Growing a Job Family or Role at MIT

Our Vision: MIT is the Leading Institution for Career Development of Staff!

Executive Sponsor: Alison Alden
Project Sponsors: Peter Cummings, L2L’10, Stephanie Toews-Moeling, L2L’08
Process Coach: Ted Johnson, L2L’08
Project Team Members: Suzanne Glassburn, Henry Humphreys, Tom Komola, DiOnetta Jones, Cindy Quense

LEARN. EVALUATE. GROW.

THE ADMINISTRATIVE OFFICER CHALLENGE

Many pieces...multiple solutions
Career development at MIT...$ priceless
# Table of Contents:

- **The Project**  
  - 3
- **Guiding Principles**  
  - 3
- **Vision Statement**  
  - 3
- **Areas of Recommendations**  
  - 4
- **Project Journey**  
  - 4
  - *Sponsors’ perspective*
  - 4
  - *Conversations to gather knowledge and data*
  - 6
  - *Other Key Meetings*
  - 7
- **Selection of the Administrative Officer role**  
  - 7
- **Gaining an understanding of the current state of the AO position from those on the inside**  
  - 8
- **Other Programs reviewed**  
  - 9
  - *AO Fundamentals*
  - 9
  - *HR Generalists Career Panel*
  - 9
  - *Review of the Administrative Officer Position – AACII report, June 2001*
  - 9
  - *Mentoring programs currently available across campus*
  - 10
- **Recommendations in Detail**  
  - 11
  - *Career Mapping*
  - 11
  - *Networking*
  - 12
  - *Culture of Professional Development*
  - 13
  - *Mentoring*
  - 14
  - *Career Connector*
  - 15
- **Acknowledgments**  
  - 16
- **Appendices:**  
  - 17
  - *Appendix 1: 7/11/12 – L2L Project Vision Exercise*
  - 17
  - *Appendix 2: Questions for AO Focus Group*
  - 18
  - *Appendix 3: Mentoring Initiatives Across the Institute*
  - 19
The Project:

Problem Statement: There are jobs and roles that are very hard to fill internally at MIT; they are unique, mission critical and involve MIT-specific knowledge. This makes it difficult, and often times more expensive to hire from the outside for these types of positions.

Project Objectives: Select one job family or role and recommend ways to create or strengthen the pipeline.

Major Considerations: Develop and/or select a criteria for an acceptable and appropriate job family or role; assess the current state of the job family or role; and ensure that the recommendations can be more broadly applied, i.e., the work must be transferable and applicable to other MIT job families and roles.

Guiding Principles:

Early on, our team articulated a number of principles to guide the execution of the project:

• Our approach to the project should support each of our own L2L goals.
• We would not approach the project with preconceived notions, but be open to shifts in course as we learned more.
• We would protect and respect project time.
• Any conflict would not be taken personally.
• Key roles within the group would be shared and rotated. We would serve as facilitator, organizer, scribe, observer and resource coordinator throughout the term of the project.
• Information would be processed by the group; reaching consensus for next steps and conclusions, if any.

Vision Statement:

MIT is the leading institution for career development of staff!

Our project team found that a major coalescent point for us occurred at the July 11th L2L meeting. During this session, each subgroup used a different visioning tool to create a vision statement for our respective projects. Our group, looking with envy on those with scissors and magazines, was assigned the task of using a “GAP Analysis” as a visioning tool. However, by the end of the exercise, we were all very glad that scissors and paper didn’t hamper our work, because we ended with a very clear path and a simple yet powerful vision for our project. We had already decided to focus the project on the Administrative Officer (AO) job role, but our goal was not just about developing the AO pipeline. Rather, our goal was to make MIT the premier academic institution for career development of all staff. We would use the AO position as the entry point to pursuing that goal.
**Areas of Recommendations:**

The recommendations in this report fall into 5 areas:

1. **Career Mapping:** Comparing an individual’s skills, credentials and career goals to skills and credentials required for various opportunities at MIT (and possibly beyond.)
2. **Networking:** Using networking to create connections between hiring supervisors and job seekers.
3. **Mentoring:** Leveraging existing resources in support of the next generation of AOs (and other positions across the Institute).
4. **Culture of Professional Development:** Cultivating an atmosphere that encourages supervisors and managers to support, and individuals to take advantage of, training and education opportunities.
5. **Career Connector:** Creating an overarching mechanism to develop and manage tools for execution of recommendations.

