RESEARCH STUDY ON BUSINESS MENTORING ACTIVITIES

PHASE ONE: LITERATURE REVIEW AND INVENTORY OF BUSINESS MENTORING ACTIVITIES

Affiliation of Multicultural Societies
& Service Agencies of BC

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RESEARCH STUDY ON BUSINESS MENTORING ACTIVITIES
Phase One: Literature Review and Inventory of Business Mentoring Activities

Lead Consultant: Penny Handford

French Language Consultant: Moussa Magassa

Legal Consultant: Richard Bridge

For:

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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

Mario Calla, Executive Director, COSTI

Carolyn Norberg, Mentoring Program Manager, Association for New Canadians

Nicole Melby, Host Program Coordinator, Regina Open Door Society

EXECUTIVE SUMMARY

Finding a job is of critical importance to newcomers to Canada. Professionally 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. This literature review and inventory comprises Phase I of a two-phase project the goal of which is to recommend models and guidelines for a business mentoring program delivered through Host programs across Canada.

The goal of the business mentoring program for immigrants, suggested in the Call for Proposals, is 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).

Mentoring programs can be delivered in a "traditional" fashion or they can be electronic. Traditional mentoring involves face to face meetings, telephone calls, and email in any combination. The vast majority of the research has been conducted on traditional mentoring programs.

Leading scholars are increasingly using the term telementoring for mentoring using primarily electronic means. Telementoring includes email, web sites, electronic bulleting boards and/or chat rooms. There are indications that telementoring may be useful for immigrants with a technological background and good English skills, immigrants who live in rural areas and for potential immigrants overseas.

Most of the mentoring programs in the literature are *internal* to an organization. The mentor is therefore in a strong position to assist the mentee. In a business mentoring program for immigrants, the mentee will always be *external* to the organization. This reduces the amount of information and assistance the mentor can offer to the newcomer.

The literature review reveals a variety of definitions for "mentor," some of them conflicting. As well, the literature describes various types of mentoring. In the field of business mentoring programs for immigrants, the evolving meaning of the term is very specific to the sector. The meaning of the word "mentor" is:

"…someone who can explain the system but is not in a position to champion the mentee."

A suggested program definition of the term is:
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.

Peer mentoring is also a possibility. Peer mentoring takes place between people who are more or less at the same level and has many of the features of self-help.

The concept of group mentoring could also be useful. Group mentoring involves groups of mentors and mentees which meet regularly.

In the literature, the functions of the mentor are said to be informational (delivering information), instrumental (enhancing career advancement), and psychosocial (helping the newcomer to adjust and integrate into the Canadian labour market.) It is expected that the psychosocial aspects of mentoring in a business mentoring program for immigrants delivered through the Host program will place less emphasis on the psychosocial factors. This is because the timeframe for the relationship is short and the newcomer can find this kind of support elsewhere.

The literature clearly shows that mentoring relationships are most successful when the two individuals select each other. This is difficult to accomplish in business mentoring program for immigrants but, whenever possible, ways should be found to give the mentor and mentee the opportunity to select each other.

The report identifies business mentoring programs for immigrants as both adult learning programs and volunteer programs and recommends that the principles and best practices from both areas be followed.

The findings in the literature regarding the meaning of mentorship, the mentoring relationship, and mentoring and diversity are synthesized into guidelines which fall under the headings of marketing, selection, training, supporting and monitoring. These are summarized in Table 17 in Section 12 of the report.

No material was found in the literature concerning the role of the Program Co-ordinator. However, the experience of the Mentoring Partnership and input from people who are running business mentoring programs for immigrants, indicates that this role involves two separate sets of job functions and with differing skill sets. The first role involves promoting the program to business and recruiting mentors from the corporate sector. The second involves screening mentors and

mentees, training, matching, supporting, and monitoring relationships. The two skill sets required are not often found in the same person.

The survey of business mentoring programs for immigrants, which was possible in the short time frame for this phase of the project, revealed four possible models each of which address this issue in different manner. The difference between the four models lies in the organization structure. The models are:

- *Single Deliverer/Single Department/Single Individual:* One person carries out both roles.
- *Singe Deliverer/Single Department/Multiple Individuals*: One person carries out the mentor recruitment role, another has the responsibilities for the mentor/mentee relationship but these people are in the same department.
- *Single Deliverer /Multiple Department:* One person carries out the mentor recruitment role, another has the responsibilities for the mentor/ mentee relationship but these people are in different departments, probably the department responsible for the Host Program and the department responsible for labour market integration.
- *Model Multiple Partnership:* The roles are distributed between the partners.

The models involve varying degrees of complexity and are appropriate in different situations. They will be further investigated in Phase 2.

In Québec, business mentoring has a much more significant place in public policy than it does in English Canada. CIC may wish to encourage the appropriate federal government department to develop a national policy and/or framework which would provide a societal context for business mentoring programs for immigrants.

The primary liability issues related to a business mentoring program for immigrants lie in two areas: advice giving and workplace visits. Section 13 examines these issues.

Attached, as Appendices, are inventories of current or past business mentoring programs features of which may be of relevance to the development of a business mentoring initiative offered through the Host program.

1. INTRODUCTION

Finding a job is of critical importance to newcomers to Canada. Professionally 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. CIC is interested in developing a model for a business mentoring program which can be offered through the Host program by Host program service providers.

In the Call for Proposals, CIC defines 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."

This literature review and inventory comprises Phase I of a two-phase project. Phase 2 will identify models of service delivery for business mentoring within the terms and conditions of the Host program and guidelines for implementation.

2. BUSINESS MENTORING AND HOST PROGRAM

Host Program

The Host program is a volunteer-based matching program.

Volunteers 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.

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 co-ordinator.

Suggested Goals and Objectives for a Business Mentoring Program

The goal of the business mentoring program for immigrants, suggested in the Call for Proposals, is 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).

Example 1: The Association for New Canadians (ANC)

A Business mentoring Program Delivered by a Settlement Agency

Although this program is not delivered by the Host program, this is an example of a settlement agency developing a business mentoring program for immigrants

The ANC is currently developing a Mentoring for Employment program, known as *Mentoring Link* to assist internationally trained professionals in their quest for knowledge of the Canadian workplace and to help their search for relevant employment in the St. John's area. It is a face to face program.

The objective is to match newcomers with volunteer mentors working in their fields of expertise who would support and guide these individuals as they conduct their job search and prepare to enter the labour market.

Mentors
· Canadian citizens;
· Working professionals with at least three years of Canadian work experience in their field of expertise who have an in-depth understanding of today's labour market trends;
· Aware of the challenges of immigrating to Canada and have an interest in other cultures;
· Able to offer time and expertise to help newcomers;
· Possess good interpersonal and communication skills.

Mentees
· Educated outside of Canada;
· Possess a job ready resume;
· Have a proven track record with respect to employment search strategies;
· Lack access to professional networks;
· Are ready and eager to participate in the program.

Mentees are pre-screened in terms of credentials and language level (Benchmark Level 6 or 7). All mentees go through a Career Connections Program to assist them with job search strategies and communication skills.

Goals of the program range from exposing the mentee to occupation specific networks and advice to learning how the Canadian workplace operates. The ultimate outcome is to find sustainable employment in their field of training. It is intended that the mentoring initiative will increase the likelihood of employment.

The pattern of the mentoring interactions varies from relationship to relationship, but typically a minimum of 2 hours is spent on the job per week and another 2 hours on the phone/email or coffee. These terms are outlined in a Partnership Agreement that both parties sign before starting the mentoring process.

3. WHAT DOES MENTORING MEAN?

3.1 ORIGINS OF MENTORING

Most of the literature roots the current concepts of mentoring in Greek mythology. Telemachus was the son of Odysseus and Penelope. In Homer's epic poem the Odyssey, when Odysseus set off for the Trojan War he entrusted guardianship of his son Telemachus to his servant/advisor Mentor. Mentor serves as a model, counsellor, and teacher to Telemachus who was his apprentice, disciple, and student.

However, some scholars believe that the modern use of the term 'mentoring' is more likely to have come from the work of 18th century French writer Fenelon.

African scholars have noted that mentors were commonplace in Africa, long before the ancient Greek civilization.

3.2 TRADITIONAL AND ELECTRONIC DELIVERY

Mentoring programs can be delivered in what the author of this paper is calling a "traditional" fashion or they can be electronic.

Traditional mentoring involves face to face meetings, telephone calls, and email in any combination. The vast majority of the research has been conducted on traditional mentoring programs.

Mentoring using electronic means is known variously as cybermentoring, e-mentoring, or telementoring. Leading scholars are increasingly using the term telementoring and so this terminology will be used here. Telementoring includes email, web sites, electronic bulleting boards and/or chat rooms.

A separate section of this report will address the issue of telementoring.

3.3 EXTERNAL AND INTERNAL MENTORING PROGRAMS

Most of the mentoring programs in the literature are *internal* to an organization. The mentor is therefore in a strong position to assist the mentee. The mentor cannot only offer information about the profession he or she shares with the employee but also can explain the operation of the organization and is in a position to act as a champion for the mentee.

In a business mentoring program for immigrants, on the other hand, the mentee is always *external* to the organization. This reduces the amount of information and assistance the mentor can offer to the newcomer.

3.4 SOME LIMITATIONS OF THE RESEARCH

Because the vast majority of the research has been conducted on traditional mentoring programs which are internal to organizations, some of the research findings are not directly transferable to the Host program model as it exists in 2006. Wherever possible, within the short time frame of this project, programs and elements of programs have been identified which have direct application to a business mentoring program offered by the Host program.

The report contains the opinions of both the author and the Advisory Committee concerning adapting the theoretical into practical applications for a business mentoring program offered through the Host program.

These ideas will be further explored in Phase 2.

3.5 DEFINING THE TERMS

As commonly understood, mentoring refers to a senior individual (mentor) assisting a junior individual (mentee) – primarily in business organizations and academia.

The literature reveals a variety of definitions of "mentors" and "mentoring." Merrian (1983) states that "the phenomenon of mentoring is not clearly conceptualized, leading to confusion..." Some of the varieties of definitions in the literature are set out in Table 1 (below).

In the literature, a person who is advised by mentor is variously called protégé, mentee, learner, novice, and junior. "Mentee" is the term used in this report.

The mentee is a person seeking to accomplish and attain her/ his personal and professional goals. The mentee is willing to use the knowledge, skills, and wisdom offered by the mentor.

TABLE 1 DEFINITIONS

*Cited by Boschke 2001 ** Cited by Crosby 1999

From Psychology	**Levinson (1978):* " a transitional figure who invites and welcomes a young man into the adult world. He serves as a teacher, guide, or sponsor. He represents skill, knowledge, virtue, and accomplishment – the superior qualities a young man hopes to someday acquire. The mentor relationship is one of the most complex, and developmentally important, a man can have in early adulthood." **Burton (1978):* (from a psychoanalysis perspective) "a mentor is not a teacher or a guide but a person who stands in a special relationship to another and who also offers peership, friendship, and opportunity to creatively perform together. A mentor is a person with a phenomenological presence; his mentoring influence is never merely the sum of his biology and psychology. But it is clear that the mentor is older, more experienced, more powerful, more creatively productive, more intuitive…" **Speizer (1981):* " the terms mentor and sponsor are often used interchangeably to indicate older people in an organization or profession who take younger colleagues under their wings and encourage and support their career progress until they reach mid-life."

From Higher Education	**Blackwell (1989):* "mentoring … is a process by which persons of superior rank, special achievements and prestige instruct, counsel, guide, and facilitate the intellectual and/or career development of persons identified as proteges." **Cusanovich et al. (1991):* "… it becomes a personal relationship. It involves professors acting as close, trusted and experienced colleagues and guides…it recognizes that part of what is learned in schools is not cognitive; it is a socialization to the values, norms, practices and attitudes of a discipline and university; it transforms the student into a colleague. It produces growth and opportunity for both the mentor and the student." **Lester et al. (1981):* "mentoring as a function of educational institutions can be defined as a one-to-one learning relationship between an older person and a younger person that is based on modeling behavior and extended dialogue between them."

From Adult Education	**Cohen (1995):* "mentoring is a one-to-one interactive process of guided developmental learning based on the premise that the participants will have reasonably frequent contact and sufficient time together. Mentors contribute to their knowledge, proficiency and experience to assist mentees who are working towards achieving their own objectives." **Daloz (1988):* "in an atmosphere of care and support, the teacher-mentor challenges…supports…provides vision for students to examine their conceptions of self and the world to formulate new, more developed perspectives. Thus, mentors are interpreters of the environment, since they help students to understand how higher education works and what it expects of them."

From Distance Education	*Mandell & Herman (1996): "the mentor, as a particular kind of teacher, helps students create courses and curricula from their curiosity. In this view, the mentor is a scholar who enhances our understanding of the faculty role by directing wonder and the art of "not knowing" upon the meaning of learning itself."

From Management/ Organizational Behaviour	**Bova et al. (1984):* "mentors are those who practice most of the following principles: try to understand, shape, and encourage the dreams of their proteges, often give blessings to the dreams and goals of their proteges, provide opportunities for their proteges to observe and participate in their work by inviting their proteges to work with them, and teach their proteges the politics of getting ahead in the organization. A mentor is usually a person of high status… takes an active interest in the career development of the other." **Fagenson (1989):* "someone in a position of power who looks out for you, or gives you advice, or brings your accomplishments to the attention of other people who have power in the company" (p. 312). **Bowen (1985):* "mentoring occurs when a senior person in terms of age and experience undertakes to provide information, advice, and emotional support for a junior person in a relationship lasting over an extended period of time and marked by substantial emotional commitment by both parties. If the opportunity presents itself, the mentor also uses formal and informal forms of influence to further the career of the protégé" (p.31). *Kram (1985):* "derived from Greek mythology, the name implies a relationship between a young adult and an older, more experienced adult that helps the younger individual to navigate

	in the adult world and world of work. A mentor supports, guides, and counsels the young adult as he or she accomplishes this important task." **Olian et al. (1988)*: "a senior member of the profession or organization who shares values, provides emotional support, career counselling, information and advice, professional and organizational sponsorship, and facilitates access to key organizational and professional networks." ***Atkinson et al. (1994*)" A mentor can be defined as a trusted and experienced supervisor or advisor who by mutual consent takes an active interest in the development and education of a younger and less experienced individual. A mentor differs from a traditional supervisor or advisor ion that a mentor proactively seeks to enhance the development and education of a protege while a traditional supervisor or advisor only promotes the developmental and education of a supervisee to the extent demanded by their position." ***Kalbfleisch & Davis (1991):* "Member of the profession or organization who shares values, provides emotional support, career counselling information and advice, professional and organizational sponsorship, and facilitates access to key organizational and professional networks"

Francophone Definitions	*Colloque Mentorat Québec (2002) cited by LaFranchise (2002):* A voluntary and interactive relationship in a context of win-win situation. The mentoring relationship develops between an experienced person (the mentor) who agrees to help and support another person less experienced (the mentee), in order for the latter to succeed in her/ his endeavors. Although the mentorship relation appears to benefit only the mentee, it can also contribute to the spiritual and professional growth of the mentor as it help to self evaluate and reflect. This mentoring relationship needs to develop in an environment of mutual trust and respect, where the participants have sufficient qualitative and quantitative interactions. *Cuerrier (2002):* Business mentoring is a privileged relationship which develops in the long term; it grows between a trustworthy and experienced person and a less experienced one; it supposes that the person who chooses to be a mentee is available and willing to accept the support and advice of the mentor, in order to help and facilitate her/ him professional growth and social integration. *Jacques Parisien* (2004) former president of the Montreal Board of Trade of Metropolitan Montreal (Chambre de Commerce du Montréal Métropolitain): Mentoring is a dynamic model of transmission of knowledge from one generation to another.

