

***RESEARCH STUDY INTO BUSINESS
MENTORING ACTIVITIES FOR
INTERNATIONALLY TRAINED IMMIGRANTS***

PHASE 2: GUIDELINES AND MODELS

FINAL REPORT



**Affiliation of Multicultural Societies
and Service Agencies of BC**

2006

RESEARCH STUDY INTO BUSINESS MENTORING ACTIVITIES FOR INTERNATIONALLY TRAINED IMMIGRANTS

PHASE 2: GUIDELINES AND MODELS

Lead Consultant:

Penny Handford



Legal Consultant:

Richard Bridge

For:



**Affiliation of Multicultural Societies
and Service Agencies of BC**

Project Coordinator:

Kay Kobayashi

Project Funded by:

Citizenship and Immigration Canada

August 2006

ACKNOWLEDGEMENTS

The author of this report is grateful for the advice and information provided by the Advisory Committee.

The Advisory Committee included:

Lynn Murrell, Regional Program Advisor, CIC Ontario Region

Sue Thomas, Regional Program Advisor, CIC Atlantic Region

Jerry Wu, Manager, Community Bridging. Immigrant Services Society of BC

Carolyn Norberg, Mentoring Program Manager, Association for New Canadians

Nicole Melby and Richard Krahn, Employment Service Manager, Regina Open Door Society

Sangeeta Subramanian, Project Manager, Maytree Foundation

TABLE OF CONTENTS

EXECUTIVE SUMMARY	7
1. INTRODUCTION.....	11
1.1 BACKGROUND	11
1.2 GOALS AND OBJECTIVES	11
1.3 THE RESEARCH	11
1.4 LIMITATIONS OF PHASE 2 RESEARCH	12
2. HOST PROGRAM	13
3. SUMMARY OF THE FINDINGS FROM PHASE 1	15
3.1 GUIDELINES AND MODELS SUGGESTED IN PHASE 1.....	15
Guidelines Suggested in Phase 1.....	15
3.2 TELEMENTORING.....	17
3.3 MODELS.....	18
Models Suggested in Phase 1.....	18
4. METHODOLOGY	19
4.1 ADVISORY COMMITTEE	19
4.2 FOCUS GROUPS.....	19
4.3 KEY INFORMANTS.....	19
4.4 PARTICIPANT DESCRIPTIONS.....	20
5. RESULTS AND RECOMMENDATIONS FOR GUIDELINES – DEFINITIONS, ROLES AND EXPECTATIONS	21
5.1 DEFINITION OF MENTEE.....	21
Recommended Definition of Mentee.....	22
Questions for Consideration	22
5.2 DEFINITION OF MENTOR.....	22
Recommended Definition of Mentor.....	22
5.3 ROLE OF THE MENTOR.....	22
Recommendation that Mentees Can Access Labour Market Information Programs.....	23
Recommended Description of the Role of the Mentor.....	25
5.4 COMMITMENT.....	25
Recommended Commitment.....	26
5.5 FORM AND FREQUENCY OF MENTOR/MENTEE CONTACT	26
Recommended Guidelines for Form and Frequency of Contact	27
5.6 WORKPLACE VISITS.....	28
Recommendations about Mentees Access to the Mentor’s Workplace	28
Question for Consideration	29
6. RESULTS AND RECOMMENDATIONS FOR GUIDELINES - MENTOR/MENTEE RELATIONSHIP	30
6.1 CHARACTERISTICS OF MENTORS.....	30
Recommendations for Mentor Selection.....	32
6.2 MATCHING THE MENTOR AND MENTEE.....	33
Recommendations for Matching Mentors and Mentees.....	34
6.3 FACTORS WHICH AFFECT THE SUCCESS AND FAILURE OF MENTORING RELATIONSHIPS.....	34
Factors Associated with Success.....	35

Dimensions of Success	36
Factors which Resulted in Negative Experiences	37
6.4 MITIGATING NEGATIVE FACTORS.....	37
6.5 AGREEMENT BETWEEN THE MENTOR AND MENTEE	37
Example Agreement: The Mentoring Partnership	39
Example Agreement: Regina Open Door Society	40
Example Agreement: Association of New Canadians	41
Recommendations for a Mentor/Mentee Agreement	42
6.6 STAGES OF THE MENTOR/MENTEE RELATIONSHIP	42
The Mentoring Partnership: A "Road Map" For Mentors	43
6.7 EXPRESSING APPRECIATION.....	45
Recommendation for a Formal Opportunity for the Mentee to Express Appreciation	46
Recommendation for a Formal Opportunity for the Organization to Express Appreciation	47
7. RESULTS AND RECOMMENDATIONS FOR GUIDELINES - TRAINING	48
7.1 SERVICES AVAILABLE TO IMMIGRANTS.....	48
Range of Immigrant Support Services Available to Mentees	49
7.2 TOPICS TO BE DISCUSSED BY MENTORS AND MENTEES.....	50
Topics to be Discussed by Mentor and Mentee	50
7.3 CULTURAL DIVERSITY.....	50
Avoiding Ethnocentric Pitfalls	52
A Framework for Understanding Cultural Differences	53
7.4 GUIDES FOR MENTORS AND MENTEES.....	56
Recommended Table of Contents for a Guide for Mentors	56
Recommended Table of Contents for a Guide for Mentees	57
7.5 TRAINING/ORIENTATION OF MENTORS AND MENTEES	58
Recommended Contents of Mentor Training/Orientation Session	58
Recommended Contents of Mentee Training/Orientation Session	58
8. RESULTS AND RECOMMENDATIONS FOR GUIDELINES - GROUP MENTORING	59
8.1 GROUP MENTORING AS A SUBSTITUTE.....	59
8.2 GROUP MENTORING AS AN ADJUNCT	59
Recommendation for the Use of Group Mentoring	59
9. RESULTS AND RECOMMENDATIONS FOR STAFFING	60
Recommendation for Staffing	61
Recommendation for Placement of the Mentoring Coordinators	62
10. RESULTS AND RECOMMENDATIONS FOR ORGANIZATIONAL MODELS ..	63
Recommended Organizational Models	63
10.1 SINGLE ORGANIZATION MODEL.....	64
10.2 TWO PARTNER ORGANIZATIONS MODEL.....	65
10.3 MULTIPLE PARTNERS MODEL.....	65
Recommendations for Models	66
11. RESULTS AND RECOMMENDATIONS FOR MARKETING AND MENTOR RECRUITMENT	67
11.1 MARKETING.....	67
Recommendations for Marketing to Business	69
11.2 RECRUITING MENTORS.....	69
Recommendations for Recruiting Mentors	73

12. RESULTS AND RECOMMENDATIONS FOR TELEMENTORING	74
<i>Recommendations for the Use of Telementoring</i>	74
13. SUMMARY OF RECOMMENDATIONS	75
13.1 GENERAL PRINCIPLES	75
13.2 GUIDELINES	75
13.3 ORGANIZATIONAL MODELS	79
13.4 MARKETING AND RECRUITMENT	80
13.5 TELEMENTORING	80
14. RISKS AND LIABILITIES	81
14.1 INTRODUCTION.....	81
14.2 AREAS OF RISK.....	81
14.3 MANAGING THESE RISKS	82
14.4 INDEMNIFICATION.....	84
<i>Waiver and Release of Liability (Mentee)</i>	85
<i>Waiver and Release of Liability (Mentor)</i>	86
APPENDIX 1 FOCUS GROUP PARTICIPANTS AND KEY INFORMANTS.....	87
FOCUS GROUPS.....	87
KEY INFORMANTS.....	89
APPENDIX 2 ROLE OF HOST PROGRAM COORDINATOR.....	90
APPENDIX 3 ADULT LEARNING PRINCIPLES	92
APPENDIX 4 STANDARDS/BEST PRACTICES FOR VOLUNTEER PROGRAMS ...	93
STANDARDS.....	93
BEST PRACTICES.....	94

EXECUTIVE SUMMARY

Finding a job is of critical importance to newcomers to Canada. Internationally trained immigrants face many barriers to obtaining employment in their field. Citizenship and Immigration Canada (CIC) has identified business mentoring as one strategy to address this complex issue.

The goal of this research is to recommend to CIC models and guidelines for business mentoring activities which might be delivered through Host Programs across Canada. CIC may, or may not, implement the recommendations.

CIC defines the goal of business mentoring activities for internationally trained immigrants as to accelerate the ability of immigrants to find employment "for which they are trained and capable."

The objectives of the program are:

- to build immigrants' social capital and understanding of the Canadian labour market;
- to reduce barriers to employment by reducing racial stereotypes through increased cross-cultural understanding.

The goal and objectives would be achieved by connecting internationally trained immigrants (mentees) with established professionals in both the public, private and non-profit sectors who share the same occupation (mentors).

This research project was conducted in two phases. Phase 1 was comprised of a literature review and inventory of mentoring programs. The report from Phase 1 is available at <http://www.amssa.org/publications/publications.htm> Based on consultation with employers, service providers, and newcomers, Phase 2 makes recommendations for mentoring activity guidelines, staffing, marketing, recruitment, and an assessment of risks and liabilities. While the research in Phase 1 encompassed Quebec and French speaking Canada, the research in Phase 2 is directed to English speaking Canada.

Scope of this report

For the convenience of the reader, the relevant research results from Phase 1 are included in this report of Phase 2. However, the Phase 1 report should be consulted if more research detail is required.

Guidelines

The recommended guidelines are based on adult learning principles and reflect the best practices of volunteer programs.

Definitions, Roles and Expectations

The recommended definitions of mentee and mentor are:

- A mentee is a newcomer with professional, technical, or trade training and experience outside of Canada and who has a workplace ready¹ level of English or French.
- A mentor is a person with successful experience with the Canadian labour market who is motivated to share and transfer her/his knowledge and skills to newcomers in Canada.

The recommended role of the mentor is:

- to explain the rules, norms, values, and practices of the profession, technical field, or trade;
- to provide the mentee with as much information as possible in order to assist the mentee to find employment or self-employment for which he or she is trained and capable;
- to offer encouragement and support to the mentee;
- whenever possible, to introduce the mentee to employment related networks; and
- whenever feasible, to act as a champion for the mentee.

The recommended time commitment is 4-6 months.

It is recommended that there are clear expectations regarding the hours the mentor will volunteer (for example 30 hours over 6 months) and that there is a general structure (for example the mentors and mentees are expected to meet face-to-face initially and then to have contact once a week.) However, within that general structure, the mentor and mentee should negotiate the contact.

Mentors should meet with their mentee in the workplace and, whenever possible, the mentor should provide an opportunity for the mentee to job shadow.

Mentor/Mentee Relationship

When selecting mentors, it is recommended that characteristics such as gender, age, ethnicity and length of experience be given less weight than up to date information about the field, cultural sensitivity, empathy, time, and a wide professional network.

Whenever possible, ways should be found to give the mentor and mentee the opportunity to select each other. This could be achieved by inviting mentors and mentees to a social gathering or a group orientation process and

¹ The workplace ready level of English or French will vary according to the profession, trade, industry, and so on.

allowing people to naturally connect with people with whom they feel comfortable.

When mentoring activity staff create matches, they should use tools such as face-to-face interviews, checking references, and questionnaires supplemented with intuition.

It is recommended that the mentor and mentee sign an agreement and example agreements are provided.

It is recommended that opportunities be provided for both mentees and the sponsoring organizations to express appreciation to the mentors.

Training

It is recommended that mentees and mentors attend short training/ orientation sessions and that each receives a written guide or manual.

Group Mentoring

Groups of mentors and mentees could be used both as a substitute for, and as an adjunct to, one-to-one mentoring.

Staffing

It is recommended that business mentoring activities for internationally trained immigrants employ *Volunteer Coordinators* responsible for screening, training, monitoring and evaluating of mentors and mentees and *Mentoring Coordinators* responsible for promoting the mentoring activities and recruiting mentors.

It is recommended that the *Mentoring Coordinators* should be located in a department or organization which has social capital with professionals, employers, and self-employed people.

In very small communities, necessity might dictate that one staff person carry out the functions of both volunteer coordinator and mentoring coordinator. However, because of the many facets, and interconnections, of social relationships in a very small community, it is probable that the staff person will have the required social capital with business people and professionals.

Organizational Models

It is recommended that the following three models be considered:

- Single Organization
- Two Partner Organizations
- Multiple Partners

It is recommended that the decision concerning which model to use be dictated by community resources and organizational capacities.

It is also recommended that business mentoring activities for newcomers are located such that all newcomers who participate also have ready access to labour market integration services.

Marketing and Recruitment

It is recommended that the marketing strategy emphasize that when employees participate in mentoring activities for internationally trained immigrants, the company benefits by:

- accessing a pool of talented people eager to work;
- increasing the company's knowledge of other cultures;
- accessing the networks of the mentees; and
- enhancing the company's profile as a socially responsible business.

Various strategies are suggested for recruiting business people, professionals, self-employed people, trades people and retirees as mentors.

Telementoring

If resources can be found, it is recommended that telementoring should be considered for:

- immigrants with technological backgrounds who may prefer this option.
- immigrants who live in areas not served by Host Programs.
- immigrants before they enter the country.

Risks and Liabilities

Finally, a legal opinion was sought regarding the risks and liabilities of the proposed mentoring activities. The areas of risk are identified as

- risk of personal injury to mentees during workplace visits;
- risk of liability arising from advice given by mentors to mentees;
- risk of harassment or abuse of mentees by mentors; and
- risk of breach of confidentiality by mentees.

While eliminating all risks is impossible, risks can be minimized through:

- screening participants carefully;
- documenting and explaining the mentoring activities carefully and clearly;
- obtaining a waiver and release from all mentees;
- obtaining employer consent for workplace visits;
- overseeing the mentoring activities carefully; and
- reviewing insurance.

As well, indemnification issues are discussed and recommended Waiver and Release of Liability forms for both mentor and mentee are included.

1. INTRODUCTION

1.1 Background

Internationally trained immigrants to Canada face many barriers to obtaining employment in their field. Citizenship and Immigration Canada (CIC) has identified business mentoring as a potential strategy to address this complex issue, and has commissioned this research into models for business mentoring as a possible new element within the Host Program for newcomers.

For this research, CIC has defined business mentoring as

“... a way to build true bridges that will accelerate immigrants finding work for which they are trained and capable by connecting skilled immigrants with established professionals in both the public and private sectors who share the same occupation, helping to build their social capital and more effectively understand and access the Canadian labour market.”

At the same time,

“... business mentoring will help to reduce racial stereotypes, one of the many barriers to employment, by increasing cross-cultural understanding.”

1.2 Goals and Objectives

The goal of the business mentoring activities for immigrants, suggested in the Call for Proposals, would be to “accelerate immigrants finding work for which they are trained and capable.”

The suggested objectives of the program are:

- to build immigrants’ social capital and understanding of the Canadian labour market;
- to reduce barriers to employment by reducing racial stereotypes through increased cross-cultural understanding.

The goal and objectives will be achieved by connecting skilled immigrants (mentees) with established professionals in both the public and private sectors who share the same occupation (mentors).

1.3 The Research

This project had two phases.

Phase 1 consisted of a literature review; identification of effective mentoring practices based upon the research; an inventory of existing mentoring

activities in Canada; and the identification of models of service delivery for business mentoring which could be delivered within the terms and conditions of the Host Program. The report from Phase 1 is available at <http://www.amssa.org/publications/publications.htm>

These suggested models and guidelines are further explored in Phase 2. Phase 2 involved:

- holding focus groups with employers and professionals, service providers and newcomers for discussion and examination of the models and guidelines identified in Phase 1;
- conducting key informant interviews for further discussion and examination of the models and guidelines identified in Phase 1;
- reviewing and revising the suggested models and guidelines
- examining liability factors;
- identifying three models based on
 - the benefits to immigrants and mentors,
 - applicability in different settings,
 - risk/liability factors;
- identifying examples of these models; and
- identifying and development of guidelines for the implementation of each model.

1.4 Limitations of Phase 2 Research

While the research in Phase 1 encompassed Quebec and French speaking Canada, the research in Phase 2 is limited to English speaking Canada.

2. HOST PROGRAM

The Host Program is one of a number of settlement programs, funded by CIC, designed to assist newcomers to integrate into Canadian life.

The Host Program matches volunteer “friends” with newcomers to Canada. The program does not involve a financial commitment.

Volunteer hosts are Canadian citizens or permanent residents who are established in the community and who have a genuine desire to help newcomers through the early stages of their settlement. Host Program volunteers provide friendship to newly-arrived immigrants. They lend support, help with language acquisition, and show newcomers about life in Canadian communities. Volunteer hosts help newcomers adapt to living in Canada by helping in areas such as:

- banking and grocery shopping;
- getting around the community, and finding major services in the area;
- getting used to their new home, and becoming familiar with English or French; and
- enrolling in the local school, operating household appliances and using the transit system.