A more detailed description of all of our recommendations is provided later in the document (see page 11.) Now, let’s share the process:

**Project Journey:**

**Perspectives:**

During the research and brainstorming phases of our process, we met with our project sponsors, Stephanie Toews-Moeling and Peter Cummings. They provided insight into the challenges of feeding a job family or role pipeline. These conversations, and others both formal and informal, highlighted for us the importance of the AO position at MIT and the urgency of the issue outlined in our task overview. These conversations also emphasized the complexities surrounding professional development, in general, at MIT.

Some of the complexity comes from the fact that the Institute is an intricate place and that each Department, Lab and Center (DLC) is unique. As a result, there is no one clear path for staff to follow for professional advancement.

In addition, there are few formal mechanisms for staff to network or find out about possible development opportunities.

We also heard concerns that staff development is not always well received or strongly encouraged. Faculty and supervisors may be concerned that professional development will result in their staff moving on or in other DLCs (DLCs) “poaching” their staff. It is not that they don’t want the best for their people, but rather that it is difficult to lose great people.
Based on these early conversations, we surmised that we had a leaking pipeline, came up with the following graphic depiction of our preliminary understanding and took the graphic with us when we met with Alison Alden, our Executive Sponsor.

Our meeting with Alison was very productive and expanded our thoughts on the scope of the project. We realized that our project fit into Human Resources’ goal of cultivating a Culture of Development at MIT to help people forecast and manage their careers. We also realized that many of the “leaks” we thought we had identified in the pipeline were already being addressed through other mechanisms, including:

- **Enterprise Learning**: Environment Health and Safety is currently piloting this program that creates an individual training record for each person. The module is created on a platform that has the underpinnings for a MIT-wide system.

- **On-boarding Overhaul**: Israel Ruiz’s group is looking at how to create an on-boarding module that will look not only at the first month or two of new employment, but will carry into the future.

- **Applicant Tracking**: Human Resources (HR) is considering the creation of separate listings for internal candidates. Applicants would be able to construct a profile and, while the profile would not be linked to the Enterprise Learning module, the individual would be able to refer to the module to understand the skill sets required for positions.

- **Review of Specific Roles**: For example, the grants administrator family review was spearheaded by Michelle Christy and based on the review, the Office of Sponsored Programs (OSP) is creating an entire curriculum for that job family with the overall goal of improving efficiency.
Our meeting with Alison assured us that our work, however we defined it, could benefit MIT and offer tangible and intangible business results. In addition, Alison offered us solid advice by encouraging us to think about the project as a pyramid rather than a leaking pipeline - in other words, ground our work in foundational information by gathering applicable data and conducting basic conversations with key MIT personnel first and then work our way up the pyramid. We set about building the base.

**Conversations to gather knowledge and data:**

We had conversations with many people on and off campus to start gathering data. We started by talking with Kelley Connors and Wayne Turner (HR) about job roles and families. Understanding and making sense of the various roles people play on campus is a complex task for HR. There are over 800 job titles in use across campus, and, roles linked to each must be articulated and understood prior to creating appropriate training or mentoring programs. Currently, there are only three complete job family grids: Finance: Research; Finance: Non-Research; and Administrative/ Faculty Assistant. Others are being worked on, but of course, with such complexity, creating grids for all job families will take a considerable amount of time.

Kelley and Wayne identified five job families or roles that are difficult to fill at MIT and suggested that we select one of these for our focus. The recommendations were:

- Communications
- Environment Health & Safety (EHS)
- Financial Research Administration
- Human Resources Officers
- Administrative Officers

As we expanded our conversations, we kept these five areas in mind, returned to Kelley and Wayne for clarification and enlisted the assistance of Chuck Pizzano, also in HR, to provide us with relevant data. Of particular interest to our project:

- Since 2009, 21 AO-type positions have been posted on MIT’s job site.
- Out of 51 current AOs, 44% (or 21 individuals) are 55+
  - Out of the same group of AOs, 16% (or 8 individuals) are 60+

While MIT does not have a strict retirement policy, the AO role is stressful and demanding. We believe, therefore, that MIT must acknowledge and prepare for the possibility that many of the incumbents may be considering retirement, meaning that 44% of our AO positions could turn over within the next 10 years.
Other Key Meetings:

We could not have conducted this project without input from others both on and off campus. In addition to our project sponsors and Kelley and Wayne, we spoke with many key administrators and staff including: Doreen Morris (Assistant Provost), Barbara Peacock-Cody (Former HR), Judith Stein (Human Resources, Coordinator of AO Fundamentals), Ron Hasseltine (Assistant Provost for Research Administration), and Sharon Bridburg (Office of the Dean for Undergraduate Education, Human Resources.)