Mentoring Features

A good summary of mentoring features, contained in the above definitions, can be found online at www.mentors.ca (Available March 2006). This summary could be useful when identifying the features of a business mentoring program for immigrants.

TABLE 2 FEATURES OF MENTORING

- a deliberate, conscious, voluntary relationship:
- that may or may not have a specific time limit;
- that is sanctioned or supported by the corporation, organization, or association (by time, acknowledgement of supervisors or administrators, or is in alignment with the mission or vision of the organization);
- that occurs between an experienced, employed, or retired person (the mentor) and one or more other persons (the partners);
- and typically takes place between members of an organization, corporation, or association, or between members of such entities and individuals external to or temporarily associated with such entities;
- who are generally not in a direct, hierarchical or supervisory chain-of-command;
- where the outcome of the relationship is expected to benefit all parties in the relationship (albeit at different times) for personal growth, career development, lifestyle enhancement, spiritual fulfillment, goal achievement, and other areas mutually designated by the mentor and partner;
- with benefit to the community within which the mentoring takes place;
- such activities taking place on a one-to-one, small group, or by electronic or telecommunication means; and
- typically focused on interpersonal support, guidance, mutual exchange, sharing of wisdom, coaching, and role modeling.

Some Conflicting Descriptions of the Features Of Mentoring

There is some disagreement about the features of “mentoring” as opposed to “coaching” and “advising” in the literature.

According to Mason (2005),

“Mentoring [is] assigning a respected and competent individual (other than the direct boss) to provide guidance and advice in order to help someone cope with and grow in the job" (Truelove 1992).”

Whereas,

"Coaching [is] taking someone through the experiential learning cycle in a systematic way with the intention of improving the capability to apply specific skills or deal with problematic situations."

Shenkman (2003) states,

"…mentors are not coaches that help leaders "perform" better, have better managerial skills, or even give better speeches. The one big difference is this: Mentors are willing to let their charges fail at those tasks… Mentors have the luxury of allowing failure. What they do not want as a result of such failures is for their charges to lose heart, or to forget the big picture, or to be too timid about risks of leadership. So, a big difference between coaches and mentors is that mentors are not judges about the tasks of managerial proficiency. Instead, they are guides in the experience …"

Rosinski (2003) says,

"Mentors talk about their own personal experience, assuming this is relevant for the mentees."

Whereas

"Coaches listen, ask questions, and enable coachees to discover for themselves what is right for them."

However, when distinguishing between advice and mentoring, the definition of mentoring given by Robinson (2005) is very similar to Rosinski's definition of coaching. Rosinski states that mentoring

"… allows the mentee to process the information and generate a conclusion/solution that may or may not be in accordance with how the mentor handled the situation."

Whereas advice is,

"usually given with the intent that the mentee will utilize a similar strategy when in a similar situation"

3.6 TYPES OF MENTORING

Various researchers have refined the concept of mentoring. Shapiro et al. (1978) have identified four types.

TABLE 3 TYPES OF RELATIONSHIPS

Type	Description
Peer Pal	Someone at the same level as the protégé who shares information, strategy; there is mutual support for mutual benefit
Guide	Someone who can explain the system but is not in a position to champion the protégé
Sponsor	Someone who tries to promote and shape the career of a protégé but who is less powerful than a mentor
Mentor	An influential person who uses his/her power to help the protégé to advance in his/her career

Merrian (1983) states that,

"Mentors in the classical sense are relatively rare. When thought of as a "sponsor" or "helper" mentoring is common."

Peer Mentoring

Peer helping can include a variety of approaches and is often used with children and youth. According to Peer Resources found online www.peer.ca (Available March 2006), the term "peer helping" is a generic term which includes activities or titles such as: peer tutoring, peer support, peer facilitation, peer mediation, peer conflict resolution, peer counselling, peer education, peer ministry, peer health workers, peer ambassadors, and peer leaders.

Although the term is primarily used to refer to programs for children and adolescents Shapiro's *Peer Pal* is a peer helping type of mentoring. Some examples of peer mentoring between adults have been found in the literature and have been included.

Example 2: Peer Support for Women in Québec
Femmes Regroupées en Options Non Traditionnelles

The mentoring program at Femmes Regroupées en Options Non Traditionnelles (FRONT, 2002) is a blend of one to one and peer support.

The program's purpose is to support women to enter non-traditional professional occupations.

In the peer support component, the group of mentees takes on a collective project such as participating in building an association, studying topics together such as women rights, union rules etc and sharing of knowledge and resources.

3.7 FUNCTIONS OF MENTORING

Functions of Mentoring from the Point of View of the Mentee

Instrumental and Psychosocial Functions

Kram (1983, 1985) has carried out the seminal research into the functions of mentoring.

Kram differentiates between instrumental functions and psychosocial functions:

- *Instrumental Functions* are those aspects of the relationship that primarily enhance career advancement.
- *Psychosocial Functions* are those aspects of the relationship that primarily enhance sense of competence, clarity of identity, and effectiveness in managerial style.

TABLE 4 INSTRUMENTAL AND PSYCHOSOCIAL FUNCTIONS OF MENTORING

Instrumental Functions	Psychosocial Functions
Sponsorship	Role modeling
Exposure and visibility	Acceptance and confirmation
Coaching	Counselling
Protection	Friendship
Challenging assignments	

Informational Function

Researchers are now including an informational function in addition to the instrumental and psychosocial functions.

According to Single & Single (2005), the informational function refers to the exchange of knowledge between mentor and mentee. The informational function can support the instrumental and/or the psychosocial function.

Mincemoyer & Thomson (1998) report that mentors who frequently shared a variety of information were perceived as contributing to successful mentoring relationships. Mentors who shared limited information on an as-needed basis appeared to inhibit the success of the relationship. Knox and McGovern (1988) cited in Mincemoyer & Thomson in identified willingness to share knowledge as an important characteristic of a mentor.

Function is a Critical Issue

The issue of the function of the business mentoring relationship in a program for immigrants is a critical one. The function of the mentoring relationship will greatly influence the design of the program.

Kram's research involved mentoring within an organization which made possible the instrumental functions of "protection" and providing "challenging assignments" possible. These two functions do not seem feasible in a business mentoring program for immigrants. The instrumental function of "exposure and visibility" may be possible if the mentorship evolves and lasts over time or if the mentor is a high profile person.

Bowman et al. (1999) and McCambley (1999) believe that "at the heart of the matter is trust, comfort, and rapport." Moreover, for these researchers the nature of the match between the mentor and the mentee has a direct influence upon the how well the functions are carried out. Bowman et al. hypothesize that senior people might more readily act as instrumental sponsors than as psychosocial confidants for someone who differs from them on important dimensions of identity do. Similarly, they suggest that junior people may feel more suspicious of, and behave more awkwardly around, senior people who are different from them than around senior people who resemble them and this would inhibit the psychosocial functions.

Scholars like Ragins (1989) and Ibarra (1995) cited in Crosby (1999) have noted that under some conditions career advantages for a protégé can derive simply from having a senior person undertake instrumental functions on his or her behalf. In these cases, the psychosocial functions are not as significant. In other circumstances, warm feelings may also be very important to the mentee.

Crosby (1999) has identified the functions of the types of mentorship types as she defines them. These are set out in Table 5.

TABLE 5 MENTORING RELATIONSHIPS BY FUNCTION

	Functions	Instrumental	Psychosocial
Role Model	A senior person with whom a more junior person identifies emotionally and whom the more junior person wishes to emulate in some way	No	No May feel no emotional attachment to the junior – may not be aware that they are a role model for the junior
Sponsor	A person who gives instrumental help to a more junior person.	Yes	Minimal Junior person must be able to trust the sponsor but there may be no other emotional ties
Mentor	A senior person who has an emotional investment in the development of the junior person.	Yes as much as the mentor can	Interpersonal trust and emotional attachment on both sides

Mentors are only one part of a person's network

In a survey of employees in a large corporation McGuire (1999) found that respondents listed an average of 5 employees who gave them career, job, or emotional support. However, the average number of mentors they listed was only one.

When focusing on mentoring it is important to remember that people may have other connections (through religious institutions, extended family etc.) which can fulfill functions not addressed by the mentoring relationship.

Functions of Mentoring from the Point of View of the Mentor

Crosby (1999) states that very few academic studies have approached the topic of mentoring from the point of view of the mentor.

Mentors in the research are generally older than their mentees and Kram (1983) examined this. Kram states that, for the mid life individual, mentoring serves the important function "generativity."

Kram refers to Erikson's description of the mid life task of "generativity versus stagnation." The person in mid life re-appraises past and comes to see themselves as senior adults with knowledge and wisdom to share. Being a mentor provides the opportunity to share this knowledge and wisdom and

provides the mentor with stimulation, challenges, and the opportunity to be creative.

Example 3: Toronto Region Immigrant Employment Council (TRIEC) The Mentoring Partnership

The Mentoring Partnership involves TRIEC, corporate partners and community agencies in the City of Toronto, Peel Region and York Region.

TRIEC is a multi-stakeholder council working to improve access to employment for immigrants in the Toronto region.

A primary goal of the Mentoring Partnership is To help new immigrants to Canada overcome workplace challenges and barriers and smoothly integrate in the Canadian workplace in their chosen occupation.

Mentors
Mentors are people who have a combination of knowledge and business experience and can bring wisdom to the learning process. They are not necessarily senior executives but have clearly established themselves in their current roles and likely have a reputation for developing others. They have well-developed interpersonal skills and are continuous learners. And, most of all, they are comfortable enough with themselves and their role in the process to set their needs aside and focus on the mentee.

Mentees
Mentees are people who have the language, knowledge and business experience to succeed in the workplace, but need help getting their foot in the door. Most of all, mentees are willing to listen, learn and share.

Circle of Champions
A number of civic leaders from the GTA 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.

Corporate Partners
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.

Duration of Mentoring Relationship
Mentors and mentees commit to meet for 24 hours over a four-month period.

Informational and Instrumental Functions are Primary
The mentoring relationships are highly focused on informational and instrumental functions.

Example 3: The Mentoring Partnership - Continued

How the Program Works

Once an individual has decided to become a mentor, he or she fills in a form and sends it to TRIEC (this can be done online.) The information is entered in a database which can be accessed by all community partners. If a community agency has a potential match, the coach interviews the potential mentor and enters the a profile onto the data base. Once the coach has confirmed the interest of both potential mentor and potential mentee. Bot are then invited to a separate 1.5 hour orientation sessions. The sessions are held at the same time in the same location when they are finished the mentors and mentees meet each other for the first time for about half an hour. They then begin a 4 month relationship.

Challenges

- Despite all the high profile support, The Mentoring Partnership has the usual challenge finding mentors. Some corporate partners have not provided the number of mentors they promised.
- There is also a challenge in that the mentees are heavily drawn from retail professions.

Successes

- The goal is 1000 matches by May 2006. As of February 28, 2006 the numbers were:
  - 732 registered mentors and 656 matches
  - 439 pairs have completed their four month relationship
  - 332 mentees have found jobs
  - 35 corporate partners

- An evaluation comparing a control group (those on the waiting list) and those who have been through the four month partnership.
  - Mentees spent thrice as much time on their job search when compared to the control group.
  - Mentees increased their income by double. The average income of a mentee (post mentoring) is $55,000 as compared to the average income of $22,000 for those in the control group.
  - 84% of the control group did not have a job in their desired occupation as compared to 33% in those who had completed the four month partnership.
  - Those who had completed the four month partnership had job titles that included system engineer, SAP Project Manager, Regional Sales Manager and Project Accountant. While those in the control group included, general labor, Pizza baker, telemarketer, Data entry and security jobs.

- 80% of the mentors have returned to mentor again.

3.8 IMPLICATIONS OF THE RESEARCH

Defining the terms

It appears that the definition of mentoring adopted by the immigrant serving sector differs from those in the literature.

Defining Mentors and Mentees

A typical definition of mentor, in the literature, is that provided by Cuerrier (2002), who states that,

"a mentor is an experienced person with assurance and wisdom who is eager to share and transfer her/his knowledge and skills to others with less experience. This is based on a personal motivation to help and support a younger person to develop and achieve her/his personal and professional objectives" (Translated).

There are a number of points in which the definition of mentor may vary in a business program for immigrants:

- *Knowledge and Skills*: The mentor may or may not have more experience, assurance, and wisdom than the mentee. For example, the experience of the Mentoring Partnership is that mentees often have more education than their mentor. In a business mentoring program for immigrants, what the mentor has to offer is knowledge and skills relevant to the *Canadian* labour market.
- *Age*: The mentor may be younger than the mentee.
- *Motivation*: In addition to the mentor's traditional motivation to help another person develop and achieve his or her professional objectives, the mentor must also have:
  - the desire to help someone from another country;
  - an interest in learning about another culture;
  - the willingness to address the challenges of a cross cultural match.

A possible definition for the mentor in a business mentoring program for immigrants is:

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.

External Relationship

Another difference is the external nature of the mentoring relationship. As stated above, in most of the mentoring programs in the literature, the mentor and mentee are both in the same organization. Therefore, the mentoring

relationship is *internal* to an organization. As a result, the mentor is in a strong position to assist the mentee. The mentor offer information about the profession he or she shares with the employee, can explain the operation of the organization, and is in a position to act as a champion for the mentee.

In a business mentoring program for immigrants, on the other hand, the mentee is always *external* to the organization. This reduces the amount of information and assistance the mentor can offer to the newcomer.

In order to give the newcomer a better understanding of the working environment the programs offered by both the Association of Newcomers to Canada (ANC) and the Mentoring Partnership recommend that the mentor and mentee meet, at least some of the time, at the mentors workplace. There are some liability issues related to this which are discussed under section 16 *"Risks and Liabilities."*

"Mentoring" "Coaching" and "Advising"

There is disagreement in the literature about the definitions and importance of "mentoring" "coaching" and "advising."

In a business mentoring program for immigrants, the relative weight given to each will probably vary, as the relationships between the mentor and mentee will be significantly different from one another. However, given the limited time commitment of 6 months, it is likely that there will be little opportunity for the dyad to engage in the more time consuming, "hands on," activity of coaching.

Managing Expectations

In the literature which, as previously stated, usually concerns mentoring internal to an organization, the mentor is able to act as a "champion" for the mentee. That is the mentor can be an advocate for the mentee and can actively help his or her career progress.

Immigrants are often looking for a champion to assist them to enter their field of expertise. However, a business mentoring program for immigrants will be an external program and the opportunity for the mentor to champion the mentee will rarely 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.

It will be very important to repeatedly reinforce that a mentor in a business mentoring program for immigrants is *not* a champion.

Type of Mentoring

The type of mentoring role, which appears to fit a model for business mentoring delivered through the Host program, is the "Guide" described by Shapiro et al. (1978). By this definition a mentor is,

"Someone who can explain the system but is not in a position to champion the protégé."

This is not the usual meaning of "mentor" in the literature; however, it appears to have the best "fit" with the proposed program.

The specificity of the definition for mentoring will require that great care be taken to make sure that everyone fully understands the terminology. It will be particularly important to make sure that the newcomer fully comprehends the boundaries of the role.

In addition, there is a place for "peer support" in a business mentoring program for immigrants. This could take the form of meetings of mentees. The Mentoring Partnership and ANC mentoring programs offer such groups. Peer support is essentially "self help" and would provide the kind of support that can only be obtained from others who are currently sharing similar experiences.

Identifying the Functions

It is clear that the information function will be important when mentoring immigrants.

It is also plain that instrumental functions, those aspects of the relationship that primarily enhance career advancement, are the crux of the mentoring relationship.