Generally, volunteers and immigrants are asked to make a commitment of 6 months to the match.

Service Provider Organizations receive funds to recruit, train, match, and monitor Canadians who volunteer to serve as hosts. Each Host Program has a full or part-time program coordinator. Host Program deliverers are expected to provide:

- program promotion;
- screening and assessment of Host applicants;
- orientation for Host volunteers;
- eligibility screening for newcomers;
- orientation for newcomers;
- matching of newcomers and hosts according to mutual interests;
- monitoring and supporting of the matches; and
- financial, statistical, and program activity reports to CIC.

Throughout Canada, there are approximately 33 agencies delivering Host Programs under direct federal funding, with very similar services operating in three provinces that deliver settlement services with federal transfer funding. These programs may serve adults and/or young people. There are 7 programs in the Atlantic region, 6 programs in the Prairies and Northern territories region, 19 programs in Ontario and 1 in the Yukon.

Under federal-provincial agreements, British Columbia, Manitoba and Quebec assumed responsibility for the design, administration, and delivery of

settlement services to newcomers who settle in those provinces. These services are required to be reasonably comparable to those offered in the rest of Canada.

The business mentoring activities for internationally trained immigrants being considered by CIC would be administered and delivered through Host Programs in community-based agencies throughout Canada.

3. SUMMARY OF THE FINDINGS FROM PHASE 1

At the conclusion of the literature search and inventory development, a number of guidelines and four organizational models emerged for consideration.

3.1 Guidelines and Models Suggested in Phase 1

A summary of the suggested guidelines identified in Phase 1 can be found in Table 1 below

Guidelines Suggested in Phase 1

	Suggested Guidelines
Word "mentor"	Someone who can explain the system but is not in a position to champion the mentee
Definition of Mentor	A person with successful experience with the Canadian labour market who is eager to share and transfer her/his knowledge and skills to immigrants or refugees in Canada. This is based on a personal motivation to help and support the newcomer to develop and achieve her/ his personal and professional objectives.
Role of Mentor	<ul style="list-style-type: none"> • The role of the mentor is to explain the system. • The mentor is not expected to act as a "champion" for the mentee. • In varying degrees, there will be a focus on informational, instrumental and psychosocial issues. The mentor is expected to: <ul style="list-style-type: none"> • provide the mentee with as much information as possible in order to assist the mentee to find employment for which he or she is trained and capable; and • may offer emotional support to the mentee if it seems appropriate
Goals of the Mentoring Relationship	The mentor and mentee will agree to goals for their relationship and these goals will be consistent with the goals of the business mentoring activities.
Role of Coordinating Mentoring Activities and the Role of Building Corporate Relationships	Wherever possible the functions of the role of coordinating mentor/mentee activities and of the role of building corporate relationships should be separated.

Marketing the Mentoring Activities to Business	<p>The benefits of the mentoring activities to both business and individual mentees should be clearly articulated to them.</p> <p><i>For business:</i></p> <ul style="list-style-type: none"> • Opportunity to demonstrate corporate social responsibility • Building the capacity of the employees of the organization to understand other cultures and to get to know people from other cultures • Enriching the lives of employees who participate and so increasing job satisfaction, loyalty and retention • Accessing a pool of talented individuals eager to work <p><i>For individuals</i></p> <ul style="list-style-type: none"> • Cross cultural training opportunities • In-depth learning about how other cultures view business • Opportunity to pass on knowledge and wisdom to people who are very eager to learn • Opportunity to “give back” to the community • An enjoyable, rewarding, and interesting experience
Selection of Mentors	<p>Characteristics to look for are: listening and communication skills, objectivity, influence, patience, honest/trustworthy, self confidence, people oriented, common sense, openness, leadership qualities, vision, understanding, caring, nurturing, common interests, affirming attitude, virtue, generativity, humility, respect of the other person’s world views and values, and sense of responsibility. Other relevant factors are: areas of interest, geographic proximity, values and work styles, the expertise of the mentor, and, to some extent, the successful functioning of the mentor in his or her personal life.</p>
Matching	<p>Whenever possible, ways should be found to give the mentor and mentee the opportunity to select each other.</p> <p>When matching the mentor and the mentee, it will be important to understand what similarities are significant to the mentor and mentee. If it is possible, it is preferable to match an older mentor with a younger mentee</p>
Training for Mentors and Mentees	<p>It is important:</p> <ul style="list-style-type: none"> • that the mentor and mentee understand that the focus of the mentoring relationship is that the mentee will learn about the Canadian labour market; • to discuss the primarily “information giving” and “advising” nature of the role of the mentor and the boundaries to this role; • to discuss the fact that the mentor could be younger, less educated, and less experienced than the mentee; • to discuss norms and values, stressing that people can have more than one set of norms and values; • to develop an understanding of the individual’s own cultural norms and values as they apply to the workplace; • to discuss the difference between ethnocentrism and ethnorelativism; and • to adopt a tool, such as Rosinski’s cultural orientations framework, which gives the dyad a structure and language with which to discuss their cultural differences

Training for Mentors	<p>It is important:</p> <ul style="list-style-type: none"> • that the importance of frequent information sharing is explained; • the relational, reflective and reciprocal dimensions of the mentoring relationship is explained; • that the mentor understands the importance of his/her attitude. <p>It is helpful to:</p> <ul style="list-style-type: none"> • have an accepting and validating attitude; • have an optimistic approach to challenges, even critical feedback is effective when it is paired with optimism about the mentees potential; and • give the mentee challenges rather than viewing them as people who need remedial work
Retention	It is important to make the mentoring experience as rewarding as possible so that mentors will want to continue.
Supporting the Relationship	Providing some structure for the interactions between mentors is important.
Monitoring	Positive and unhelpful behaviours should be routinely observed. Positive behaviours should be reinforced and unhelpful behaviors should be discussed with a view to encouraging behavioural change. The dimensions of relationship, reflection, and reciprocity could form part of a framework for monitoring.
Workplace	The mentor and mentee will meet, at least some of the time, at the mentors workplace. (This will depend on the resolution of liability issues.)
Placement of Mentoring Activities	It will be important to locate business mentoring activities in organizations with successful labour market integration programs (or in partnerships which contain them) in order to ensure that newcomers receive the labour market integration support they need.
Group Mentoring	Mixed groups of mentors and mentees could be used as both a primary strategy and as an adjunct to one-to-one mentoring.

3.2 Telementoring

Telementoring was also discussed in Phase 1. The results of the literature search supported:

- Developing telementoring activities for immigrants with technological backgrounds who may prefer this option.
- Developing telementoring activities for immigrants, especially those who live in areas not currently served by Host programs.
- Developing telementoring activities for immigrants before they enter the country.

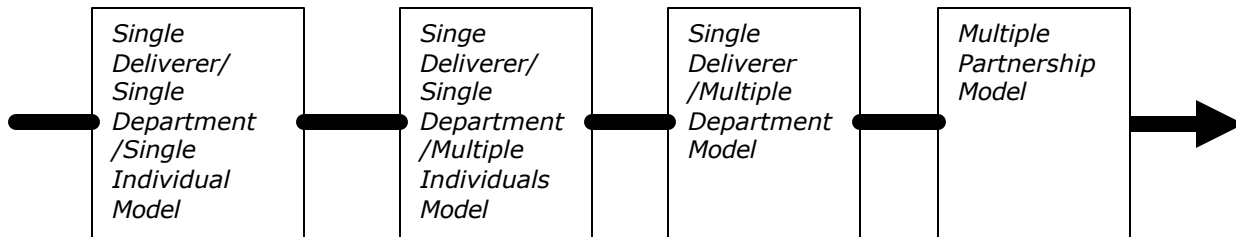
3.3 Models

Four models for the delivery of mentoring activities were identified in Phase

1. The differences between the models lay in the organizational structures

- Single Deliverer/Single Department Model/Single Individual
- Single Deliverer/Single Department/Multiple Individuals
- Single Deliverer /Multiple Departments
- Multiple Partners

Models Suggested in Phase 1



4. METHODOLOGY

In Phase 2, the models and some of the guidelines suggested in Phase 1 were explored. The methodology included:

4.1 Advisory Committee

As with Phase 1, the second phase of this project was guided by an Advisory Committee which met three times and which provided valuable input into the research.

4.2 Focus Groups

Focus groups were held with

- Advisory Committee (1 group)
- Service provider organizations from across Canada (1 group)
- Newcomers from across Canada (1 group)
- Business people (5 groups – one each with participants from Newfoundland, Ottawa Ontario, Toronto Ontario, Saskatchewan, and British Columbia.)
- Key informant interviews (10)

The focus groups were conducted using Spiderphone© technology which uses a website to link participants in a teleconference and which allows the facilitator to control what the participants see on their computer screen.

PowerPoint slides were developed containing information about the models and guidelines under consideration. Different PowerPoint presentations were designed for each category of focus group. As each focus group question was asked, the consultant put a slide containing the relevant information on the screen.

While there were a few challenges with the technology, the ability to see the essential information on their computer screen allowed the focus group participants to think more deeply about the topics under discussion and led to rich dialogue.

4.3 Key Informants

Eight key informants were interviewed by telephone. The key informants were individuals with information about operating business mentoring programs for internationally trained immigrants which illustrated the models or guidelines under consideration.

4.4 Participant Descriptions

Descriptions of focus group participants and key informants can be found in Appendix 1.

5. RESULTS AND RECOMMENDATIONS FOR GUIDELINES – DEFINITIONS, ROLES AND EXPECTATIONS

5.1 Definition of Mentee

The definition of mentee, which received general acceptance, was:

“A mentee is a newcomer with professional, technical, or trade training and experience outside of Canada and who has a workplace ready² level of English or French.”

There was some concern about the lack of clarity of the term “workplace ready.” However, because the language requirements of each profession, technology, and trade vary so widely this term was thought to be the most appropriate.

Some participants in the business focus groups raised the point that it is difficult and expensive for internationally trained immigrants to achieve required language proficiency and to acquire the professional and technical language needed. Some of the participants asked whether assistance could be provided to foreign trained immigrants to achieve the “workplace ready” language they need.

An immigrant who had received educational qualifications from both non-Canadian and Canadian institutions asked whether the activities could include immigrants who received training in Canada. This individual was experiencing the same barriers as newcomers with no Canadian education.

Another issue raised concerned limitations which may be placed on immigrants who want to participate in the business mentoring activities. Traditionally the Host Program has included immigrants who have lived in Canada for less than 3 years. However, because of the barriers they face, many internationally trained immigrants are underemployed in their field, or are not employed in their field, even after many years in Canada. Some focus group participants thought that the criteria should be based on qualifications and need rather than length of time the immigrant has been in Canada.

² The workplace ready level of English or French will vary according to the profession, trade, industry, and so on.

Recommended Definition of Mentee

A mentee is a newcomer with professional, technical, or trade training and experience outside of Canada and who has a workplace ready level of English or French*.

* The workplace ready level of English or French will vary according to the profession, trade, industry, and so on.

Questions for Consideration

1. Do immigrants who have received some of their training in Canada qualify as participants?
2. Can immigrants who have been in Canada for longer than 3 years participate in the program?

5.2 Definition of Mentor

The definition of mentor, which received general acceptance from research informants, is:

“A mentor is a person with successful experience with the Canadian labour market who is motivated to share and transfer her/his knowledge and skills to newcomers in Canada.”

Recommended Definition of Mentor

A mentor is a person with successful experience with the Canadian labour market who is motivated to share and transfer her/his knowledge and skills to newcomers in Canada.

5.3 Role of the Mentor

Focus group participants emphasized the need for clarity in mentor/mentee relationship and the need for clear boundaries. These are important in any mentor/mentee relationship but especially so when mentees are people from cultures which have different definitions of the role of mentor.

Participants who were currently mentors, or who had mentors in the past, talked about their experiences in which the boundaries were not clear or the

mentee had unrealistic expectations. One participant, an experienced mentor, described a situation in which the mentee thought the mentor was paid. Consequently, he was extremely demanding. When the misunderstanding was uncovered and corrected, the mentee was very embarrassed.

In the literature, the functions of the mentor are described as informational (delivering information), instrumental (enhancing career advancement), and psychosocial (helping the newcomer to adjust and integrate into the Canadian labour market.)

5.3.1 Informational Function (Delivering Information),

In the focus groups, there was general agreement that the mentor should carry out the informational functions of:

- explaining the rules, norms, values, and practices of the professional, technical, or trade, and
- providing the mentee with as much information as possible in order to assist the mentee to find employment or self-employment for which he or she is trained and capable.

The research in Phase 1 revealed that one of the factors associated with the success of mentoring relationships is the frequency and type of information shared. Mentors who shared a variety of information frequently were perceived to be contributing to successful mentoring relationships. Mentors who shared limited information on an as-needed basis appeared to inhibit the success of the relationship.

There are some limitations to the informational role of the mentor. The mentor *is* expected to play a significant role in the delivery of information concerning the culture of the profession or trade, how to access networks and so on. However, the mentor *is not* expected to teach the mentee basic employment related skills such as how to write a resume or how to conduct informational interviews.

In Phase 1 the recommendation was made that all mentees should have access to employment related programs. The participants in the focus groups soundly endorsed this. Locating the mentoring activities such that mentees have access to labour market training is recommended in the section on Organizational Models page 63.

Recommendation that Mentees Can Access Labour Market Information Programs

It is recommended that that all newcomers who participate in the business mentoring activities have ready access to labour market integration services.

5.3.2 Instrumental Function (Enhancing Career Advancement)

There was some disagreement about the extent of the instrumental function of the role.

The issue concerned whether or not a mentor could act as a “champion” for the mentee. A “champion” in this context means a person who can facilitate the intellectual and/or career development of the mentee.

Phase 1 recommended that the mentor not be expected to be a champion for the mentee. The reasoning for this was this recommendation was as follows. Most of the mentoring programs in the literature are *internal* to an organization (the mentor and mentee are employed by the same company). The mentor is therefore in a strong position to assist the mentee. Business mentoring activities for immigrants will usually involve a mentee will usually be *external* to the organization. This reduces the amount of information and assistance the mentor can offer to the newcomer. Therefore, it would be unrealistic to expect the mentor to act as champion for the mentee.

However, participants in the focus groups stressed how much newcomers want, and need, champions and people to open the doors to employment related networks. As well, there were a number of examples brought forward in which business mentors, even though external, were able to act as champions. For example, a mentor had introduced the mentee to influential people in his company, another mentor had arranged for an internship in his company and many had introduced their mentee to their professional networks.

At the same time, participants in the focus group acknowledged that, because the mentor and mentee are not in the same company, the opportunity for the mentor to champion the mentee might not arise. In addition, because of the short duration of the relationship, the mentor may not have enough information about the mentees competency to give the mentor the confidence to act on the mentee’s behalf.

Consequently, it is recommended that the following be included in the description of the role of the mentor,

- Whenever possible, to introduce the mentee to employment related networks.
- Whenever feasible, to act as a champion for the mentee.

5.3.3 Psychosocial Function (Helping the Newcomer to Adjust and Integrate into the Canadian Labour Market.)

In Phase 1, the suggested role of the mentor included “to offer emotional support to the mentee, if it seems appropriate.” Participants agreed that the mentor should support the mentee when he or she becomes discouraged or frustrated, however many people were not comfortable with the term “emotional support.”

There were a number of reasons for this, including:

- this language may deter mentors from participating as they may feel unqualified, unwilling, or unable for reasons of time to carry out this role;
- although mentors may understand the boundaries to the support they can offer, mentees may not. Mentees may look for a level of emotional support that is beyond the mentors role; and
- there are different cultural values and beliefs about the sharing of emotions.

Although the current Host Program refers to the host offering “emotional support” to the newcomer, it is recommended that in business mentoring activities the psychosocial role of the mentor is “to offer encouragement and support to the mentee.”

Recommended Description of the Role of the Mentor

The role of the mentor is:

- to explain the rules, norms, values, and practices of the profession, technical field, or trade;
- to provide the mentee with as much information as possible in order to assist the mentee to find employment or self employment for which he or she is trained and capable;
- to offer encouragement and support to the mentee;
- whenever possible, to introduce the mentee to employment related networks; and
- whenever feasible, to act as a champion for the mentee.

5.4 Commitment

The focus group participants were asked to consider the following:

It is reasonable to expect mentors to commit for:

- 3 months
- 4-6 months
- 7-9 months
- 10-12 months
- More than one year

There was general agreement that 4-6 months was adequate. Some thought that there should be a proviso that the mentor and mentee can continue contact after their official commitment ends should they wish to do so.

