiquing the mentee's resume,
- cover letters, and portfolios; providing career guidance; and helping to establish contacts
- for interviews for internships or career placements (either via personal contacts or by helping the mentee network within the chapter to find suitable contacts).
- Increase the mentee's opportunity to network with professional practitioners, and also help develop his/her ability to do so effectively.
- Provide insight into the role of technical communicators in the workplace.
- Review/critique the mentee's academic and/or job-related technical communication projects or written communiqués, providing constructive criticism and suggestions for improvement.
- Answer questions; if the mentee so desires, provide real-time advice to help him/her resolve problems and conflicts as they arise in school or in the workplace.

#### Strategy

The mentoring program strategy for 2013-14 is as follows:

- Make the service available to any student\* who requests help and meets the eligibility requirements listed under "Mentee Qualifications" below.
- Provide one mentor per student for a period of time of not less than 1 year and not more than 2 years. (The general expectation is that most mentor/mentee relationships will run for 1 year, but there is no imperative to end the relationship at that point if both participants wish to continue.)

<sup>\*</sup>Within mentor availability

#### Responsibilities

The three positions in the mentoring program are program coordinator, mentor, and mentee. Responsibilities of each are listed below.

#### **Mentor Program Coordinator Responsibilities**

*Note*: If possible, it is preferable to have co-coordinators, one professional from the Education Committee and one student in FTC.

- Assign mentors and mentee pairs, using data on application forms.
- Follow up by phone to mentors and mentees to discuss progress, problems, and ideas at least once per month.
- Remain accessible to both mentors and mentees to deal with questions or problems.
- Report on progress of mentoring program to the Chapter Administrative Council.
- Document program results in an appropriate STC forum.
- Ensure mentors get Active Member points for their participation.

#### **Mentor Responsibilities**

- Agree to serve as a mentor for 2 college terms.
- Work with the mentee to define specific objectives of the mentor/mentee relationship and to define a plan and identify activities that will achieve those objectives.
- Agree to meet with the mentee an average of once per month in a suitable public setting.
- Contact the mentee approximately every 2 weeks by phone or e-mail.
- Help the mentee write/edit/design his or her resume, cover letters, and portfolio.
- Help identify potential employers.
- Help mentee learn to network, including participation and attendance at STC meetings.
- Assist the mentee in other ways as mutually agreed.
- Remain accessible to the mentee.
- Provide candid feedback in reviews and critiques, including constructive criticism as warranted, and recommend development activities.
- Be honest and open on expectations and commitments.
- Provide feedback to the mentor program coordinators on the progress of the relationship, including periodic e-mail messages and a brief final report and survey.
- Serve as an example of a positive role model.
- Communicate experiences and challenges.
- Listen.

#### Mentee Responsibilities

- Consider technical communication as a primary or secondary career objective.
- Join STC as a student member (if not already a student member).
- Join FTC (if not already a member).\*
- If interested in assistance with job placement, actively seek employment in the Central Florida area, at least during the last 3 months of the mentoring period.
- Agree to meet with the mentor an average of once per month in a suitable public setting.
- Contact the mentor approximately once every 2 weeks by phone or e-mail.

- Remain accessible to the mentor.
- Seek and accept candid feedback in reviews and critiques, including constructive criticism as warranted.
- Be honest and open on expectations and commitments.
- Provide feedback to the mentoring program coordinators on the progress of the relationship, including periodic e-mail messages and a brief final report and survey.
- Ask questions.
- Listen.
- Communicate experiences and challenges.
- Network.
- Advise of academic breakthroughs.

\*This requirement is waived if the student is not from the University of Central Florida but meets the other eligibility criteria.

#### **Qualifications**

The following qualifications define mentors and mentees.

#### **Mentor Qualifications**

- Current or past member of the Orlando Chapter of STC.
- At least 3 years' professional experience in technical communication (exceptions can be made if circumstances warrant).

#### **Mentee Qualifications**

- Current member of the Orlando Chapter of STC or willing to join.
- Currently enrolled in the University of Central Florida's technical communication program or in a related program/field, at either an undergraduate or a graduate level, or a recent graduate (within 1 year). Generally, undergraduate mentees are expected to be in their senior year, nearing employment, but exceptions can be made if circumstances warrant.)
- Currently a member of FTC or willing to join.
- Currently enrolled in another Central Florida college or university studying technical communication or in a related field, at either an undergraduate or graduate level, or a recent graduate (within 1 year).\*

#### Confidentiality

To assist with the learning and networking process, mentors and mentees may share information that is to remain confidential. They should both exercise good judgment when disclosing sensitive personal information, and both should keep the trust of that confidentiality. Program coordinators are governed by the same principle.

<sup>\*</sup>FTC membership requirement is waived for students who are not from UCF.







SOCIETY FOR TECHNICAL COMMUNICATION

## The Mentoring Program 2013-2014

The mentoring program pairs STC members with UCF technical communications students and students in related fields based on their stated goals and particular areas of expertise. The mission of the mentoring program is to provide a structured approach by which mentors from the Orlando-Central Florida STC Chapter provide one-on-one assistance to student mentees, helping them establish themselves successfully as technical communicators. The program spans 2 semesters.

#### **Chapter Benefits**

- Strengthen the local technical writing community
- Stabilize student STC membership
- Attract mentees as potential long-term STC members after graduation
- Generate positive word of mouth advertisement for the chapter
- Promote STC as a professional networking society
- Help the chapter execute educational outreach initiatives at the high school and college level
- Strengthen and expand the relationship between UCF and STC
- Increase attendance at STC chapter meetings.
- Identify and develop potential new chapter leaders.