However, it is less apparent what role psychosocial functions should play in business mentoring relationships with newcomers. Psychosocial functions cover all the issues related to personal adjustment to the labour market environment: gaining a psychological and social, as well as an intellectual understanding, of the labour market in Canada and all the accompanying frustrations, disappointments, and successes. However, for the newcomer, these are so tightly bound up with the settlement issues of adjustment and integration that it is difficult to determine where one starts and the other ends. Some business mentors will not be interested in helping the newcomer with personal issues; some will.

A number of researchers think that the nature of the match between the mentor and the mentee has a direct influence upon how well the psychosocial functions are carried out. For example, senior people might be more reluctant to be the confidant in emotional matters if the mentee is someone who differs from them in important aspects of identity. Similarly, they suggest that

mentees may feel less trusting of senior people who do not resemble them than of senior people with whom they identify. This has implications for matching; it will be important to understand what similarities are significant to the mentor and mentee.

The initial success of the Mentoring Partnership with dyads which are highly focused on the instrumental and informational functions, indicates that this model is worth serious consideration.

It is important to remember that people have other social connections which can fulfill functions not addressed by the mentoring relationship. It may be that, if the mentoring relationship does not include psychosocial issues, the mentee will be able to draw the needed support from other relationships.

Finally, it is important to remember that for the midlife person the mentoring relationship can fulfil the important function of giving that individual an opportunity to pass on knowledge and wisdom as the person moves into their senior years.

SUGGESTED PROGRAM GUIDELINES 1: THE MEANING OF MENTORING

1. Definition of the Word "Mentor":
   A mentor is someone who can explain the system but is not in a position to champion the protégé.

2. Program 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.

3. Role of the Mentor:
   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 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;
   - may offer emotional support to the mentee if it seems appropriate.

4. 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 program.

5. 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.)

6. Matching:
   - 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.

7. Training for Mentors and Mentees:
   - It will be important to make sure that the mentor and mentee understand that the focus of the mentoring relationship is that the mentee will learn about the Canadian labour market.
   - It will be important to discuss the primarily "information giving" and "advising" nature of the role of the mentor and the boundaries to this role.
   - It will also be important to discuss the fact that the mentor could be younger, less educated, and less experienced than the mentee. This may be uncomfortable for one or both of them, however, as this could also be the situation in the workplace, it can be viewed as a learning experience.

4. THE MENTORING RELATIONSHIP

The fundamental attitudes of the relationship are based on exchanges that build on an honest and open-minded communication.

4.1 QUALITIES OF THE MENTOR

According to Allen et al. (1999) cited in Boschke (2001) the qualities of mentors that contribute to a successful mentoring relationship are:

- Listening and communication skills
- Objectivity
- Influence
- Patience
- Honest/trustworthy
- Self confidence
- People oriented
- Common sense
- Openness
- Leadership qualities
- Vision
- Understanding
- Caring

Levinson (1978), Osborn et al., (1999), and Owens et al. (1998) also cited in Boschke 2001 add to this list:

- Nurturing
- Common interests
- Mutual affirmation
- Virtue
- Generativity

LaFranchise (2002) argues that the qualities of a mentor should also include the following:

- Humility
- Respect of the other person's world views and values
- Sense of responsibility

4.2 DIMENSIONS OF THE MENTORING RELATIONSHIP

Kochan (2002) states that there are three primary dimensions that must be present for mentoring endeavors to be successful at the individual level. These dimensions are Relational, Reflective, and Reciprocal.

Relationship

There are three important aspects to the mentoring relationship: commitment, caring, and collegiality.

- ***Commitment***

Among the most important elements in the mentoring relationship is the commitment that both mentor and mentee must have to the relationship and to one another. Most of the authors identified the importance of having time to meet and share and indicated how difficult it is for people to find time to do so. Thus, mentoring relationships often require sacrifice. Therefore, unless both parties are committed to making it work, the relationship will not grow and develop into full fruition.

- ***Caring***

In addition to a mutual commitment to mentoring and being mentored, it appears that successful mentoring relationships include a sense of caring. The emotional side of mentoring should not be minimized and people must be prepared for this aspect of the experience. Within this element of caring is the ability to trust one another, the notion of respect, and the willingness to go beyond the surface to confront when necessary, comfort when needed and openly share the good and the bad. An inability or unwillingness to do so results in surface relationships, frustration, and disappointment.

- ***Collegiality***

A third important element that seems essential in building successful mentoring relationships is collegiality. The word as used here is very broad in scope. It involves being comfortable working together. Various authors have referred to it as “clicking,” “compatibility,” “engagement,” “sharing a common vision of the purpose of the relationship,” and “enjoying one another as people.” Although mentors and mentees do not always agree with one another on every issue, their relationships are comfortable and compatible.

Reflection

It appears that mentoring relationships are most successful when both parties are willing to engage in reflecting upon the purposes, the mentoring relationship, and the progress being made. No matter what the structure of the reflective process, it appears to be an essential element in successful mentoring practices.

- ***Purposes***

One of the most important topics for reflection is the purposes of the mentoring relationship. It appears imperative that both mentor and mentee have an agreement about why the mentoring is occurring and what their roles are in the process. A lack of such reflection causes many difficulties.

- ***Partnership Functioning***

The purposes of mentoring are not static so they should be reexamined throughout the relationship and revised as needed. This leads to a second important topic for reflection: the functioning of the mentoring relationship itself. Personal and professional growth and change should be occurring as the mentoring progresses. That change will impact why mentoring is occurring and

the content of the conversations and actions taking place. Some researchers stress the importance of examining these relationships particularly in terms of power inequities and their influence upon the mentee.

Mentoring requires a safe environment in which individuals can take risks. It also requires openness, trust, and honesty. These are not static in any relationship. Therefore, it is important for mentors and mentees to take time to reflect upon their relationship and the extent to which it is flourishing, stagnating, or being hindered.

- ***Progress***

Those involved in mentoring partnerships should also reflect upon the degree to which the purposes are being met. There is strong evidence that successful partnerships keep their eye on the goal and the degree to which progress is being made.

Reciprocity within Relationships

Reciprocity connotes a relationship that is jointly shared and mutuality beneficial. There appear to be three elements within this dimension: common values, mutual respect, and joint benefits.

- ***Common Values***

The first important element of reciprocity is a common set of values related to the importance of the mentoring relationship and a willingness to accept responsibility for it. This is closely related to commitment and to caring, but is slightly different because it involves both parties having similar values. Successful mentoring relationships seem to be the strongest when both parties believe in the concept of mentoring, are willing to share their thoughts, ideas, and needs, and believe and willingly accept responsibility for the success of the endeavor. They demonstrate this commonality by showing consideration for one another, thinking about one another's needs, and having a common desire to have the mentee prosper.

Also seeing one's profession and the ways in which one succeeds in a similar way seems to be an important issue in working together successfully.

- ***Mutual Respect***

A second essential element of reciprocity in mentoring relationships involves mutual respect. While the mentor has knowledge and understandings the mentee is seeking to acquire, it appears to be very important that the mentee is valued as someone who also has knowledge and expertise and perhaps, in some cases, can actually teach the mentor.

Mentees or mentors may have much to contribute to one another if they are of different genders or come from differing cultural or ethnic backgrounds. Mutual respect appears to involve not only an awareness of the skills and abilities of another but also includes an acceptance that in some sense denotes equality of personhood.

- ***Benefits***

In addition to mutual respect, reciprocity connotes that the relationship is in some way beneficial for both individuals.

- Engaging in mentoring relationships can result in personal and professional growth and development.
- In some cases, an organization provided concrete benefits such as giving incentives to mentors who worked with mentees.
- In some situations, when the mentee gained expanded skills or moved up in the organization, the mentor gained stature by being acknowledged as a person who recognizes talent and has the skills to help others.
- For some, a powerful outcome of their professional and personal development was an increase in confidence and a sense of empowerment and taking control of their own destiny.
- In some cases the changes in the mentee, and even the mentor, resulted in transformation of thinking and improved practice.

TABLE 6 SUMMARY OF DIMENSIONS OF THE MENTORING RELATIONSHIP

Dimension	Elements
Relational	Commitment Caring Collegiality
Reflective	Purposes Partnership Progress
Reciprocal	Common Values Mutual Respect Joint Benefits

4.3 FACTORS WHICH AFFECT THE SUCCESS AND FAILURE OF A MENTORING RELATIONSHIP

Factors Associated with Success

According to a study done by Mincemoyer and Thomson (1998) the following factors are associated with success:

TABLE 7 FACTORS ASSOCIATED WITH THE SUCCESS

Success Factor	Explanation
Similar programmatic responsibilities	Having similar responsibilities for programs and projects increased the ability of the mentor and mentee to communicate with each other.
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 frequently were perceived as contributing to successful mentoring relationships. 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. In Mincemoyer's study, 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 mentees in Mincemoyer's study indicated that regular structured interaction would 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.

Factors Which Resulted in Negative Experiences for the Mentees

The negative experiences of mentees reported by Eby, et al. (2000) are instructive despite the fact that her research took place within an organization and some of her findings would not apply to a business mentoring program for immigrants.

TABLE 8 FACTORS WHICH RESULTED IN NEGATIVE EXPERIENCES

General Area	Specific Area	Quotations from Mentees
Matching within the Dyad	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"
Distancing Behaviour	Neglect	" Little or no feed back" "Evasive" "Uninterested in my career"
	Self absorption	"Mentor was excessively focused on his own career"
	Intentional exclusion	– "Mentor played favorites with some … excluded others"
Manipulative Behaviour - ***Position of Power***	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"
- ***Politicking***	Sabotage	"Mentor started to talk to others in a negative way "She would actually do things wrong and blame me without my knowing"
	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"
Lack of Mentor Expertise	Interpersonal Incompetency	"Does not communicate well at all"
	Technical Incompetency	The first question he ever posed to me was 'What is this balance sheet thing? It looks like a waste of time to me'"
General Dysfunctionality	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"

Mitigating Against Negative Experiences

Birkett Morris (2003) reports a mentee as saying,

"One way to avoid the downside (of mentoring) is to take the relationship for what it is … good advice, based on experience, and done with the intent of being beneficial in a vocational and personal nature. It's important to acknowledge that the mentor may not have all the answers. And assuming so

just puts more pressure on both parties… (my mentor's) advice has always been valuable and based on his experience. But that doesn't mean that it will always apply to my experience."

Structuring the Relationship

After the initial contact, the mentees in Mincemoyer's study indicated that regular structured interaction would support an effective mentoring relationship. The business mentoring programs for immigrants researched all contained this element.

TRIEC has a very clearly articulated structure for the mentoring relationships. This reproduced in Table 9.

TABLE 9 MENTORING PARTNERSHIPS: A "ROAD MAP" FOR MENTORS

Month 1 **Goals: Mentee Assessment and Job Search Activities**	
Meeting 1 ***Introduction***	Share cultural background and work history Review mentee cover letter and resume Provide mentee with practical suggestions for resume Discuss previous job search conducted by mentee Provide feedback on mentee's job search strategies Help mentee set realistic weekly activity targets Review job postings or advertisements Complete Initial Assessment, Section A Set/confirm next meeting date and location
Meeting 2 ***Interview Practice***	Initiate practice interview sessions with mentee Invite mentee to showcase his/her work Provide feedback to mentee Review mentee's job search activities Make suggestions and practical recommendations for job search activities Complete Initial Assessment, Section B & C Set/confirm next meeting date and location
Meeting 3 ***Interview Practice***	Continue practice interview sessions with mentee Provide feedback to mentee Review mentee's job search activities Make suggestions and practical recommendations for job search activities Set/confirm next meeting date and location Complete Initial Assessment, Section D & E **Optional:** Arrange for other staff member(s) to participate in practice interview session

Meeting 4 ***Professional Development***	Share any relevant industry professional certification and/or licensing requirements Recommend journals/publications/resources Discuss use of industry specific language/terminology Provide mentee with company's policy (if any) regarding email etiquette Suggest current topics or articles to mentee Discuss articles mentee may have read Review mentee's job search activities Complete Initial Assessment, Section F Set/confirm next meeting date
Month 2 **Goals: Employer Contact and Networking**	
Meeting 5 ***Identifying Career Goals***	Discuss long term goals with mentee Clarify steps to achieving career goals Discuss successful strategies related to achieving desired goals Discuss what is important to employers and the industry in general Review mentee's job search activities Set/confirm next meeting date
Meeting 6 ***Employer Contact and Networking***	Discuss networking Discuss networking strategies used in mentee's own country Suggest strategies for relationship management with employers and hiring managers Discuss mentee's contact list Review mentees networking activity Discuss the responses/feedback s/he has obtained Discuss did wells/next times Discuss options for mentee to start, to continue, or to stop doing to improve impact and results/outcomes Review mentee's job search activities Set/confirm next meeting date
Meeting 7 ***Telephone Etiquette***	Discuss dos and don'ts of telephone interviews and voice messaging Have practice session with mentee on telephone interviews and voicemail. Discuss did wells/next times Discuss options for mentee to start, to continue, or to stop doing to improve impact and results/outcomes Review mentee's job search activities Set/confirm next meeting date Complete Initial Assessment, Section G **Optional:** Ask mentee to leave a voice mail confirming date and time of next meeting

Meeting 8 ***Telephone Interview*** .	Practice telephone interview Provide feedback to mentee Discuss options for mentee to start, to continue, or to stop doing to improve impact and results/outcomes Review mentee's job search activities Complete Initial Assessment, Section H Set/confirm next meeting date
Month 3 **Goals: Networking and Information Interview**	
Meeting 9 ***Information Interview***	Share personal/company's networking practices Initiate practice information interview Provide feedback to mentee Discuss networking strategies and practices Review mentee's job search activities Set/confirm next meeting date
Meeting 10 ***Practice Information Interview***	Contact colleague or another mentor regarding meeting with mentee Introduce mentee to colleague Facilitate information interview Provide feedback to mentee on information interview Review mentee's job search activities Set/confirm next meeting date
Meeting 11 ***Networking***	Share with mentee information about a networking event Discuss the dos 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)

4.4 LIFE CYCLE OF THE MENTORING RELATIONSHIP

Mentoring relationships appear to have a life cycle with various phases or stages of development. However, there is no set period of time that is considered as the 'ideal' length for this type of association. Each mentoring relationship has its unique profile of trainee-mentor needs and the training program requirements in a specific setting (i.e., academic, non-profit, public). Some relationships may end quickly especially when trainees and/or mentors realize that substantial conflicts make interaction all but impossible. On the other hand, a relationship may evolve into a longtime collaborative partnership with no clear separation.

Regardless of the context of the relationship, the assumption is that the mentoring relationship is dynamic, continually evolving, changing the nature of the trainee-mentor interaction through time.

Kram (1985) describes individuals having different roles, expectations, and set of behaviors at each phase of the lifecycle. Successful advancement into a phase is dependent upon the successful resolution of the previous phase. In addition, the evolution of the relationship is complementary, affecting both mentees and mentors.

TABLE 10 PHASES IN THE LIFE CYCLE OF A MENTORING RELATIONSHIP

Phase	Time Period	Focus	Mentor Responsibilities	Mentee Responsibilities
Initiation	6 mos. to I yr.	• Bonding • Establishing working terms	• Listening to the trainee with engagement in order to assist in goal setting.	• Communicating goals and needs • Being open to suggestions • Providing feedback.
Cultivation	1 - 3 yr.	• Maintaining and enriching the relationship • Clarifying assumptions • Establishing and accomplishing work-related goals.	• Providing advice and guidance	• Being receptive to mentor's advice
Maturation	2 - 5 yr.	• Developing interpersonal synergy. • Mentee moving towards independence	• Assisting the mentee to achieve career goals whenever possible .	• Developing competency • Moving towards independence
Separation	4- 5yr	• Significant change in the relationship • Healthy competitiveness between trainee and mentor	• Relinquishing direct influence over the trainee's career.	• Moving forward with career; may involve moving to a new location, organization etc. • Relinquishing sense of security provided by mentor
Re-definition		• Developing of a new relationship where both parties see each other as colleagues and equals. If the trainee's experience was less than positive, the result may be that the two parties grow apart and may even be alienated	• Supporting the mentee to develop a more equal relationship	• Developing a more equal relationship

Clearly the time frame for the lifecycle described by Kram has a much greater duration than a business mentoring program operated through the Host program could have.