From these conversations, we learned more about the demands and complexity of staff development at MIT; the wide variations in AO positions; how hard good mentoring can be to implement, yet how important it is in individual development; and, some history on what has been done to fill pipelines.

Selection of the Administrative Officer role:

Based on the input we received we recognized that the Administrative Officer (AO) role was seen by all as a critical position at MIT. In addition, of the five job families and roles suggested by Kelley Connors and Wayne Kelley, the AO role interested the team the most. We selected the AO position as the lens through which we would look at staff development at MIT.

There are 60-100 people in the AO role at MIT. The exact number is hard to tie down because there are many titles that are used in the system: Academic Administrator, AO, A0II, Area Officer, Associate Director, Assistant Director for Administration, Assistant to Department Head, etc. It can also be argued that Associate Deans serve as AOs for the Schools.

The nature of the AO role varies from position to position depending on the size and scope of the unit. As shorthand, there are 3 basic levels of AO:

- Small – Individual Shop, work is done by the AO or perhaps an AO with help from an Administrative Assistant (AA)
- Medium – Will typically be an AO with a Financial Officer (FO) and assistance from an AA
- Large – AO with multiple reports

An AO operates across an Administration / Academic / Research continuum. The focus of the AO’s work is directly linked to where his or her DLC falls on that line.
A third layer of variation is the range of the AO’s responsibilities. Dependent on the first two criteria above, responsibilities typically include Human Resources, Financial Oversight and Administrative Support and may include Environment, Health & Safety, Facilities, Information Technology, Academic Support, Communications, Event Planning, and others.

To add another layer of complexity to the pipeline, there is no clear track to becoming an AO, although it seems that more FOs than other positions move into the AO role. In discussion, we came up with four logical entry points to the AO role:

1. Human Resources – HR skills or expertise are needed in all AO roles regardless of size or scope
2. Finance – while some AOs have strong FOs working with them, AOs need finance expertise, especially in smaller units where the AO wears all the hats
3. Administrative Assistant – AAs are exposed to a wide range of tasks and some have the ability, knowledge, and interest to move into AO roles.
4. Program Administration – Individuals in this role must take on a range of projects and must have a variety of skills including dealing with funders; understanding budgets and proposal processes; running events; being highly organized; and dealing with faculty and lab personnel.

Given the variety of tasks in the AO role and the breadth of skills required, it is difficult, and perhaps unwise, to try to establish a linear pipeline for the AO role. We believe that it is important to acknowledge the complexities of the role, be open to multiple entry points into the pipeline, and look for opportunities to help individuals identify their own pathways.

Gaining an understanding of the current state of the AO position from those on the inside:

The deepest knowledge gained by our project team came from Focus Groups that we held with current and former AOs. Breaking down the AO list by unit size, we invited four groups of AOs to meet with us: AOs in small, medium and large DLCs and former AOs who are now in central administration positions. The questions we posed to the focus groups are included in Appendix 2. However, we found that the conversations took on a life of their own, and the free flowing discussions yielded some of the most useful information.

During the discussions, the AOs identified many skills that an AO needs to have, but there was also a considerable discussion about the need for emotional intelligence in AOs. An AO must be able to handle the demands of the job, have solid substantive skills, be able to work with a wide range of temperaments, and enjoy doing it!
Other Programs reviewed:

In the course of the project, we reviewed a number of existing MIT programs and activities.

AO Fundamentals:

AO Fundamentals is a program composed of eight three-hour sessions focused on the AO role. The program has three components - group workshops, individual development activities and informal coaching. AO Fundamentals is not intended to be a training program for AOs or to determine whether particular individuals are suitable to the role. Rather, it is intended to introduce participants to the AO role and to provide participants with the opportunity to grow professionally.

To date, approximately 80 people have participated in the program. There is limited data on where participants are now and what the impact of the program has been, but Judith Stein, who coordinates the program, noted that at least three former participants moved into AO roles, including one of our project sponsors, Stephanie Toews-Moeling.

Judith Stein shared one of her mantras with us: “You have to be entrepreneurial in your own career. Nothing will come to you but everyone will help you if you are proactive and reach out”. We found this repeated in many of our interviews and in our focus groups with current and former AOs.