#### **Mentee Benefits**

- Develop networks
- Receive career guidance
- Increase their visibility
- Learn to adapt to changing professional and organizational circumstances
- Develop or enhance skills needed to move forward in

#### Eligibility

#### **Mentor Qualifications**

**Mentor Benefits** 

Gain personal satisfaction

from helping others

Enhance coaching,

skills

discover their potential

feedback, and leadership

Gain exposure to new

perspectives from the

- Current member of the Orlando-Central Florida Chapter of STC.
- At least 3 years' professional experience in technical communication (exceptions can be made if circumstances warrant).

#### **Mentee Qualifications**

- Current member of the Orlando Chapter of STC and a member of FTC\*.
- Studying technical communication (or a related field) at the University of Central Florida (UCF) or another Central Florida college

If you are interested in participating in the mentoring program, please visit <a href="www.stc-orlando.org/education/mentor/mentor.asp">www.stc-orlando.org/education/mentor/mentor.asp</a> for details and instructions.

You can download a writable .doc file for the application and simply e-mail it to Bethany Bowles at <a href="mailto:bethanybowles@gmail.com">bethanybowles@gmail.com</a> (mentees) or Dan Voss at daniel.w.voss@lmco.com(mentors).

\*FTC membership requirement is waived for students at schools other than UCF.

#### **Listserv Appeal**

#### **OPERATION 9-9-9: Our Mentoring Program Needs You!!**

Would you like to share your experience and expertise and contribute to the growth of an aspiring technical communicator who is about to enter our profession?

If the answer is Yes, then we ask you to consider participating in one of the most exciting and rewarding programs the Orlando Chapter has to offer—our formal mentoring program with UCF. The program has a highly successful legacy and has been instrumental in sustaining and enriching the dynamic partnership with the university that has been a major factor in making our chapter an acknowledged leader in the Society. Our mentoring program, in fact, has been a model for a number of flourishing mentoring programs in other STC communities.

We really need you this year—we have a highly motivated "crop" of 9 mentees, and we need a few more mentors to complete the pairings. In our 8-year history, we have never had to turn away a mentee, and we cannot let that happen now.

We want to launch our 9<sup>th</sup> successful year with 9 mentors and 9 mentees. That's **OPERATION 9-9-9**. And you are the key to mission success.

The mentoring program is a true win-win proposition: the chapter benefits from new talent and a pipeline of new leaders, and the students benefit from professional guidance they could never get in the classroom, as well as substantial assistance in job search and placement.

For details on the mentoring program, see the chapter web site, at <a href="http://www.stc-orlando.org/education/mentor/mentor.asp">http://www.stc-orlando.org/education/mentor/mentor.asp</a>.

Don't miss this wonderful opportunity! It only takes a few minutes to fill out your mentor application. As a mentor myself who has had the privilege to work with several talented and dedicated technical communicators as they step into our profession, I can tell you, this has been the most satisfying element in my long association with STC. If you have any questions, please don't hesitate to contact me by e-mail or by calling either of the two phone numbers listed below.

As an added incentive, mentors receive 1 Active Member point per month. Attend even a couple of our chapter meetings (and you are most likely already doing that), and the commitment you make to help sustain our mentoring program will net you one of our splendid Active Member shirts at the end of the year.

Don't delay! Please send your mentor application to <u>daniel.w.voss@lmco.com</u> and <u>bethanybowles@gmail.com</u>. We ask that you do this by Tuesday, Sept 13, so we can provide a mentor for every mentee. We need to make the pairings based on the mentor and mentee applications as soon as possible and get the 9<sup>th</sup> edition of the STC-Orlando/UCF mentoring program off and running! We need to make **OPERATION 9-9-9** a 100% success.

Thank you for considering (and hopefully responding to) this appeal!

Dan Voss Bethany Bowles

Co-Managers, STC-Orlando/UCF Mentoring Program, 2011-2012



#### October 2011 Memo to Members Newsletter

#### Mentoring Program off to Rousing Start in 9th Year





By Bethany Bowles and Dan Voss Co-Managers STC Orlando Mentoring Program (M&Ms)

**OPERATION 9-9-9** has begun! Our STC chapter has launched the 9<sup>th</sup> successful year of its mentoring program with 9 mentors and 9 mentees joining in a "get-to-know-you" kick-off meeting at Painted by Hue in Waterford Lakes on September 29. Everyone had the opportunity to paint his/her own ceramics as well as to partake in refreshments that included hand-made sandwiches, snacks, soft drinks, cake, and, of course, M&M's.

For those who are less artistically inclined, it was an opportunity to step outside of their box and try something new! And, with one notable exception, the results were quite impressive.

The mentors and mentees learned who their partners would be for this year's program (see box). Based on the steady "buzz" of conversation amidst the flying paintbrushes, the "M&M's" wasted no time getting started on establishing goals, objectives, and activities for their mentoring relationships, which will run through May 2012.

The mentoring program, pairing professionals in the STC Orlando Chapter with technical communication students at UCF, has had a highly successful legacy since its inception in 2003. The model for a number of other successful mentoring programs in the Society, including a program partnering the STC-France Chapter with the University of Paris, the Orlando mentoring program—co-sponsored by the STC-Orlando Chapter and Future Technical Communicators (FTC) at UCF—has been instrumental in sustaining and enriching the dynamic partnership with the university that has been a major factor in making our chapter an acknowledged leader in the Society.