At the time of writing, the researcher had not been able to find any literature which discusses the lifecycle of a mentoring relationship which lasted 6 months to a year.

It is possible that the stages of the life cycle will compress if the mentor and mentees are aware of the time limitations. However, it is also possible that the mentoring pair will just have completed the initiation stage by the end of their commitment.

Further research is necessary into this issue.

4.5 INFORMAL AND FORMAL MENTORING

Informal mentoring refers to spontaneously occurring mentoring relationships. In informal mentoring relationships, there is a natural attraction between a senior person and a junior person, usually - but not always - in the same organization.

A lot of the research into mentoring has taken the form of asking successful people to describe their mentors and their mentoring experiences. These mentoring relationships are informal. They have developed spontaneously with out the formal assistance of an organization or a structured program.

Kram (1985), Crosby (1999), McCambley (1999), Ragins (1999), and Birkett Morris (2003) all report that informal mentoring is more effective than formal mentoring programs.

Ragins says that formal mentoring is "…harmful if formal relationships are presented as substitutes for more effective informal relationships". McCambley states "Dictating trust and openness does not seem to be a successful strategy"

According to Kram, even if the match is not a poor one – that is, mentor and mentee like each other and want to build a relationship – both individuals can become anxious and confused about their new responsibilities as mentor or mentee. For example, mentors frequently have an idealized image of what mentoring entails and this image may cause considerable self-doubt and concern about their abilities to be successful.

Birkett Morris (2003) reports Thomas Buehner, senior consultant with R. L. Stevens & Associates International, a career-marketing firm in Louisville, as saying that naturally occurring mentoring relationships are the best kind. Buehner believes the strongest connections are not going to happen when

strangers are assigned to meet with one another, as is the case with some mentoring programs. According to Buehner,

"Signing up to be a mentor is like signing up to be a wife "

Birkett Morris quotes a mentor as saying,

"Much like any other relationship, they have to happen naturally… I know professionally that (the mentee) and I both have something to share, gain and build on… For that reason, it's a relationship I want to grow."

A summary and comparison of formal and informal mentoring, (Ragins,1999), is contained in the following table.

TABLE 11 A COMPARISON OF FORMAL AND INFORMAL MENTORING

Formal	Informal
Develop with organizational assistance or intervention usually in the form of voluntary assignment	Develop spontaneously
Much shorter duration last less than a year	Can go on for many years
Less effective	More effective
More effective for men than women	

The formality, or lack of it, in a business mentoring program for immigrants is a thorny issue. Almost by definition, a business mentoring program for immigrants, delivered through the Host program, is going to be a formal, structured, program.

However, the literature clearly shows that relationships that are self-selected are much more successful than those determined by a third party. However, it is very challenging to structure a program in such a way as to allow as much informality as possible.

The researcher was provided with information about a system 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. Scotiabank offers this program. Telephone and email contact has been made but at the time of writing this report there has been no response.

Another idea could be 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, in a business mentoring program for immigrants the mentors and mentees would have to be previously screened.

The issue of how to balance informality and structure into a business mentoring program for immigrants needs considerable thought and discussion.

4.6 ROLE OF PROGRAM CO-ORDINATOR

It is interesting that none of the literature, reviewed within the timeframe of this project, contained research about the role of the program co-ordinator although the fact that there was a program co-ordinator in place was mentioned a number of times.

In currently operating Host programs, the program co-ordinator plays a significant role. The activities of the Host program co-ordinator are set out in Table 12.

TABLE 12 LIST OF ACTIVITIES OF HOST PROGRAM CO-ORDINATORS

(These activities are listed by Handford (2003) and are drawn form 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	• 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	• 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	• 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. • Connect immigrant clients to internal and external volunteer positions that emphasize cross-cultural opportunities.
4. Newcomer/Host Activities	• 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	• 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	• 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.
7. Service Support	• Participate in, and contribute to community and government consultations related to the delivery and enhancement of settlement services. • Participate in professional development.

It is clear, from the list of activities in Table 12 that being a Host program co-ordinator requires interviewing, screening, matching, supporting and monitoring skills, cross cultural conflict resolution and mediation skills, administration skills, and public relations skills.

It is likely that the program co-ordinator of a business mentoring program offered through the Host program will require these skills *plus* the ability to speak the language of business and to network with business people.

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

The Mentoring Partnership addresses this dilemma by separating the function of business networking and mentor recruitment from the function of recruitment of mentees, matching, and managing the matches.

TRIEC and the corporate partners take care of the business networking and mentor recruitment. TRIEC promotes the programs to corporations which agree to become corporate partners. Corporate partners recruit mentors of the program. On the other hand, recruitment of mentees, matching and managing the matches are taken care of by program co-ordinators (called coaches) in the partnering community agencies.

4.7 IMPLICATIONS OF THE RESEARCH

Mentor Characteristics which contribute to a Successful Mentoring Relationship

The characteristics of a mentor which result in successful mentoring relationships identified in the research can also be expected to be those needed in a business mentoring program for immigrants.

These characteristics 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, virtue, generativity, humility, respect of the other person's world views and values, and sense of responsibility.

These characteristics can be identified during the screening of potential mentors and can be further developed during mentor training.

Other Factors that Contribute to the Success of Mentoring Relationships

The success factors, and factors which contribute to negative experiences of the mentee, arise at different points in a business mentoring program for immigrants.

- ***Factors Relevant to Screening***

Issues for mentor screening are similar 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.

- ***Factors Relevant to Training***

The importance of frequent information sharing is something that should be explained to the mentor during training.

As well, an explanation of the relational, reflective, and reciprocal dimensions of the mentoring relationship could be provided to both the mentor and mentee during training sessions. An understanding of these dimensions will inform their behaviour.

- ***Factors Relevant to Monitoring***

The mentoring relationship should be routinely monitored so that positive behaviours (such as friendliness) can be supported and unhelpful behaviours of the mentor (such as distancing behaviour and manipulative behaviour) can be addressed at an early stage.

As well, the dimensions of relationship, reflection, and reciprocity could form a useful part of a framework for monitoring and evaluating relationships.

- ***Factors Relevant to Program and Operational Issues***

The initiation and structuring of the relationship between mentors and mentees are programming and operational issues. The Mentoring Partnership model is excellent and perhaps could be modified and adopted.

Formal versus Informal

A business mentoring program for immigrants, delivered through the Host program, will necessarily be a formal, structured, program. However, the literature clearly shows that relationships which are self-selected are much more successful than those that are determined by a third party.

The feedback from the Advisory Committee was that the challenge of finding mentors, in most cases, means that mentee would not have the luxury of a choice. However, the research shows that wherever and whenever possible, ways should be found to give the mentor and mentee the opportunity to select each other.

Separating the Roles of the Program Co-ordinator

No material was found in the literature concerning the role of the Program Co-ordinator. However, the experience of the Mentoring Partnership and input from people who are running business mentoring programs for immigrants, indicates that two separate sets of job functions and accompanying skill sets are required. That is, the role of promoting the program to business and recruiting mentors from the corporate sector and the role of recruiting mentees, matching, and monitoring relationships require different skill sets that are not often found in the same person.

Separating the functions, as has occurred in the Mentoring Partnership program is one solution. Another may be to locate the business mentoring program in organizations with successful labour market integration programs. In this case, the individual taking on the role of building corporate relationships and recruiting mentors could be located in the employment department, but would work in close partnership with the co-ordinator of the business mentoring program located in the Host program

Locating the business mentoring program for immigrants in an organization with a strong employment program would also ensure that newcomers have access to labour market preparation programs (resume writing, job search skills, interview skills etc.)

SUGGESTED PROGRAM GUIDELINES 2: MENTORING RELATIONSHIP

1. Screening 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.

2. Matching:
   Whenever possible, ways should be found to give the mentor and mentee the opportunity to select each other.

3. Training Mentors:
   - The importance of frequent information sharing should be explained.
   - An explanation of the relational, reflective and reciprocal dimensions of the mentoring relationship should be provided.

4. Structuring the Mentoring Relationship:
   Providing some structure for the interactions between mentors is important. The "Road Map" developed by the Mentoring Partnership is a very good example of this.

5. Monitoring Mentors:
   - Positive and unhelpful behaviours should be routinely observed during the monitoring of the mentoring relationship. 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.

6. Role of Program Co-ordinator and the Role of Building Corporate Relationships:
   Wherever possible the functions of these two roles should be separated.

7. Placement of the Program:
   It will be important to locate business mentoring programs in organizations with successful labour market integration programs (or in partnerships which contain them) in order to ensure that newcomers have access to labour market preparation programs and services.

5. GROUP MENTORING

A few mentoring programs are primarily delivered through groups. Many mentoring programs use groups as an adjunct to one-to-one sessions.

Group mentoring appears to have some benefits for a business mentoring program for immigrants.

The mentoring program for immigrants offered by Le Comite d'adaptation de la main-d'oeuvre (CAMO) experienced challenges including:

- difficulty recruiting volunteer mentors;
- managing the mentee's expectations that the mentor would help them find a job.

In response to these challenges, CAMO recommended that a group mentoring program be designed. Such a program would use a group mentorship model matching between 2 or 3 professionals and a group of immigrants.

This model is very similar to the "mentoring circle" offered by NYNEX and described by McCambley (1999) (See below).

As well, group mentoring is well suited to peer mentoring and it has been suggested previously that an element of peer mentoring might be a positive adjunct to a business mentoring program for immigrants which primarily uses one-to-one model.

Example 4: Québec - Program for Immigrants
Le Comité d'adaptation de la main-d'oeuvre –Personnes Immigrantes (CAMO)

The CAMO is an organization which supports the labour market integration of immigrants in Montreal and in Québec. The CAMO creates bridges within the sector, facilitating networks and resource-sharing between various service providers working with immigrants, and other stakeholders.

Partners
Some of these partners include:
Community: l'Hirondelle –Services d'accueil et d'intégration des immigrants in Montreal; Le Centre des femmes de Montréal the TCRI (Table de concertation refugiés et immigrants), CJE (Carrefours Jeunesse Emploi), CRE (Clubs de recherche d'emploi)
Public Sector: Emploi-Québec, the *Ministère de l'immigration et des communautés culturelles.*

Mentors
Professionals and managers in the public sector

Mentees
Immigrants with similar professional backgrounds.

The project also includes a practicum program for professionals from minority groups to gain experience in the public sector organizations.

Challenges
The challenges faced by the program were:
- difficulty recruiting volunteer mentors
- managing the mentee's expectations that the mentor would help them find a job

Recommendation
Design business mentoring programs for immigrants using a group mentorship model matching between 2 or 3 professionals and a group of immigrants.

Example 5: Mentoring Circles at NYNEX

Group Mentoring

McCambley (1999) describes a group mentoring program for women offered by NYNEX (now called Bell Atlantic) The groups were called "mentoring circles"

Each mentoring circle consisted of 2-4 senior women (mentors) and 8-10 junior women (mentees). There were guidelines governing group composition. These were:

- No one was in circle with her immediate boss;
- As far as possible there was an employment level between the seniors and the juniors;
- There was an attempt to mix business units.

Each mentoring circle met on a regular basis with assigned topics and the assurance of confidentiality for six months. There were guidelines in place which were intended to create trust. These were:

- *Limited commitment* of 6 months;
- *Meeting regularity* Meetings took place before or after work or at lunch 5-6 weeks meet once a week. Later they could switch to once a month participants would decide on the discussion topic one week in advance;
- *Time boundaries* – one hour exactly recorded by timekeeper who made sure everyone had the chance to talk.

In addition, at the beginning of the project:

- There was an evaluation procedure established;
- There was a procedure for what to do if the group got into trouble.

After two months, the groups became collegial and the women began to mentor each other. After a year, 8 out of ten groups were still going strong with 50 women on a wait list.

Later circles included men. These "were equally successful with a much different dynamic."

McCambley offers the following recommendations for developing mentoring groups:

- Keep circles small (no more than 12).
- Have firm guidelines without being rigid.
- Have clear guidelines for sharing the floor.
- Hold orientation sessions for mentors.
- If the groups are held before or after work or during lunch time, the program can operate without corporate support.

5.1 IMPLICATIONS OF THE RESEARCH

Business mentoring programs for immigrants are challenged by the difficulty in recruiting mentors. Group mentoring is potentially a strategy to address this challenge.

Creating groups of mentees, and assigning three or four mentors to the group, would provide increased 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.

SUGGESTED PROGRAM GUIDELINES 3: GROUP MENTORING

Groups of mentors and mentees could be used as both a primary strategy and also as an adjunct to one to one mentoring.

6. TELEMENTORING

As previously stated, mentoring using electronic means is known variously as cybermentoring, e-mentoring, or telementoring. Leading scholars are increasingly using the term telementoring and so this terminology will be used here. Telementoring includes email, web sites, electronic bulleting boards and/or chat rooms.

The literature on telementoring at this time is primarily discussing its use in the field of education.

First definition was developed by Single and Muller (2001) cited in Single & Single (2005):

"E-mentoring occurs within a formalized program environment, which provides training and coaching to increase the likelihood of engagement in the e-mentoring process, and relies on program evaluation to identify improvements for future programs and to determine the impact on the participants."

Single & Single (2005) report that the first large-scale telementoring program was the Electronic Emissary Project 1993 which focused on supporting public school children with science and science related projects for which their teachers may not have the necessary subject matter expertise.

In the francophone literature, Tremblay et al. (2002), discusses the influence of online or e-learning techniques and the preferential place it is increasingly taking vis-à-vis the traditional training curricula in most organizations in Canada. Some of the reasons behind this are that e-learning is not dependent on real time. Learners can learn on their own pace; e-learning breaks the limitations imposed upon learners by the issue of distance and geographic locations; it is flexible, cost-effective and is content accessible where as learners have the choice to go back and forth online through the material. Tremblay regards telementoring as a preferred method for business mentoring as long as there is training which follows the same implementation rules and strategies as are applied to any other formal training curriculum.

Single and Single report that early in the telementoring movement there were concerns about its effectiveness, however, recent research has determined that telementoring confers the same benefits to mentees as face to face relationships. Lewis (2002), Single, Nepton, and Kirk (2002 and 2004) cited in Single and Single (2005) report that the informational, psychosocial and instrumental benefits are the same.

These researchers also report that from early on it was realized that telementoring needed a structure otherwise it "fizzled out."

Example 6: Online matching at IBM*

IBM has a web site for employees interested in mentoring.

The site contains an online tool through which employees can register either as mentors or mentees. The tool shows both mentors and mentees which individuals are a good match for them. Once the match is made it is registered on the site.

Mentors and mentees may identify each other informally but must register on the site if they enter into a mentoring relationship with each other.

The web site also contains information about mentoring and an agreement form.

Once the match is made the mentor and mentees are expected to manage the relationship themselves. However, there are Mentoring Advisors in IBM locations across the country who can provide information and assistance if required.

