



Policy Wise
for Children & Families

Summary – Evaluation Project: Corporate Mentorship

Boys and Girls Club Big Brothers
and Big Sisters of Edmonton and Area

PolicyWise for Children & Families

Acknowledgements



Alberta Mentoring Partnership



A good place to be | start something

Purpose of the Evaluation

- ✓ Identify the impact of the Corporate Mentoring program on participating Mentees (the children and youth), Mentors and their employers
- ✓ Identify and articulate components of the Corporate Mentoring program that contribute to identified positive impacts
- ✓ Identify and articulate components of the Corporate Mentoring program that could be strengthened

Approach

1. **Annotated Bibliography** – What does the research say about what changes we should see?
2. **Site Practices** – What is actually being done?
3. **Outcomes** – What changes do we see?

Completed in December 2015 by Evaluation Consultants:
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Part 1: Corporate Mentorship:

Annotated Bibliography –

What does the research say?



Methods – Part 2 and Part 3

What is Being Done?

What Changes do we see?

Qualitative

- **Focus Groups**- Community Program Facilitators
- **Interviews**-Community Program Facilitators; BGCBigs Manager; School Liaisons; Corporate Liaisons; Corporate Mentors

Quantitative

- **Surveys** – 2012-2015, mentors, mentees, teachers, school liaisons

Limitations

- Did not interview teachers, youth and only a limited number of school liaisons
- **Corporate Mentorship:** Did not include matches between University students and mentees; only interviewed mentors whose mentees were from elementary schools; did not include survey data from teachers and school liaisons; small sample size of quantitative data from mentors and mentees

Part 2: Corporate Mentorship – What makes a difference in the program?

- ❖ Corporate Worksite
- ❖ Support from the Community Program Facilitators
- ❖ Variety of Mentoring Activities
- ❖ Commitment

Support from CPF

So the BGCBigs staff member, doing the facilitation between the school and the company, it was paramount because without that, then we probably wouldn't have worked directly with the schools to get something going.

-Corporate Liaison

Structured Mentoring Time

Everyone knows what is expected of them like ... “when we arrive we’re going to start with our reading and then we’re going to do our activity and then our free time.” Everything just kind of falls into place and it runs smoothly, I find.

- Community Program Facilitator

Commitment

I think that it's very important to have the commitment from the organization.

- Corporate Liaison

Part 2: Challenges to the Program Implementation

Overall stakeholders were quite satisfied with the program.

The following three themes were identified as the limited challenges to the Corporate Mentorship program:

Time

Suitable Space

Communication

Time

Sometimes the timing, it was just an hour, which the [mentees] were usually disappointed when that hour was up. And if you're working on a project, even for me, that hour just went by so fast.

Mentor

Part 3: What difference does it make?

3a. Mentors in Corporate Mentorship

- ✓ Change in Life Perspective and Increased Volunteerism
- ✓ Greater Awareness of Vulnerable Community Issues
- ✓ Skills Working with Youth
- ✓ Personal Satisfaction

Corporate Mentorship – Mentor Outcomes

Change in Life Perspective and Increased Volunteerism

[The Mentors] are dumbfounded on how much impact they have in the child's life

-Corporate Liaison

Greater Awareness of Vulnerable Community Issues

I realized the attention, support and nurturing kids get at home can differ and can put them at a disadvantage at school and in life.

-Mentor survey

Part 3: What difference does it make?

3b. Workplace in Corporate Mentorship

- ✓ Builds Employee Morale
- ✓ Builds Workplace Community
- ✓ Work-Related Skills
- ✓ Employee Engagement

Part 3: What difference does it make?

Builds Employee Morale

It helps build morale and makes the work place more enjoyable. It gives more purpose to the office than just a place to work.

- Mentor

Employee Engagement

I've heard from some of the Mentors that it's something that they look forward to. A nice little change to what their typical daily tasks are. I know that, myself included, it's just something to kind of look forward to every week.

- Corporate

Part 3: What difference does it make?