In its 9 years, the program has nurtured 70 mentor/mentee ("M&M") relationships, many of which have blossomed into long-term professional relationships and friendships. Mentees have received valuable assistance in job search and placement, skills development, project management, big-company "politics," and many other areas of endeavor. Mentors have had the immense personal satisfaction of helping new technical communicators as they enter our profession.

"Perhaps most gratifying is the fact that several former mentees have gone on to serve as mentors," observed Dan Voss, who, with Bethany Bowles, co-manages this year's program. "That plus the fact that Bethany has taught me how to use Facebook. Not how to paint coffee mugs, unfortunately, but one out of two isn't bad."

In past years, the mentor and mentees communication was tracked through contact logs, but this year they have been put aside in favor of Facebook. The new STC/FTC Mentorship group on Facebook is a great social networking tool which enables the M&M's to share their progress in an interactive page. Rachael Blankenbecklor has already proudly proclaimed to our Facebook group, "I have a meeting planned for Friday with my mentor and we're looking to go big on this project perhaps! Our first endeavor is to possibly make a short presentation for our local STC chapter about the MySTC website."

Inspired by the variety of suggested activities, largely contributed by last year's program coordinator, Patricia Cruz, several M&M pairs have already gotten down to work (see box below).

# M&M Bonding Moments

- Review a technical book or guide for Memo to Members newsletter
- Oversee the production of an FTC newsletter: gather, edit, and insert articles into FTC newsletter template; create PDF
- Preview the upcoming STC Annual Conference by highlighting a presentation being done by local members (for Memo to Members and FTC newsletters)
- Develop flyer and press release to promote the joint STC/FTC meeting in January
- Create a short, fun article for Memo to Members that teaches a grammar and/or mechanics point - creative formatting encouraged!
- Judge the STC High School Writing Competition: Mentor and Mentee will judge separately, then reflect on experience in a short article for Memo to Members and FTC newsletters
- Profile a Central Florida technical writing employer in a short article for Memo to Members and FTC newsletters
- Arrange a job-shadowing visit for the mentee to learn more about the workplace
- Work together to create a portfolio for the mentee to use when job-hunting
- Revise the FTC constitution bylaws to include new events and practices
- Write a short review of one or more Web sites that would interest or help readers of Memo to Members and FTC newsletters

For example, Rachael Blankenbecklor and Erika Higgins are undertaking an ambitious project: developing a user tutorial for the new MySTC web platform—the need for which has already been identified at the Society level. Debra Johnson and Jessica Campbell have already arranged a job shadowing.

In order to encourage the M&M's to post on the Facebook group, Bethany proposed a contest. The first mentor/mentee pair to post on Facebook what project from the M&M Bonding page they are working on, and then show proof of completion, will become the proud owners of an M&M mug, compliments of Gail Lippincott. Confident in the success of her project with her mentee, Erika Higgins already issued a challenge: "Try to keep up with us fellow M&Ms. The mug is ours."

#### OPERATION 9-9-9: Success!!!

#### The Line-Up: This Year's M&M's

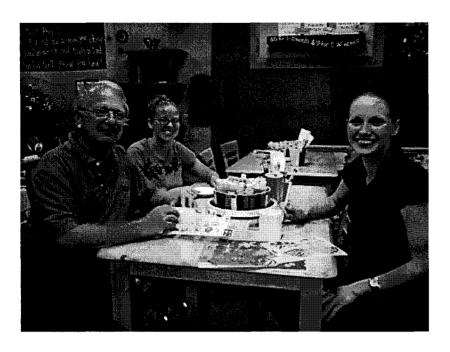
- Rachael Blankenbecklor and Erika Higgins
- Jessica Campbell and Debra Johnson
- Jennifer Blackwell and Mark Wray
- Aidan Hitchingham and Mary Burns
- Rashelle Oberle and Diane Heald
- Steven Harbor and David Coverston
- Zachary Sawyer and W.C. Wiese
- Brittney Adams and Alex Garcia
- Bethany Bowles and Dan Voss

Program managers: Bethany Bowles and Dan Voss

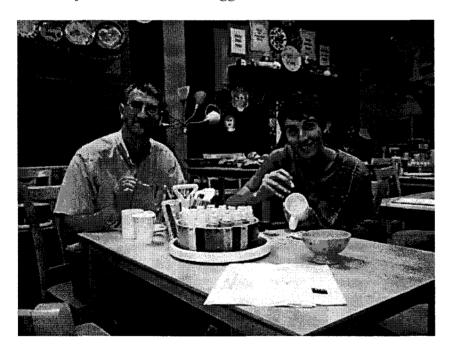
#### Meet the Mentors and Mentees ...



Alex Garcia and Brittney Adams discuss their common love of Edgar Allan Poe.



Dan Voss and Bethany Bowles benefit from the artistic talents of Rachael Blankenbecklor in the absence of her mentor, Erika Higgins.



David Coverston and Steven Harbor work on their pottery while getting to know each other.



Diane Heald and Rashelle Oberle manage to look wonderfully photogenic while painting their pieces.



Mary Burns shares some surprising information with her mentee, Aidan Hitchingham.



Debra Johnson and Jessica Campbell making some ambitious choices in their painting that led to beautiful results.