Recommended Commitment

The recommended time commitment is 4-6 months.
--

5.5 Form and Frequency of Mentor/Mentee Contact

The focus group participants were asked to consider the following possibilities:

- 2 hours a week with email and phone contact in between OR
- 2 hours every two weeks with email and phone contact in between OR
- 2 hours every three – four weeks with email and phone contact in between OR
- Mentor and mentee have an initial meeting and then maintain contact by email and telephone only

These possibilities were drawn from the practices of mentoring programs examined in Phase 1.

The responses of the participants varied widely with the constants being:

- there should be clear expectations in terms of the number of hours the mentor is expected to volunteer;
- some structure is required;
- face-to-face meetings are important;
- there must be regular contact or the relationship will not work;
- the contact must be needs-based rather than program driven; and
- there must be flexibility as each relationship will be unique and the mentor and mentee should decide the frequency of contact.

Beyond these general guidelines, participants, in both the business and newcomer focus groups, held various points of view. Although newcomers tended to prefer more frequent contact than did business people, they also varied in their opinions.

- Some thought the frequency of contact should be greater initially to enable people to get to know one another, some thought the frequency of contact should be greater later in the relationship as the issues will be more complex as the mentee becomes engaged in the labour market.

-
- Some thought two-hour face-to-face meetings would be too long. Others thought two hours are barely enough to get started on addressing the issues.
 - Some thought two-hour meetings once a week were too onerous for the mentor and would discourage busy people from volunteering. These participants recommended two-hours once every two-three weeks with email and telephone contact in between. Some thought that mentees need two hours of face-to-face contact every week – or more – and therefore mentors should be selected who can offer this amount of time.
 - Some thought that frequency of contact and commitment are highly inter-related. In some cases, a longer commitment with less weekly contact over a longer period of time would be preferable. Other mentors may prefer very frequent contact over a shorter period.
 - Some people thought that, as mentors, they could be most helpful in face-to-face meetings. Others thought that they could be most helpful with frequent email and telephone contact.

When designing mentoring activities for internationally trained immigrants, balancing the needs of the mentee and the mentor will be a challenge. A loose structure with clear general expectations and a willingness to be flexible appear to be the crucial elements.

Recommended Guidelines for Form and Frequency of Contact

The recommended guidelines for the frequency of the contact between mentors and mentees are:

- there should be clear expectations regarding the hours the mentor will volunteer, for example 30 hours over 6 months;
- there should be a general structure, for example the mentors and mentees are expected to meet face-to-face initially and then to have contact once a week at a minimum. Weekly contact may take the form of face-to-face meetings, email or telephone calls;
- within this general structure, the contact will be negotiated by the mentor and mentee;
- the service provider will assist the mentor and mentee to identify the form and frequency of the contact which will be best for each mentor/mentee relationship; and
- within the general structure, when circumstances change, the mentor and mentee may change the form and frequency of their contact in consultation with the service provider.

5.6 Workplace Visits

Immigrant participants said that it is important for the mentee to visit the mentor's workplace at least once. However, there was acknowledgement that the workplace visit would be more important in some professions (for example nursing) than others (for example, positions in the IT field). The reasons given were that workplace visits provide networking opportunities and an opportunity to experience the culture of the Canadian workplace in the mentee's field. Business focus groups were asked two questions:

- In your place of business, if liability issues can be resolved, could the mentee come to the workplace to meet with the mentor?
- In your place of business, if liability issues can be resolved, could the mentee job shadow the mentor for 2-hour periods?

Liability issues are addressed later in this report. (See Risks and Liabilities, page 81)

All except those who worked in power plants thought that there would be no problem with mentees meeting with mentors at the worksite, although it would probably require a management decision to allow this activity.

As well, most thought that job shadowing would be possible although again it would probably require a management decision. Many participants referenced the fact that they often had both undergraduate and graduate students shadowing them in preparation for the students' entry into a profession. They thought that there was ample precedent for job shadowing.

However, a number of participants pointed out that certain unions might have concerns about job shadowing. It was recommended that any discussion about developing mentoring activities for internationally trained immigrants, at both the policy and local level, include union input at an early stage.

As well, issues concerning privacy, confidentiality, and the security of intellectual property were raised. Issues related to Risks and Liabilities are discussed beginning on page 81.

Recommendations about Mentees Access to the Mentor's Workplace

It is recommended that:

- whenever possible, mentors meet with their mentee in the workplace; and
- whenever possible the mentor provide an opportunity for the mentee to job shadow.

Question for Consideration

How can union support for job shadowing, by internationally trained immigrant participants, be secured?

6. RESULTS AND RECOMMENDATIONS FOR GUIDELINES - MENTOR/MENTEE RELATIONSHIP

6.1 Characteristics of Mentors

The literature search in Phase 1 lead to the following statements concerning the characteristics of mentors.

“Characteristics to look for are: listening and communication skills, objectivity, influence, patience, honest/trustworthy, self confidence, people oriented, common sense, openness, leadership qualities, vision, understanding, caring, nurturing, common interests, affirming attitude, virtue, generativity, humility, respect of the other person’s world views and values, and sense of responsibility.

Other relevant factors are: areas of interest, geographic proximity, values and work styles, the expertise of the mentor, and, to some extent, the successful functioning of the mentor in his or her personal life.”

These continue to be the recommended characteristics of mentors.

Immigrant focus group participants were asked about their preferences as to the age, gender, ethnicity, and experience of mentors.

6.1.1 Age

There was no agreement concerning age.

- some participants thought the mentor should be older than the mentee
- some participants thought that it in some cases younger mentors would be preferable as they would be more knowledgeable about innovations and trends
- most felt that age was not of primary importance

6.1.2 Ethnicity

Participants also did not think that having a mentor of the same ethnicity or cultural heritage as the mentee was of primary importance. The only important factor was that the mentor had experience in the Canadian labour market.

6.1.3 Gender

As well, most participants did not think that the gender of the mentor was important.

However, a woman stated that as women in Canada are still lagging behind men, it would be preferable to have a male mentor, as he would be able to open the doors to more powerful networks and opportunities.

6.1.4 Professional Experience

In general, it was thought that the more experience the mentor had the better he or she would be able to assist the mentee. However, in rapidly changing fields, such as Information Technology, it might be better to have a mentor who is less experienced if the mentor is knowledgeable about innovations and trends in the field.

6.1.5 Other Characteristics

When asked if there are other characteristics which are important in a mentor, participants mentioned the following:

Time

It is critical that the mentor has the time to spend with the mentee.

Wide Professional Network

One of the most important characteristics of mentor is that he or she has a wide professional network.

Cultural Sensitivity

Participants said that the ability to be culturally sensitivity and empathic were important.

Recommendations for Mentor Selection

When selecting mentors, it is recommended that characteristics such as gender, age, ethnicity and length of experience be given less weight than up to date information about the field, cultural sensitivity, empathy, time, and a wide professional network.

In random order, important *personal* characteristics of a mentor are:

- respect of the other person's world views and values;
- empathy;
- listening and communication skills;
- objectivity;
- patience;
- honesty;
- trustworthiness;
- self confidence;
- people oriented;
- common sense;
- openness;
- leadership qualities;
- vision;
- understanding;
- caring;
- nurturing;
- affirming attitude;
- ethical;
- generativity*;
- humility;
- sense of responsibility;
- up to date in their field; and
- similar areas of interest.

Important *situational* characteristics of mentors are:

- ability to influence;
- wide professional network;
- enough available time; and
- geographic proximity

* an individual's desire to pass on the knowledge and wisdom he or she has acquired.

6.2 Matching the Mentor and Mentee

What makes a relationship “work” is often something of a mystery.

Although every attempt may be made to match all mentees and mentors according to personal and situational characteristics, some relationships will invariably function better than others. However, creating a good match between the mentee and the mentor is a critical component of the success of business mentoring activities for internationally trained immigrants.

The research demonstrates overwhelmingly that when mentees and mentors *select each other* the outcomes are superior to when the match is created by a third party. In spontaneously occurring mentoring relationships, a natural attraction develops between the mentor and the mentee.

It is recommended that, in business mentoring activities for internationally trained immigrants, mentees and mentors be allowed to select each other whenever possible. This could be achieved by inviting mentors and mentees to a social gathering or a group orientation process, and allowing people to naturally connect with people with whom they feel comfortable.

Phase 1 uncovered information about a mentoring program in which mentors and proteges select each other. The two groups meet each other during a social function and they take responsibility for forming their own partnerships.

Another idea identified in Phase 1 was to use a modification of a system such as that used by Volunteer Vancouver’s Match. In this program, people who are interested in volunteering to be Board members of non profit societies post their qualifications and interests on the web site and similarly non-profits post their needs and requirements. The parties are responsible for contacting each other. Of course, for business mentoring activities for immigrants the mentors and mentees would have to be previously screened.

However, in the majority business mentoring activities for internationally trained immigrants, staff will make the match. The information needed for matching is usually obtained through face-to-face interviews, checking references, and questionnaires.

This matching process is both a science and an art.

The science lies in the use of screening tools that result in:

- the accurate identification of the characteristics of both the mentor and mentee;
- accurate identification of what the mentor can offer; and
- accurate identification of what the mentee wants and needs from the mentor.

The art lies in an intuitive sense of which matches will, and which will not, be successful.

Recommendations for Matching Mentors and Mentees

It is recommended that:

- When program staff create the matches, they should use tools such as face-to-face interviews, checking references, and questionnaires in order to:
 - identify the characteristics of the mentors and mentees,
 - identify what the mentor can offer; and
 - identify the mentee wants and needs from the mentor.
- When program staff create the matches, they should use their intuition in addition to the data they collect about the mentees and mentors
- Whenever possible, ways should be found to give the mentor and mentee the opportunity to select each other. For example, by inviting mentors and mentees to a social gathering or a group orientation process and allowing people to naturally connect with people with whom they feel comfortable.

6.3 Factors Which Affect the Success and Failure of Mentoring Relationships

Phase 1 discussed general factors which affect the success of mentoring relationships.

Following are factors which may affect relationships in business mentoring activities for internationally trained immigrants.

Factors Associated with Success

Success Factor	Explanation
Geographic proximity	Because face-to-face meetings are important, geographical proximity is highly relevant.
Frequency and type of information shared	Mentors who shared a variety of information were frequently perceived as contributing to a successful mentoring relationship. Mentors who shared limited information on an as-needed basis appeared to inhibit the success of the relationship.
Initiation of the relationship	The Initiation Phase is critical. Successful initiation of the relationship affects the perceived success of the relationship. Making contact as soon as possible and having early face-to-face meetings are important. A research study showed that in those relationships where the initiation phase was not successful, the subsequent relationship was perceived by the mentee as not being helpful.
Some structure to the Interaction	After the initial contact, the research shows that regular structured interactions support an effective mentoring relationship.
Ability to Establish Mentor/Protege Friendship	A friendly, empathetic relationship is identified by mentees as a characteristic of an effective mentoring relationship.

Dimensions of Success

Dimension	Elements
Relational	<ul style="list-style-type: none"> • Commitment - of both the mentor and mentee • Caring - involves the ability to trust one another, respect, the willingness to share the good and the bad, and to comfort when needed. • Collegiality - involves being comfortable working together and enjoying one another as people.
Reflective	<ul style="list-style-type: none"> • Purposeful - imperative that both mentor and mentee have an agreement about why the mentoring is occurring and what their roles are. • Partnership Evolution - important for mentors and mentees to take time to reflect upon their relationship and to identify any changes they would like to make. • Progress - mentors and mentees must "keep their eye on the goal," and celebrate the successes and adjust their work together when necessary.
Reciprocal	<ul style="list-style-type: none"> • Common Values - this means that even when mentees and mentors have different value systems, the mentor relationship values of honesty, respect etc. are shared. • Mutual Respect - mentees and mentors have much to contribute to one another - the learning goes both ways • Joint Benefits - mentees and mentors each receive benefits such as personal growth, new ideas, and so on.

Phase 1 also discussed general factors which affect the mentoring relationships negatively. Factors which may affect relationships in business mentoring activities for internationally trained immigrants can be found below.

Factors which Resulted in Negative Experiences

Area	Quotations on Negative Factor from Mentees
Values	"...did not value differences in people and had trouble getting past some narrow minded ideas (prejudices)"
Work style	"...very different views about what successful management looks like"
Personality	"Our work styles were very different"
Neglect	" Little or no feed back" "Evasive" "Uninterested in my career"
Self absorption	"Mentor was excessively focused on his own career"
Tyranny	"This manager was from the old school of managing by intimidation"
Inappropriate delegation	"He would often give others assignments that he should have done himself"
Negativity	"... started to talk ... in a negative way "
Credit taking	"My mentor was using my ideas in other forums and calling them his own"
Deception	"I discovered on several occasions that my mentor had lied to me and could not be trusted"
Interpersonal Incompetence	"Does not communicate well at all"
Technical Incompetence	The first question he ever posed to me was 'What is this balance sheet thing? It looks like a waste of time to me'"
Bad Attitude	"A lot of energy was wasted by spending time being critical of what others were or were not doing"
Personal Problems	"Allowed drinking to interfere with work"

6.4 Mitigating Negative Factors

Business mentoring activities can be constructed to mitigate the negative factors. For example:

- clarity of roles and expectations;
- some understanding of the "normal" development of the mentoring relationship process;
- monitoring of the relationship by staff; and
- evaluation processes.

These issues are discussed below.

6.5 Agreement between the Mentor and Mentee

The mentor and mentee will agree to goals for their relationship and these goals will be consistent with the goals of the business mentoring activities set by CIC.

A number of existing business mentoring programs for internationally trained immigrants have found that, in the interests of clarity, boundary setting and outcome measurement, it is useful to have a signed agreement between the mentor and mentee.

Three examples of such agreements can be found below.

Example Agreement: The Mentoring Partnership



PARTNERSHIP AGREEMENT

Mentor: _____

Mentee: _____

To be completed by mentee

My learning goals are:

- _____
- _____
- _____

My primary expectations for my mentor are:

- _____
- _____
- _____

To be completed by mentor:

My primary expectations for my mentee are:

- _____
- _____
- _____

Mentoring will start on (date): _____

Mentoring will end on (date): _____

The initial meeting will take place on (date): _____

Code of Conduct

Mentor Code of Conduct

- Treat your mentee with respect and sensitivity
- Conduct the relationship as professional not social
- Respect the confidentiality of the mentoring relationship
- Focus on issues related to providing knowledge and insights about the Canadian workplace
- Commit to supporting the achievement of your mentee’s goals

Mentee Code of Conduct

- Conduct self in a professional manner at all times.
- Do not assume your mentor is a friend
- Actively seek employment throughout the mentoring relationship
- Do not ask or expect your mentor to find you a job
- Strive to meet all commitments
- Communicate with your mentor at agreed upon times.

Example Agreement: Regina Open Door Society

Page 1 of 2	
Name of Mentor:	Name of Newcomer:
Contact Information:	Contact Information:
Learning Outcomes (from individual action plan)	See below
What is essential for the mentoring relationship to be successful?	
What is the best way for us to communicate?	? In person ? Telephone ? E-mail ? Other (specify):
Communication:	How often should we meet?
	What day of the week?
	What time of the day?
	How long will the meetings last?
	Where will they take place?
	Who will be responsible for setting the appointment?
	How can we cancel an appointment?

Page 2 of 2		
	Learning Outcomes	How to Evaluate Learning Outcome
1		
2		
3		
4		
5		
6		
7		
Mentor's Signature:		Date:
Newcomer's Signature:		Date:

Example Agreement: Association of New Canadians**RULES OF CONDUCT**

As a mentor of the **AXIS Mentoring Link** I will adhere to the following rules of conduct.

1. I agree to respond to my mentee's/mentor's messages within three business days. The *Partnership Agreement* will outline your agreed upon availability and preferences for communicating. Be as specific as possible, and once you have established a timeframe, please honour it.
2. If scheduling conflicts arise, all possible means will be undertaken to give advance notice to my mentor/mentee and to schedule an alternative date.
3. I agree to respect and maintain confidentiality by not discussing private details with anyone outside of the mentoring relationship.
4. I agree to not release any personal information on my mentor/mentee without his/her explicit consent.
5. I agree not to offer, sell or provide any service/product to a mentor/mentee that would result in profit for my company or myself.
6. I understand that my mentor will help me develop contacts and strategies that will enhance my employment prospects, but they are not responsible for finding me work.
7. The mentoring relationship must be kept professional. Any inappropriate conduct or correspondence should be reported directly to the **MLO**.
8. Any comments of a hateful, racist or sexual nature are strictly prohibited. Comments or behaviour of this nature are to be reported directly to the **MLO** and will result in dismissal from the **ANC** mentoring program without exception.