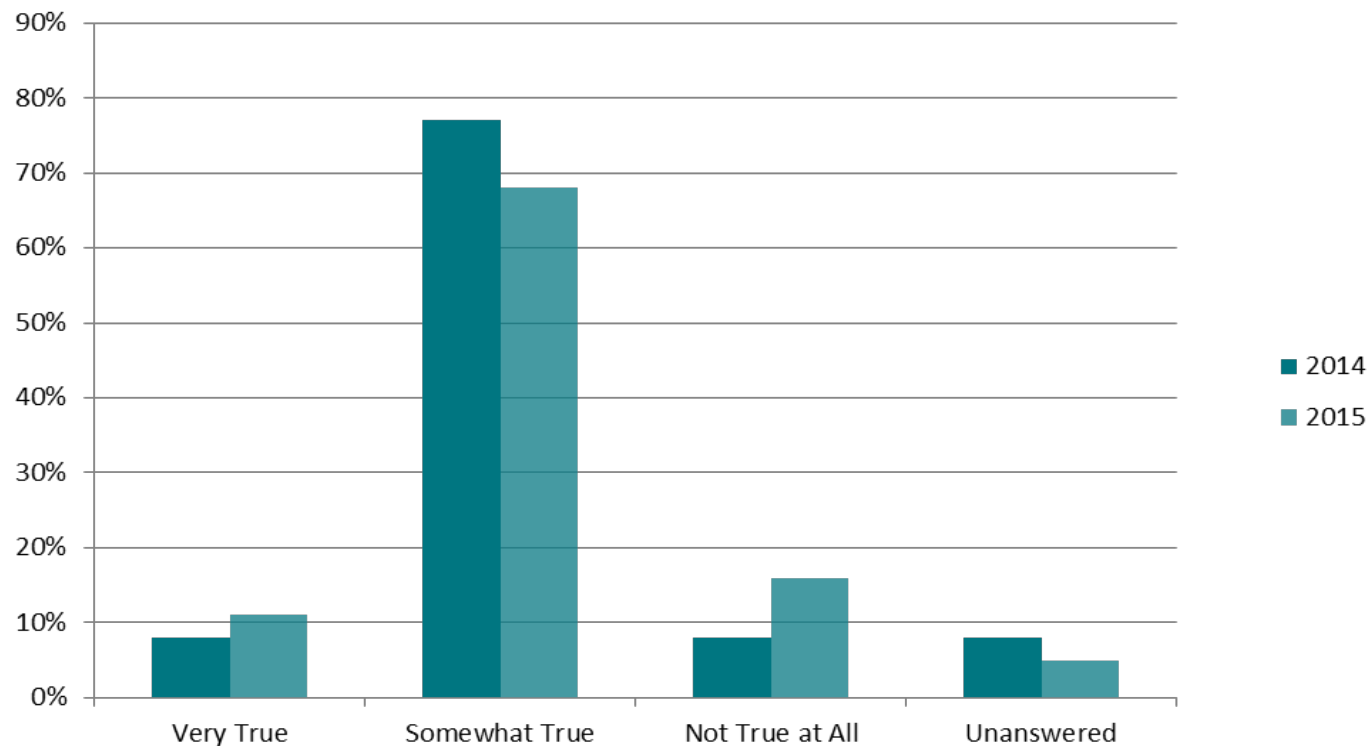
3c. Mentees

- ✓ **Academic Engagement:** Mentee's attendance, attitude and interest in school
- ✓ **Social and Interpersonal Skills with Peers**
- ✓ **Self-Esteem:** Sense of pride, self-worth or like for oneself
- ✓ **Self-Efficacy:** Sense of competence and confidence in one's ability
- ✓ **Positive Identity:** hope and optimism for the future and positive attitude

Mentee Outcomes

i. Academic Engagement

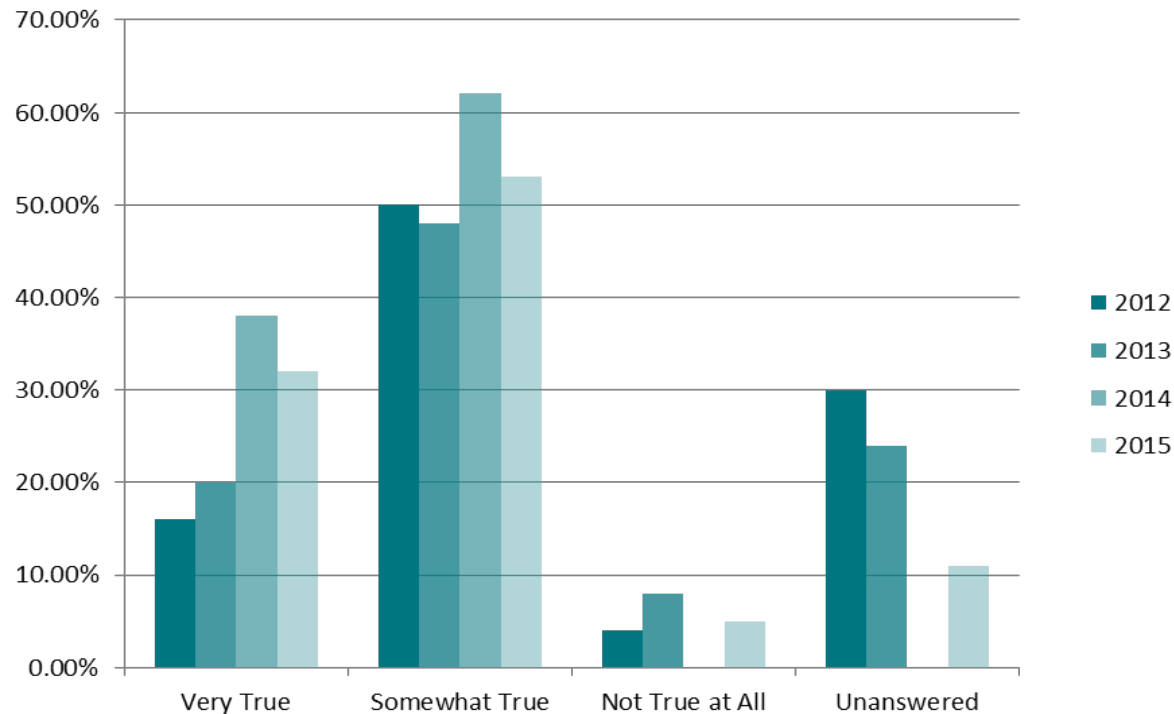
Academic Engagement: Observed Increase in Mentee Engagement in School by Mentors – 2014 & 2015



