

CASBO Mentorship Program

Connecticut Association of School Business Officials

The Mentorship Program is a member service, designed to pair newly appointed school business officials, including administrators, supervisors and managers of non-instructional programs and services with mentors, creating a professional development opportunity for both the new and experienced school business official.

Why a Mentorship Program?

CASBO realizes that it has a responsibility to provide a program of assistance to enhance the effectiveness of new School Business Officials in the performance of their job responsibilities.

Mentorship Educational Opportunities

A Mentorship Workshop is offered the day prior to the annual Institute. The primary focus of this workshop is to cover information that is of value to new school business officials. The day also serves as a "refresher" for business officials who have worked in the field for years, and provides the opportunity to offer veteran business officials their services as a mentor. Additionally, a mentorship roundtable discussion is offered at each quarterly workshop.

Mentorship Program Goals

- To provide unique professional development opportunity for new and experienced school business officials.
- To assist Connecticut school entities with the successful transition of school business officials and thereby improve the delivery of services to the students, staff and community;
- To provide technical assistance and guidance to school business officials to promote the attainment of the highest standards of ethics and competence in all aspects of school business management;
- To assist school business officials in understanding the need for and the development of an ongoing personal professional development plan to enable them to attain the highest level of personal competence and to prepare them for positions of increased responsibility.

About CASBO

The CASBO mentorship program is designed to assist individuals beginning their careers in school business management, individuals changing positions within the state, or individuals assuming positions in Connecticut after practicing in another state, or individuals wishing to become more knowledgeable in specific areas.

CASBO is a statewide professional association of school business officials responsible for managing the non-instructional programs and services in Connecticut school districts. CASBO provides a wide array of services to members and school districts including:

- Publications
- Professional in-service programs.
- Annual Conference
- Leadership Opportunities
- Mentorship program
- Technical assistance
- Educational resources
- Networking and contacts
- Legislative updates
- Pro-Team
- Web site www.casbo.ct.org
- Electronic Library

CASBO Mentee Registration

Name _____ Title _____
District _____
Address _____ City _____
State & Zip _____ Phone _____
Fax _____ E-mail _____

Please complete: I am new to the school business profession.
 I am moving into a new position.
 I have already been assigned a mentor (please name): _____

Comments on relationship: _____

Please return to Executive Director Sharon Bruce: (860) 519-0023 fax, ssbruce@comcast.net . Questions? Call (860) 519-0023.



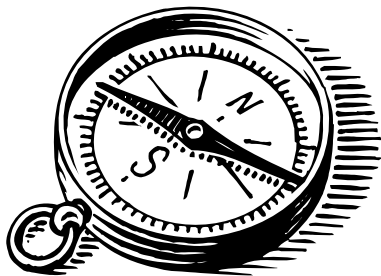
Have you wondered how your proposed budget increase compares with other districts?

Don't know where to find a template for a bid proposal?

Are you interested in the average salary and benefits for school business officials in Connecticut?

Would you like to know how your costs stack up to neighboring districts?

The answers to these questions are what CASBO provides to members.



ABOUT US

The Connecticut Association of School Business Officials (CASBO) was established in 1951 to link school business officials with each other to share ideas. Over the years, this important organization has continued to grow. Today, CASBO provides forums for people to gather as well as services to help school business officials understand the complex environment of the school business office.

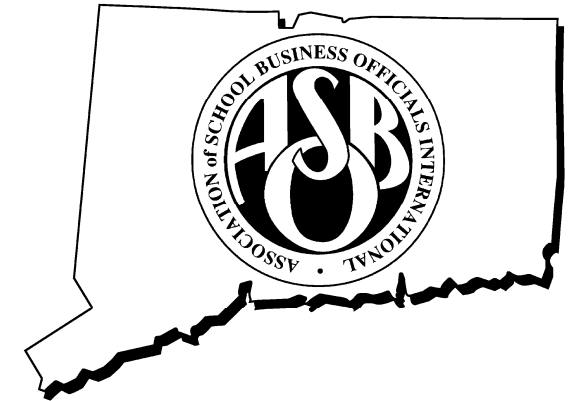
CASBO's Mission Statement:

- ◆ Assist the school leadership teams in linking the educational decisions with the effective management of resources to accomplish quality education;
- ◆ Strengthen our knowledge and management skills through a variety of quality programs and services;
- ◆ Promote an awareness of the role and responsibility of school business administrators within educational communities;
- ◆ Uphold the highest ethical standard of our profession and;
- ◆ Provide opportunities for members to create a network of personal and professional linkages for communication and support.