Mentee: _____ Signature: _____

Mentor: _____ Signature: _____

Date: _____

Recommendations for a Mentor/Mentee Agreement

It is recommended that the mentor and mentee sign an agreement which contains the following information:

- Name of mentor
- Name of mentee
- Beginning and ending dates for the commitment
- Goals of mentee
- Desired learning outcomes
- Frequency of meetings
- Form of meetings (face-to-face, telephone, email)
- Place of meetings
- Expectations of mentee
- Expectations of mentor
- How the agreement can be modified
- What to do if the match is not working well

The mentor and the mentee should sign the agreement.

6.6 Stages of the Mentor/Mentee Relationship

Mentoring relationships appear to have a life cycle with various phases or stages of development. However, the stages and phases identified by the literature in Phase I do not generally apply to the unique nature of a business mentoring activities for internationally trained immigrants.

Nevertheless, regardless of the context, a healthy mentoring relationship will be dynamic, continually evolving, and the nature of the mentor/mentee interaction will change through time.

The Mentoring Partnership in Toronto www.thementoringpartnership.com has developed a "Road Map" to assist mentors to negotiate the relationship. At the time of writing the Phase 1 final report, this Road Map was a being piloted. The pilot has now been completed and the evaluation has demonstrated that it is a very useful description of the stages of the mentoring relationship. It is reproduced here, not as a recommendation, but as an illustration of how the relationship may progress.

The Mentoring Partnership: A "Road Map" For Mentors

Month 1	
Goals: Mentee Assessment and Job Search Activities	
Meeting 1 Introduction	<p>Share cultural background and work history</p> <p>Review mentee cover letter and resume</p> <p>Provide mentee with practical suggestions for resume</p> <p>Discuss previous job search conducted by mentee</p> <p>Provide feedback on mentee's job search strategies</p> <p>Help mentee set realistic weekly activity targets</p> <p>Review job postings or advertisements</p> <p>Complete Initial Assessment, Section A</p> <p>Set/confirm next meeting date and location</p>
Meeting 2 Interview Practice	<p>Initiate practice interview sessions with mentee</p> <p>Invite mentee to showcase his/her work</p> <p>Provide feedback to mentee</p> <p>Review mentee's job search activities</p> <p>Make suggestions and practical recommendations for job search activities</p> <p>Complete Initial Assessment, Section B & C</p> <p>Set/confirm next meeting date and location</p>
Meeting 3 Interview Practice	<p>Continue practice interview sessions with mentee</p> <p>Provide feedback to mentee</p> <p>Review mentee's job search activities</p> <p>Make suggestions and practical recommendations for job search activities</p> <p>Set/confirm next meeting date and location</p> <p>Complete Initial Assessment, Section D & E</p> <p>Optional: Arrange for other staff member(s) to participate in practice interview session</p>
Meeting 4 Professional Development	<p>Share any relevant industry professional certification and/or licensing requirements</p> <p>Recommend journals/publications/resources</p> <p>Discuss use of industry specific language/terminology</p> <p>Provide mentee with company's policy (if any) regarding email etiquette</p> <p>Suggest current topics or articles to mentee</p> <p>Discuss articles mentee may have read</p> <p>Review mentee's job search activities</p> <p>Complete Initial Assessment, Section F</p> <p>Set/confirm next meeting date</p>
Month 2	
Goals: Employer Contact and Networking	
Meeting 5 Identifying Career Goals	<p>Discuss long term goals with mentee</p> <p>Clarify steps to achieving career goals</p> <p>Discuss successful strategies related to achieving desired goals</p> <p>Discuss what is important to employers and the industry in general</p> <p>Review mentee's job search activities</p>

	Set/confirm next meeting date
Meeting 6 Employer Contact and Networking	<p>Discuss networking</p> <p>Discuss networking strategies used in mentee's own country</p> <p>Suggest strategies for relationship management with employers and hiring managers</p> <p>Discuss mentee's contact list</p> <p>Review mentees networking activity</p> <p>Discuss the responses/feedback s/he has obtained</p> <p>Discuss did wells/next times</p> <p>Discuss options for mentee to start, to continue, or to stop doing to improve impact and results/outcomes</p> <p>Review mentee's job search activities</p> <p>Set/confirm next meeting date</p>
Meeting 7 Telephone Etiquette	<p>Discuss do's and don'ts of telephone interviews and voice messaging</p> <p>Have practice session with mentee on telephone interviews and voicemail.</p> <p>Discuss did wells/next times</p> <p>Discuss options for mentee to start, to continue, or to stop doing to improve impact and results/outcomes</p> <p>Review mentee's job search activities</p> <p>Set/confirm next meeting date</p> <p>Complete Initial Assessment, Section G</p> <p>Optional: Ask mentee to leave a voice mail confirming date and time of next meeting</p>
Meeting 8 Telephone Interview	<p>Practice telephone interview</p> <p>Provide feedback to mentee</p> <p>Discuss options for mentee to start, to continue, or to stop doing to improve impact and results/outcomes</p> <p>Review mentee's job search activities</p> <p>Complete Initial Assessment, Section H</p> <p>Set/confirm next meeting date</p>
Month 3	
Goals: Networking and Information Interview	
Meeting 9 Information Interview	<p>Share personal/company's networking practices</p> <p>Initiate practice information interview</p> <p>Provide feedback to mentee</p> <p>Discuss networking strategies and practices</p> <p>Review mentee's job search activities</p> <p>Set/confirm next meeting date</p>
Meeting 10 Practice Information Interview	<p>Contact colleague or another mentor regarding meeting with mentee</p> <p>Introduce mentee to colleague</p> <p>Facilitate information interview</p> <p>Provide feedback to mentee on information interview</p> <p>Review mentee's job search activities</p> <p>Set/confirm next meeting date</p>

Meeting 11 Networking	Share with mentee information about a networking event Discuss the do's and don'ts of networking Discuss the use of safe small talk Encourage mentee to join a professional association Review mentee's job search activities Set/confirm next meeting date
Meeting 12 Networking	Introduce mentee to colleagues Observe mentee's interactions Provide mentee with constructive feedback Review mentee's job search activities Set/confirm next meeting date
Month 4 Workplace Culture and Closure	
Meeting 13 Workplace Culture	Discuss mentee's experience at a networking event Discuss cultural differences relating to the workplace Discuss effective workplace practices; e.g. how to integrate into teams Invite mentee to a presentation you are giving and ask for feedback Lead mentee through what if scenario's that people face in the workplace and strategize solutions Review mentee's job search activities Set/confirm next meeting date
Meeting 14 Job Shadow	Invite mentee to team meeting or to shadow you for half a day Mentee observes meeting or shadows Discuss mentee's observations Discuss similarities and differences to mentee's own culture Review mentee's job search activities Set/confirm date for next meeting
Meeting 15 Action Planning	Review effective workplace practices Recommend articles on topic Discuss any areas of concern mentee has Ask mentee to prepare plan of action for the next few months Review mentee's job search activities Set/confirm date for next meeting
Meeting 16 Closure	Review mentee's plan of action for future Discuss key factors that contributed to success of partnership Discuss what could have been done differently Complete Final Assessment (A-H)

6.7 Expressing Appreciation

It is important for both the mentee and the sponsoring organization to express appreciation to the mentor for his or her volunteer work. One immigrant in a focus group expressed regret that there was no opportunity to formally thank the mentor.

The program staff should talk to both mentors and mentees about appropriate expressions of gratitude. For example, mentees can verbally express their appreciation at any time or send a thank you card.

Organizations involved in delivering the mentoring activities could also hold informal appreciation events at which the mentees could have a chance to thank their mentors.

As well, when each mentor/mentee relationship is formally ended there should be an opportunity for the mentee to formally thank the mentor.

Recommendation for a Formal Opportunity for the Mentee to Express Appreciation

It is recommended that appropriate expressions of appreciation by the mentee be encouraged and that when each relationship ends, there is a formal opportunity for the mentee to express her or his appreciation to the mentor.

It is also important for the organizations involved in delivering the mentoring activities to express appreciation. This will encourage mentors to take on another mentee.

Many organizations provide certificates of appreciation and some have regular appreciation events. Large organizations and partnerships can create more elaborate opportunities for appreciation. For example, The Mentoring Partnership calls for nominations for "Mentor of the Year" and holds a dinner at which the award is bestowed.

There was a suggestion that perhaps one way of rewarding companies and/or individuals might be to provide them with training in intercultural communication or other related topics.

Recommendation for a Formal Opportunity for the Organization to Express Appreciation

It is recommended that each mentor receive a token of appreciation from the organizations delivering the mentoring activities and that, if possible, more formal expressions of appreciation are also offered. For example, appreciation dinners could be held for mentors or special cultural education opportunities offered to participating businesses.

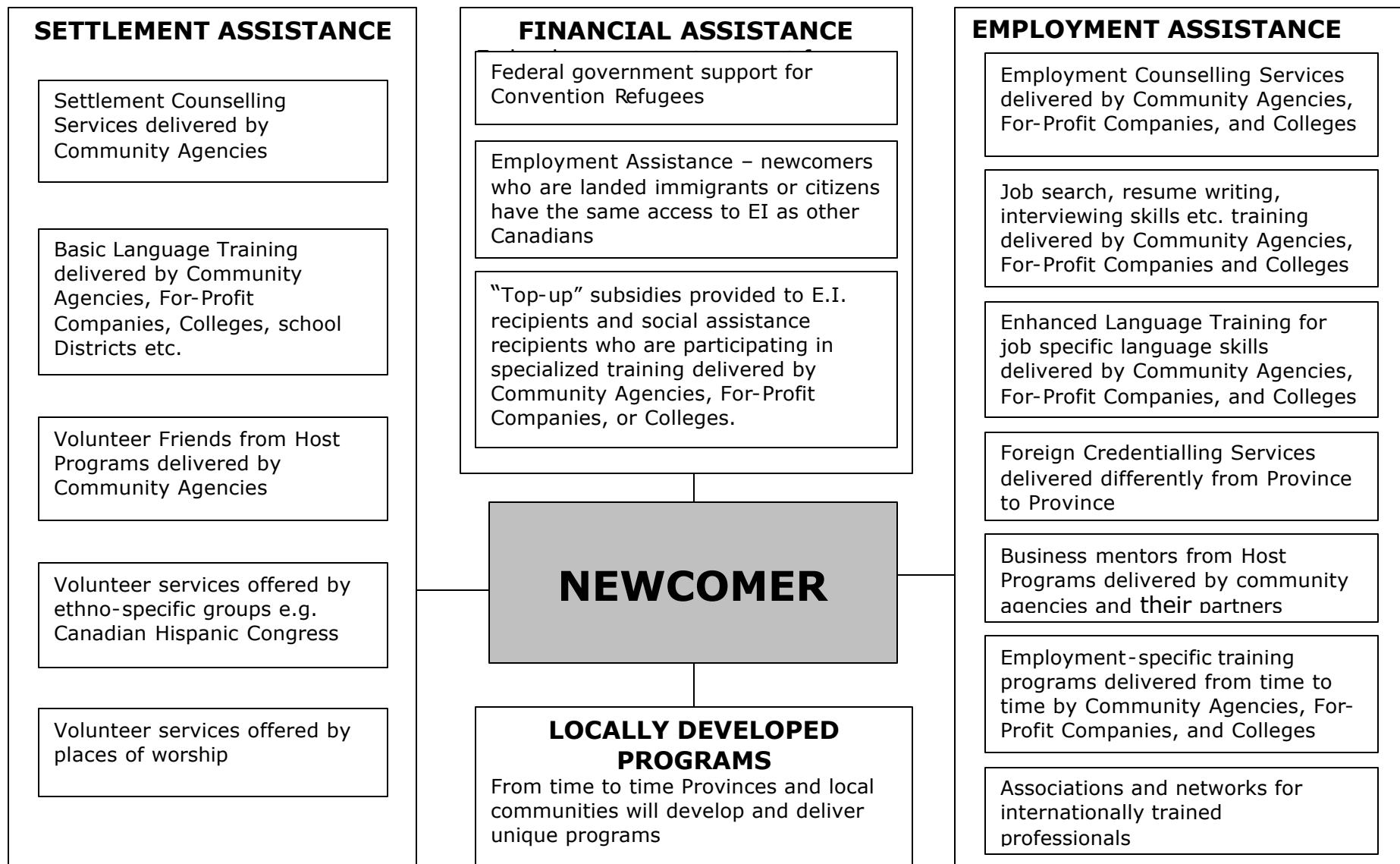
7. RESULTS AND RECOMMENDATIONS FOR GUIDELINES - TRAINING

Phase I identified important aspects to the training of mentees and mentors. As well, issues related to the training of both mentees and mentors were raised by focus group participants and key informants.

7.1 Services Available to Immigrants

Participants in the focus groups for business people said that it would be very helpful to mentees if they had a diagram outlining the range of immigrant support services available to immigrants. Below is a suggested diagram.

Range of Immigrant Support Services Available to Mentees



7.2 Topics to be Discussed by Mentors and Mentees

Participants in the focus groups for business people said that it would be very helpful to mentees if they had a list of topics to be covered. A suggested list is below.

Topics to be Discussed by Mentor and Mentee

Introduction

- Cultural and work history of both Mentor and Mentee
- Mentee's short and long term career goals

About the Profession or Trade

- Relevant professions/trades associations
- Relevant industry, professional, and/or licensing requirements
- Industry specific language and terminology
- Useful professional/trades journals and publications
- Cultural differences in the profession/trade
- Job shadowing if possible

Finding Employment in the Field

- Feedback on mentees resume and cover letter
- Suggestions about interviewing skills needed in the field
- Suggestions for conducting a job search in the field
- Suggestions for telephone, voicemail, and email etiquette
- How to access networks in the field
- Suggested do's and don'ts of networking
- Introduce mentee to networks if possible
- Suggestions for conducting information interviews
- Cultural differences related to finding employment

If/When Mentee Employed

- Workplace practices
- Cultural differences in the workplace
- Suggestions for how the mentee can ask questions and give feedback
- Relationships with colleagues – boundaries
- Explanation of performance appraisals

7.3 Cultural Diversity

Key informants also raised the issue of the considerable complexities of cross-cultural mentee/mentor matches. It is important that mentors and mentees understand, and can talk about, these issues. A suggested approach is outlined below.

7.3.1 Understanding of Ethnocentricity

Traditionally mentors can fall into the trap of adopting an ethnocentric view. Ethnocentrism is the assumption that one's own culture is central to all reality. There is no evil intent; it is simply a naïveté or a lack of awareness of culture. It is important that mentors understand the pitfalls of ethnocentrism.

Ethnocentrism occurs in three forms: ignoring differences, evaluating them negatively, and downplaying their importance. The research reported in Phase 1 indicated, the first form of ethnocentrism is rare among mentors, the second is not uncommon, and the third is frequent.

Ethnorelativism is the opposite of ethnocentrism and can lead to synergy and creativity.

The following, taken from the report from Phase 1, may be useful when training mentors.

Avoiding Ethnocentric Pitfalls

ETHNOCENTRIC PITFALLS	ETHNORELATIVE APPROACHES LEADING TO SYNERGY AND CREATIVITY
Ignore differences <ul style="list-style-type: none"> • Be physically or mentally isolated/separated • Deny 	Recognize and accept differences <ul style="list-style-type: none"> • Acknowledge, appreciate, understand • Acceptance is not equal to agreement or surrender • Acceptance needs to be instinctual and emotional not just intellectual
Recognize differences but evaluate them negatively <ul style="list-style-type: none"> • Denigrate others • Feel superior • Place others on a pedestal 	Adapt to difference <ul style="list-style-type: none"> • Move outside one's comfort zone • Empathy (temporary shift in perspective) • Adaptation is not the same as adoption and assimilation
Recognize differences but minimize their importance <ul style="list-style-type: none"> • Trivialize • Fail to notice uniqueness - we are all the same 	Integrate difference <ul style="list-style-type: none"> • Hold different frames of reference in mind • Analyze and evaluate situations from different cultural perspectives • Remain grounded in reality: essential to avoid becoming dazzled by too many possibilities
	Leverage differences <ul style="list-style-type: none"> • Make the most of differences strive for synergy • Proactively look for gems in different cultures • Achieve unity through diversity

7.3.2 A Cultural Framework

As an antidote to ethnocentricity, the research showed that it is very useful to provide a cultural framework and language which the mentor and mentee can use to discuss any ethno-cultural differences they might encounter. The following handout taken from the report from Phase 1 may be useful when training mentors and mentees.