Zach Sawyer gives a thumbs-up while his piece is drying, as his mentor W.C. Wiese shares some words of wisdom





# Mentor Application 2011–2012

Name:							
E-mail: ( <u>Home)</u>							
(Work)							
Years with STC:		Daytime Phone:					
Chapter Leadership Positions:							
	Employ	ment/Education					
Employer:							
Position:							
Areas of Expertise: (type an x	on the lines th	at apply)					
Software documentation		e management	Digital media				
Hardware documentation	Marketing		Journalism				
Online Help	Managem	ent	Promotional writing				
Information technology	Editing		Large company				
Technical marketing	Governme	ent Writing	operations				
Scientific writing	Web site of	lesign	Start-up company				
Medical writing	Electronic	publishing	operations				
Tech writing/editing	Technical	illustration	Courseware				
	Graphic de	esign					
Other		Other					
T A A TELL! 130 A			1				
Interests, Hobbies, and Extrac	urricular Acti	vities: (type answer ii	n box)				
Education: (answer all that a							
Graduate Degre		( <u>major)</u>	· · · · · · · · · · · · · · · · · · ·				
Undergraduate		(major)					
Other specialize	ed training	( <u>area)</u>					
	Commu	unication Modes					
What percentage of your total n these three media? (Total=100%	_	ee communication do y	ou see foresee occurring in each o				
Face-to-face		E-mail	Telephone				
%	1	%	%				
Willing to meet: (type an x on the	ne lines that app	oly)					
Weekdays	Weekd	ay evenings	Weekends				
<u></u>		·					

#### Personality/ Style Profile

To the right of the scale for each parameter, type the number you feel best describes you.

		Person	ality					
Highly I	ntroverted	1 1	1	Highl	y Extroverted	- ·		
	1	2	3	4	$+$ $_{5}$	Rating		
Problem-Solving Style Highly Analytical Highly Intuitive								
	1	2	3	4	<b>−</b>   <sub>5</sub>	Rating		
Well Str	ructured	Preferred T	Feaching Mod		y Experiential			
	1	2	3	4	<del>- </del> 5	Rating		
		Summ	ary of Q	ualificatio	ons and E	<b>xpectations</b>		
1. Plea	se list contri	ibutions you	ı could make	to the ment	oring progran	n.		
2. Plea	2. Please list benefits you would expect to derive from the mentoring program.							
	Agreement							
	read the guid		procedures f	or the STC (	Orlando-UCF	mentoring program and agree to the		
*E-Sig	nature:		·······	(		) Date:		
*T	*To complete this application, simply type your name and include your STC member number (optional) in parentheses. Send to <a href="mailto:daniel.w.voss@lmco.com">daniel.w.voss@lmco.com</a> and <a href="mailto:bethanybowles@gmail.com">bethanybowles@gmail.com</a>							

# Mentor Application for the STC/FTC Mentoring Program 2012–2013

Name: E-mail: Daytime Phone: Eligibility for Program: (Check the boxes w	hich annly)	
☐ Current STC student member ☐ Willing to join STC as student member (\$75 ☐ Current FTC member ☐ Willing to join FTC (\$10) ☐ Graduate student in tech communication pro ☐ Senior in undergraduate technical communic ☐ Recent graduate (< 1 yr) of technical communication pro	/yr) gram at UCF eation program at UCF unication program at UCF	
Acade	emic Profile	
Grad GPA (if applicable) Undergraduate GPA	in major in major	overall overall
Minor (if applicable) Co-curricular activities (Type your answers in the	e box.)	
Areas of Planned Study/ Expertise: (Check    Software documentation	ck the boxes which apply)	
<ul><li>☐ Digital media</li><li>☐ Journalism</li><li>☐ Promotional writing</li></ul>		

#### Interests, Hobbies, and Extracurricular Activities: (Type your answers in the box.)

			Wor	·k Profile	
Currently employed	l	Part-time	<b>VV</b> U1	Full-time	Hours per week
Employer: Position: Previous Employ	nent: (if	applicable)			
To the right o				nality/ Style Procle the number on the	ofile scale you feel best describes you.
Highly Introverted  I	$\frac{\square}{2}$		<u></u>	Highly Extroverted  5	Rating
Highly Analytical	Proble	em-Solving Style	I	Highly Intuitive	
1	$\frac{\square}{2}$	$\frac{\square}{3}$	4	5	Rating
Well Structured	Preferi	red Teaching Mo		argely Experiential	
1	2	3	<u></u>	5	Rating
			tee comn	ication Modes nunication do you see j (Total=100%)	foresee occurring in each of these three
Face-to-f	race		Б %	E-mail	Telephone %
Willing to meet: ( Weekdays				evenings	Weekends
	Su	mmary of Q	ualifi	cations and Ex	pectations

1. Please list benefits you expect to derive from the mentoring program.

2.	Please list specific efforts you are willing to make as part of the mentoring program.	

#### Agreement

I have read the guidelines and procedures for the STC Orlando-UCF mentoring program and agree to the commitments as a mentee.

\*E-Signature:

Date:

STC Member Number:

\*To complete this application, simply type your name and the date and include your STC member number (optional). Send to <a href="mailto:bethanybowles@gmail.com">bethanybowles@gmail.com</a> and <a href="mailto:daniel.w.voss@lmco.com">daniel.w.voss@lmco.com</a>.