Some of the services provided by this professional organization are profiled in this brochure. Additionally, CASBO strives to add new services of value to members.

CASBO
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SCHOOL BUSINESS OFFICIALS
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WWW.CT-ASBO.ORG

CONNECTICUT ASSOCIATION OF SCHOOL BUSINESS OFFICIALS



MEMBERSHIP...

*BE A PART OF
YOUR
PROFESSIONAL
ASSOCIATION*



Continuing Education & Professional Development

CASBO offers plentiful opportunities for earning the necessary continuing education credits today's business officials need. The one-day workshops provide outstanding professional development training such as time management, technology and management techniques that you can put to use immediately. Additionally, topics include specific school business oriented programming such as State reporting requirements and IRS compliance issues. A two-day Institute is held annually. An ED001 Training program is provided annually. CASBO's programs are designed to be beneficial to your support and ancillary staff.

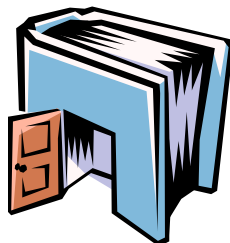


Vendor Identification

Unlike many other professional associations, CASBO members are not in competition with one another, therefore, they are happy to share "a good thing". When you need a vendor for a project, you can turn to CASBO members to help identify candidates. An annual exhibition day is held in April.

Leadership Academy

Through a partnership with a local university, CASBO is pleased to offer concentrated sessions geared toward enhancing members' leadership skills. The topics offered are of particular interest to those whose responsibilities include personnel supervision and evaluation.



Resource Library

The Resource Library is an electronic collection of bid specs, model forms and contracts, policies, and job descriptions available to members through our website. CASBO conducts several research projects annually to provide members with vital data not available anywhere else. The more members participate, the more valuable this benefit will become.

Listserv

CASBO offers a members' only listserv. This media allows instant access to important information from other members. Simply post a question or request, and you will receive quick responses from fellow members throughout the State. To join the listserv, please send an email to ssbruce@comcast.net.



Recognition Awards

CASBO recognizes the outstanding efforts of members through the Connecticut Celebrated School Business Official and the Innovative Practices Award.

Networking

Unique opportunities to meet and share ideas with others in the profession. Learn from others' experiences and avoid the "pit-falls". In addition to membership meetings, local business managers meet occasionally to discuss regional issues.



Mentorship Program

For those new to the school business official position, a mentorship program is offered. You will be matched with an experienced business official who will provide you with many of the necessary "how-to" skills and procedures. This mentor will serve as an advisor to assist you in your transition. Mentorship educational sessions are geared especially to meet your needs.

Pro-Team Program

CASBO member districts may request a Pro-Team to provide an audit or performance review of a particular school business procedure. CASBO will send in a team of trained and experienced business officials to review and make recommendations for that specific area. This service is offered complimentary, except for expenses, to full and regular members of CASBO.

CASBO Briefs

Keep up-to-date with CASBO Briefs. This is a bi-monthly newsletter full of the current happenings and items of interest to school business officials.

Welcome to the CASBO listserv.

To address an email query to the CASBO listserv, make the message address TO:

casbolist@ct-asbo.org

This listserv is for the exclusive use of paid CASBO members plus a few authorized guests, such as, CSDE staff. The primary purposes of the listserv are to communicate CASBO membership business, share school district experience, and provide a public forum for our members.

Refrain from using the list for any of the following reasons:

- discussing a vendor's performance - communicate one-to-one if necessary.
- passing chain email, jokes, etc.
- personnel matters and other topics not suitable for a PUBLIC forum.
- email virus warnings - 99% are hoaxes - check out this URL

-><http://www.symantec.com/avcenter/hoax.html>

Although our vendor members are excluded from this list, it's a safe bet to assume that vendors have access to the list.

All non-member submissions are routed to the list manager for screening. Otherwise, whatever you send goes to everyone on the list - intentional or not. Please exercise some caution.

Use REPLY to respond directly to the originator of a message on the list. If you wish to reply to the list also, please type in the listserv address in the cc.

A daily DIGEST of all messages is available in lieu of receiving individual listserv messages. Many of our members find this mode useful during vacations or busy periods.

Please avoid responding in the negative unless the initiator of a query is looking for both positive and negative responses to a survey. By eliminating all the unnecessary negative responses, we can limit the listserv to useful bytes of information. Example: Does any use a particular piece of business software? If you don't use it, then no reply is desired.