A Framework for Understanding Cultural Differences

Cultural Orientations Framework (Rosinski 1999)

Categories	Dimensions	Description
Sense of Power and Responsibility	Control/Harmony/Humility	Control: People have a determinant power and responsibility to forge the life they want. Harmony: Strive for balance and harmony with nature. Humility: Accept inevitable natural limitations.
Time Management Approaches	Scarce/Plentiful	Scarce: Time is a scarce resource. Manage it carefully! Plentiful: Time is abundant. Relax!
	Monochronic/Polychronic	Monochronic: Concentrate on one activity and/or relationship at a time. Polychronic: Concentrate simultaneously on multiple tasks and/or relationships.
	Past/Present/Future	Past: Learn from the past. The present is essentially a continuation or a repetition of past occurrences. Present: Focus on the "here and now" and short-term benefits. Future: Have a bias toward long-term benefits. Promote a far-reaching vision.
Definitions of Identity and Purpose	Being/Doing	Being: Stress living itself and the development of talents and relationships. Doing: Focus on accomplishments and visible achievements.
	Individualistic/Collectivistic	Individualistic: Emphasize individual attributes and projects. Collectivistic: Emphasize affiliation with a group.

Organizational Arrangements	Stability/Change	Stability: Value a static and orderly environment. Encourage efficiency through systematic and disciplined work. Minimize change and ambiguity, perceived as disruptive. Change: Value a dynamic and flexible environment. Promote effectiveness through adaptability and innovation. Avoid routine, perceived as boring.
	Competitive/Collaborative	Competitive: Promote success and progress through competitive stimulation. Collaborative: Promote success and progress through mutual support, sharing of best practices and solidarity.
Notions of Territory and Boundaries	Protective/Sharing	Protective: Protect yourself by keeping personal life and feelings private (mental boundaries), and by minimizing intrusions in your physical space (physical boundaries). Sharing: Build closer relationships by sharing your psychological and physical domains.
Communication Patterns	High Context/ Low Context	High Context: Rely on implicit communication. Appreciate the meaning of gestures, posture, voice, and context. Low Context: Rely on explicit communication. Favor clear and detailed instructions.
	Direct/Indirect	Direct: In a conflict or with a tough message to deliver, get your point across clearly at the risk of offending or hurting. Indirect: In a conflict or with a tough message to deliver, favor maintaining a cordial relationship at the risk of misunderstanding.

	Affective/Neutral	Affective: Display emotions and warmth when communicating. Establishing and maintaining personal and social connections is key. Neutral: Stress conciseness, precision, and detachment when communicating.
	Formal/Informal	Formal: Observe strict protocols and rituals. Informal: Favor familiarity and spontaneity.
Modes of Thinking	Deductive/Inductive	Deductive: Emphasize concepts, theories, and general principles. Then, through logical reasoning, derive practical applications and solutions. Inductive: Start with experiences, concrete situations, and cases. Then, using intuition, formulate general models and theories.
	Analytical/Systemic	Analytical: Separate a whole into its constituent elements. Dissect a problem into smaller chunks. Systemic: Assemble the parts into a cohesive whole. Explore connections between elements and focus on the whole system.

7.3.3 Help Mentee and Mentor to Understand that Adopting One Culture Does Not Necessarily Mean Giving Up Another

The research reported in Phase 1 shows that people can adopt a set of cultural values and norms without relinquishing another set of values and norms. This implies that people can adopt the values and norms of the Canadian labour market and apply them in that context while retaining their ethno-cultural values and norms which they apply at home, with friends and so on.

7.3.4 Help the Mentor and Mentee to Distinguish Between Abstract Norms and Real Norms

Sometimes abstract norms have to be distinguished from real ones. For example, nondiscrimination could be the abstract norm (i.e., the right thing to do in principle). However, discrimination may be the real norm (i.e., the rule usually applied in practice). This understanding will help the mentee to

make sense of any discriminatory behaviour he or she encounters in worksites which claim to be nondiscriminatory.

7.4 Guides for Mentors and Mentees

Most business mentoring programs have manuals, guides, or checklists which are provided to mentors. Most also have a short orientation or training session for the mentors and mentees.

Recommended Table of Contents for a Guide for Mentors

Program Description

1. Information about the organization and any partners
2. Information about funding
3. Program description with goals and objectives
4. Role(s) and responsibilities of the program staff
5. Definitions of mentor and mentee
6. Roles and responsibilities of both mentor and the mentee
7. Commitment
8. Frequency of contact
9. Workplace visits and job shadowing
10. Mentor/mentee agreement
11. Topics to be discussed by mentor and mentee (page 50)
12. General progression of the mentee/mentor relationship (For example, The Mentoring Partnership: A "Road Map" For Mentors, page 43)
13. Guidelines for what to do if the relationship is not working well
14. Appropriate expressions of appreciation

Success Stories

Success stories from both mentor and mentees point of view

Resources

1. Active listening
2. Settlement and acculturation of newcomers
3. Range of immigrant support services available to mentees (see below)
4. Avoiding ethnocentric pitfalls (see below)
5. Cultural Orientations Framework (see below)
6. Explanation about fact that adopting one culture does not necessarily mean giving up another (see below)
7. Explanation of difference between abstract norms and real norms (see below)
8. Factors associated with negative experiences for the mentee (page 37)
9. Factors associated with successful mentor/mentee experiences (page 35)
10. Dimensions of successful mentor/mentee relationships (page 36)

Recommended Table of Contents for a Guide for Mentees

Program Description

1. Program description with goals and objectives
2. Role(s) and responsibilities of the program staff
3. Definitions of mentor and mentee
4. Roles and responsibilities of the mentor and mentee
5. Commitment
6. Frequency of contact
7. Workplace visits and job shadowing
8. Mentor/mentee agreement
9. Topics to be discussed by mentor and mentee (page 50)
10. General progression of the mentee/mentor relationship (For example The Mentoring Partnership: A "Road Map" For Mentors, page 43)
11. Appropriate expressions of appreciation

Success Stories

Success stories from both mentor and mentees point of view

Resources

1. Range of immigrant support services available to mentees (see below)
2. Cultural Orientations Framework (see below)
3. Explanation about fact that adopting one culture does not necessarily mean giving up another (see below)
4. Explanation of difference between abstract norms and real norms (see below)

7.5 Training/Orientation of Mentors and Mentees

Recommended Contents of Mentor Training/Orientation Session

1. Program description with goals and objectives
2. Definitions of mentor and mentee
3. Description of the role of mentor
4. Role of program staff
5. Commitment
6. Frequency of contact
7. Workplace visits and job shadowing
8. Mentor/mentee agreement
9. Topics to be discussed by mentor and mentee (see below)
10. General progression of the mentee/mentor relationship (For example
The Mentoring Partnership: A "Road Map" For Mentors, page 43)
11. Importance of active listening
12. Discussion of the complexities of cross cultural mentoring (see below)
13. Review of a cross cultural framework (e.g. Cultural Orientations
Framework below)
14. Appropriate expressions of appreciation

Recommended Contents of Mentee Training/Orientation Session

1. Program description with goals and objectives
2. Definitions of mentor and mentee
3. Role of program staff
4. Description of the role of mentor
5. Commitment
6. Frequency of contact
7. Workplace visits and job shadowing
8. Mentor/mentee agreement
9. Topics to be discussed by mentor and mentee
10. General progression of the mentee/mentor relationship (For example
The Mentoring Partnership: A "Road Map" For Mentors, page 43)
11. Discussion of the complexities of cross cultural mentoring (see below)
12. Review of a cross cultural framework (e.g. Cultural Orientations
Framework below)
13. Appropriate expressions of appreciation

8. RESULTS AND RECOMMENDATIONS FOR GUIDELINES - GROUP MENTORING

The research in Phase 1 suggested that groups of mentors and mentees could be used as both a temporary substitute and as an adjunct to one-to-one mentoring.

8.1 Group Mentoring as a Substitute

Business mentoring activities for immigrants are challenged by the difficulty in recruiting mentors. Group mentoring is potentially a strategy to address this challenge. A participant in the focus group for newcomers said,

"I haven't been able to find a mentor for the last 8 months. It would have been better if there was a group mentoring opportunity as least something (could have been learned) that way."

The general feeling of the newcomers in the focus group was that group mentoring would not be as effective as one-to-one mentoring but it was better than nothing was.

Phase I reported that in response to the challenge of being unable to find enough mentors Le Comité d'adaptation de la main-d'oeuvre (CAMO) recommended a group mentorship model which matched between 2 or 3 professionals and a group of immigrants. This model would provide flexibility. For example, if a mentor were not available for a group meeting there would be other mentors present.

The group constituted this way would also provide some of the elements of peer mentoring for the mentees.

8.2 Group Mentoring as an Adjunct

Some key informants mentioned that they used group mentoring as an adjunct to one-to-one mentoring. A couple of examples mentioned where:

- a mentor who organized some sessions for engineers on how to write estimates
- a mentor who arranged for women engineers to meet to discuss the special challenges they face

Recommendation for the Use of Group Mentoring

Groups of mentors and mentees could be used both as a substitute for, and as an adjunct to, one-to-one mentoring.

9. RESULTS AND RECOMMENDATIONS FOR STAFFING

Phase 1 found that that none of the literature, reviewed within the timeframe of the project, contained research about the role of the program coordinator although the fact that there was a program coordinator in place was mentioned a number of times.

In currently operating Host Programs, the Program Coordinator plays a significant role.

- Recruitment
- Assessment
- Orientation
- Training
- Matching
- Newcomer/Volunteer Activities
- Community Relations

More details about the areas of responsibility and activities of Host Program Coordinators can be found in Appendix 2.

Some of the knowledge and skills of the staff of business mentoring activities for internationally trained immigrants will be similar to those required by Host Program Coordinators. They will need knowledge and skills in the areas of:

- newcomer adaptation process
- interviewing
- screening
- matching
- training
- supporting
- coaching
- monitoring
- evaluating
- cross cultural conflict resolution
- mediation skills
- administration
- public relations

For business mentoring activities, staff will also require knowledge about labour market trends.

However, because they are recruiting business mentors, staff must also have knowledge and skills in the areas of:

- understanding the culture of business

-
- speaking the language of business
 - networking with business people
 - marketing

Often individuals who are skilled in working with people and who are drawn to work in the non-profit sector generally do not have knowledge of, or connections in, the business sector. A person interviewed in Phase 1, who had been the coordinator of a traditional Host Program, talked about the enormous learning curve she encountered when she became the coordinator of a business mentoring program for immigrants.

The report from Phase 1 made the recommendation that, for business mentoring activities for internationally trained immigrants, the function of business networking and mentor recruitment be separated from the function of recruitment of mentees, matching, and managing the matches.

The focus group participants unanimously supported this recommendation. However, they also pointed out that while it is important that the person carrying out the recruiting function be knowledgeable about business culture, that person must also understand the public and non-profit organizational cultures as mentors are drawn from all sectors of the labour market.

In very small communities, it will sometimes be difficult to separate the two roles and one person will, of necessity, be required to carry out the functions of both the volunteer coordinator and the mentoring coordinator.

Recommendation for Staffing

It is recommended that business mentoring activities for internationally trained immigrants have two types of staff:

- *Volunteer Co-ordinators* responsible for screening, training, monitoring and evaluating of mentors and mentees; and
- *Mentoring Co-ordinators* responsible for promoting the program to business and recruiting mentors.

Focus group participants who had operated business mentoring programs expressed the conviction that it is very important to place the Mentoring Coordinators in locations which have social capital with professionals, employers, and self employed people.

As stated above in very small communities, one staff person will probably be carrying out the functions of both the volunteer coordinator and the mentoring coordinator. However, Advisory Committee members thought that because of the many facets, and interconnections, of social relationships in a

very small community, it is probable that the staff person will have the necessary social capital with business people and professionals in the community.

Recommendation for Placement of the Mentoring Coordinators

It is recommended that the *Mentoring Co-ordinators* should be located in a department or organization which has social capital with professionals, employers, and self-employed people.

10. RESULTS AND RECOMMENDATIONS FOR ORGANIZATIONAL MODELS

Four possible organizational models were suggested in Phase 1. The focus groups lead to the revision and refinement of these models.

Recommended Organizational Models

MODEL	ORGANIZATION(S)	VOLUNTEER COORDINATOR(S)	MENTORING COORDINATOR(S)
Single Organization	Single organization with: <ul style="list-style-type: none"> • Host Program • Labour Market Integration Programs • Social capital with private, public and non-profit employers 	In Host Program	In the department or program which has the most social capital* with private, public and non-profit employers, professionals and trades people
Two Partner Organizations	Two organizations <ul style="list-style-type: none"> • One organization has a Host Program • One organization has social capital with private, public and non-profit employers • The labour market integration programs may be located in either organization 	In Host Program	In organization with social capital with private, public and non-profit employers professionals and trades people
Multiple Partner Organizations	Multiple organizations including: <ul style="list-style-type: none"> • Organization(s) with Host Program(s) • Organization(s) with social capital with private, public and non-profit employers • Private, public and non-profit employers • Labour market integration programs maybe located in one of the above organizations or in a separate partner organization 	In Host Program(s)	In organization(s) with social capital with private, public and non-profit employers professionals and trades people

- Social capital involves connections among individuals. The term refers to the social networks between people and the reciprocity and trust that are present in these networks.

10.1 Single Organization Model

One focus group member preferred this model, as communication would be easier. However, many focus group participants found this model to be the most challenging as it requires a single, community-based, organization to have both the expertise in volunteering (Host Program) and the required social capital with private, public, and non-profit employers, professionals and tradespeople. This is an usual combination for community-based non-profit organizations.

Nevertheless, community based organizations are delivering, without partners, business mentoring programs for immigrants.

YMCA Connections, in Vancouver BC, is an example of a Single Organization Model in which the business mentoring program is offered through the Host Program. This program started in 2005 and is funded by the BC Ministry of Community, Aboriginal and Women's Services, Settlement and Multiculturalism Branch, Host Program.

YMCA Connections has recently undergone reorganization. At the time of writing this report there are two Program Managers who share responsibilities, one processes newcomer applications and the other processes volunteer mentor applications.

Some single organization business mentoring programs are located either in employment services or language training services.

The Mentoring Link program offered by the Association of New Canadians (ANC) in St John's Newfoundland is an example of a program located in employment services. ANC is a long established community based organization with good visibility in the community. Mentoring Link started in September 2005 and is funded by Citizenship & Immigration Canada and the Department of Human Resources, Labour & Employment Newfoundland.

Mentoring Link has one program staff, the Mentoring Link Officer who is responsible for both the volunteer and the recruitment functions. The program is located in the Career Services Division of the ANC and so gives the mentees easy access to labour market programs.

Another example of the Single Organization Model located in employment services is the Job Mentoring Program delivered by SUCCESS, a large immigrant serving organization in Vancouver BC. The Job Mentoring Program has been operating for a number of years and is funded by Service Canada.

The Job Mentoring Program has one program staff, the Job Mentoring Program Coordinator, who is responsible for both the volunteer and the recruitment functions. Again this program is not delivered through the Host Program; it is part of employment services offered by the agency giving the mentees easy access to labour market programs.

The Enhanced Language Training program offered by the Regina Open Door Society, is an example of a single organization offering a mentoring program through language training services. Started in February 2006, this program is funded by Citizenship and Immigration Canada and the Saskatchewan Immigration Branch

The program has four positions:

- 1 responsible for intake and assessment of immigrants
- 1 responsible for 15 weeks English language training for participants
- 1 responsible for job placement of participants
- 1 responsible for recruiting, screening, training, and matching mentors and supporting the mentoring relationship.

10.2 Two Partner Organizations Model

This was the preferred option for a number of focus group participants. In this case, the community based agency which operates the Host Program would use its expertise with immigrants and with volunteering, while the mentor recruitment function would be carried out by a partner agency with social capital with private, public and non-profit employers, professionals and trades people.

Some focus group participants suggested that in small communities, an agency could collaborate with the local Service Canada office.

It was difficult to find an example of the Two Partner Organizations model. However, there is an emerging partnership between the World Skills and Algonquin College in Ottawa.

World Skills is a partnership program that assists newcomers in enhancing their skills and developing effective job search techniques. It is a project of Local Agencies Serving Immigrants (LASI). Because of the developmental nature of the program, there was little information available.

At the time of writing this report, Algonquin College is in the advanced stages of finding mentors for students in selected professional programs. It is understood that World Skills will select mentees and connect them with the College. A case manager at the College will match the mentees with mentors from the College's list. The mentor, mentee, a case manager from the college and a World Skills program staff will meet together three times over the mentoring relationship. The relationship will be supported and monitored by the World Skills staff.

10.3 Multiple Partners Model

The Multiple Partners model involves:

- Organization(s) with Host Program(s)

-
- Organization(s) with social capital with private, public and non-profit employers
 - Private, public and non-profit employers
- Labour market integration programs maybe located in one of the above organizations or in a separate partner organization.

An example of the Multiple Partners Model is The Mentoring Partnership in Toronto, Ottawa. The Mentoring Partnership began in December 2004 and is funded by Service Canada, the Maytree Foundation, TD Bank Financial Group, Region of Peel, Ontario Trillium Foundation, and the United Way of Peel Region.