# Mentor Summary 2011-2012

,	Avail					
	Interests					
	Leaching Mode <sup>3</sup>					
	Problem Solving <sup>2</sup>					
	Intro/ Extro					
	% Phone					
1000	% E- Mail	t				
1	% Face Mtgs					
	£mployer					
	Area of Experiise/Contribution					
.,	Name					

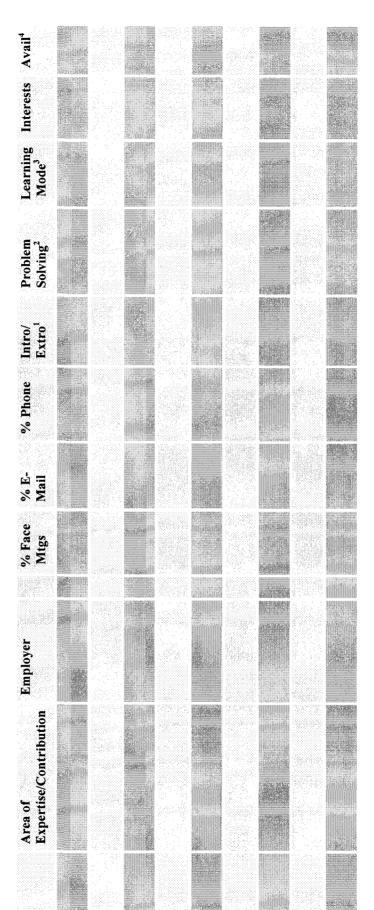
Notes:

1 = Highly Introverted, 5 = Highly Extroverted 1 = Highly Analytical, 5 = Highly Intuitive 1 = Well Structured, 5 = Largely Experiential D = Weekdays, E = Weeknights, W = Weekends

# Mentor Summary 2011-2012

# INCOMMUNICATORS COL







Name

Notes:

1 = Highly Introverted, 5 = Highly Extroverted 1 = Highly Analytical, 5 = Highly Intuitive 1 = Well Structured, 5 = Largely Experiential D = Weekdays, E = Weeknights, W = Weekends





# Mentee Application 2011–2012

Name:		
E-mail:		
Daytime Phone: ( ) -		
Eligibility for Program: (type an	x on the lines which apply)	
Current STC student member		
Willing to join STC as student member (\$55/yr)  Current FTC member		
	(no cost or obligation) tech communication program at	UCF
Senior in undergrade or	uate technical communication pr	
Recent graduate (< 1 yr) of technical communication program at UCF		
	Academic Profile	
Grad GPA (if applicable) Undergraduate GPA Minor (if applicable) Co-curricular activities	in majo	or overall
Areas of Planned Study/ Expertise: (Type an x on the lines that apply)		
Software documentation Hardware documentation Online Help Information technology Technical marketing Scientific writing Medical writing Tech writing/editing	Knowledge mgmt  Marketing Writing  Management  Editing  Government Writing  Web site design  Electronic publishing  Technical illustration  Graphic design	Digital media Journalism Promotional writing Large company operations Start-up company operations Courseware
Other	Other	
Interests, Hobbies, and Extra		e answers in box)
Work Profile  Currently employed —— Part-time Hours per week ——		
Employer: Position: Previous Employment: (if applicate	ole)	
	<del></del>	

### Mentee Personality/Style Profile

To the right of the scale, for each parameter, circle the number on the scale you feel best describes you. Personality Highly Introverted Highly Extroverted Rating Problem-Solving Style Highly Analytical Highly Intuitive Rating Preferred Learning Mode Well Structured Largely Experiential Rating **Communication Modes** What percentage of your total mentoring/mentee communication do you see foresee occurring in each of these three media? (Total=100%) Face-to-face E-mail Telephone Willing to meet: (type an x on the lines that apply) Weekdays \_ Weekday evenings Weekends **Summary of Qualifications and Expectations** 1. Please list benefits you expect to derive from the mentoring program. 2. Please list specific efforts you are willing to make as part of the mentoring program. Agreement I have read the guidelines and procedures for the STC Orlando-UCF mentoring program and agree to the commitments as a mentee. \*E-Signature: ) Date: \*To complete this application, simply type your name and include your STC member number (optional) in parentheses. Send to <u>daniel.w.voss@lmco.com</u> and <u>bethanybowles@gmail.com</u>

### Mentee Application for the STC/FTC Mentoring Program 2012–2013

E-mail:				
Daytime Phone:				
Eligibility for Program: (Check the boxes whic	h apply)			
<ul> <li>□ Current STC student member</li> <li>□ Willing to join STC as student member (\$75/yr)</li> <li>□ Current FTC member</li> <li>□ Willing to join FTC (\$10)</li> <li>□ Graduate student in tech communication program at UCF</li> <li>□ Senior in undergraduate technical communication program at UCF</li> <li>□ Recent graduate (&lt; 1 yr) of technical communication program at UCF</li> </ul>				
Academ	ic Profile			
Grad GPA (if applicable)	in major	overall		
Undergraduate GPA	in major	overall		
Minor (if applicable)	in major	Overan		
Co-curricular activities (Type your answers in the be	ov )			
co-curricular activities (Type your answers in the or	<i>5</i> ., <i>1</i>			
Areas of Planned Study/ Expertise: (Check to Software documentation	he boxes which apply)			

### Interests, Hobbies, and Extracurricular Activities: (Type your answers in the box.)

Currently employed	i	Part-time	Wor	k Profile	Hours per week
Employer: Position: Previous Employ	ment: (if a	applicable)			
			neter, circ		<b>file</b> cale you feel best describes you.
Highly Introverted  1	$\frac{\square}{2}$	$\frac{\square}{3}$	<u></u>	Highly Extroverted  5	Rating
Highly Analytical	Proble	m-Solving Style	H	lighly Intuitive	
	$\frac{\square}{2}$	$\frac{\square}{3}$	4	5	Rating
Well Structured	Preferr	red Teaching Mod		argely Experiential	
1	2	3	4	5	Rating
What percentage of			tee comm media?	ication Modes nunication do you see for (Total=100%) -mail	oresee occurring in each of these three Telephone
%			%	-111G11	%
Willing to meet: ( Weekdays				evenings	Weekends
				cations and Exp	
1. Please list ben	efits you	expect to derive	from th	ne mentoring progran	n.