HR Generalists Career Panel:

In June, the HR department held a special panel discussion about HR careers at MIT. There were six HR panelists, each with a diverse background in HR at MIT. This was an opportunity for anyone interested in the HR career track to listen to, and ask questions of, experienced HR professionals who had made their way through the MIT system. As we've learned in L2L, storytelling is powerful and this was an excellent opportunity to hear, and learn from, some strong stories about how to advance through MIT. While the panel was only 2 hours long, the message was powerful and it opened doors and created networking opportunities for those who attended.

Review of the Administrative Officer Position – AACII report, June 2001:

Back in 2001, MIT’s Administrative Advisory Council II (AACII) conducted a review of the AO position. The report highlights many points that are still relevant today:

- Definition and criteria for 3 levels of AO positions
- Key characteristics of AOs at all levels
- Most importantly, key recommendations to make AOs more effective and efficient.
Growing a Job Family or Role at MIT: L2L 2012

- Need for review of process and procedures across the institute, especially when these are being decentralized and handed to AOs
- Need for a training and mentoring program for AOs
- Need for consistent position requirements around competencies
- Need for a defined clear career path

**Mentoring programs currently available across campus:**

Several mentoring programs exist across campus (see Appendix 3). These programs have a range of goals from matching up new and experienced staff to providing workshops. They are driven by key individuals (Mary Markel Murphy, RLE; Sharon Bridburg, DUE; Heather Williams, SOE) with one exception. MIT Lincoln Laboratory has a portfolio of mentoring programs that have been in place for several years. They offer a comprehensive program offering services for new employees, career development, topic specific discussions and a one-year program for deeper coordination of support.

If mentoring is selected as an area of growth or career focus, a deeper review of all of these programs should be performed and the key individuals should be brought into the problem space for mentorship program development across campus.
**Recommendations:**

Distilling our findings, which were diverse and complex, we have developed a comprehensive set of recommendations that will help grow the pipeline for the AO role. The recommendations are illustrated and described below. They are also transferable and can be more broadly applied across the Institute.

**Career Mapping:**

Part of successful Career Development is finding the right fit for both the person and the organization. And the right background and skillset for the job is critical in that formula.

We are recommending a Learn – Evaluate – Grow two-way mapping tool that will lead to informed decision making about career choices at MIT.
Currently staff who are involved in HR programs, like the AO Fundamentals program, are encouraged to create a Personal Development Plan (PDP) which is an assessment of their current skills and knowledge, as well as a roadmap for their career goals moving forward.

At the same time, HR has been working on developing job level guides for job families. These guides clearly define specific criteria - from duties and responsibilities - to qualification - to knowledge, skills and expertise needed in each role within a job family. These provide a clear delineation of the skills needed at each step within a job family.

Our recommendation involves layering these two tools to create a personalized and powerful roadmap for clear decision-making.

Ideally this tool will be online. As a first step, an individual would create his or her PDP. It would then be overlaid on any job level guide to indicate the areas required for the role are already strengths (green in the illustration in the upper quadrant of the graphic above); those that need some work (yellow), which become short to mid range goals; and those that need significant work and should be longer term goals in their career development plan (orange.)

Once implemented, this tool will allow individuals to review their personal strengths and goals against any of MIT’s job families. This will be a powerful evaluation tool that will support clear decision-making around personal growth. In addition, once developed, the results could be shared and reviewed by hiring managers and could even become part of materials that internal candidates present when they apply for new positions. The hiring managers would clearly see the skills that the candidates have and those that they need to work on.

**Networking:**

We heard from many people whom we interviewed and spoke with that there are no networking mechanisms at MIT that would allow hiring managers and interested candidates opportunities to connect. A manager might have a position available, but not know who is out there or who is interested or qualified. Likewise, an MIT employee might be thinking of shifting positions but not know what is available without going through formal channels. Also, even when there are organized meetings or trainings, there is little time, if any, to have a casual conversation or to get to know someone.