* Information provided by Susan Jones, Career Coach, Careernet Team, Susan is responsible for IBM's Mentoring Program for Canada,. March 2006

Characteristics of Telementoring

Mihram (Undated) states that the characteristics of a telementoring program are:

- Measurable learning objectives;
- Administrative and technical support;
- Training of mentors and proteges;
- Facilitating or coaching of the relationships;
- Occurs within a formalized program environment; and
- Annual program assessment.

Advantages of Telementoring

The advantages according to Mihram are that telementoring:

- Provides a flexible communication environment independent of time and space, allowing for asynchronous exchanges;
- Allows attenuation of status differences;
- Allows thoughtful responses;
- Is an excellent enhancement to offline (face to face) programs;
- Brings mentors and proteges together for long, in depth, productive, and mutually benefiting dialogue when logistical reasons prevent face to face meetings;
- Enhances students' reading, writing and online research skills; and
- Is a "safe" learning environment - programs have reported that students will discuss subjects on line that they are not comfortable talking about face to face.

Single and Single (2005) identify the two primary benefits of telementoring which are not present in face to face mentoring as impartiality and interorganizational connections:

- *Impartiality:* According to Single and Single there is benefit in the fact that the mentor has no vested interest in the mentee's choices or ulterior motives for mentoring. This allows telementoring relationships to develop to the point where there is trust and openness. This can promote frank and meaningful professional exchanges which might not have occurred in a face to face situation.
- *Interorganizational Connections*: Interorganizational connections refer to the expansion of the mentees networks which result from being mentored by someone outside their established networks and where geography is not a limitation.

For Robinson (2005) one of the most significant advantages of telementoring is that it provides time for reflection. There is "the ability to read, reflect, and respond since the communication is taking place in an asynchronous format."

Robinson also thinks that people may be more frank in telementoring situations as they are not getting non verbal clues which might cause them to censor what they say.

Kasprisin (2005) believes that an advantage of telementoring is that chat rooms, which are informal interactions and which operate in real time, provide opportunities for creating community.

In the francophone literature, Légaré (2005), in her doctoral thesis, argues that telementoring is an interpersonal relationship of support and learning that is positively perceived by youth and which can have a positive impact on their academic perseverance and self confidence.

Possible Drawbacks to Telementoring

According to Mihram (Undated) the possible drawbacks to telementoring are:

- It is deceptively simple in concept and unexpectedly difficult *to do well* over an extended amount of time; and
- It needs to be carefully planned, well staffed, and sufficiently funded (planning, prompting, supporting, consulting suggesting, formative evaluations, trouble shooting).

Both Gordon et al. (2005) and Robinson (2005) report that the lack of structure is not for everyone. Gordon et al., quotes comments such as:

- "difficult to get motivated".
- need for "someone to help me… stay focused".

Telementoring appears to require self-directed people.

Robinson also points out the need for computer skills and typing skills may be a challenge for some people.

Légaré (2005) research into a trail program for youth called Cybermentorat Academos, encountered a couple of barriers. These were a shortage of mentors and the mentors' lack of commitment to responding in a timely fashion to messages. These factors contributed to the frustration of the mentee.

Needs Assessments

Kasprisin (2005) states that, before any telementoring program is started, a needs assessment must be conducted. A needs assessment should:

- Identify technological access and abilities;
- Identify and manage expectations; and
- Identify training needs.

Importance of Training

As stated above, Tremblay et al. (2002) regard telementoring as a preferred method for business mentoring as long as there is training which follows the same implementation rules and strategies as are applied to any other formal training curriculum.

Tremblay also says that E-learning techniques pose a great challenge to traditional learning methods:

- they confront the traditional role of the instructor from being a concept-expert forced to become someone with also expertise in practice or knowledge implementation; and
- they challenge the learner to take their responsibility for their own learning.

Some aspects of a telementoring training program are:

- defined training objectives of the training;
- clear process guidelines;
- based on sound research;
- genuinely takes into account all the voices;
- incorporates feedback from all the project stakeholders;
- acknowledges that there needs to be extra time allowed to develop a culture of knowledge;
- does not to try to do more with less resources.

Example 7: Canadian Youth Business Foundation (CYBF)
Entre Nous: Online Training

The *Canadian Youth Business Foundation* (Canadian Youth Business Foundation, 2003) *Mentorship program,* based in Toronto, is a face-to-face mentoring program. Mentors are made available to CYBF loan clients only and are a mandatory component of CYBF's financing program

Mentees
Entrepreneurs between the ages of 18 to 34 years who have a loan with CYBF.

Mentors
Mentors have to be:
- experienced entrepreneur/business professional with solid reputation and strong business acumen;
- effective communicator and advisor;
- available for in person meetings with entrepreneur;
- able to contribute at least 4 hours of time monthly.

CYBF mentors and entrepreneurs typically reside in the same community and meet in person to undergo an extensive online training program called Entre Nous.

The Program revolves around four guiding principles:
- relational matching;
- quality relationships;
- sustainability;
- a sense of belonging and ownership for both entrepreneurs and mentors.

Pilot Project for Aboriginal People
Beginning January 2005, CYBF launched a partnership with Aboriginal Business Canada (ABC) and Canadian Executive Services Organization (CESO) to deliver a new pilot program for young Aboriginal entrepreneurs in Saskatchewan, Manitoba and Southern Ontario. The program plans to deliver financial aid, mentoring and extensive mentor/entrepreneur training to a total of 60 Aboriginal entrepreneurs and mentors over the course of two years.

Example 8: Telementoring Immigrant Youth - Québec
Québec Pluriel and Corporation Educacentre de Bois-de-Boulogne (CÉB)
Academos Telementoring Program

Using a Telementor

Québec pluriel is a project initiated by the Québec Ministère de l'Emploi et de la Solidarité Sociale in collaboration with other provincial government departments and non-profit organizations, such as l'Hirondelle- L'Hirondelle - Services d'accueil et d'intégration des immigrants; Carrefour jeunesse-emploi Bourassa-Sauvé ; Black Community resource Centre ; Centre génération emploi ; Intégration jeunesse du Québec inc., and the Service d'orientation et d'intégration des immigrants au travail de Québec.

Québec pluriel aims to facilitate the integration of youth in the workforce. One of its partners, the Corporation Educacentre de Bois-de-Boulogne (CÉB) manages two mentoring programs. One of them is a telementoring program.

Young people can access a telementor while take the job search, socioprofessional integration and familiarization with Québec reality workshops. Then, once participants have completed all of the workshops, they will be matched with an individual mentor. See Example below

The mentor:
A mentor is a volunteer adult, prepared to abide by the rules set by the program. The mentor is usually expected to have a minimum of 5 years work experience in his field of expertise and a sense of commitment. Mentors are proven community members, come from all walks of life, from all racial, ethnic and social groups. They are expected to possess certain qualities and basic skills in communication, listening and a certain acceptance towards young people from visible minorities. They are also looked upon as someone who is able to focus on other people needs, and be "reliable, honest, open-minded, able to talk about his work experience and respect the confidentiality of the mentoring relation."

The mentee:
The mentee is a young person who:

- is willing to learn and wanting to succeed professionally;
- has the ability to clarify his/her professional needs, questions and expectations and be able to communicate them;
- is open to receive advice from the mentor and accept the feedback;
- is able to challenge own assertions;
- can assume own learning and career development;
- respects the rules that govern the mentorship; and
- is respectful in human relations.

There is also a guide containing: an information sheet differentiating between the mentorship and other coaching techniques; a questionnaire containing a list of skills and attitudes which can help to determine the mentor/mentees profile; an evaluation form; a mentorship contract form between the mentor and the mentee; and a mentorship expectation sheet from both the mentor and the mentee.

6.1 IMPLICATIONS OF THE RESEARCH

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. Telemetoring has great potential for connecting newcomers in outlying locations with mentors living in other parts of the country.

If resources can be found, Telementoring could occur under the Host program as the terms of the program could accommodate it.

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.

If telementoring is used it is important to:
- Conduct needs assessments; and
- Provide training

SUGGESTIONS FOR CIC

- Develop a telementoring program for immigrants with technological backgrounds and good English language skills.
- Develop a telementoring program for immigrants especially those who do not live in areas not currently served by Host programs.
- Develop a telementoring program for immigrants before they enter the country.

7. THE QUÉBEC PERSPECTIVE ON MENTORING

In Québec, business mentoring has a much more significant place in public policy than it does in English Canada.

Business mentoring, in Québec, is regarded as a strategy to address the issues of replacing the "baby-boomer" generation and retaining their knowledge and skills for the younger generation. Jacques Parisien, a former president of the Montreal Board of Trade of Metropolitan Montreal (Chambre de Commerce du Montréal Métropolitain, 2004), states that mentoring is a dynamic model of transmission of knowledge from one generation to another.

Mentoring and the Labour market Integration of Immigrants

Literature on Business Mentoring abounds in French Canada, and there are numerous organizations in Québec province that have, over the years, developed - or partnered to develop - and implemented business mentoring programs in the work place. Both governmental departments and community social services have been involved.

Many of the studies that have examined the question of immigrants and their integration into the workforce in Québec have attracted the attention of provincial government departments such as the Ministère de l'Immigration et des Communautés Culturelles (MICC) (which replaced the Ministère des Relations avec les Citoyens et de l'Immigration (MRCI)) and le Ministère de L'Education. They have also interested various non-governmental stakeholders. (Montes, 1996 and Aitken, 2005).

Consequently, over the years, various initiatives or propositions have been devised to address the needs of integrating immigrants and visible minorities into the employment market. These have often been policy driven from government side involving the *Ministère des Relations avec les citoyens et de l'immigration (MRCI) and Ministère de l'Emploi, de la Solidarité social et de la Famille (MESSF).*

Two documents constitute a specific engagement policy to integrate immigrant and other visible minorities in the Québec workforce. G*ood practices for visible minorities in Canadian workplaces* (Harish & Lawler, 2004) from the federal department of social development Canada, and the 2004 strategic planning report of the government of Québec *Fiche thématique sur l'Entente interministerielle pour favoriser l'intégration au marché du travail des immigrants et personnes appartenant aux minorités visibles* (Gouvernement du Québec, 2004).

Some of the recommendations were related to the need for collaboration between the MICC, the MESSF, and other federal and provincial stakeholders. It was recommended that these stakeholders examine opportunities to blend together business mentoring and host programs as they apply to immigrants

and visible minorities' integration and access to employment and the workforce (Gouvernement du Québec, p.6-7).

To attain these objectives, it was also recommended that there be provided intercultural training opportunities to the managers and the human resource personnel of the various stakeholders in the mentoring field. In addition, there were recommendations to create incentives to award and encourage good employers who contribute to facilitating immigrants and visible minorities' access to employment.

The benefits expected from the mentoring program

Québec expects mentoring programs to have an impact in a broad social context.

Mentoring relationships, according to the summary report derived from the conference of the Colloque Mentorat Québec 2002 (LaFranchise, 2002) can help create solidarity between generations; contribute to a broader social cohesion; and impact on the economic situation of the region and of the whole society.

Mentoring programs can also present some concrete solutions to a number of societal problems such as:

- the issues of rural exodus of young people;
- the issues of intergenerational conflicts; and
- the problems of renewing and replacing the workforce by a younger group whom have benefited from the wisdom and expertise of the older ones.

The mentoring relationship is assumed to benefit all: the people involved, the organizing and coordinating organizations and the society at large.

Types of Mentoring Programs in Québec

As in English speaking Canada, most of the mentoring programs in Québec are 1 to 1, formal, and face to face. There are also telementoring programs which have been discussed above. Organizations develop, implement, coordinate, and evaluate the relationships between the mentor and the mentee.

The summary report of the conference proceedings of Mentorat Québec in 2003 (Mentorat Québec, 2003), refer to a specific study done by Cuerrier (2001). Cuerrier looked at more than 94 mentoring programs in Canada which are also involved in the employment integration sector, *Le mentorat et le monde du travail: un modèle de référence.* For this purpose, she,

> selected eighteen mentoring programs focused on career development and the labour market to constitute a sample that would be most representative of the Québec situation. Community groups, educational groups, entrepreneurship support organizations, private sector

businesses, and professional orders and associations operated these programs (Cuerrier, 2001).

Cuerrier's study looked at the functioning of the mentoring programs, the role of the program coordinator, the follow up of the relationship, the model of training for the mentor, the mentee, and coordinators and the program evaluation models. The results pointed to a similarity among the various programs in the provinces in term of:

- concept definition;
- the resources available for the programs;
- the formal aspect of program management;
- the training; and
- the kind of evaluations.

Some of the main differences are that:

- some programs are rural and some urban; and
- some programs are internal to businesses, others recruit from the communities.

7.1 IMPLICATIONS OF THE RESEARCH

The Québec government views business mentoring as a provincial strategy to ensure that information is passed from one generation to another. This engagement of the provincial government in business mentoring programs in general, and business mentoring programs for immigrants specifically, has important consequences. It ensures the credibility and significance of such programs and it raises the profile of the programs. As a result, there is less reliance on the local co-ordinator of the business mentoring program for immigrants to market the benefits to the local corporate and small business sectors.

This is a significant benefit because generally, Host program co-ordinators:

- do not speak "business language";
- are not familiar, or comfortable, with business culture;
- have difficulty articulating the benefits of mentoring immigrants to senior managers who are those with the power to encourage their employees to take advantage of these volunteer opportunities.

If a similar framework for mentoring programs for immigrants were adopted by the appropriate department of the federal government, the work of the program co-ordinator would be significantly easier and it is likely that the number of mentors would increase.

SUGGESTION FOR CIC:

CIC may wish to encourage the appropriate federal government department to develop policies and procedures, similar to those in Québec, which would provide a national framework and societal context for business mentoring programs for immigrants.

Example 9: Québec - Program for Immigrants
Le Comité d'adaptation de la main-d'oeuvre –Personnes Immigrantes (CAMO)

As stated above Québec pluriel is a project initatiated by the Québec Ministère de l'Emploi et de la Solidarité Sociale in collaboration with other provincial government departments and non-profit organizations, such as l'Hirondelle- L'Hirondelle - Services d'accueil et d'intégration des immigrants; Carrefour jeunesse-emploi Bourassa-Sauvé ; Black Community resource Centre ; Centre génération emploi ; Intégration jeunesse du Québec inc., and the Service d'orientation et d'intégration des immigrants au travail de Québec.

Québec pluriel aims to facilitate the integration in the workforce. One of its partners, the Corporation Educacentre de Bois-de-Boulogne (CÉB) manages two mentoring programs. (One of them is a telementoring program. ??)

Each mentoring project is carried out in partnership with an organization specializing in employability or working with young people from cultural communities or visible minorities.

Mentees
Mentees are young people aged 16 to 24 who are visible minorities and young people aged 16 to 35 who are new arrivals to Québec (less than five years).

Mentor
Mentors are volunteer adults with a minimum of 5 years work experience in his/her field of expertise.

Partner organizations use the centre's mentor bank to pair up participants who have completed the job search, socioprofessional integration and familiarization with Québec reality workshops.

Mentor recruitment, selection and training.
The CÉB offers mentor recruitment, selection and training.

Example 10: Québec– Program For Small Business Entrepreneurs
La Fondation de l'Entrepreneurship

One of the most successful business mentoring programs in Québec is the *Mentorat d'Affaires* (Business mentoring) program at the Fondation de l'Entrepreneurship (La Fondation de l'Entrepreneurship, 2000). The program was started in an effort to create a program to support business sustainability, especially for young businesses which until then, had a life expectancy of less than 5 years in Québec.

Mentors
Mentors are usually volunteers, with many years of business management expertise; they are recognized for their personal achievements; they often have a large pool of skills and a network that they are eager to pass on and transfer to someone who is starting out. The Mentors have good listening and communication skills; are approachable; want to help and assist others; are trustworthy; and can contribute to a "transfer of business expertise" in order to help others to learn and avoid mistakes.