2. Please list specific efforts you are willing to make as part of the mentoring program.
Agreement
I have read the guidelines and procedures for the STC Orlando-UCF mentoring program and agree to the commitments as a mentee.
*E-Signature: Date:  STC Member Number:  *To complete this application, simply type your name and the date and include your STC member number (optional). Send to bethanybowles@gmail.com and daniel.w.voss@lmco.com.



### Mentee Summary 2011-2012

Avail				
Learning Interests Mode <sup>4</sup>				
Problem Solving <sup>3</sup>				
% Intro/ Phone Extro²				
% Phone				
% E-				
% Face Mtgs				
Work (hr/wk)				
Year				
Area of Study/Likely Career Focus				
Area of Study/)				
Name				

Notes:

Jr = junior, Sr = senior, Gr = graduate
1 = Highly Introverted, 5 = Highly Extroverted
1 = Highly Analytical, 5 = Highly Intuitive
1 = Well Structured, 5 = Largely Experiential
D = Weekdays, E = Weeknights, W = Weekends

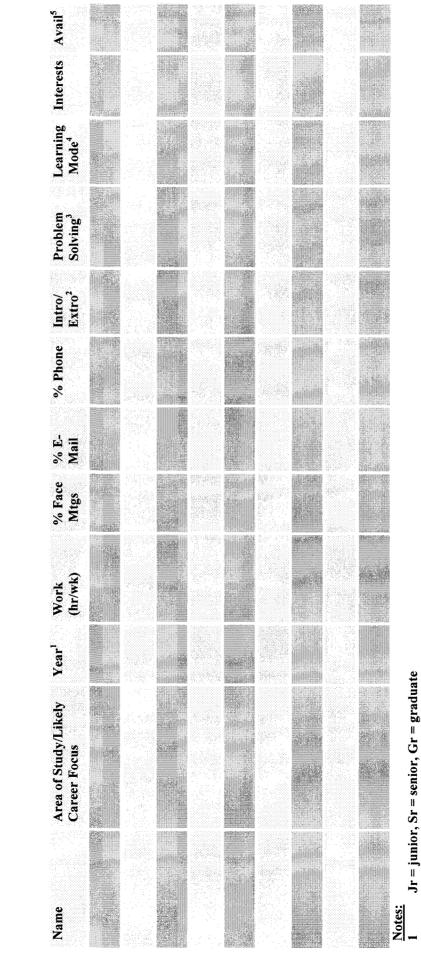
1 = Highly Analytical, 5 = Highly Intuitive 1 = Well Structured, 5 = Largely Experiential D = Weekdays, E = Weeknights, W = Weekends

= Highly Introverted, 5 = Highly Extroverted

## Mentee Summary 2011-2012

# INCOMMUNICATORS COLOR







### **Mentorship Kick-off Meeting Availability**

Which dates and times would you be available for the mentorship kick-off meeting? Please check as many boxes as possible; only use "not available" or leave a time slot unchecked if you have a "hard" conflict such as work, class, or a pre-commitment. Our goal is to achieve 100% attendance, which is why we are asking everyone to be available on as many of these dates and times as possible. You may specify your preferences in the space provided below; we will do our best to accommodate them.

	* Required Top of Form
•	What time(s) are you available on Tuesday, Nov. 2? *  Morning  Afternoon  7 pm onwards  Not available
•	What time(s) are you available on Thursday, Nov. 4? *  Morning  Afternoon  7 pm onwards  Not available
•	What time(s) are you available on Friday, Nov. 5? *  Morning  Afternoon  7 pm onwards  Not available
•	What time(s) are you available on Saturday, Nov. 6? *  Morning  Afternoon  7 pm onwards  Not available
•	What time(s) are you available on Sunday, Nov. 7? *  Morning  Afternoon

		3
and definal and the second sec		
7 pm onwards		
/ pill oliwarus		
Not available		
Network Plane in the teachers are a resident and a state of the state		
Notes: Please indicate any special scheduling considerations that you would like us to make (e.g. preferred		
date/ time_venue suggestions)		
date/ time, venue suggestions).		
Last Name * I		
**************************************		
First Name *		
Control Number of		
Contact Number *		
Contact E-Mail ADD BOX HERE		
Are you a mentor or a mentee? * Mentor -		
Are you a mention of a mention ?		2
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### ETECHNICAL ECOMMUNICATORS

### **Mentor/Mentee Agreement**

2011 - 2012

Mentor Name:				
Mentee Name:	Please answer the questions below at the initial meeting between mentor and mentee and complete the agreement at the bottom.  If you are not able to complete the agreement at the kick-off meeting, please			
Date:	email the electronic copy to the program coordinators at <u>daniel.w.voss@lmco.com</u> and <u>bethanybowles@gmail.com</u> .			
1. What are your mutual objectives for your mentoring experience?				
2. What skills or knowledge will the mentor pass on to the mentee? Be specific.				
3. How do you plan to achieve your mutual objectives?				
	-			

4. How often and in	n what form will vo	u communicato?		
4. How often and in				
5. How will you det	termine if you have	e achieved the desi	red objectives?	
- 	-			
L				
	ing discussed in the i	meetings will remain	confidential unless	s otherwise
we agree that anyth	ree that if any proble	ems develop in this n	nentoring partners	hip we will
specified. We also ag	the program coordina	itors.		
specified. We also ag seek the support of t	the program coordina	itors.		
specified. We also ag	the program coordina	itors.		
specified. We also ag seek the support of t  Mentor Signature:	the program coordina	ntors.		
specified. We also ag seek the support of t	the program coordina	itors.		
specified. We also ag seek the support of t  Mentor Signature:  Date:	the program coordina	ntors.		
specified. We also ag seek the support of t Mentor Signature:	the program coordina	ntors.		
specified. We also ag seek the support of to the support of the su	the program coordina	ntors.		
specified. We also ag seek the support of t  Mentor Signature:  Date:	the program coordina	ntors.		