The Mentoring Partnership collaborators are Toronto Region Immigrant Employment Council (TRIEC), corporate partners, community agencies in the City of Toronto, Peel region, York region, and Halton region.

Community agencies select mentees, match mentors, and mentees and monitor the mentor/mentee relationships.

TRIEC recruits the corporate partners.

Corporate partners recruit mentors.

A number of civic leaders from the Greater Toronto Area have come forward to form a Circle of Champions. They have agreed to mentor a skilled immigrant and/or to help promote The Mentoring Partnership to a wider audience of mentors through their position, credibility, and reputation within a specific occupation or sector

Focus group participants thought that this model is suitable for communities large enough to sustain it. There were some concerns about the administration and communication challenges posed by involving multiple organizations.

Recommendations for Models

It is recommended that the following three models be considered:

- Single Organization
- Two Partner Organizations
- Multiple Partners

It is recommended and that the decision concerning which model to use be dictated by community resources and organizational capacities.

11. RESULTS AND RECOMMENDATIONS FOR MARKETING AND MENTOR RECRUITMENT

11.1 Marketing

11.1.1 The Recruiting Organization should be familiar to the Business

It is important that the organization conducting the recruiting has a profile in the business sector. Lack of name recognition is one of the barriers mentioned by community based organizations delivering business mentoring programs.

11.1.2 Marketing to Business

One of the biggest challenges reported by business mentoring programs for immigrants is that it is difficult to recruit mentors. In order to recruit a sufficient number of mentors, it is necessary to have the support of community businesses.

The Mentoring Partnership's strategy to achieve this is to include corporations as official partners in the initiative. As well, The Mentoring Partnership has gathered a *Circle of Champions*. These are civic leaders from the Greater Toronto Area who have come forward as champions and agreed to mentor a skilled immigrant and/or to help promote The Mentoring Partnership to a wider audience of mentors through their position, credibility, and reputation within a specific occupation or sector.

However, despite making various commitments, many of the corporations did not follow through and did not produce the number of mentors they had promised. Many did not recruit any mentors.

The Toronto Region Employment Council (TRIEC), the partner responsible for the recruitment of mentors, found it necessary to be quite firm with the businesses which were getting good publicity and enhancing their profile as a socially responsible businesses but were not delivering on their commitments.

As one focus group participants put it, "the leadership must embrace the idea and champion it" and, in order to do this, employers need to know "what's in it for them."

Five focus groups were held with business people from St John's Newfoundland, Ottawa Ontario, Toronto Ontario, Regina Saskatchewan, and Vancouver British Columbia.

Participants in these groups were asked to identify which outcomes would convince them to involve their business in recruiting mentors for internationally trained immigrants. The choices were:

- Increased understanding of other cultures
- Developing personal relationships with people from other cultures
- Developing leadership skills
- Participating businesses access a pool of talented people eager to work
- Employees in participating businesses enjoy increased job satisfaction
- Participating businesses demonstrate corporate social responsibility

Focus group participants were also asked whether there were other significant outcomes which were not mentioned.

Eight participants found "*Participating businesses access a pool of talented people eager to work*" to be the most important. These participants talked about how difficult it is to find people with the qualifications needed for positions in their companies. They saw participation in mentoring activities with internationally trained immigrants as one strategy to address this challenge.

Seven participants found "*Developing personal relationships with people from other cultures*" to be the most important. These participants talked about the global nature of the economy and the importance of developing networks of people from different cultures. They also said that these networks would lead to the discovery of new talent pools.

Three participants thought "*Participating businesses demonstrate corporate social responsibility*" was most important.

Two participants thought "*Increased understanding of other cultures.*" was most important.

One participant thought that "*Developing leadership skills*" was most important.

Interestingly no one found "*Employees in participating businesses enjoy increased job satisfaction*" to be a reason to take part in the mentoring activities.

The indications from this research are that the marketing messages for business mentoring activities for immigrants should focus on the following benefits:

- When employees participate in mentoring activities for internationally trained immigrants, the company accesses a pool of talented people eager to work

- When employees participate in mentoring activities for internationally trained immigrants, they develop personal relationships with people from different cultures. This will:
 - Increase their understanding of other cultures
 - Provide them with access to the networks of the mentees
- When a company participates in mentoring activities for internationally trained immigrants, they enhance their profile as a socially responsible company.

Recommendations for Marketing to Business

It is recommended that the marketing strategy emphasize that when employees participate in a mentoring program for internationally trained immigrants, the company benefits by:

- accessing a pool of talented people eager to work;
- increasing the company's knowledge of other cultures;
- accessing the networks of the mentees; and
- enhancing the company's profile as a socially responsible business.

11.2 Recruiting Mentors

11.2.1 Recruiting Through Corporations

The participants in the business focus groups were asked to consider some recruitment possibilities which could occur in corporations. These were drawn from the research in Phase 1.

- instruct your staff to speak to people in their departments about the mentoring opportunities
- invite the coordinator of the mentoring activities to speak at a staff meeting
- allow employees to mentor on company time
- make volunteering as a mentor a goal for suitable people and make it part of their annual appraisals
- track the number of mentors in your business and discuss in the annual report

Top Down or Bottom Up?

There was considerable discussion in the focus groups for business people about the relative importance of leadership involvement in the development of mentoring activities in the corporate environment.

Some participants felt that a champion in the company was necessary and that leadership involvement and modeling is required. Therefore, these participants thought that business should be targeted and "wooded."

Some felt that agencies should organize a wine and cheese party and invite the presidents, vice presidents, and senior managers of targeted organizations in order to explain the benefits of the mentoring activities. Others thought that this type of event is too expensive for community agencies and that, in any case, senior people would be too busy to attend such an event.

Some participants thought that the focus should be on the Human Resources Department of the targeted company. However, one participant pointed out that his company does not have a HR department but contracts out this function

On the other hand, some participants thought that a bottom up approach could work well and quickly. They thought that an informal, individual to individual approach would be more effective than taking the time and energy to involve leaders and senior managers who have other priorities on their minds.

Mentoring Activity Staff are Invited to Speak at a Staff Meeting

The majority of business focus group participants thought that it would be a good idea to invite a mentoring activity staff to speak at a company staff meeting. It was recommended that a mentor and mentee also attend to describe their experiences and answer questions - in the words of one participant "nothing beats a good testimonial."

Employees are Allowed to Mentor on Company Time

A number of participants thought that allowing mentoring on company time would be a good idea because it would provide mentees with the best learning opportunity. Others thought it would increase the number of employees who would be willing to mentor.

Participants agreed that companies would differ in their interest and ability to do this. In some cases it would depend on the company's cost to benefit analysis of how the employees time was being spent.

Employees who are Mentors Share the Experience

Focus group participants thought that employees with mentoring experience should be encouraged to share their experience and to invite other employees to volunteer as mentors.

Voluntary Mentoring is Included in the Performance Appraisal.

On the other hand, other participants thought making volunteering as a mentor an optional goal in an employee's performance plan and appraisal would lower the quality of the mentoring. The risk would be that people

would volunteer only to “score points” with their employer. One participant said that he would feel uncomfortable working in a company which incorporated a volunteer activity into employee appraisals. This means that the act of mentoring would be given credit, not that the employee would be appraised on their performance as a mentor. There were mixed feelings about this.

One participant said “What gets measured gets done” and many thought that making volunteering to be a mentor an optional goal in an employees performance plan and appraisal would ensure that mentors would come forward.

Despite these concerns, many socially responsible companies expect their leaders and managers to volunteer in the community. The fulfillment of this expectation is part of the employee’s performance appraisal but does not have a detrimental affect on the quality of the employee’s volunteer experience.

Including in the Company’s Annual Report

Some participants thought that this might be appropriate for smaller companies but that business mentoring activities for internationally trained immigrants would be too small to be included in the reports of large companies.

Some Examples of Recruitment Methods

Corporate Partners in the Mentoring Partnership

Corporate Partners of The Mentoring Partnership are involved in recruiting mentors and promoting the practice of mentoring. The actions of each partner are different but may include: engaging employees or members to become mentors; marketing The Mentoring Partnership internally to employees or members; or hosting orientation events for the mentors from the partner organization.

Mentoring Link, Association of New Canadians

- Phone calls to employers
- Emails to employers
- Presentations to employers
- Attending Job Fair/ Career fairs/ luncheons
- Articles in newspaper & magazines

Enhanced Language Training Program, Regina Open Door Society

- local newspaper
- local radio station
- cold calls to companies – try to identify a key person usually in HR
- key person in company asked to spread information

11.2.2 Recruiting Professionals and Self-Employed People

Suggestions for recruiting professional and self employed people included targeting professional associations, business associations and trades associations with critical mass such as Project Management Institute(PMI), the Association of Professional Engineers and Geoscientists, Boards of Trade, BC Food Processors Association and similar organizations.

11.2.3 Recruiting through Unions

Mentees who become employed may become members of unions. If unions support mentoring activities for internationally trained immigrants, they could become a good source of mentors.

11.2.4 Recruiting Retired People and other Community Members

Some ideas for recruiting potential mentors who are not involved in organizations included:

- Globe and Mail
- community newspapers
- volunteer bureaus and Board Match
- Community Service Announcements on CBC and other radio and TV stations
- Community Service Announcements on local radio and TV stations
- Paid advertising

Recommendations for Recruiting Mentors

Suggested strategies for the recruiting through corporations include:

- Inviting a program staff, mentor and mentee to speak at a staff meeting
- Encouraging companies to allow employees to mentor on company time
- Encouraging companies to allow employees who are mentors to talk about their experiences with others
- Encouraging companies to make volunteering as a mentor a learning goal for suitable people and make it part of their annual appraisals

Suggested strategies for recruiting professionals and self-employed people include targeting professional associations, business associations, and trades associations with critical mass.

Suggested strategies for recruiting retired people and other Community Members include the media, Volunteer Bureaus, Board Match, and paid advertising.

While there are no suggested strategies for including unions, it is recommended that recruitment also be carried out through supportive unions.

12. RESULTS AND RECOMMENDATIONS FOR TELEMENTORING

Telementoring was discussed in Phase 1.

All the focus group participants accepted electronic contact in the form of email as a normal part of a mentoring relationship. However, although the terms of the Host Program do allow for this activity to take place, CIC does not have the resources to support telementoring in the true sense of mentoring that is solely through email, web sites, electronic bulleting boards and/or chat rooms.

There are also logistical issues which would require solutions should CIC choose to implement a telementoring program. For example, there are challenges with program coordination and the monitoring and evaluation of mentor/mentee matches.

If resources can be found and the logistical issues resolved, telementoring has a number of advantages and may be an appropriate choice for immigrants with the necessary technical skills and sufficient English. Some immigrants with technological backgrounds may in fact prefer this option.

As well, CIC has a policy of Regional Dispersion which encourages immigrants to locate away from the main Canadian cities and to settle in rural communities. Mentors in the appropriate professions will be in short supply in these communities. Telementoring has great potential for connecting newcomers in outlying locations with mentors living in other parts of the country.

In addition, telementoring could become a useful component of CIC's Portal Initiative which offers information to immigrants while they are still in their home country.

Recommendations for the Use of Telementoring

If resources can be found, telementoring should be considered for:

- immigrants with technological backgrounds who may prefer this option;
- immigrants who live in areas not served by Host Programs; and
- immigrants before they enter the country.

13. SUMMARY OF RECOMMENDATIONS

13.1 General Principles

Principles of Adult Learning

Mentoring is an adult learning activity and should reflect the principles of adult learning. The recommendations below reflect these principles. It is recommended that future development of mentoring activities for internationally trained immigrants also reflect these principles.

The principles of adult learning can be found in Appendix 3.

Best Practices of Volunteer Programs

Mentoring activities for internationally trained immigrants are at essence volunteer programs and therefore should embody the standards and best practices of volunteer programs. The recommendations below reflect these. It is recommended that future development of mentoring activities for internationally trained immigrants also reflect these standards and best practices.

The standards and best practices of adult learning can be found in Appendix 4.

13.2 Guidelines

Definition of Mentee

A mentee is a newcomer with professional, technical, or trade training and experience outside of Canada and who has a workplace ready³ level of English or French.

Definition of Mentor

A mentor is a person with successful experience with the Canadian labour market who is motivated to share and transfer her/his knowledge and skills to newcomers in Canada.

Description of the Role of the Mentor

The role of the mentor is:

- to explain the rules, norms, values, and practices of the profession, technical field, or trade;

³ The workplace ready level of English or French will vary according to the profession, trade, industry, and so on.

-
- to provide the mentee with as much information as possible in order to assist the mentee to find employment or self employment for which he or she is trained and capable;
 - to offer encouragement and support to the mentee;
 - whenever possible, to introduce the mentee to employment related networks; and
 - whenever feasible, to act as a champion for the mentee.

Commitment

The recommended time commitment is 4-6 months.

Form and Frequency of Contact

The recommended guidelines for the frequency of the contact between mentors and mentees are:

- there should be clear expectations regarding the hours the mentor will volunteer, for example 30 hours over 6 months;
- there should be a general structure; for example, the mentors and mentees are expected to meet face-to-face initially and then to have contact once a week at a minimum. Weekly contact may take the form of face-to-face meetings, email or telephone calls;
- within this general structure, the contact will be negotiated by the mentor and mentee;
- the service provider will assist the mentor and mentee to identify the form and frequency of the contact which will be best for each mentor/mentee relationship; and
- within the general structure, when circumstances change, the mentor and mentee may change the form and frequency of their contact in agreement with the service provider.

Mentees Access to the Mentor's Workplace

It is recommended that:

- whenever possible, mentors meet with their mentee in the workplace; and
- whenever possible the mentor provide an opportunity for the mentee to job shadow.

Mentor Selection

When selecting mentors, it is recommended that characteristics such as gender, age, ethnicity and length of experience be given less weight than up to date information about the field, cultural sensitivity, empathy, time, and a wide professional network.

In random order, important *personal* characteristics of a mentor are:

-
- respect of the other person's world views and values;
 - empathy;
 - listening and communication skills;
 - objectivity;
 - patience;
 - honesty;
 - trustworthiness;
 - self confidence;
 - people oriented;
 - common sense;
 - openness;
 - leadership qualities;
 - vision;
 - understanding;
 - caring;
 - nurturing;
 - affirming attitude;
 - ethical;
 - generativity (an individual's desire to pass on the knowledge and wisdom he or she has acquired)
 - humility;
 - sense of responsibility;
 - up to date in their field; and
 - similar areas of interest.

Important *situational* characteristics of mentors are:

- ability to influence;
- wide professional network;
- enough available time; and
- geographic proximity

Matching Mentors and Mentees

It is recommended that:

- When mentoring activity staff create matches, they should use tools such as face-to-face interviews, checking references, and questionnaires in order to:
 - identify the characteristics of the mentors and mentees,
 - identify what the mentor can offer; and
 - identify the mentee wants and needs from the mentor.
- When mentoring activity staff create the matches, they should use their intuition in addition to the data they collect about the mentees and mentors
- Whenever possible, ways should be found to give the mentor and mentee the opportunity to select each other. For example, by inviting mentors and mentees to a social gathering or a group orientation process, and

allowing people to naturally connect with people with whom they feel comfortable.

Mentor/Mentee Agreement

It is recommended that the mentor and mentee sign an agreement which contains the following information:

- Name of mentor
- Name of mentee
- Beginning and ending dates for the commitment
- Goals of mentee
- Desired learning outcomes
- Frequency of meetings
- Form of meetings (face-to-face, telephone, email)
- Place of meetings
- Expectations of mentee
- Expectations of mentor
- How the agreement can be modified
- What to do if the match is not working well

Use of Group Mentoring

Groups of mentors and mentees could be used both as a substitute for, and as an adjunct to, one-to-one mentoring.

Training

It is recommended that mentees and mentors attend short training/ orientation sessions and that each receive a written guide as described above.

Expressing Appreciation

By the Mentee

It is recommended that appropriate expressions of appreciation by the mentee be encouraged and that when each relationship ends, there is a formal opportunity for the mentee to express her or his appreciation to the mentor.

By the Sponsoring Organization(s)

It is recommended that each mentor receive a token of appreciation from the organizations delivering the mentoring activities and that, if possible, more formal expressions of appreciation are also offered. For example, appreciation dinners could be held for mentors or special cultural education opportunities offered to participating businesses.