Mentees
The mentees are usually younger or new entrepreneurs, 60% are females and 55% are 35 years and under. They are drawn from all sectors of the economy in the province of Québec.

Screening
The Program *Mentorat d'affaires* is a formal model of mentoring model where the organization helps recruit, and screen both the mentor and the mentee. The relationship, although more instrumental than emotional, is viewed as also based on a human relationship (Tittley, p.4)

Training and professional development:
Mentees can assess a training guide online which gives an overview of the program, mentoring concepts and definitions, information about working with a mentor, a tool box for mentees and the overall administrative process to getting formerly registered in the program. There are also training resources for the coordinators of the mentorship program, at least 4 times a year through professional development days, conferences, workshops and peer learning events.

Successes
Over the years the *Mentorat d'affaires* has succeed in keeping afloat 75% of the companies who joined the program.

This program and its many local partners from the Québec economic development sectors (CLD, SADC, chambers of commerces, etc) has gained wide official recognition since its inception. It has made more than 700 mentorship matches and helped support and train more than 1300 new entrepreneurs and their businesses in all sectors province wide. The Program *Mentorat d'affaires* includes, province wide, more than 54 organizations who are involved in hosting business mentoring relationships.

Example 11: Québec - Program for Women
Le Centre d'entrepreneuriat féminin du Québec

Le Centre d'entrepreneuriat féminin du Québec (CEFQ), created in 2005, is a structure championed by the Canada Economic Development which supports medium-sized enterprise (SME) in Québec. The objectives of the CEFQ are to "promote the start-up and development of enterprises managed by women; (and to) increase the rates of survival and success for their enterprises, both new and established" (Le Centre d'entrepreneuriat féminin du Québec, 2005).

The CEFQ is a non-profit organization, which supports women entrepreneurs, with various services including a mentoring service in French and English for new business start up.

Mentees
Women entrepreneurs

Mentors
"Veteran businesswomen who closely support their mentees as guides, consultants and role-models. They provide the benefit of their experience as women entrepreneurs, and even their life experience to a certain degree. Mentors' services are voluntary, free and confidential. They are there over the long term, and provide mentees with new skills, while boosting their self-confidence, abilities and chances of successfully achieving their personal and professional goals".

The mentoring program at the CEFQ is a kind of peer support program defined as a "support tool for women entrepreneurs (*mentees*) to have access to other women on a province-wide scale… for getting advice and building skills".

Matching
Mentors and mentees are paired according to interest, need and field of expertise".

The WECQ (or CEFQ in French) also participates in the mentoring program of the *Fondation de l'entrepreneurship* and is the only accredited women's cell.

Example 12: Québec Network of Mentoring Organizations
Le Mentorat Québec

Le Mentorat Québec is a membership based network of organizations and people involved in advancing business mentoring in Québec.

Le Mentorat Québec creates networks and facilitates the sharing of, knowledge and strategy tools between practitioners and other stakeholders in the sector.

The purposes of Le Mentorat Québec are:

- facilitate networking
- facilitate the development of new ideas
- facilitate the sharing and transfer of expertise in the field between practitioners
- facilitate the sharing of information about new developments and research projects conducted in the field
- to organize business mentorship programs meeting in Québec

The network produces projects strategic plans and program evaluations report.

Every 18 months Le Mentorat Québec organizes a seminar which brings together people interested in managing mentoring programs.

8. MENTORING AND DIVERSITY

Historically, there has been little research into cross-cultural mentoring, however research in the area is increasing.

Culture

Rosinski (2003) states that:

"A group's culture is the set of unique characteristics that distinguishes its members from another group."

This definition encompasses both visible (behaviors, language, artifacts) and invisible manifestations (norms, values, and basic assumptions or beliefs).

People belong to multiple based on:

Geography and nationality, region, religion, ethnicity;
- Discipline: profession, education;
- Organizations: industry, corporation, union, function;
- Social life: family, friends, social class, clubs; and/or
- Gender and sexual orientation

The author of this report would add "age group" to this list.

According to Rosinski, personal identity can be viewed as a "personal and dynamic synthesis of multiple cultures." Behavior will typically vary depending on the group a person happens to be associating with at the time.

This approach has two important implications for mentoring in a cross cultural situation. First, that mentors must be aware of cultural differences and second that people can adopt a set of cultural values and norms without relinquishing another set of values and norms.

Norms refer to what is considered right, appropriate, and acceptable by the cultural group. Values are the ideals shared by that group. Norms and values vary cross-nationally, but they also vary by other cultural groups: corporate, professional, ethnic, age, class, and so on. To effectively mentor across national and even organizational cultures, mentors need to accept the relativity of their own norms and values, even the core ones like growth.

Rosinski notes that 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).

Relevant Dimensions of Culture

Generally speaking, the dimensions of culture that could be expected to be particularly relevant to the mentoring relationship are age, social class, gender, sexual orientation, and ethno-cultural group.

Kochan (2002) cited by Boschke (2001) states that the issues of ethnicity, gender, and social status were not as important as power, influence, compatibility, and commitment when considering creating mentoring pairs.

The researcher could not find any other literature exploring the affect on the mentoring relationship of age, social class, or sexual orientation. Therefore, this report will only consider ethno-cultural differences and gender.

Gender

Cross gender mentoring is a complicated issue and the literature is contradictory in some areas.

Bowman et al. (1999) report that women and men are equally likely to be mentees, however, mentors are more likely to be men.

Bowman cites Ragins and Cotton (1993) who report that although women anticipate more drawbacks to mentoring relationships than do men, senior women are as likely as senior men to *want to be* mentors. Therefore, Bowman et al. believe that the scarcity of women mentors is the result of the small numbers of women in senior positions rather than a reluctance on the part of women to be mentors.

In academia Berg and Ferber (1983) cited by Boschke (2001) found that students sought out mentors of the same gender – however because there is a small pool of women faculty available women students were often not able to find women mentors.

There are relatively few pairings of a senior woman and a junior man. Again, Bowman et al. attribute this to the small numbers of senior women rather than any attitudes or prejudices on the part of senior women.

Does cross gender pairing make a difference?

The research on cross gender pairings is contradictory. Boschke (2001) reports Drehelr et al. (1990) Ragins et al. (1994) Whitley et al. (1992) as finding no gender differences between career mentoring experience, intentions to mentor, amount of incidents, and costs associated with mentoring.

Similarly, Bowman et al. (1999) could find no differences between the type of help (instrumental and psychosocial) given by male and female mentors.

On the other hand, Keyton and Kalbfleisch (1993) and Reich (1985) found that there were differences.

Blake (1999) reports that most Black women respondents in a US study reported good experiences with both Black and White male mentors but much less so with White women.

Clearly, where cross-gender relationships might be especially detrimental is in their potential to lead to sexual involvement or the perception of others of sexual involvement. Significantly, Ragins and McFarlin (1990) cited by Bowman et al. found that in cross gender pairings both men and women reported that they avoided socializing with their other sex mentor after hours.

Does cross gender pairing affect the outcome?

Bowman et al. (1999) report that in the past two decades the hypothesis that developmental relationships might differentially benefit women and men has not received empirical support.

However, Dreher and Cox 1996 found that MBAs who had had a mentor earned substantially higher salaries than other MBAs *but only if the mentor were a white male.* Female mentors and male mentors of colour brought no additions to income.

Ethno-cultural differences

Bowman et al. (1999) state that although ethnicity alone does not determine one's qualifications as an excellent mentor, a body of literature suggests that cross-race mentor/mentee relationships are less beneficial than same-race relationships.

These authors make the point that the crucial element of mentorship, which spans ethno-cultural groups, is the *response of the mentor.* For example, if a mentee, discusses apparently discriminatory experiences and if the mentor's reaction is to convey the message that minorities are too sensitive to such issues, all further communication is likely to be affected. It will have become clear that the mentor will not honor certain parts of the mentees life experiences. Both members of the dyad lose.

Such behaviour on the part of the mentors is likely to be rooted in their own discomfort when the unfairness of the treatment of the mentee becomes apparent. To deal with this discomfort the mentor may blame the mentee or they may attempt to atone and apologize for the discriminatory behaviour of members of their own cultural group. Alternatively, they may simply avoid the discussion entirely.

The mentor needs to recognize and acknowledge with the mentee that such incidents do indeed occur. Steele (1997) cited in Bowman**,** discussing White

people mentoring Black American students states that if the emotional issues (of discrimination etc.) are "too burdensome." It is "…most useful to emphasize instrumental help with tangible results, coupled with simple trust and optimism."

Steele reports that an affirming adult relationship strategy was effectively used in a mentoring program for incoming minority students at the University of Michigan. The evaluation of this program showed that critical feedback was very effective when it was paired with optimism about their potential.

An especially useful strategy in helping minority mentees is to challenge them. Steele advises educators to select challenge over remediation. Giving challenging work conveys respect for (the student's) potential. Remedial work only reinforces that minority students are being viewed stereotypically, which can potentially and subtly harm their performance.

Example 9: An Illustration of the Challenge of Mentoring Across Ethno-Cultural Boundaries

When discussing the situation of Asian Americans, Goto (1990) states that Asian Americans tend not to have mentors. She explains this in the following way:

Asian Americans may expect different types of mentor-like relationships which may discourage them from seeking, or recognizing, opportunities for developing mentoring relationships built on a western model. For example, in Japanese culture there is a mentor-like relationship between teacher (sensei) and student and between senior (sempai) and junior (kohai) peers. Chinese and Korean cultures have similar mentor-like roles: quan-bei and hou-bei refer to the same relationships in Korean culture. Da-gei is the title of a "big brother" in Chinese culture and Hyung is used by a younger male to refer to an elder male in Korean culture. These roles tend to serve many of the functions of the Western mentor.

Culturally Asian mentor-like relationships differ from their Western counterparts in that they are much more formally hierarchical and they blur the distinctions between family and social ties. For example, formal language, formal titles, deference, and other forms of reverence are expected between student and teacher and even between junior and senior peers. Through relationships within families, Asian Americans learn the behaviours that are appropriate for non-familial relationships. They may come to rely on these like mentor relationships for career guidance and may not understand the need to pursue such relationships in work or school contexts.

Also, they may assume that those who are senior to them – who hold potentially mentor-like positions in relation to them – will automatically give them guidance and nurture the relationship. As mentees, they may not expect to have to seek such guidance and nurturance actively, holding instead the expectation that the person with the greater power will initiate these.

Effective mentoring programs might encourage Asian Americans students and workers to develop a situation specific strategy for behaving assertively.

Ethnocentricity

Traditional mentoring 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.

Ethnocentrism occurs in three forms: ignoring differences, evaluating them negatively, and downplaying their importance. In the experience of Rosinski (2003), the first form of ethnocentrism is rare among mentors, the second is not uncommon, and the third is frequent.

Rosinski (1999) compares ethnocentricity with ethnorelative approaches. Ethnorelative approaches can lead to synergy and creativity. For the Table 13 below, Rosinski (2003) cites Bennet, Milton. *Toward: A Developmental Model for Intercultural Sensitivity* (1993) and Rosinski, Phillippe. *Beyond Intercultural Sensitivity: Leveraging Cultural Differences* (1999)

TABLE 13 ETHNOCENTRICITY AND ETHNORELATIVISM

ETHNOCENTRIC PITFALLS	ETHNORELATIVE APPROACHES LEADING TO SYNERGY AND CREATIVITY
Ignore differences • Be physically or mentally isolated/separated • Deny	Recognize and accept differences • 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 • Denigrate others • Feel superior • Place others on a pedestal	Adapt to difference • 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 • Trivialize • Fail to notice uniqueness - we are all the same	Integrate difference • 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 • Make the most of differences strive for synergy • Proactively look for gems in different cultures • Achieve unity through diversity

As an antidote to ethnocentricity, Rosinski recommends adopting a cultural framework which provides language which the mentor and mentee can use to discuss any ethno-cultural differences they might encounter. Rosinski proposes the Cultural Orientations Framework set out in Table 14.

TABLE 14 A CULTURAL ORIENTATIONS FRAMEWORK

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.

8.1 IMPLICATIONS OF THE RESEARCH

The complexities of making appropriate cross-cultural matches, in the context of a business mentoring program for immigrants, are significant.

Adopting one culture does not necessarily mean giving up another

The work of Rosinski (2003) shows that people can adopt a set of cultural values and norms without relinquishing another set of values and norms. So 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.

Important 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).

Importance of ethnicity and gender

Some researchers say that the issues of ethnicity, gender, and social status are not as important as power, influence, compatibility, and commitment when considering creating mentoring pairs.

Gender

The research on the issue of gender and mentoring is contradictory and confusing. Clearly, where cross-gender relationships might be especially detrimental is in their potential to lead to sexual involvement or the perception of others of sexual involvement. The research shows that in cross gender pairings both men and women reported that they avoided socializing with their other sex mentor after hours.

Ethno-cultural differences

The concept of mentoring in other cultures is different from that Canada and particularly different from the concept being adopted in the immigrant-serving sector.

Some researchers state that although ethnicity alone does not determine an individual's qualifications as an excellent mentor, a body of literature suggests that cross-race mentor/mentee relationships are less beneficial than same-race relationships.

At the same time, however, salaries of those who are mentored by white men are significantly higher than those mentored by women or visible minority men.

Response of the mentor

A crucial element of how cross gender and cross race affect the outcome, is the attitude of the mentor. Of importance are:

- an accepting and validating attitude
- an optimistic approach to challenges, even critical feedback is effective when it is paired with optimism about the mentees potential
- giving the mentee challenges rather than viewing them as people who need remedial work

It is important for the mentor to avoid the trap of ethnocentrism - the assumption that one's own culture is central to all reality. Ethnocentrism occurs in three forms: ignoring differences, evaluating them negatively, and down playing their importance.

Rather than viewing them as a detriment, cross cultural experience should be recognized as a rich opportunity for the mentor to learn about another culture and to help the mentee to turn cultural differences into an advantage in their search for employment.

A framework such as the Cultural Orientations Framework presented above can assist people to avoid the trap of ethnocentricity.

As well, the UBC Centre for Intercultural Communication offers a Certificate in Intercultural Studies. The Centre, in collaboration with ISS, is piloting an adapted version of the certificate with volunteers and clients in the ISS Host program. In Phase 2 of this project, it will be useful to have a discussion with the Centre and ISS to learn if this training program could be adapted to a business mentoring program for immigrants.

SUGGESTED PROGRAM GUIDELINES 4: MENTORING AND DIVERSITY

Training for the Mentor and Mentee

Training for the mentor and mentee should include:

- a discussion of norms and values, stressing that people can have more than one set of norms and values
- development of an understanding of one's own cultural norms and values as they apply to the workplace.
- discussion about the difference between ethnocentrism and ethnorelativism
- adopting a tool, such as Rosinski's cultural orientations framework, which gives the dyad a structure and language with which to discuss their cultural differences as especially as they apply to employment.

Training for the Mentor

Training for the mentor should include:

- developing an understanding that the mentor's attitude makes a critical difference.
- Important attitudes are:
  - an accepting and validating attitude;
  - an optimistic approach to challenges, even critical feedback is effective when it is paired with optimism about the mentees potential; and
  - giving the mentee challenges rather than viewing them as people who need remedial work.

Cross Gender Pairings

Because of possible misconceptions and to avoid inappropriate conduct, cross gender pairs should agree that they will not socialize together unless they are in a group.