### M&M

## **Bonding Moments**

Review a technical book or guide for MtM newsletter

0

**Bonding Moments** 

Sign-up

Oversee the production of FTC newsletter: gather, edit, and insert articles into FTC newsletter template; create PDF	Preview the upcoming STC Annual Conference by highlighting a presentation being done by local members (for MtM and FTC newsletters)	Develop flyer and press release to promote the March special event (full day workshop on usability)	Create a short, fun article for MtM that teaches a grammar and/or mechanics point – creative formatting encouraged!	
		6	•	

Sign-up		More Bonding Moments  Judge the STC High School Writing Competition: Mentor and Mentee will judge separately, then reflect on experience in a short article for MtM and FTC newsletters
	•	Profile a Central Florida technical writing employer in a short article for MtM and FTC newsletters
		Revise the FTC bylaws to include new events and practices
	<b>(E)</b>	Write a software review for MtM and FTC newsletters
		Create the certificates for the March special event (max 100 attendees)
	•	Write a short review of one or more Web sites that would interest or help readers of MtM and FTC newsletters





### MENTEE Self-Assessment Prior to Mentoring Program 2004-2005

	(Strictly	confidential; for statistical purposes only)
s, on a scale of 1 to	5, as follows: (1) weak o	r non-existent; (2) marginal; (3)
Interviewing skills _ Networking skills _	Knowledge of job market Knowledge of salaries	Business contacts Confidence
_	_	
nentation mentation nnology eting iting iting	Knowledge management Marketing writing Management Editing Government writing Web site design Electronic publishing Technical illustration Graphic design	Digital media Journalism Promotional writing Large company operations Start-up company operations Courseware
	Other	
of the corporate work esiness value of technicate role of ethics in technof the nature and importance of in the importance of intow to play "office policianticipate trouble com	e same 1-5 scale as above.  nvironment al communication nical communication tance of group dynamics in the waterpersonal relations in the workptics" and live to see tomorrowing and stay out of it	  vorkplace
	s, on a scale of 1 to a significant room t; (5) excellent.  Interviewing skills Networking skills Networking skills vel of knowledge is experience you mentation nentation nenta	adiness to search for and find a job in technology eting  Management  Management  Management  Management  Management  Mover in getting  Mo

This assessment is to be completed upon the conclusion of the mentoring process.







### **MENTOR Self-Assessment Prior to Mentoring Program**

Name: Date:	(Strictly c	confidential; for statistical purposes only)
technical communication weak or non-existent; (2)	in the following specific areas, o	rudent search for and find a job in on a scale of 1 to 5, as follows: (1) hificant room for improvement; (4)
Resume polishing Inter Portfolio building Netw	viewing skills Knowledge of job working skills Knowledge of salar	market Business contacts ries Confidence building
profession? Use a simila functional knowledge, bu	Knowledge management Marketing writing Management Editing Government writing Web site design Electronic publishing Technical illustration	r no expertise; (2) marginal; (3) t, but not necessarily on the cutting
Other	Graphic design Other	
Rate your readiness to co Use the same 1-5 scale as	oach a beginning technical comm	nunicator in the following areas.
Understanding of the importance	echnical communication in technical communication d importance of group dynamics in the wo ee of interpersonal relations in the workplaice politics" and live to see tomorrow ole coming and stay out of it	

This assessment is to be completed before beginning the mentoring process.





### STC-UCF Mentoring Project Team Contact Record\* 2004-2005

	Name	Phone	Email
Mentor			
Mentee			

Date	Notes			
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<sup>\*</sup>This log is a mutual responsibility of each mentor-mentee team. Either the mentor or the mentee can be responsible for maintaining it and sending it to the program coordinators when requested. One good approach is to bring the log to meetings and update it each time.

### **Use of Facebook Group for Monitoring Mentor/Mentee Relationships**

**From:** Bethany Bowles [mailto:ucf.ftc@gmail.com] **Sent:** Thursday, December 01, 2011 4:10 PM

To: Voss, Daniel W

Subject: EXTERNAL: Give Us an Update on Your Mentoring Relationship

Having trouble viewing this email? Click here

Hi, just a reminder that you're receiving this email because you have expressed an interest in Future Technical Communicators. Don't forget to add ucf.ftc@gmail.com to your address book so we'll be sure to land in your inbox!

You may unsubscribe if you no longer wish to receive our emails.



### ETECHNICAL ECOMMUNICATORS

### Checking on your Mentoring Relationship December 2011

## In This Issue Update Us! Facebook Group Join our joint Mentor/Mentee Group on Facebook! If you have any questions about this year's mentorship program, feel free to email me and I will be happy to get back to you. Mentorship Program Chair Contact Information

### Dear Daniel,

Dan Voss and I would like to thank you for your participation in this year's mentoring program. We have now reached the end of the first semester of your relationship and are eager to hear how you are progressing.