Staffing

It is recommended that business mentoring activities for internationally trained immigrants have two types of staff:

- *Volunteer Coordinators* responsible for screening, training, matching, monitoring and evaluating of mentors and mentees
- *Mentoring Coordinators* responsible for promoting the mentoring activities to business and recruiting mentors

Placement of the Mentoring Coordinators

It is recommended that the *Mentoring Coordinators* should be located in a department or organization which has social capital with professionals, employers, and self-employed people

In very small communities, necessity might dictate that one staff person carry out the functions of both volunteer coordinator and mentoring coordinator. However, because of the many facets, and interconnections, of social relationships in a very small community, it is probable that the staff person will have the required social capital with business people and professionals.

13.3 Organizational Models

Three Models

It is recommended that the following three models be considered:

- Single Organization
- Two Partner Organizations
- Multiple Partners

It is recommended and that the decision concerning which model to use be dictated by community resources and organizational capacities.

Access to Labour Market Information Programs

It is also recommended that business mentoring activities for newcomers are located such that all newcomers who participate also have ready access to labour market integration services

13.4 Marketing and Recruitment

Marketing to Business

It is recommended that the marketing strategy emphasize that when employees participate in mentoring activities for internationally trained immigrants, the company benefits by:

- accessing a pool of talented people eager to work;
- increasing the company's knowledge of other cultures;
- accessing the networks of the mentees; and
- enhancing the company's profile as a socially responsible business.

Recruiting Mentors

Suggested strategies for recruiting through corporations include:

- Inviting mentoring activity staff, a mentor and a mentee to speak at a staff meeting
- Encouraging companies to allow employees to mentor on company time
- Encouraging companies to allow employees who are mentors to talk about their experiences with others
- Encouraging companies to make volunteering as a mentor a learning goal for suitable people and make it part of their annual appraisals

Suggested strategies for recruiting professionals and self-employed people include targeting professional associations, business associations, and trades associations with critical mass.

Suggested strategies for recruiting retired people and other Community Members include the media, Volunteer Bureaus, Board Match, and paid advertising.

While there are no suggested strategies for including unions, it is recommended that recruitment also be carried out through supportive unions.

13.5 Telementoring

If resources can be found, telementoring should be considered for:

- immigrants with technological backgrounds who may prefer this option;
- immigrants who live in areas not served by Host Programs; and
- immigrants before they enter the country.

14. RISKS and LIABILITIES

Opinion by Richard Bridge B.A., LL.B.

14.1 Introduction

It is clearly prudent to assess proposed new community activities to identify:

- a. potential risks and liabilities;
- b. whether the potential risks and liabilities outweigh the anticipated benefits of the new community activities; and
- c. ways to manage and minimize the potential risks and liabilities.

In my view, there are potential risks and liabilities inherent in the proposed business mentoring activities, but they are modest in relation to the anticipated benefits of the activities, and can be managed and minimized quite easily. They should not pose a major impediment to successful implementation of the activities.

14.2 Areas of Risk

There is risk inherent in virtually every activity. The focus here is the potential for liability flowing to the community organizations that lead the mentoring activities due to possible harm suffered by mentees or perhaps employers hosting workplace visits.

Four areas of potential risk require consideration:

14.2.1 Risk of Personal Injury to Mentees During Workplace Visits

This area of risk will vary with the circumstances. For example, a mentee visiting an active construction site will be exposed to greater risks than a mentee visiting the office of a software development business.

An injury to a participant caused by the negligence of an employer or the employer's staff could result in liability for the employer. If the non-profit agency coordinating the mentoring activities contributed to the negligence that causes an injury, it too could be held liable for that harm. Depending on the circumstances, the government funder could also become entangled in litigation arising from such an injury.

14.2.2 Risk of Liability Arising from Advice Given By Mentors to Mentees

There are potential risks from mentors giving advice to the mentees. The mentor could be held to be negligent and liable for that harm if:

-
- i) a volunteer mentor is part of activities that involve the giving of advice,
 - ii) the mentor has or appears to have special skills or knowledge,
 - iii) it is foreseeable that the mentee will rely on that advice; and
 - iv) the participant does in fact rely on the advice and suffers a harm,

Liability of this kind can arise where a lawyer, accountant, or other professional gives incorrect advice to a client. It can also arise if the advisor is a volunteer rather than a paid professional.

14.2.3 Risk of Harassment or Abuse

There is potential that a mentor may try to take advantage of a mentee and engage in sexual harassment or other forms of inappropriate conduct or abuse. There is also the risk of abusive behavior on the part of the mentee towards the mentor. Behavior of this kind could create a liability for the community organization leading the mentoring activities.

14.2.4 Risk of Breach of Confidentiality

There is potential that mentees could be exposed to and then misuse confidential information gained through workplace visits or contact with mentors. This could create liability problems.

14.3 Managing these Risks

Eliminating all risks is impossible, but risks can be minimized through prudent management. Indeed, the best way to avoid legal complications is to engage in good management in all aspects of any undertaking – design, implementation, and ongoing administration. I recommend the following risk management steps be taken by the community organizations that lead the business mentoring activities:

14.3.1 Screen Participants Carefully

An essential step in managing the risks of the business mentoring activities will be for the community organizations to carefully screen participants – both mentors and mentees. Criminal record and reference checks, along with suitability interviews should be part of a due diligence process. Potential participants, who do not meet reasonable standards and as a result might represent a risk to abuse others or disrupt the mentoring activities, should not be permitted as mentors or mentees. Both mentors and mentees need to be screened. Exposing a mentor to a mentee with a criminal history of violence for example could result in liability for the community organization.

14.3.2 Document and Explain the Mentoring Activities Carefully and Clearly

It is very important that everyone participating in the business mentoring activities for internationally trained immigrants understands the nature of the activities, and roles, responsibilities and expectations. All mentors and mentees should be provided with clear and complete written descriptions of the mentoring activities, and an opportunity to ask questions. This package of documentation should include clear rules of conduct in relation to sexual harassment or other impropriety, confidentiality and privacy.

Mentors and mentees should be required to sign to acknowledge their understanding of the materials provided. Removing misunderstanding at the beginning will help avoid complications later on.

14.3.3 Obtain a Waiver and Release from All Mentees and Mentors

It is possible for mentees and mentors to expressly assume the risks of participating in the mentoring activities. Each participant should be required to carefully review and execute a clear, well-crafted waiver and release document prior to commencing the mentoring activities. Two drafts appear below. These documents should place responsibility for potential harm with the mentee or mentor and protect the community organization and the government as funder of the mentoring activities.

It is important that participants understand the nature of the waiver and release they sign. Additional care needs to be taken if there are language comprehension or capacity issues. With participants with high levels of education and sophistication, greater reliance can be placed on a waiver and release document. This documentation will not provide absolute protection in all circumstances, but it is important to the prudent management of these mentoring activities.

14.3.4 Employer Consent for Workplace Visits

If the mentoring activities are to include workplace visits by mentees, the community organization should ensure that it receives written consent from employers before such visits occur. A mentee visiting a workplace without proper authorization creates an unnecessary complication in terms of risk and potential liability. Written consent from the employer will reduce the risk exposure of the community groups involved in the mentoring activities.

14.3.5 Oversee the Mentoring Activities Carefully

As stated above, the community organizations managing the mentoring activities should provide careful, attentive ongoing management. This should include regular contact with mentors, mentees, and employers to detect and deal with problems promptly. Failure in this regard can expose the

community organizations to liability if the risk could have been dealt with through reasonable care and attention.

14.3.6 Ensure Appropriate Insurance Coverage

The community organizations taking on the business mentoring activities should review their existing Comprehensive General Liability and Directors' and Officers' coverage to determine whether they will include the new activity, and whether coverage amounts are sufficient. Community organizations running other similar volunteer activities may not require any further insurance coverage, but it would be prudent to review this with their insurance agent or provider.

14.4 Indemnification

The governments of Canada and the provinces will, in some circumstances, extend indemnification to individuals and organizations against liability or loss arising from claims made against them. The practices of different governments vary.

Public servants and Crown appointees are indemnified in this way. In addition, government indemnifications will generally be extended to volunteer participants in government bodies or functions, but not extended to contracted service providers. Indeed, in many situations involving contracted service providers, governments will require that the party under contract indemnify the government against potential liability arising from the contractor's activities.

When an organization under contract to the government to deliver services has administrative control of the work involved, the government will routinely require the organization provide an indemnification against any claims arising from that work. The party controlling the mentoring activities or activity generally indemnifies the party that is merely funding or supporting the mentoring activities. This reflects the fact that risk management must be part of the basic administrative function.

In the case of the proposed business mentoring activities, if community organizations are contracted by the respective governments to administer the mentoring activities, the community organizations may be required to provide indemnifications to the governments. It appears unlikely that governments would indemnify the community organizations in their circumstances.

Waiver and Release of Liability (Mentee)

I, _____ name of mentee _____, wish to participate in the Business Mentoring Activities ("the Mentoring Activities") being organized by the full name of community organization for the purposes of assisting internationally trained immigrants to Canada to obtain employment in their fields.

I acknowledge and accept that the Mentoring Activities may involve workplace visits and related activities that may entail risks and dangers, including but not limited to risk of personal injury and death from accident or negligence.

I assume complete responsibility of such risks and potential dangers, and release full name of community organization, its officers, directors, employees, and agents from any claim and liability in connection with such risks and dangers. I further release full name of community organization, its officers, directors, employees and agents from any liability or claim for indemnification in respect of claims made against me by any third party as a result of my acts or omissions during the Mentoring Activities.

I also release the Government of Canada/BC/Manitoba, as funder of the Mentoring Activities, from any claim and liability in connection with such risks and dangers and from any liability or claim for indemnification in respect of claims made against me by any third party as a result of my acts or omissions during the Mentoring Activities.

I further acknowledge and accept that the "mentor" matched with me as part of the Mentoring Activities is not providing me professional advice like an independent lawyer or accountant, but is sharing experiences and ideas with me on a voluntary basis. I hereby release that mentor and full name of community organization from any claim and liability in connection with my reliance on the support and experiences shared by that mentor.

I agree that this waiver and release will be governed by the laws of name of province, Canada and will be binding on me, my heirs, executors, administrators, successors, assigns and legal personal representatives.

Signature

Date: _____

Print Name

Waiver and Release of Liability (Mentor)

I, _____ *name of mentor* _____, wish to participate in the Business Mentoring Activities ("the Mentoring Activities") being organized by the full name of community organization for the purposes of assisting internationally trained immigrants to Canada to obtain employment in their fields.

I acknowledge and accept that the Mentoring Activities may involve workplace visits and related activities that may entail risks and dangers, including but not limited to risk of personal injury and death from accident or negligence.

I assume complete responsibility of such risks and potential dangers, and release full name of community organization, its officers, directors, employees, and agents from any claim and liability in connection with such risks and dangers. I further release full name of community organization, its officers, directors, employees and agents from any liability or claim for indemnification in respect of claims made against me by any third party as a result of my acts or omissions during the Mentoring Activities.

I also release the Government of *Canada/BC/Manitoba*, as funder of the Mentoring Activities, from any claim and liability in connection with such risks and dangers and from any liability or claim for indemnification in respect of claims made against me by any third party as a result of my acts or omissions during the Mentoring Activities.

I agree that this waiver and release will be governed by the laws of *name of province*, Canada and will be binding on me, my heirs, executors, administrators, successors, assigns and legal personal representatives.

Signature Date:_____

Print Name

APPENDIX 1 FOCUS GROUP PARTICIPANTS AND KEY INFORMANTS

Focus Groups

Advisory Committee

Valerie Lussier - Settlement Senior Policy Officer, Citizenship and Immigration Canada, Government of Canada (Outgoing Project Officer)

Barbara Alvarado - Senior Advisor, Policy and Programs, Citizenship and Immigration Canada, Government of Canada (Incoming Project Officer)

Sue Thomas - Regional Program Advisor, Atlantic Region, Citizenship and Immigration Canada, Government of Canada

Carolyn Norberg - Mentoring Program Manager, Association for New Canadians, St John's, Newfoundland

Sangeeta Subramanian - Previously Project Manager – The Mentoring Partnership, Greater Toronto Region, Ontario

Nicole Melby - Employment Service Manager, Regina Open Door Society, Regina, Saskatchewan

Jerry Wu - Manager, Community Bridging, Immigrant Services of BC, Vancouver, British Columbia

Service Provider Organizations

Participant 1 - Career Services Manager, St John's, Newfoundland

Participant 2 - Employment Development Officer, St John's, Newfoundland

Participant 3 - Job Search Facilitator, Ottawa, Ontario

Participant 4 - Community Programs Coordinator, Ottawa, Ontario

Participant 5 - Mentoring Coach, Toronto, Ontario

Participant 6 - Host Program Coordinator, North Vancouver, BC

Participant 7 - Job Mentoring Program Coordinator, Vancouver, BC

Newcomers

Participant 1 – from India - has been in Canada for 15 months. B.Sc. Civil Engineering accredited from University of Toronto. Unemployed. Has just been assigned a mentor.

Participant 2 – from Pakistan - has been in Canada for a few weeks. Masters degree in Computer Engineering, 17 years experience in IT. Managing partner of an IT company in Pakistan and is trying to open a branch office in Vancouver. Not in mentoring program.

Participant 3 - from Columbia, has been in Canada for 3 years and 4 months. Bachelor's degree in Anthropology, Masters degree in History, Diploma in Cultural Policies - 20 years experience in anthropology and cultural sector. Employed in her field but not at her level. Not in a mentoring program.

Participant 4 – from Pakistan - has been in Canada for 3½ months. M.Sc. International Relations, Sophia University Tokyo, 3 years experience. Has a mentor and is interning.

Participant 5 – from Columbia - has been in Canada for 4 years. Dentist and Dental Hygienist. Unemployed but not looking for employment as pregnant. Has not been in a mentoring program.

Participant 6 - from Russia - has been in Canada for 1 year, Russian language and literature teacher for 13 years in Russia. Unemployed. Has not been in a mentoring program.

Participant 7 – from Congo - has been in Canada for 15 months, Head nurse. Unemployed, taking training programs and studying for TOFEL exam. In mentoring program and interning.

Participant 8 from Pakistan – has been in Canada for 5 years. M.A. in English Literature from Pakistan, M.Sc. Social Anthropology from England, Master in Publishing from SFU. Employed in her field but not at her level. Has not been in a mentoring program.

Participant 9 –Venezuela– has been in Canada for 4 months, Metallurgical Engineer, 6 years experience in manufacturing plant as Quality Assurance and Quality Control supervisor. Currently working in fast food court. Has not been in a mentoring program.

Participant 10 - from India -MBA Experienced in IT sector in India. Employed but in a field different from his training. Has not been in a mentoring program. (Has been in the host program)

Business/Professionals

Newfoundland

Participant 1 - Professor of University. Informal mentoring at University.

Participant 2 - Employee Officer, HR Department, Public sector. City has a job training placement program for post secondary students.

Participant 3 – Owner, Travel Clinic, involved in Semi formal mentoring for university students.

Participant 4 – Nurse, Travel Clinic, involved in Semi formal mentoring for university students.

Participant 5 - HR Department, Oil Company, Corporate office is starting a mentoring program for new graduates.

Elizabeth Whitten – Director of HR, Newfoundland Credit Union

Ontario

Ottawa

Participant 1 – Treasurer, Non-Profit Organization

Participant 2 – Family Physician in private practice

Participant 3 – Retired, last position was Executive Director of the Voluntary Sector Task Force, Privy Council

Participant 4, President, Private company.

Participant 5 - Owner/Operator, Audio company

Toronto

Participant 1 – Recruitment Manager, Banking sector. Company joined the Mentoring Partnerships in December 2005. The motivation to do this came from the desire to promote diversity and develop employees. He is also a mentor.

Participant 2 – Recruitment and Diversity, HR Department, Energy sector, mentoring partner with the Mentoring Partnership.

Saskatchewan

Participant 1 - Sr. Director Human Resources Crown Corporation which has a mentoring program for summer students and practicum students.

Participant 2 - Life Work Advisor for ESL training, Non Profit Organization.

British Columbia

Participant 1 - Corporate Quality Manager, Private sector

Participant 2 – Independent Management Consultant. Involved with Host Program for 15 years and currently on the Board of Directors for SPO.

Participant 3 - Entrepreneur for film business, Vancouver

Participant 4 - Engineer, energy sector, 3 years business mentoring experience with several SPOs. President Association of Chinese Canadian Professionals

Participant 5 - Senior IT Project Manager, Banking sector, VP Publicity for Project Management Association,

Participant 6 - General Manager, Food business,

Key Informants

Carolyn Norberg - Mentoring Program Manager, Association for New Canadians, St John's, Newfoundland

Sangeeta Subramanian - Previously Project Manager – The Mentoring Partnership, Greater Toronto Region, Ontario

Ercoph Bongomin - Mentoring Coordinator, Regina Open Door Society, Saskatchewan

Eleanor Guerrero-Campbell - Executive Director, Multicultural Helping House, Vancouver BC

K.C. Chau - Job Mentoring Program Coordinator, SUCCESS, Vancouver, British Columbia

Kristina Comey - Program Manager, YMCA Connections, Vancouver, BC

Bibiana Seaborn - Job Search Facilitator, World-Skills, Catholic Immigration Centre, Ottawa, Ontario

Christine Jeffries – Director, Employment Services, Toronto Transit Commission, Toronto Ontario

APPENDIX 2 ROLE OF HOST PROGRAM COORDINATOR

These activities are taken from the Phase 1 report. They were originally listed by Handford (*Community Bridging Programs Research Project. Affiliation of Multicultural Societies and Service Agencies 2003*) and are drawn from the BC Community Bridging (Host) Program. While activities will not be identical across Canada, there will be more similarities than differences.