9. MENTORING IS AN ADULT LEARNING ACTIVITY

Boschke (2001) discusses the fact that mentoring is an adult learning activity and should reflect the principles of adult learning. Boschke quotes the underlying principles of adult education described by Brookfield (1986). These are that:

- participation is voluntary;
- effective practice is characterized by respect for the learners self worth;
- learning should be a co-operative and collaborative journey between learner and facilitator;
- practice is at the centre of effective facilitation;
- one aim of facilitation is to support a spirit of critical reflection on professional, personal and political life; and
- another aim of facilitation is the nurturing of self directed empowered adults in work and society.

9.1 IMPLICATIONS OF THE RESEARCH

It seems self-evident that a business mentoring program for immigrants should be built on the principles of adult learning.

SUGGESTED PROGRAM GUIDELINES 5: PRINCIPLES OF ADULT LEARNING

A business mentoring program for immigrants should be built upon the principles of adult learning.

10. MENTORING PROGRAMS ARE VOLUNTEER PROGRAMS

Mentoring programs are volunteer programs and so benefit from the knowledge and experience gained by the voluntary sector in Canada.

Volunteering refers to actions taken by people of their own free will in shaping their communities. It is "active citizenship"; people accepting responsibility for, and participating in, civic affairs; and it is people helping others, both formally and informally. Volunteering is a hallmark of Canadian civic society, rooted in citizenship and social responsibility and shaped by our concern for and obligation to one another.

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 devise 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.

Drawing from various sources, Handford (2003) sets out the best practices for Volunteer Programs. These can be found in Table 15 Commonly Accepted Best Practices for Volunteer Programs.

TABLE 15 BEST PRACTICES FOR VOLUNTEER PROGRAMS

Area	Best Practices
Planning and Organization	A well-planned and organized volunteer program has the following components: • 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	It is important to have policies and procedures for volunteer management because they: • 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. The types of written policies that should be developed are: • 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. Types of policies that should be in place: • Organizational - broad, general statements (e.g., beliefs, values, mission of organization as a whole). • 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	A good recruitment strategy includes:
	• Recruitment Messages tailored to the volunteers being sought. Each message should identify:
	  • 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.
	  • 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:
	  • 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:
	  • 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:
	  • 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	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 involvement. *Initial Contact* 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: • 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. *Application Form* 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. *Interview* 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: • 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. *Background Checks* 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: • Personal and/or employment references • Criminal background checks • Fingerprinting • Driving records checks • Substance abuse tests • Physical examinations *Placement* 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, 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.

Orientation and Training	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. *Orientation* 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: • Agency Overview • Culture and Language of the Organization • Facilities and Staff • Volunteer Program Policies and Procedures (including check in procedures and record keeping) 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. *Training* Training gives volunteers the direction and skills necessary to carry out assigned tasks. In general, training should be: • 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. 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.
Supervision and Support	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: • Sufficient orientation to the organization; • Clear and appropriate expectations; • Proper training and equipment; • Evaluation of performance, and • Regular reinforcement and recognition. While many of the principles of supervision are the same for paid or unpaid staff, managing volunteers effectively takes special effort to see that volunteers' need for satisfaction with their assigned duties is met.
Volunteer	Volunteers add value to an organization; evaluating their performance is one way to quantify their contributions toward

Performance Evaluation	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	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. Some strategies for keeping abreast of a volunteer's satisfaction include: • 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. Providing a newsletter to volunteers to keep them informed of additional volunteer opportunities.
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	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. To measure program outcomes or attainment of program objectives, it is necessary to systematically collect and record 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. Data will be both quantitative and qualitative. Evaluation instruments should be developed based on the: • Program goals and objectives; • Group targeted for evaluation; • Activities to be evaluated; and • Resources available for implementing the evaluation.

10.1 IMPLICATIONS OF THE RESEARCH

Again, it seems self evident that a business mentoring program for immigrants should follow established best practices for volunteer programs.

SUGGESTED PROGRAM GUIDELINES 6: ADOPTING THE BEST PRACTICES OF VOLUNTEER PROGRAMS

Importance of Best Practices for Volunteer Programs:

A business mentoring program for immigrants should adopt the established best practices for volunteer programs.

11. ROLE OF BUSINESS SECTOR

As part of a research project into possible improvements to the Host program in British Columbia conducted by Handford (2003), Leadership Vancouver volunteers organized two focus groups and conducted seven interviews. The focus groups consisted of either current participants in the Leadership Vancouver program or graduates of past programs. The interviews were conducted with human resources or other administrative personnel from the Sheraton Vancouver, Wall Centre Hotel, the Delta Pinnacle, Sun Peaks Delta Resort, BC Biomedical Laboratories, the BC Chamber of Commerce, Credential Financial, Ernst & Young LLP and Borden Ladner Gervais LLP.

Relevant findings were that:

- In general, companies are becoming aware of the growing importance of considering immigrants as both consumers and employees. Some companies are developing sophisticated strategies
- There is an increased awareness of the private sector about the responsibility of corporations to "give back" to their communities. Many participants indicated that their company had already developed a policy on corporate social responsibility or said that such a policy was under development
- Business felt that they could:
  - Support employees to volunteer with the Host program.
  - Introduce immigrants to the workplace if liability issues can be resolved.
  - Provide mini workshops on topics such as banking or writing a resume that is appropriate for the industry.
- Representatives of the private sector also appeared willing to look at other ways to introduce newcomers to the workplace if the challenges put in place by Workers Compensation Board (WCB), employment standards and liability could be addressed.

What was most encouraging about the responses of the private sector was the general good will that was exhibited. The representatives of the sector who took part in this research were open to looking at the development of relationships between immigrant serving agencies and themselves. In addition, as the focus groups unfolded, some of the participants from the private sector who had not previously given the issue much thought became engaged in the question and produced some very appropriate ideas for ways in which the two sectors could work together.

The Mentoring Partnership

The Mentoring Partnership demonstrates the role the business sector can play. As previously stated, one of the partnering groups in the Mentoring Partnership is corporations. Corporate Partners 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.

Unfortunately, in some cases the corporate partner has failed to deliver the promised number of mentors, in fact some have not produced any. TRIEC has had to tell these partners that if they do not follow through on their commitments they will no longer be able to be part of the partnership.

11.1 IMPLICATIONS OF THE RESEARCH

The research conducted by Handford (2003), along with the experience of The Mentoring Partnership and some of the programs in Québec, indicate that a strategic approach to business concerning the potential for partnerships with business mentoring programs for immigrants could achieve very positive results.

One of the requirements which will be important when marketing this program to business people will be the ability to clearly articulate the benefits to the business and to individual business mentors.

Some benefits to business are:
- 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; and
- Accessing a pool of talented individuals eager to work.

Some benefits to the individuals who participate are:
- Cross-cultural training opportunities provided by the program;
- 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; and
- An enjoyable, rewarding, and interesting experience

However, it will be the actual experience of the business and mentor that will make decide whether mentors will return to mentor again. Given the challenge of recruiting mentors, a high retention rate of committed, experienced, and loyal, mentors will greatly enhance the chances of the program’s success. The Mentoring Partnership has a remarkable 80% of mentors returning to mentor for a second and third time.

SUGGESTED PROGRAM GUIDELINES 7: ROLE OF BUSINESS

Business as Partners:
Business should be seen as a partner in a business mentoring program for immigrants.

Government Policies:
The federal government should develop policies and procedures, similar to those in Québec, which would provide a framework and societal context for business mentoring programs for immigrants.

Benefits:
The benefits of the program to both business and individual mentees should be clearly articulated to them. Suggested benefits include:

For business
- 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.

For individuals
- Cross cultural training opportunities provided by the program.
- 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.

The Experience of The Mentor:
It is important to make the mentoring experience as rewarding as possible so that mentors will want to continue.

12. MODELS AND ACTIVITIES FOR A BUSINESS MENTORING PROGRAMS FOR IMMIGRANTS

At the conclusion of the literature search and inventory development, four models and a number of different features were emerged which merit consideration when developing a business mentoring program for immigrants delivered through the Host program.

12.1 MODELS

Goals and objectives

The goal of each of these models is to integrate newcomers into the Canadian labour market, in the area of their expertise, as quickly as possible.

The objectives of each of the program include:
- building immigrants' social capital and understanding of the Canadian labour market; and
- reducing barriers to employment by reducing racial stereotypes through increased cross cultural understanding.

Principles and practices of the models

Each of these models appears to reflect the principles of adult learning.

As well, they appear to embrace the best practices for volunteer programs discussed in this report.

Duration

Each of these models involves short term mentoring relationships of between 4 to 6 months

Mentors and mentees

Each of these programs matches newcomers with professional, technical and vocational training and experience outside of Canada with mentors who have (as far as possible) a similar field of expertise and a number of years employment in the Canadian labour market.

Program Activities

Each of these models include the following program activities:
- Marketing the mentoring opportunity to the business sector;
- Screening the potential mentors;
- Training mentors;
- Providing support to mentors;
- Screening mentees;

- Training mentees;
- Providing support to mentees;
- Providing some structure to the mentoring relationship;
- Monitoring the mentoring relationship and offering support and advice if the relationship runs into challenges; and
- Evaluating the program.

Organizational Structure

The difference between the four models lies in the organization structure of the program. The names of different organizational structures outlined below are awkward but are descriptive. The organizational structures are as follows:

Multiple Partnership Model
The Mentoring Partnership program is an example of this organizational structure. In this model:

- There are a number of partners. The Mentoring Partnership program includes: non-profit immigrant and refugee settlement organizations, TRIEC, and corporate partners.
- The tasks of the recruitment of mentors are carried out by some of the partner organizations. TRIEC and corporate partners carry out these tasks in the Mentoring Partnership program.
- The tasks of mentee selection, training, matching, monitoring and evaluating relationships are carried out by different partner organization(s). Community partners carry out these tasks in the Mentoring Partnership program.

Single Deliverer/Single Department Model/Single Individual Model
ANC's program is an example of this organizational structure. In this model:

- There is a single organization involved.
- A single department of the organization is involved.
- A single individual in the department is responsible for all the functions: recruitment of mentors, mentee selection, training, matching, monitoring, and evaluating relationships. The program co-ordinator carries out these functions in the ANC program.

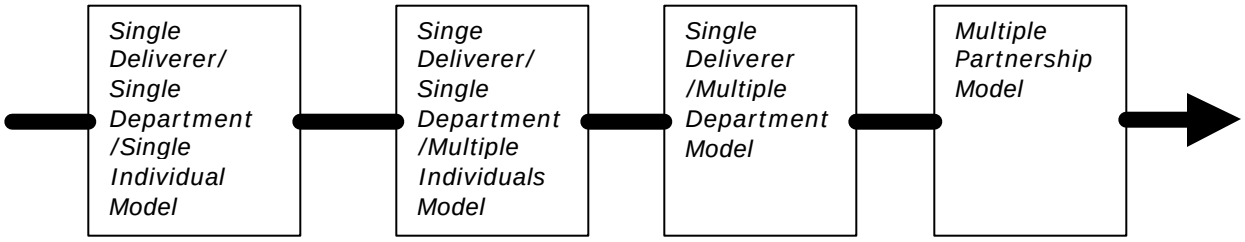
Single Deliverer/Single Department/Multiple Individuals Model
During the short timeframe for this project, an example of this model was not identified. Hypothetically, in this model:

- There is a single organization involved.
- A single department of the organization is involved.
- An individual (or group of individuals) in the department carries out the function of recruiting mentors. Another individual (or group of individuals) is responsible for mentee selection, training, matching, monitoring, and evaluating relationships.

Single Deliverer /Multiple Department Model
During the short timeframe for this project, an example of this model was not identified, however, an Advisory Committee member made a good case for it. Hypothetically, in this model:

- There is a single organization involved.
- There are more than one departments involved.
- An individual (or group of individuals) in one department (the department with expertise in labour market integration) carries out the function of recruiting mentors.
- Another individual (or group of individuals) in another department (the department in which the Host program is placed) is responsible for mentee selection, training, matching, monitoring and evaluating relationships.

It is possible to place these models on a continuum of organizational complexity.



Comparing the Models.

Some initial thoughts about how these models may compare to one another can be found in Table 16 below.

TABLE 16 COMPARISON OF MODELS - SOME THOUGHTS

	Single Deliverer/ Single Department /Single Individual Model	*Singe Deliverer/ Single Department/ Multiple Individuals Model*	*Single Deliverer /Multiple Department Model*	*Multiple Partnership Model*
Newcomers' labour market needs are met	→	→	→	→
One person has to have very different skill sets	Yes	No	No	No
Mentor recruiter Has easy access to business networks	→	→	→	→
Complexity of administration	→	→	→	→
Cost	→	→	→	→
Number of funding partners needed	→	→	→	→
Probable benefit to cost	→	→	→	→

12.2 PROGRAM GUIDELINES IDENTIFIED IN PHASE 1

A summary of the suggested program guidelines identified in Phase 1 can be found in Table 17 below.

Table 17 SUGGESTED PROGRAM GUIDELINES

	Suggested Program Guidelines
Word "mentor"	Someone who can explain the system but is not in a position to champion the mentee
Program 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	• 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:
	  • 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 program.
Role of Program Co-ordination and the of Role of Building Corporate Relationships	Wherever possible the functions of role of program co-ordination and of the role of building corporate relationships these two roles should be separated.
Marketing the Program to Business	The benefits of the program to both business and individual mentees should be clearly articulated to them. *For business:* • 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 *For individuals* • Cross cultural training opportunities provided by the program • 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	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.
Matching	Whenever possible, ways should be found to give the mentor and mentee the opportunity to select each other. 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
Training for Mentors and Mentees	It is important: • 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 development of 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	It is important:
	• 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. It is helpful to:
	  • 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 Program	It will be important to locate business mentoring programs 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 also as an adjunct to one-to-one mentoring
Telementoring	The results of this literature search support: • Developing a telementoring program for immigrants with technological backgrounds who may prefer this option. • Developing a telementoring program for immigrants especially those who do not live in areas not currently served by Host programs. • Developing a telementoring program for immigrants before they enter the country.
Public Policy	CIC may wish to encourage the appropriate federal government department to develop policies and procedures, similar to those in Québec, which would provide a framework and societal context for business mentoring programs for immigrants.

Phase 2

These models and suggested guidelines will be further explored in Phase 2 of this project. Phase 2 will involve:

- identifying further examples of the models;
- interviewing key informants to gather more information;
- "fleshing out" the models;
- identify new guidelines, accept or reject guidelines suggested in this report;
- holding focus groups 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;
- Examine liability factors;
- Identification of approximately three models based on:
  - the benefits to immigrants and mentors;
  - applicability in different settings;
  - risk/liability factors; and
- Identification and development of guidelines for the implementation of each model.

13. RISKS AND LIABILITIES

Legal liability for an injury or other harm turns on the specific and sometimes unique facts of a particular unfortunate circumstance. And the potential unfortunate circumstances are virtually endless, which makes absolute pronouncements about risk and liabilities impossible.

Despite this qualification, many of the programs described in this review appear to be low risk and to create little or no significant likelihood of harm and liability flowing to the government or the non-profit agencies, businesses and individual mentors involved.

But two areas where potential liability requires close consideration are site visits by program participants and the giving of advice by volunteer mentors.

Site Visits:

Site visits can be problematic if they involve exposing program participants to unusual risks. A visit to an industrial plant or a construction project by a foreign trained engineer or trades person would be examples. 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 program contributed to the negligence that causes an injury, it too could be held liable for that harm. Depending on the circumstances, the government could also become entangled in litigation and be held partially responsible if it contributed to the harm.

Site visits to less hazardous settings will of course pose less risk. Meeting at the office of an engineering firm or at a public place, in contrast, would generally not be a dangerous activity, and the potential for injury and liability would be inconsequential.