### **Update Us!**

Well, the end of the year is near and, more importantly to us mentees, final exams are almost upon us. I wanted to make sure that everyone is happy with the progress of their mentoring relationship thus far. I want to hear, at least briefly,

Dan Voss: daniel.w.voss@lmco.com

Bethany Bowles: bethanybowles@gmail.com from each of you about what you've been up to: your accomplishments, your goals, your struggles.

Please, send Dan and I an email. We can't wait to hear about your progress. If you are unsatisfied with your mentoring relationship thus far, please, let us know so that we can have the opportunity to resolve any obstacles you may be facing that are preventing you from in pursuing a mutually beneficial partnership with your mentor/mentee.

### Facebook Group

We have a forum where mentors and mentees can share what projects they are working on and what they are learning through their partnership. We encourage you to join! Please, use this page as a place to brag. Make others jealous. Hearing about the successes will spur everyone else on. If you prefer to take a more modest approach and keep your comments private, send an email to Dan and me.

I hope you are already reaping the rewards of a fruitful mentoring relationship. Please, don't hesitate to contact Dan and I with any questions, suggestions, or concerns.

Sincerely,

Bethany Bowles

### Forward email

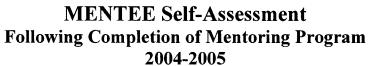


This email was sent to daniel.w.voss@lmco.com by ucf.ftc@gmail.com <u>Update Profile/Email Address</u> Instant removal with <u>SafeUnsubscribe™ Privacy Policy</u>. Future Technical Communicators | 4000 Central Florida Blvd. | Orlando | FL | 32816



2-N





Name: Date:				
specific areas, on a scale of	1 to 5, as follows: (1) weak or nom for improvement; (4) good,			
Resume Interviewing skill Portfolio Networking skill	lls Knowledge of job market s Knowledge of salaries	Business contacts Confidence		
	ge in the following areas, based ou may have. Use the same 1-5			
Software documentation Hardware documentation Online Help Information technology Technical marketing Scientific writing Medical writing Tech writing/editing	Knowledge management  Marketing writing  Management  Editing  Government writing  Web site design  Electronic publishing  Technical illustration  Graphic design	Digital media Journalism Promotional writing Large company operations Start-up company operations Courseware		
Other	Other			
Understanding of the corporate wo Grasp of the business value of tech Awareness of the role of ethics in the Understanding of the nature and in	nical communication technical communication aportance of group dynamics in the work of interpersonal relations in the workplace politics" and live to see tomorrow coming and stay out of it	  xplace		

This assessment is to be completed upon the conclusion of the mentoring process.





### **Program Evaluation (Mentee)**2003-2004

Na	me:	
Da	te:	
Ме	ntor:	
		er the questions below and return it to the program co-coordinators
		ss@Imco.com and futuretek2003@hotmail.com). All responses will be held idence. If you need more space, attach another sheet, keyed to the item(s).
		tisfied, overall, were you with your experience in the mentoring Please rate on a scale of 1 to 10, 10 being the highest.
		ell do you feel you and your mentor met the objectives you set eve? Rate on scale of 1 to 10.
3.	What sp	pecific benefits do you feel you gained from the experience?
4.	What w	as it about the program that you felt worked best? Why?

	Please list suggestions on how the program could be improved.
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e	What do you feel was the greatest single challenge you faced in your ntoring relationship? How successful were you in overcoming it?
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	Other comments.
	Would you be willing to serve as a mentor after you gain a couple years perience in the field?
	Would you be willing to serve as a mentor after you gain a couple years perience in the field?



Name:



### **MENTOR Self-Assessment Following Completion of Mentoring Program** 2004-2005

ame: (Strictly confidential; for statistical purposes				ooses only)	
technical commun	nication in the with room for i	following specific improvement (2)	areas, on a s	t search for and fi cale of 1 to 3, as fo et still a little roon	ollows: (1)
Resume polishing Portfolio building	Interviewing s	kills Knowled	lge of job market lge of salaries	Business conta	acts
profession? Use a	a 1-5 scale, as foot cutting edge	ollows: (1) little o ; (4) proficient, b	r no expertise ut not necess:	ing specialized skile; (2) marginal; (3 arily on the cutting	) functiona
Software documentation Hardware documentation Online Help Information technolog Technical marketing Scientific writing Medical writing Medical writing Technical writing/edit	ion	Knowledge management Marketing writing Management Editing Government writing Web site design Electronic publishing Fechnical illustration Graphic design	ent	Digital media Journalism Promotional writing Large company operations Start-up company operations Courseware	
Other			Other		
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### **Program Evaluation (Mentor)**2004-2005

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lease (	answer the questions below and return it to the program co-coordinators
glippin	cott@earthlink.net and futuretek2004@hotmail.com). All responses will be held confidence. If you need more space, attach another sheet, keyed to the item(s).
	w satisfied, overall, were you with your experience in the mentoring m? Please rate on a scale of 1 to 10, 10 being the highest
	w well do you feel you and your mentee met the objectives you set achieve? Rate on a scale of 1 to 10.
. Wh	at specific benefits do you feel you gained from the experience?
. Wh	at was it about the program that you felt worked best? Why?

5. Please list suggestions on how the program could be improved.
6. What do you feel was the greatest single challenge you faced in your mentoring relationship? How successful were you in overcoming it?
7. Other comments.
8. May we re-enroll you in the mentoring program for the 2005-2006 chapter year?
(New mentees will be assigned at the beginning of the Fall term at UCF. You also have the option of a second year with your 2004-2005 mentee if you both want to continue. If that is the case, please so indicate below.)

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### **NOTES**