Mentee Outcomes

ii. Connectedness to Peers

Observed Improvement in Mentees Interaction with Other Youth - 2012, 2014 & 2015



Mentee Outcomes

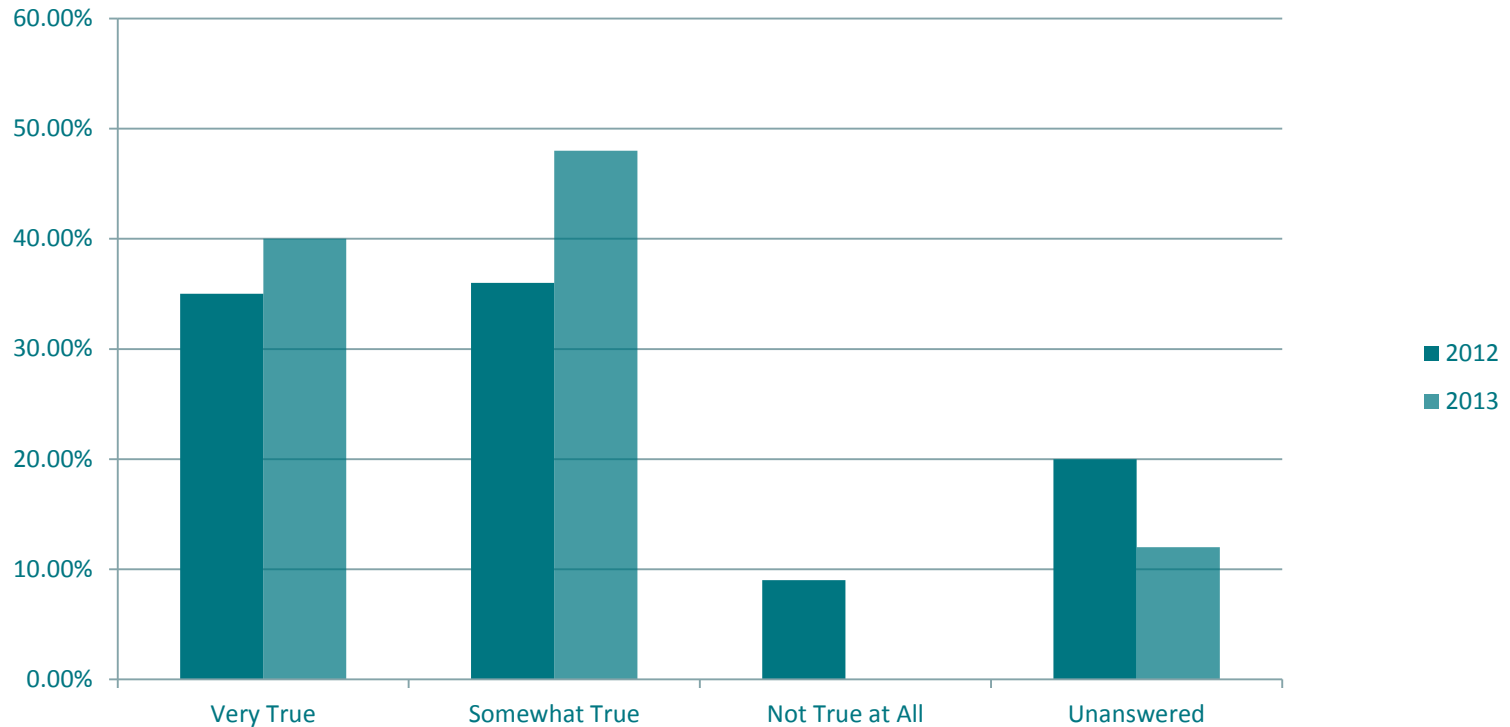
ii. Connectedness to Peers

They [the mentees] are like a little team. They walk the hallways together; they're really tight-knit individuals. If there's someone new they'll talk to them.