Giving Advice:

There are potential risks for mentors giving advice to program participants. If i) a volunteer mentor is part of a program that involves the giving of advice, ii) the mentor has or appears to have special skills or knowledge, iii) it is foreseeable that the program participant will rely on that advice; and iv) the participant does in fact rely on the advice and suffers a harm, then the mentor could be held to be negligent and liable for that 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.

Managing and Reducing Risk:

Risks inherent in more dangerous site visits can be managed by ensuring that the visits are conducted in accordance with the safety standards required on such sites. Employers must comply with safety legislation, regulations, rules, and standards in these settings. With site visits, these standards would need to be strictly followed to reduce the risk of injuries and the resulting liability.

The risks of giving advice can be managed by mentors staying away from specific advice relating to taxation, immigration law or other similar matters like a professional advisor. Mentors should of course be particularly careful not to give specific advice in areas beyond their fields of knowledge. If instead mentors share their work and life experiences and general wisdom with program participants, they can avoid possible negligence claims of this kind. Clear program policy statements to this end can be adopted and made part of the mentor and participant orientation process and can form part of an overall program risk management policy.

Another way to manage and reduce risk is to have participants expressly, and in an informed way, assume the risks of the program activities in advance. Potential risks can be explained to participants and they can be required to sign clear waivers and releases to protect the mentors, employers, the non-profit agencies and the government in relation to the program. There may be issues of communication, understanding and whether the assumption of risk is adequately informed. These concerns can be addressed in part at least by careful explanation, translation if needed and opportunities to seek independent legal advice. Documentation of this kind does not provide absolute protection from potential liability, but it is prudent and can be helpful in reducing the exposure of those delivering the program.

Insurance is of course another way to deal with potential risks. It is possible that the existing insurance coverage held by employers, non-profit agencies and even individual mentors delivering the program will provide protection against possible claims arising from this program. Additional coverage may also be needed, and the cost of additional coverage weighed against the risk. This will need to be explored carefully as the design and implementation of the program progresses and its details become clear.

Finally, the potential for the government to assume the risks associated with the program should be examined. Some form or indemnification or inclusion of those delivering the program within government liability coverage may be possible. There appear to be precedents for this form of protection in other analogous situations.

These options will be examined and assessed in more detail in Phase 2 of this Project as the program details come into sharper focus.

14. APPENDICES

These inventories contain programs with features which may be applicable to a business mentoring program for immigrant delivered through the Host program and identified within the timeframe of this project.

APPENDIX 1 INVENTORY OF PROGRAMS FOR IMMIGRANTS

PROGRAMS FOR IMMIGRANT ADULTS

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
Toronto Regional Immigrant Employment Council (TRIEC)	Toronto, Peel & York Ontario	Skilled immigrants	Established professionals who share the same occupation	No	No	No	• Corporate Partners recruit mentors • Community agencies refer mentees
Career Edge **Career Bridge program - part of TRIEC** **Internship Program**	Toronto, Ontario	internationally qualified professionals	Employees in business hosting the intern				• Once host business is accepted, internships posted on web site • In addition to mentoring, host business provides financial compensation and regular feedback • Mentor training programs offered for host organizations
Association for New Canadians Mentoring Link	St. John's, Newfoundland	Educated outside of Canada with credentials and English language at Benchmark Level 6 or 7	Working professionals				• 2 hours is spent on the job per week • Another 2 hours on the phone/email or over coffee

PROGRAMS FOR IMMIGRANT ADULTS CONTINUED

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
St Michael's Hospital and Community Partners	Toronto and across Ontario	Internationally trained professionals in health except physicians and nurses	Employees at St Michael's Hospital from the same profession				Various partner agencies select mentees
CARE for Nurses	Toronto, Ontario	Internationally educated nurses	Professional nurses				• Focus of program on assisting newcomers to write Canadian exams. • Only moderately successful, now looking at other models
Skills for Change	Toronto, Ontario	Internationally trained professionals in a variety of professions	Employed professionals in the same field				Skills for Change offers training in mentoring
Multicultural Helping House Society Bamboo Network	Vancouver, British Columbia	Training and/or work experience in a profession or trade outside Canada	A professional or tradesperson with experience working in Canada in their field				Corporate/Organizational Partners with staff working as professionals or tradespersons • Recruit mentors within their organization • Provide possible job shadowing opportunities
SUCCESS Job Mentoring Program	Vancouver, British Columbia	Skilled immigrant	Canadian trained professional - 3 years practical experience in the profession				• The total duration of the Program is 8 – 16 hours, divided into 2-4 sessions • Incentives include – updates on mentees progress, plaque, name of company on brochures

PROGRAMS FOR IMMIGRANT ADULTS CONTINUED

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
Programme de mentorat at university of Ottawa-Faculty of Law.	Ottawa, Ontario	Students from Immigrants and refugees communities and common law partners	Canadians	yes			To be eligible for this mentorship program, students need to be registered students in civic law and graduate studies.

PROGRAMS FOR IMMIGRANT WOMEN

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
Youth in Motion New Horizons Mentorship Program	Calgary, Alberta	Young educated women who have recently immigrated	Experienced local mentors				Also provides in-class training and a paid work placement

PROGRAMS FOR IMMIGRANT YOUTH

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
Corporation Educacentre de Bois-de-Boulogne (CÉB)	Québec	Young people aged 16 to 24 who are visible minorities and young people aged 16 to 35 who are new arrivals to Québec (less than five years).	Mentors are expected to have a minimum of 5 years work experience in their field of expertise				

APPENDIX 2 INVENTORY OF PROGRAMS FOR WOMEN

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
Women's Enterprise Centre	5 locations in BC			Women in Business	6 per group 8 meetings		$125 per person
Women and Rural Economic Development **Entrepreneuri-al Training for Rural Youth (ENTRY)**	Stratford, Ontario	Women 18 -30 yrs	Not stated				Combined with instruction and counselling
Step Ahead One on One	Toronto, Ontario	Women entrepreneurs – annual sales $100,000 - in business 2 years	Established women in business			4 hr workshop each month	• $750 per person • Also provide a package of business planning computer software • Broke away from program run by BDBC
YWCA Mentorship Program	Vancouver, British Columbia	Young women from local secondary schools	Professional women			Once a month Jan -May	
Women Entrepreneurs of Saskatchewan Inc.	Regina & Saskatoon, Saskatche wan	Young women & girls	Not stated				Promotes entrepreneurship as a viable career option.

PROGRAMS FOR WOMEN CONTINUED

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
Alberta Women's Science Network	Calgary, Alberta	Young women	Women in science				Also provide job shadowing, conferences, and other events
Webgrrls	Toronto, Ontario	Women working in, or studying digital media and girls	Women working in the digital media	Yes		Mother - daughter Internet circle	• Adult program - Emphasis of the mentoring is on learning - mentors and partners often change roles • Program for young girls - Emphasis on showing what opportunities are available to them in the IT industry
Women in Motion **Opportunities Unlimited** **LinkIT** **Step UP and Lead!**	Toronto, Ontario	Young women 16-29 yrs who are at risk Women transitioning into IT industry High school girls	Not stated		Events and Interactive workshops		Goal of the three programs to assist the girls and women to return to school or gain employment

PROGRAMS FOR WOMEN CONTINUED

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
Youth in Motion Opportunities Unlimited	Toronto, Oakville Ontario & Calgary, Alberta	Unemployed Young women at risk between the ages of 16 and 30,	Kind, caring, supportive with a passion for assisting youth				Also provides in-class training and a paid work placement
Canadian Women for Communications (CWC) Global Mentoring Program	12 Chapters across Canada	Women interested in communications industry who are members of CWC	Senior member of communications industry				Focus on coaching, and leadership development.
Minerva Foundation for BC Women **Helping Women Work Mentor/ Protege Program**	Vancouver, British Columbia	Professional 35 and 55 years old re-entering workforce	Professional business women in Minerva database		Option to join mentoring groups		
Vancouver Island Women's Business Network	Victoria, British Columbia	Not stated	Not stated	Women in business meet in groups once a month		• Material e-mailed to group members weekly • e-mail discussion is encouraged between the entire group	

PROGRAMS FOR WOMEN CONTINUED

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
Femmes regroupées en options non traditionnelles (FRONT)	Montreal, Québec	Students and Women in non traditional professional careers	Seniors and other women profession with more experience and seniority	Peer groups have a collective project such as studying rights, union rules and collective sharing of educational resources			The mentoring relationship is regarded as a relationship between a "helper" and a " helpee", and a relation of exchange.

APPENDIX 3 INVENTORY OF PROGRAMS FOR YOUTH

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
The Young Entrepreneurs Association	Chapters across Canada			Business owners under 35yrs meet monthly			
Canadian Youth Business Foundation	Calgary Toronto St John's	Youth 18-34 yrs	Respected local business person			Networking via Internet	Mentors work with youth from the start-up through the first three years of business operation
Canadian Youth Business Foundation	London (Ontario) area - plans to expand to 60 different communities	Youth 18-34 yrs	Respected local business person			Networking via Internet	Mentoring combined with micro-loans Hope to achieve a 75 percent success rate
Sheridan College	Oakville, Ontario	Students in Post Graduate Entrepreneur-ship Program	Not stated				Associated with a 29 week fast track college program Students spend 2 weeks on site at the mentor's place of business.
Association of Collegiate Entrepreneurs	Chapters across Canada - based in Unioversities	University and college educated people who want to start businesses	Experienced entrepreneurs				Through start up and planning stages of business venture
Chrysler Canada and St Clair College	Windsor Ontario	Students at St Claire's College	Mentor from auto plant				• Student work 2 days a week with mentor • Guarantees Chrysler a pool of trained workers

PROGRAMS FOR YOUTH CONTINUED

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
CIBC, Big Brothers and Sisters of Canada, YMCA **Youth Vision Scholarship Program**	Canada - wide	Grade 10 Students involved with Big Brothers and Sisters of Canada	Intern program with YMCA				Financial and mentor support provided through to the completion of student's post-secondary education
Canadian Federation of Independent business **Experience Canada**	Canada - wide	18-29 year olds making transition from school/ university to work	Mentor from the community working in same field but not same company				Youths are given a two-week training in Ottawa, then go to a six-month work placement outside their home province. There they have a work supervisor, a home host, and a mentor from the community
University of Calgary Haskayne School of Business with partners such as Calgary Hotel Association	Calgary, Alberta	Students	Experienced business personnel from various of industries				
Vancouver Board of Trade Leaders of Tomorrow	Vancouver, British Columbia	Students in final year of post secondary studies	Mentors from the business community			Mentors have continual access to a web-based resource bank for mentorship tips and tools	Mentors attend a mandatory orientation

PROGRAMS FOR YOUTH CONTINUED

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
La Fondation-de l'Entrepreneu-rship	Québec	New entrepreneurs, usually 35 years	People with Business Management skills			Online training resources	The Program *Mentorat d'affaires* aims to contribute, through the assistance of mentors to new entrepreneurs, to the development economic of new businesses in the province of Québec.
The Canadian Youth Business Foundation Mentorship program	Toronto And offered in 60 different locations, reaching 970 local communities.	Entrepreneurs between the ages of 18 to 34 years	Experienced entrepreneurs / business professionals				Program aims to address the underemployment and unemployment of young people, through a system of loans assisted by a mentorship program.
Le Centre Ferasi de mentorat du québec pour le programme Forces/Extra	Québec and across Canada	Mid-career health professionals	A team of mentors • one with expertise in the field, research • one with expertise in teaching and research, • one with expertise in applied field work				The program objectives are to provide professionals with the necessary skills to find and apply the results of academic research in their daily work. The program recruits 24 fellows annually who attend a two-year training curriculum.

PROGRAMS FOR YOUTH CONTINUED

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
Le programme de mentorat du Bureau des Anciennes et Anciens du Collège Montmorency de Laval (BAACML)	Laval, Québec	College graduates	Professional employees of various services and companies				Aims to help college graduates to integrate in the workforce with the assistance of a mentor
B.C. Building Corporation **University of Victoria** **Generation Y**	Victoria, British Columbia Vancouver	MBA students Low income young people	Volunteer mentors from BCBC				
University of Victoria MBA Executive Mentor Program	Victoria, British Columbia	MBA students	Local business executives				
University of British Columbia Tri-Mentoring Program	Vancouver, British Columbia	• Senior students • Senior students in turn mentor junior students	Industry and faculty representatives			Mentoring Resource Centre online	
University of Alberta & Epcor Utilities Inc.	Edmonton, Alberta	MBA students	Mentors from HR Epcor Industries				• Mentors and mentees meet 1 to 6 weeks for 1.5 hours • Mentoring relationships span 1to 3 years

PROGRAMS FOR YOUTH CONTINUED

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
Pratt & Whitney Canada, Ltd. **Jeunes Entrepreneurs** **Youth at Risk** **Coaching**	Longueuil, Québec	Youth in schools across Canada interested in careers in technology 2 Youth who have dropped out of school Students	Employees Employees Employees		A mentor works with a team of 3-4 students		Mentors are expected to bring mentee to their place of work
Fording Coal Ltd.	Calgary, Alberta	Families and high needs students Grades 7-9	Employees		Group activities		Primary goal is to help students focus on future careers and a healthy place in the social environment.
Xe-NOR Inc **[eXEcutives from the NORth]**	Saint-Lambert, Québec	Young business professionals up to age 35	Senior business executives with over 20 years of experience at the executive levels within organizations		Mentees are formed into self-directed work teams that meet at least four times a year		Xe-NOR is a learning collaborative of senior contract executives

PROGRAMS FOR YOUTH CONTINUED

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group Mentoring	Tele mentoring	Comments
YMCA of Greater Toronto **Black Achievers Mentorship Program** **Internship Program**	Toronto, Ontario	Black youth, ages 12-21 Unemployed or under-employed young Canadians between the ages of 15 and 30	Mentors who have made significant contributions to their community from a variety of fields Employee in the federal government department in which intern placed				Youth receive training in a number of work life areas.
Place aux Jeunes du Québec	Throughout Québec	Young entrepreneurs from Québec regions and young immigrants, between 18 and 35			A committee of mentors supervises and integrates the mentees	• An Internet site will be activated in the near future: Cybermentorat-Établissement en region. • This program will partner with Cybermentar-at, Academos	Place au Jeunes du Québec is an organization provincial that focuses on issues related to the regional exodus of young adults from Québec.

APPENDIX 4 INVENTORY OF PROGRAMS FOR PEOPLE WITH DISABILITIES

Program Operated by	Location	Mentees	Mentors	Peer mentoring	Group	Tele mentoring	Comments
Entrepreneurs with Disabilities Program Administered by Community Futures Development Corporations	90 programs in Western Canada	Rural Western Canadians who have a disability and who want to be self-employed	Not stated				Mentoring accompanied by training and loans Contact info available
Career Edge	Toronto, Ontario Program operates across Canada	University, college and high school graduates with disabilities	Employees in business hosting the intern				Once host business is accepted, internships posted on web site In addition to mentoring, host business provides financial compensation and regular feedback Mentor training programs offered for hosts organizations

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http://academos.qc.ca

Cybermentors en ligne
http://idclic.qc.ca/cybermentors/

Cyberpapy
http://www.cyberpapy.com/

Electronic Emissary
http://emissary.ots.utexas.edu/emissary/

FRONT (Femmes regroupées en options non traditionnelles)
http://www.front.qc.ca/

HP Email Mentor Program
http://mentor.external.hp.com/

Lawyer Mentoring Program on the WWW
http://www.acjnet.org/discuss/mentor.html

MentorNet
http://www.mentornet.net/

Mentors Forum - Mentoring guidance and information
http://www.mentorsforum.co.uk/

Pephe Telementoring Pilot Project
http://www.uthscsa.edu/hetcat/Tele000.html

Teachers Net Mentor Center
http://teachers.net/mentors/

The Academy - Email Mentoring
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