If we have learned anything from L2L, it is that networking is powerful. The more relationships that we build across campus, the better we are able to leverage these connections to get work done and to find the best solutions or gain extra insight into issues that come across our desks. These connections can also be a powerful tool as we consider career development at MIT. In this area, we recommend that
Growing a Job Family or Role at MIT: L2L 2012

networking be considered an integral part of work and incorporated into our culture:

Recommendation 1: Internal Job Fairs: Job fairs are a great way for both administrators and staff to find out who and what is out there. These could be set up as informational events. They would offer an opportunity for DLCs and units to present what they do and what positions are available within their organizations. Job fairs are also an opportunity for staff to introduce themselves to the units and managers who will be doing hiring. Events could be set up in a variety of ways from individual tables for units; panel discussions on units and DLCs; or even a “speed dating” style event for staff to chat with managers from across campus.

Recommendation 2: Networking with Technology: Not all networking needs to be face-to-face. The next generation is far more technology-savvy and comfortable with social networking as a form of communication. This should be kept in mind as part of a total plan for career development at MIT. Tools should be explored that would facilitate connections between those looking for new opportunities and those looking for new staff.

The Institute should also consider expanding the use of video technology for topic-specific information sharing. The interviews that were created in connection with MIT-150, as well as the student interviews that we watched, were very powerful; similar ones could be developed to disseminate information about roles, job families, and DLCs/units. One example – there is a lot of knowledge in the AO community and a site with AOs talking about the role would be very informative.

Culture of Professional Development:

One of the topics that came up during the AO focus groups was the AO Fundamentals program. Some of the people we talked to thought the program should delve deeper into the substance of the AO’s role. Others thought it was too significant a commitment for someone who is just exploring the role.

Recommendation 1: We concluded that it might be possible to tweak the program to serve both purposes by separating the curriculum into two phases.

- Phase 1 would be a “learn at lunch” series open to individuals interested in the role.
- Phase 2 would be a more robust training.

Because Phase 2 would be more intense, we would suggest that the class size be reduced from the present number of 24 and that participation be restricted to those who are nominated by their supervisors. Currently, supervisors need only approve.

Recommendation 2: The program should include structured networking opportunities or time during which participants can expand their knowledge of MIT by getting to know one another and a team project with immediate application to...
the Institute, such as developing a policy or a training program. The recommendation for inclusion of a project resulted from the fact that many of the focus group participants said that their participation in committees and task forces provided them with opportunities for growth, relationships outside of their DLC and insight into the Institute’s operations.

Mentoring:

Many of the current AOs and former AOs (almost all of them in fact) mentioned that they had a mentor or a supervisor who encouraged them to apply for the AO role or gave them the opportunity to develop skills that would then enable them to apply for and be successful in the AO role. This led the team to consider several questions:

- How much mentoring (informal or formal) occurs at MIT?
- What is working well?
- Are there best practices in place that could be systematically applied to the AO role (and transferable to others)?

We conducted research using the HR listserv to email HR administrators and AOs across MIT to find out which DLCs had mentoring programs. Four organizations responded to our inquiry. Each of the responding organizations has one or more mentoring initiatives that they consider highly effective. These are:

- School of Science - Peer Connections program
- Office of the Dean for Undergraduate Education – DUE Buddy Program
- Research Laboratory for Electronics – Group Workshops and Buddy Program
- MIT Lincoln Laboratory (very comprehensive) – Guide Program, Early Career Mentoring, Circle Mentoring, Assistant Group Leader Mentoring

The programs vary in format, structure and focus, but they all support the onboarding, retention and career development of new and/or current employees.

During our focus groups, AOs told us that, although mentoring is vitally important, demands on staff make it difficult to find time to mentor or be mentored. Consequently, our recommendations are designed to maximize the expertise of current and former AOs without negatively impacting the time or workload of potential mentors or prospective AOs.

Recommendation 1: Best practices Manual and Online Resources

We recommend that a best practices manual be developed and posted online. The manual would provide critical information for aspiring and current AOs that would enable them to carry out the responsibilities of their jobs more effectively and efficiently. Each section would include the names and contact information for MIT AOs who would serve as experts and resources for anyone needing more information or one-on-one training. The cost of developing the manual would be minimal. The biggest investment would be staff time to develop the manual.
Recommendation 2: Retired AOs as Mentors and Pinch Hitters
We recommend that the Institute develop a pool of retired MIT AOs to serve as mentors to new or aspiring AOs. This could be a formal or informal relationship. The retired AOs would be available to answer questions and provide advice. We expect that each mentoring relationship would have a formal term of three to six months, but the informal relationship could continue as long as the mentor and mentee desired. The retired AOs would be volunteers. The cost of implementing such a program would be minimal, although we recommend that the Institute provide small stipends to the retired AOs to cover travel expenses to campus or to take their protégés out for lunch or coffee.