- Community Program Facilitator

Mentee Outcomes

iii. Self-Esteem : Mentees making more positive self-statements – 2012 & 2013



Mentee Outcomes

IV. Positive Identity

It changed my life because as soon as I came to that building it made me want to work there when I'm an adult.

Corporate Mentee survey

OVERALL COMMENTS

I think it's a really worthwhile program. I think for people who are looking to volunteer ... it was a very easy way to volunteer and be involved in a little of giving back and getting a lot out of it really. I thought the value for input was very high. Like it was a very easy thing for me to go and didn't have to leave work and ... get a lot of satisfaction helping these kids grow. I felt it was a very good impact mutually. I saw very few kids that didn't want it ... I don't think I saw any kids who didn't want to participate. A lot of them were very sad when it was over.

-Mentor

OVERALL COMMENTS

For me I am sad that it is not happening this year and I hope that they are able to find another corporate mentorship volunteer or to re-establish this one, because I think the value and the impact that it has on kids, you can't put a measure on that. I just see the positive results that come out and again I would like to see more of this happening

-School Liaison

Implications – Program Operations

- ❖ Facilitators and their communication is essential (“corporate memory”)
- ❖ Corporate Worksite provides unique advantages that need to be balanced with time constraints and shared space
- ❖ Use teen mentorship and mentorship literature in absence of corporate mentorship literature

Implications – Program Impact

- ❖ Evidence says there is an impact on resiliency
- ❖ Opportunity to share that there is also an impact on mentors and workplace itself
- ❖ Opportunity to highlight the uniqueness of corporate worksite and its subsequent benefits as a recruitment approach for workplaces

IMPLICATIONS - EVALUATIONS

- ❖ Evaluation should focus on limited outcomes of interest, with clarity around self-efficacy and self-esteem
 - ❖ Link to theory
 - ❖ Link to context
 - ❖ Triangulate if you can
 - ❖ Ensure relevant to your practice
- ❖ Exploring “hope for the future” is especially important for corporate settings



Question:



Part 1 revisited: Annotated Bibliography – What else did we learn?



Ways Corporations Might Help

- ❖ Financial investment
- ❖ Infusion of employee volunteers

Business Advantages that may be recognized from mentoring:

- ❖ Providing opportunities for skill building/professional development
- ❖ Improved communication skills
- ❖ Better understanding of customer and community needs
- ❖ Professional development for their employees
- ❖ Developing and influencing their own future employees
 - ❖ Mentees to interns to eventually employees

Key Features of Successful Mentoring Programs

- ❖ Strong commitment from leadership and a culture of mentoring
- ❖ Ensuring the corporations social goals extend beyond education and workforce development to encompass youth development, health and leadership
- ❖ Relationships with partnering non-profits and schools
- ❖ Providing mentors with meaningful feedback about how the program is going
- ❖ Genuine and targeted employee engagement

Employee Mentoring Program Characteristics

- ❖ In Person or on line
- ❖ At worksite or at the schools
- ❖ Short term or long term relationships
- ❖ Design curriculum or inform curriculum
- ❖ Professional development hours

Mentoring Goals

As varied as the companies themselves:

- ❖ Education and academic achievement
- ❖ Enhancing confidence of students
- ❖ Improving school attendance
- ❖ Graduating from high school
- ❖ Gaining exposure and interest in varying careers
- ❖ Career related development/life skills
- ❖ Soft skills

Challenges to consider

- ❖ Recruiting sufficient numbers of mentors
- ❖ Setting the scope and scalability of volunteer engagement
- ❖ Developing the business case for supporting mentoring as personal and professional development for employees
- ❖ Building effective partnerships with non profits and school
- ❖ Supporting employees as they juggle mentoring and work demands
- ❖ Building a sense of competency among mentors
- ❖ Providing physical space for mentors and youth to meet
- ❖ Fostering youth engagement



Knowing what you do now
How would you look to recruit and market this
program to corporations and organizations in
your communities?