Please feel free to contact Sharon Bruce, Executive Director, (860-519-0023 or email: sbbruce@comcast.net, with any questions regarding the proper or effective use of this listserv.

Revised July 2005

MAKING YOUR MENTORSHIP MEANINGFUL

By Laura Cook

"A positive mentorship experience can be a great boost to your career, so take advantage of it," advises Laura Cook, consultant, Arista Associates, Northbrook, Illinois, and former mentee of Thomas C. Dolan, CAE, president and CEO of the American College of Healthcare Executives, Chicago. Cook explains how mentees can make the most of this rewarding experience.

- ◆ **Be willing to plan an active role.** A mentorship is a two-way street - you will get out of it what you put into it.
- ◆ **Define the relationship.** Knowing what you want from the relationship and being able to articulate this up front to a potential mentor will help to ensure that your expectations are in line with theirs. Other things to consider: What particular expertise does the mentor have that you would like to benefit from? What would you like the end result - the takeaway - of your mentorship to be?
- ◆ **Set relationship parameters.** Consider, for instance, how frequently you would like to meet with your mentor. Decide how you would prefer to interact and by what method - via telephone, face-to-face meetings, or perhaps sometimes by email.
- ◆ **Ensure your time commitment.** Does the mentor have the time to commit to helping you reach the goals of your mentorship? Alternatively, do you? People in mentoring roles often have incredibly busy schedules, as do mentees. A frank discussion at the outset regarding the time commitment necessary to reach the goals of the mentorship can help determine if you have found a good match.
- ◆ **Be prepared.** Prior to each meeting with the mentor, prepare a list of items you want to discuss. For example, Cook's list covered a range of topics, including projects that she was working on, projects that Dolan was involved in, the health care field in general, and Cook's future career goals.

The rewards of a mentoring relationship can be great. Here are a few important lessons that Cook took away from her mentor.

- ◆ **Building political acumen.** While it's always good to do the right thing, it's best to also do it the right way. The tricky part is that the right way may differ from one situation to another. Be aware of your audience and act accordingly.
- ◆ **Review your work.** Nothing is more embarrassing, or potentially career limiting, than sending out a document that contains inaccurate information or typographical errors. Having someone other than yourself proofread your work saves time in the long run.
- ◆ **Listen.** As a consultant, one of the most important things that Cook can do is listen to her clients. Sometimes, she cautions, it's easy to become so focused on coming up with solutions to a problem that you haven't bothered to clearly listen to what the problem actually is.

"As I have pursued by career, I have been fortunate to continue to benefit from Dolan's mentorship. My experiences have definitely inspired a desire in me to mentor others," says Cook. "I am always open to helping others as they plan and pursue their own careers."



Tips for Meeting with a Mentor

If you are interested in tips on how to find a mentor, you can find at least seventeen proven ideas on the [Find a Mentor](#) pages of Peer Resources.

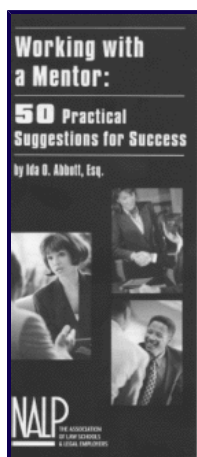
The following tips are for persons who have already selected a mentor or who have been matched with a mentor. They are based on my personal experience both as a mentor and a partner and on research I have done on successful mentoring.

- Prior to your first meeting with your mentor, write down at least three things you would like to achieve through mentoring. Rank the three items in order of importance to you. Also write down three things that concern you most about meeting with your mentor. Rank these three things in order of importance.
- If not included in either of the lists created above, write down at least three attitudes or perspectives you will be able to provide during the mentoring sessions. If possible, write down three things about yourself that might get in the way of you being able to make the most of the mentoring opportunity.
- If not included in your lists, write down at least three things you would like your mentor to provide.
- Prepare a brief autobiography based on the above lists that you can share with your mentor when you first meet. Be sure to also include your own vision, mission or life goals.
- It is likely that you selected your mentor or were matched with your mentor because of the mentor's resources. This typically means that your mentor has both considerable gifts and a tight time schedule. Dealing with time is a key aspect of the success of mentoring. Make sure you are clear about your needs.
- Many mentoring partnerships rely on formal, written agreements. The ingredients of such a contract are typically negotiated, but usually include answers to the "who is going to do what and when" logistical questions. In many cases such agreements spell out the purpose of the mentoring and may even include a list of career goals and work activities expected to achieve those goals. Learn about your mentor's perspective about such agreements and discuss what ought to be included, if such an agreement is valued.
- Be prepared to do some homework in order to demonstrate initiative, leadership and self-reliance. Explore alternative options for asking questions or gaining information other than just relying on your mentor. For example, if there is a policy manual, make sure you have read through it before asking your mentor about it. On the other hand, keep your mentor in the picture by letting the mentor know why you are asking a particular question after having explored other options.
- The focus of most successful mentoring is mutual learning. Feel free to explore what