We also urge the Institute to consider using retired AOs as “Pinch Hitters.” When a vacancy in an AO position occurs, a retired AO could fill in while a new AO is identified and could stay on for a period of time to help with the training and onboarding process for the new hire.

**Career Connector:**

The most effective way to achieve our vision – “MIT is the leading institution for career development of staff” is to create a dedicated position to develop, implement and oversee the recommendations in this report. To this end we recommend that a Career Connector (CC) position be created at MIT. This dedicated position, housed in central Human Resources, would:

A. Refine and manage all recommendations presented in this report;

B. Coordinate both phases of the AO Fundamentals training program;

C. Provide support to participants for one year following the completion of phase 2 of AO Fundamentals;

D. Develop a skills training program for current or former MIT employees who serve as mentors (i.e., AO retirees);

E. Serve as a broker and referral agent to internal job seekers and DLCs, matching the needs of DLCs with qualified candidates by:
   a. Possessing an in-depth knowledge of participants in Phase Two of AO Fundamentals; and
   b. Understanding the scope and needs of DLCs
Acknowledgments:

We have many people to thank for their assistance. First and foremost, we would like to thank our sponsors, Alison Alden, Peter Cummings and Stephanie Toews-Moeling, for the opportunity to work on this project. It has taken us places we never would have considered going and has introduced us to many people who may have never crossed our paths. Judith Stein, Kelley Connors, Wayne Turner and Chuck Pizzano of Human Resources and all the AOs who participated in our focus groups provided us with invaluable information. We also thank all the Institute administrators who generously gave us their time. Finally, we would like to express our deep appreciation to Ted Johnson who served as our process coach. He kept process on our minds, and lightened things up when needed – it was great to have him as an integral part of our team.
Appendix 1: 7/11/12 – L2L Project Vision Exercise

Our Vision:

*MIT is the leading institution for career development of staff!*

GAP Analysis:

<table>
<thead>
<tr>
<th>Performance</th>
<th>Current</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Highly talented AOs from internal and external sources</td>
<td>• Strong internal pipeline BUT not excluding outside talent</td>
</tr>
<tr>
<td></td>
<td>• Overworked / have the interest but no time to mentor</td>
<td>• Clear recognition by senior leadership of the time it takes to mentor and develop personnel</td>
</tr>
<tr>
<td></td>
<td>• AO position = bottleneck track – only so many positions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What’s in the future for AOs?</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>• Mixed support for employee development – faculty don’t want their staff moving on!</td>
<td>• Senior leadership &amp; managers will provide clear message and greater support for professional development</td>
</tr>
<tr>
<td></td>
<td>• Mixed institutional message – not all departments “walk the walk”</td>
<td>• Open communications about aspirations for creating development plans</td>
</tr>
<tr>
<td></td>
<td>• Lack of trust in institutional commitment to “true” development</td>
<td>• Creating a supportive environment for people seeking growth</td>
</tr>
<tr>
<td></td>
<td>• Is it safe to move?</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>• VPHR has a STRONG interest in professional development</td>
<td>• Clear mission to support professional development for preparing people aspiring to be AOs</td>
</tr>
<tr>
<td></td>
<td>• Problem is that Central HR may not be walking the walk</td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>• AO Fundamentals – current design is educational awareness NOT preparation</td>
<td>• Provide specific training opportunities to apply new skills (i.e. special projects / job sharing)</td>
</tr>
<tr>
<td></td>
<td>• Not tracking people who participate</td>
<td>• Develop a mentor training program</td>
</tr>
<tr>
<td></td>
<td>• No mentoring program</td>
<td>• Develop mentoring program</td>
</tr>
</tbody>
</table>
Appendix 2: Questions for AO Focus Group

1. What path did you take to secure your current role as an AO (i.e., what preparation, previous jobs, professional development, etc., whether within MIT or outside)?

2. Did you have a mentor and how did that person influence your professional development at various points in your career?