Area	Activity
1. Recruitment, Assessment and Orientation	<ul style="list-style-type: none"> • Promote program and recruit participants from immigrant and host communities. • Assess immigrant clients' and Host volunteers' needs and suitability to participate. • Arrange for reference and security checks. • Brief immigrant clients and Host volunteers about the program and clarify roles and expectations.
2. Training	<ul style="list-style-type: none"> • Provide training/workshops for Host volunteers to equip them better to help immigrants. • Provide joint workshops /other training activities for immigrants and Hosts to allow for sharing and discussion.
3. Placement and Matching	<ul style="list-style-type: none"> • Organize special gatherings/events to promote cross-cultural interaction and allow immigrants and Hosts to get to know each other. • Place Host individual/family into appropriate positions, either matching them with immigrant individuals/families from another culture (for activities in pairs or small groups of immigrants with one or more volunteers), or placing them into other volunteer services for immigrants (such as assistance with form filing, ESL classes, conversation clubs, homework clubs). • Assist the pairs or small groups to establish some agreed-upon goals that lead to intended program outcomes.

	<ul style="list-style-type: none"> • Connect immigrant clients to internal and external volunteer positions that emphasize cross-cultural opportunities.
4. Newcomer/Host Activities	<ul style="list-style-type: none"> • Develop activity ideas with Host volunteers and immigrant clients. • Monitor and support paired or small group activities. • Connect the pairs or small groups to other existing community programs, activities, and cultural events. • Organize occasional group events to recognize the volunteers and to further promote cross-cultural interaction. • Arrange occasional field trips to educational, recreational and cultural facilities.
5. Referrals and Accompaniment	<ul style="list-style-type: none"> • Refer immigrant clients to basic and specialized services and community resources. • Accompany immigrant clients as they access community and government services – usually delivered through Host volunteers
6. Service Bridging	<ul style="list-style-type: none"> • Build partnerships in the community, e.g. work with schools or volunteer centres to share resources, information and placement opportunities. • Orient mainstream organizations on the needs of immigrant volunteers. • Work with mainstream organizations to address accessibility barriers for immigrant volunteers.

APPENDIX 3 ADULT LEARNING PRINCIPLES

These Principles of Adult learning can be found on *Adult Learning Online*, Tammy Dewar 1990 www.calliopelearning.com/resources

- **Motivation:** Increasing and maintaining ones sense of self-esteem and pleasure are strong secondary motivators for engaging in learning experiences. (Zemke, 1988)
- **Search for Meaning:** Effective adult learning entails an active search for meaning in which new tasks are somehow related to earlier activities. Prior learning experiences have the potential to enhance or interfere with new learning. (Knox, 1977 as quoted in Brookfield, 1986)
- **Arousal:** A certain degree of arousal is necessary for learning to occur, whereas stress acts as a major block to learning. (Brundage and MacKeracher, 1980)
- **Previous Knowledge:** New knowledge has to be integrated with previous knowledge; that means active learner participation. (Zemke, 1988)
- **Experience Centred:** Adult learning must be problem and experience centered. (Gibb, 1960 as quoted in Brookfield, 1986)
- **Past Experiences:** Adult learning is facilitated when the learner's representation and interpretation of his own experience are accepted as valid, acknowledged as an essential aspect influencing change, and respected as a potential resource for learning. (Brundage and MacKeracher, 1980)
- **Anxiety:** Adults experience anxiety and ambivalence in their orientation to learning. (Smith, 1982)
- **Low Stress:** A certain degree of arousal is necessary for learning to occur, whereas stress acts as a major block to learning. (Brundage and MacKeracher, 1980)
- **Collaborative:** Collaborative modes of teaching and learning will enhance the self-concepts of those involved and result in more meaningful and effective learning. (Brundage and MacKeracher, 1980)
- **Supportive:** Adults will generally learn best in an atmosphere that is non-threatening, supportive of experimentation, and in which different learning styles are recognized. (Smith, 1982)
- **Ambiguity:** Adult learning is facilitated when teaching activities do not demand finalized, correct answers and closure; express a tolerance for uncertainty, inconsistency, and diversity; and promote both question-asking and -answering, problem-finding and problem-solving. (Brundage and MacKeracher, 1980)
- **Self-Direction:** Adult skill learning is facilitated when individual learners can assess their own skills and strategies to discover inadequacies or limitations for themselves. (Brundage and MacKeracher, 1980)
- **Learner Control:** Adult learning is facilitated when the teacher can give up some control over teaching processes and planning activities and can share these with learners. (Brundage and MacKeracher, 1980)

APPENDIX 4 STANDARDS/BEST PRACTICES FOR VOLUNTEER PROGRAMS

These are taken from the Phase 1 report.

Standards

Volunteer Canada has produced the Canadian Code of Volunteer Involvement which sets out the standards for volunteer involvement. These are:

- The board of directors and senior management acknowledge and support the vital role of volunteers in achieving the organization's purpose or mission.
- Policies and procedures are adopted by the organization to provide a framework that defines and supports the involvement of volunteers.
- A qualified person is designated to be responsible for the volunteer program.
- A clearly communicated screening process is consistently applied.
- Volunteer assignments address the purpose of the organization and involve volunteers in meaningful ways- reflecting their various abilities, needs and backgrounds.
- Volunteer recruitment and selection reaches out to diverse sources of volunteers.
- Volunteers receive an orientation to the organization, its policies and procedures, and receive training their volunteer assignment.
- Volunteers receive appropriate levels of supervision according to their task and are given regular opportunities to give and receive feedback.
- Volunteers are welcomed and treated as valuable and integral members of the organization's human resources.
- The contributions of volunteers are regularly acknowledged with formal and informal recognition methods.

Best Practices

Drawing from various sources Handford (*Community Bridging Programs Research Project. Affiliation of Multicultural Societies and Service Agencies, 2003*) identified the best practices for Volunteer Programs.

Area	Best Practices
Planning and Organization	<p>A well-planned and organized volunteer program has the following components:</p> <ul style="list-style-type: none"> • A Mission Statement that answers the question, "why does the volunteer program exist?" • A Vision Statement that answers the question, "what will the future be like because of the volunteer program?" • A Needs Assessment that answers the question, "what needs will the volunteer program address?" • Goals and Objectives that answer the question, "what will be the impact of the volunteer program?" • Outcome measurements that answer the question, "how do we know that the program is achieving its goals and objectives?" • Financial, In-kind and Human Resources that answer the question, "how will the program be sustained?" • Investments in Staff that answer the question, "how are the paid staff prepared to work with and manage volunteers?" • Volunteer Job Descriptions that answer the question, "what will volunteers do?"
Policies and Procedures	<p>It is important to have policies and procedures for volunteer management because they:</p> <ul style="list-style-type: none"> • Connect the volunteer program to the larger organization and its mission. • Provide structure for sound management. • Formalize decisions that are made. • Ensure continuity over time and promotes equity and standardization. • Articulate the importance of volunteers and provide an ongoing element of volunteer recognition. • Contribute to increased volunteer satisfaction, productiveness, and retention. <p>The types of written policies that should be developed are:</p> <ul style="list-style-type: none"> • Statements of belief/position/values of organization. • Mechanisms for managing risk (e.g., insurance coverage, background checks). • Rules to specify expectations, regulations, and guides to action (e.g. confidentiality, time, and training commitments, customer service). • Aids to program effectiveness (e.g., personnel policies) modified for the volunteer program. <p>Types of policies that should be in place:</p> <ul style="list-style-type: none"> • Organizational - broad, general statements (e.g., beliefs, values, mission of organization as a whole).

	<ul style="list-style-type: none"> • General - policies about the volunteer program (e.g., why it exists, what constitutes a volunteer, etc.). • Specific - policies within the volunteer program (e.g., specify what to do).
Volunteer Recruitment	<p>A good recruitment strategy includes:</p> <ul style="list-style-type: none"> • Recruitment Messages tailored to the volunteers being sought. Each message should identify: <ul style="list-style-type: none"> • The specific need (of the clients and/or the organization). • How the volunteer can alleviate the need. • The benefits to the volunteer. • Recruitment Strategies that will be either non-targeted or targeted. <ul style="list-style-type: none"> • Non-targeted recruitment means looking for people with general skills (e.g. for a community clean up project). • Targeted recruitment means looking for people with specific skills (e.g. carpentry skills). • Recruitment Processes that acknowledge that: <ul style="list-style-type: none"> • People are more likely to volunteer when they feel they are being asked to get involved personally. • People need to be asked repeatedly. • Generally, ongoing recruitment is most effective. • Peers are the most effective recruiters. • Recruitment for Diversity that includes: <ul style="list-style-type: none"> • Considering other components of diversity in addition to race and ethnicity, such as age, gender, education, income levels, religious beliefs, physical abilities, and skills. • Creating a group of paid staff and volunteers that reflect the demographics of the community. • Recruiting volunteers from the population being served. • A deliberate and strategic outreach to youth, seniors, and people with disabilities. • Recruiting techniques should be varied. For example: <ul style="list-style-type: none"> • Mass media -- print and broadcast • Public speaking • Outreach to membership or professional organizations • Slide shows • Videotapes • Direct mail • Articles in local newspapers and newsletters of other organizations • Referrals from individuals associated with your organization • Volunteer Center referrals and volunteer fairs • Internet web-sites
Selection Screening, Interviewing and Placement	<p>Screening takes place at every level of volunteer-program coordinator interaction. Making the match initially involves using a series of screening techniques that allow the organization and the volunteer to get to know each other and decide whether and how to best work together. However, this is just the beginning and the screening process also occurs during orientation and training, support and monitoring and evaluation phases of the volunteer's</p>

	<p>involvement.</p> <p><i>Initial Contact</i> This is the first step in the process of determining the fit between a potential volunteer and your program. The contact may be by telephone, in person, or on-line. The purpose of the initial contact is twofold:</p> <ul style="list-style-type: none"> • To provide some basic information about the agency and the volunteer opportunities available to the potential volunteer. • To get a general idea of what the volunteer is interested in doing and why he/she wishes to volunteer in the organization. <p><i>Application Form</i> The prospective volunteer should complete an application for the position for which he or she is applying. Volunteer applications may be very simple or extremely detailed, depending on the volunteer position involved.</p> <p><i>Interview</i> If, after reviewing the form, the person seems suitable, an interview should take place. A face-to-face interview provides an opportunity for a more detailed discussion of the agency's mission, vision, and goals, as well as the volunteer's interests, motivations, and needs. It may be appropriate for the volunteer to be interviewed by more than one person on staff or by volunteers. The interview is the opportunity to learn about the potential volunteer's:</p> <ul style="list-style-type: none"> • Knowledge, skills, and experience pertinent to requirements of the volunteer position; • Preferences or aversions to specific tasks or types of assignments; • Schedule and availability; • Willingness/ability to make the necessary time commitment; and • Willingness/ability to meet other agency expectations. <p><i>Background Checks</i> Depending on the nature of the agency, the clients served, and the work to be done by volunteers, additional screening may be required. Screening tools may include:</p> <ul style="list-style-type: none"> • Personal and/or employment references • Criminal background checks • Fingerprinting • Driving records checks • Substance abuse tests • Physical examinations <p><i>Placement</i> Every effort should be made to place the volunteer in a position that provides a good match between the skills and interests identified during the screening process and the duties to be performed. Sometimes, even with appropriate support and training,</p>
--	---

	<p>the first placement may not be the best match. Flexibility is required and other positions may be tried that provide a better fit. Some applicants will not be suited at all to the agency.</p>
Orientation and Training	<p>Initial orientation and training prepares volunteers to perform their duties efficiently and effectively. Volunteers who understand what is expected of them do a better job and feel more satisfied.</p> <p><i>Orientation</i></p> <p>Orientation to the agency helps volunteers see their service within the context of the organization. Even the most menial tasks can become meaningful if presented in such a way that the volunteer understands how the task fits. Orientation is typically provided by the professional volunteer manager and includes the following topics:</p> <ul style="list-style-type: none"> • Agency Overview • Culture and Language of the Organization • Facilities and Staff • Volunteer Program Policies and Procedures (including check in procedures and record keeping) <p>To ensure understanding of and compliance with program policies and procedures, each volunteer should be provided with a written resource in the form of a volunteer handbook, orientation packet, or other reference guide.</p> <p><i>Training</i></p> <p>Training gives volunteers the direction and skills necessary to carry out assigned tasks. In general, training should be:</p> <ul style="list-style-type: none"> • Specific to the requirements of the volunteer position. • Geared to the skill level of the volunteer. • On-going and address needs identified by both volunteer and supervisor. • Periodically evaluated to determine if it is on track. <p>Training is also a form of recognition and serves to keep a volunteer motivated, committed, and performing the quality of service expected by the organization. Sending a volunteer to a special class or conference can be a reward for service, even if the class is not directly related to the volunteer's assignment but is of broad interest to your organization, such as CPR training, public speaking, conflict resolution, or team building.</p>
Supervision and Support	<p>Volunteers need support to perform their duties. They should have a designated supervisor to whom they can turn for advice, guidance, encouragement, and feedback. The supervisor should provide:</p> <ul style="list-style-type: none"> • Sufficient orientation to the organization; • Clear and appropriate expectations; • Proper training and equipment; • Evaluation of performance, and • Regular reinforcement and recognition. <p>While many of the principles of supervision are the same for paid or unpaid staff, managing volunteers effectively takes special effort to</p>

	see that volunteers' need for satisfaction with their assigned duties is met.
Volunteer Performance Evaluation	Volunteers add value to an organization; evaluating their performance is one way to quantify their contributions toward achieving the mission of the organization. The volunteer's supervisor should conduct periodic evaluations to give volunteers feedback on how they are performing assigned duties and tasks and meeting current objectives. These evaluations also give the administrator and the supervisor opportunities to set new goals for the volunteer, identify additional training needs the volunteer may have, and determine the effectiveness of the volunteer program procedures. In some cases, the volunteer's performance may be below standard and the volunteer should be either reassigned to a more appropriate task or asked to leave.
Retention	<p>Understanding volunteers' motivations and remaining sensitive to their needs are essential to retaining volunteers. People's reasons for volunteering can differ dramatically and personal motivations can change over time. Two-way communication is the key to success.</p> <p>Some strategies for keeping abreast of a volunteer's satisfaction include:</p> <ul style="list-style-type: none"> • Regularly sharing new developments in the program, the organization, and the field. • Periodically soliciting the volunteer's suggestions about the program. • Finding out what the volunteer likes most about her/his volunteer assignment and, if necessary, moving her/him to a position that includes more of what they enjoy. • Promoting exceptional volunteers to more responsible positions, thereby creating a "career path" for the volunteers. A volunteer for an event, for example, might be recruited to become a volunteer for a sustained position and eventually be placed on the board of directors. <p>Providing a newsletter to volunteers to keep them informed of additional volunteer opportunities.</p>
Recognition	Recognition is how an organization tells volunteers that their efforts are important. Expressing thanks for donated time, energy, and expertise makes volunteers feel valued and appreciated. Praising individual volunteers, as well as the group, is a key volunteer retention strategy.
Measuring Volunteer Program Effectiveness	<p>Evaluation should be tailored to the organization's capacity to evaluate. There are two basic types of evaluation. Formative program evaluation is used to monitor ongoing program effectiveness and to manage activity. It guides mid-year (or mid-project) adjustments and provides mid-year data for a year-end report. Summative program evaluation is a year-end (or project-end) report that includes results, strengths, weaknesses, recommendations, and future plans.</p> <p>To measure program outcomes or attainment of program objectives, it is necessary to systematically collect and record</p>

	<p>baseline data in the early stages of planning. This data reveals how things were before the volunteer program went into effect. Once a baseline is established, data should be collected that will show changes in behaviours, skills, or attitudes of the people affected by the volunteer program and the added value the program brings.</p> <p>Data will be both quantitative and qualitative. Evaluation instruments should be developed based on the:</p> <ul style="list-style-type: none">• Program goals and objectives;• Group targeted for evaluation;• Activities to be evaluated; and• Resources available for implementing the evaluation.
--	--