you have to offer the mentor. A sense of humour and a sense of enjoyment of your time together are essential as well. If your needs are not being met, discuss this with your mentor. Terminating a mentoring relationship or switching to a different mentor are not signs of failure. Recognizing your changing needs and finding a respectful way to meet your learning goals are one of the keys to successful executive mentoring.

- A perspective I have found useful for my mentoring relationships is based on the wisdom of [Grey Owl](#):

"You can count the seeds in an apple, but you cannot count the apples in a seed."



For an inexpensive booklet on to how to make the most out of your mentoring relationship, we recommend Ida Abbott's pamphlet, **Working with a Mentor: 50 Practical Suggestions for Success.**

This booklet includes ideas about how to acquire the advice, support and learning you need to optimize the benefits of your mentoring relationship. The author has extensive experience in workplace relations, employee retention and the creation of successful mentoring programs. Although she specializes in helping law firms establish mentoring programs, this booklet was written for a broader audience and can be applied to virtually all settings.

The booklet is available from NALP [The Association of Law Schools and Legal Employers](#), 1666 Connecticut Avenue NW, Suite 325, Washington, DC 20009-1066; Tel: (202) 667-1666; Fax: (202) 265-6735.

For an additional book on mentoring programs by Ida Abbott, visit our [Top Books on Mentoring](#) web page. For a companion booklet on suggestions for mentors, visit our [Mentor Tips](#) page.

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The Myths of Mentoring

Many people make assumptions about mentoring or just have reactions when they think of the term mentor. Over the last five years, we have responded to thousands of questions and taken part in hundreds of discussions about mentoring. The following list represents commonly held (and sometimes humorously expressed) ideas about mentoring. We debunk the myths and provide a more accurate reflection of contemporary trends in mentoring.

- You need a toga to be a mentor
(Gone are the days of proteges sitting at the feet of the wise one; you never know who might be a powerful learning influence)
- Mentoring only happens on a one-to-one, long-term, face-to-face basis
(With modern technology mentoring can take place by e-mail, telephone, or fax and may only need a few hours)
- Taking time to mentor decreases productivity
(Mentoring improves productivity through better communication, goal clarity, increased commitment, and succession planning)
- A mentor needs to be 5-10 years older than the person he/she mentors
Innovations happen so rapidly or personal experience is such a great teacher that younger people often have opportunities to mentor older workers; peers are often effective mentors)
- Mentoring is a rare experience and only occurs for a few great people
(Informal mentoring is probably the most frequent method of transmitting knowledge and wisdom in society; virtually everyone has experienced it)
- Mentoring requires a greater time commitment than most workers can afford
(Being mentored or being a mentor does not guarantee career advancement, but it does significantly increase on-the-job learning, accelerating career opportunities)
- Effective mentoring can take place just by matching an experienced adult with a novice
(Matching without monitoring jeopardizes the value of mentoring for all parties)
- Young people who have poor attitudes, minimal work habits or few skills do not need mentors
(Many successful people started this way, but virtually all of them needed an older guide that listened to and respected them)
- The person being mentored is the only one who benefits from the relationship
(For mentoring to be effective, all parties must perceive benefits; this is the principle of mutuality)
- The best mentors are those who set out to be mentors
(The majority of mentoring occurs without conscious knowledge of either party, but it does help to cultivate key mentor attitudes and behaviours)
- Corporations do not have time for mentorship because they are too busy reorganizing,

restructuring, downsizing, rightsizing and surviving

(The changing economy and globalization place great strains on time, but a focus on learning increases stability, change management, and financial growth)

- Less than 100,000 students benefited from mentors in Canada in 1995
The most successful strategy ever launched for youth by the Canadian government connected more than 125,000 youth at-risk of dropping out with adult mentors)
- Fewer than 65,000 mentors were recruited from Canadian society during the Stay-in-School Initiative
When provided with a vision and purpose combined with skill training and support, adults were more likely to volunteer which resulted in more than 65,000 Canadians from all walks of life contributing to the growth of young people.
- There are only 10 myths associated with mentoring
All kinds of false perceptions exist about mentoring, mostly based on fantasizing rather than reflecting on personal experience.

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