3. Would a networking or mentoring initiative have benefitted you in securing your AO position? Why or why not?

4. Do you think a networking or mentoring initiative could benefit current AOs and aspiring AOs? Why or why not?

5. How can we best prepare current MIT employees for careers as AOs?

6. Did you learn anything from today?

7. If you could do it all over again, what would you do differently to better prepare yourself for your current position?
# Appendix 3: **Mentoring Initiatives Across the Institute**

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Department</th>
<th>Professional Development/Mentoring Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Markel Murphy, Assistant Director</td>
<td>Research Laboratory of Electronics</td>
<td>In RLE, we do a few different things and continue to look for more. For our administrative staff which wholly consists of our Headquarters staff (HR, fiscal, IT &amp; facilities), we budget an allotment of discretionary money for trainings and conferences that will assist staff in enhancing their knowledge. Our HQ managers also look to match staff with special projects that are at the intersection of the staff member's interests and also meet an organizational need. For our administrative assistants, we hold monthly workshops on both hard and soft skills (SAP, Concur, fabrication account policies, etc. vs. effective listening, managing upwards). For our new assistants, we invite them to a lunch where there is a select group of people including staff they will interact with in HQ to get their jobs done and</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon Bridburg</td>
<td>DUE</td>
<td>Our focus in DUE has been on strengthening our supervisor/manager’s coaching and mentoring skills. We’ve done this through a series of workshops specifically designed for DUE managers. These workshops include: Advancing Diversity and Inclusion, Building a Culture of Development, Leading through Change, and Performance Development in DUE. DUE staff are also encouraged to participate in MIT programs, such as L2L and Managing for Excellence, that have a mentoring component.</td>
</tr>
<tr>
<td>Director, Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellen Beachy</td>
<td>MIT Lincoln Laboratory</td>
<td>MIT Lincoln Laboratory recognizes that strong mentorship can significantly improve employee development and retention. Historically, the Laboratory’s mentorship approach has been informal, and many employees can identify mentors who have had significant impacts on their career development. In 2011, the Laboratory started several formal mentorship programs which were not intended to replace informal mentorship, but serve as valuable complements to the informal approaches. The mentoring initiatives have, in general, been viewed very positively by the mentors and mentees involved. A quick look at the four programs currently underway: Guide Program – Focused on orienting all new employees to their respective Groups, Divisions, and Departments during the period from offer acceptance through the early months of employment. An internal “Guide” is assigned to reach out to the new hire prior to their coming onboard and responsible for introducing the new employee to the Group and Division Offices as well as provide a Lab tour and point out resources available. Early Career Mentoring – A voluntary, 6-month one-on-one mentoring program available to Technical and Administrative staff in the early stages of their career. The recommendation is that the employee has a minimum of 1-year service.</td>
</tr>
<tr>
<td>(for Brian Donahue)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heather Williams, Assistant Dean</td>
<td>Assistant Dean MIT School of Science</td>
<td>School of Science Peer Connections Program</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Goal: To provide new staff with a source of information about job responsibilities, MIT policies and procedures, and Institute organization and culture; to help both coaches and new staff increase their confidence and expand their skill sets; and to promote a cooperative and connected working environment for all participants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Structure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Peer connections will be established, tracked, and evaluated by the Dean’s Office.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Peer connections last for 3 consecutive semesters, but can be renewed at end of term if both peers agree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Program coordinators (PC) will monitor coaching relationships and act as a liaison with HR.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Peer advisors and their advisees will schedule an initial meeting, but the advising will be conducted primarily by phone and email, initiated by the advisee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Advisees will be supported by SOS and MIT web resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Advisors will be supported with a one-hour initial training session, monthly meetings with other coaches, and contact with the PC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ The Rewards and Recognitions and Spot Awards programs will be used to acknowledge and encourage participation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Arranges an initial meeting with advisee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Ensures confidentiality and safety of the relationship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Answers advisee’s questions via email and phone in a timely fashion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Helps advisee locate and answer questions about appropriate information about job responsibilities or MIT policies and procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Helps advisee learn to navigate the Institute, geographically, organizationally, culturally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Is not responsible for training the advisee or replace his or her supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Directs advisee to the appropriate resource for counseling or professional development issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Does not intervene or take action on behalf of the advisee, or act as his or her “counselor.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Alerts PC when questions can’t be answered or problems resolved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Alerts PC when relationship needs to be dissolved because of mismatched personalities or schedules, or because of a promotion, transfer, or the acquisition of significant new duties.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Advisee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Email, phone contact with advisor to locate and ask questions about appropriate information about job responsibilities or MIT policies and procedures, Institute organization and culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Actively researches training materials, MIT and SOS websites, and manuals before contacting advisor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ▪ Will not contact the advisor too frequently or interfere with the advisor’s ability to carry