

**Helping Internationally-Trained Professionals  
Make the Transition to New Careers in Canada:  
A case study of the S.U.C.C.E.S.S.  
Employment Mentoring Program**

**by**

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## Ethics Statement



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or

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## **Abstract**

The research reported in this thesis explored the career development and mentoring expectations of recent immigrants in the category of Internationally-Trained Professionals (ITPs) who were currently living in British Columbia (B.C.), Canada. Previous research has found that mentoring can improve employment outcomes for skilled immigrants; however, the majority of previous research studies have been based on quantitative methods and do not provide a holistic view of the mentoring experience. The research reported for this thesis was the result of a case study examining the experiences of a group of ITPs and their mentors involved in an Employment Mentoring Program (EMP) offered by the United Chinese Community Enrichment Services Society (S.U.C.C.E.S.S.) in Vancouver, B.C. The research design was theoretically framed by Kram's (1985) construct of the career and psychosocial elements of mentoring and employed a mixed method design involving an online survey and personal interviews with the mentees and mentors in the EMP. The study also elicited four rich narratives from mentees describing their job search experiences since coming to Canada.

The study found that the psychosocial and career functions were complementary elements of the mentoring relationship - a perspective extended by several specific results. First, with the support of their mentors, the mentees met directly with local professionals having similar qualifications and extended their social networks. Second, the mentors provided encouragement and helped the mentees to advance their job search skills. Third, both mentors and mentees agreed that the mentoring experience was enjoyable and that the program was helpful in their search both for employment and effective participation in Canadian society. The participants also identified some program challenges including a lack of consistent funding and an insufficient number of organisations willing to participate by offering practicums (work placement) or job shadowing opportunities to the newcomers. It is recommended that the findings be reviewed by stakeholders and policy-makers in order to improve future mentoring programs and employment policies focused on ITPs in Canada.

**Keywords:** Skilled Immigrants; Employment; Mentoring Program; Mentorship; Career Functions; Psychosocial Functions.

## **Dedication**

I dedicate my dissertation work to my parents and my family members. To my loving parents and sisters whose love and encouragement have enabled me to achieve such success and honour. To my loving wife, Claire, who has never left my side and gives me the greatest support and love. To my lovely son, Norman, who has made me laugh and not feel alone throughout the entire study process. All of them are my sources of motivation and drive my success.

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## Table of Contents

Approval .....	ii
Ethics Statement .....	iii
Abstract .....	iv
Dedication .....	v
Acknowledgements .....	vi
Table of Contents .....	vii
List of Tables .....	xii
List of Figures .....	xiii
List of Acronyms .....	xiv
Glossary .....	xv

<b>Chapter 1. Introduction .....</b>	<b>1</b>
Purposes and Focus of the Research .....	1
The Researcher's Story .....	1
Motivation .....	2
Situating myself as a researcher and mentoring coordinator. ....	3
Larger Context of the Study .....	4
Demand for immigrants in Canada .....	4
Challenges for newcomers .....	5
Human capital waste - B.C.'s employment gap .....	5
Mentoring programs to help reduce the B.C. employment gap. ....	6
Research Objectives and Questions .....	7
Significance of the Study .....	8
Importance to B.C. and Canada .....	8
Importance to mentoring participants and the community .....	9
Potential importance of the study to the S.U.C.C.E.S.S. organization. ....	9
Importance to the researcher. ....	9
Theoretical Frameworks .....	10
Methodology .....	11
Delimitation of the Study .....	12
Structure of the Thesis .....	13

<b>Chapter 2. Literature Review .....</b>	<b>15</b>
Chapter Outline .....	15
The Concept of Mentoring .....	15
The origin of mentoring. ....	16
Definitions of mentoring .....	16
Concepts of mentoring. ....	17
Mentee (Protégé). ....	19
Development of the Mentoring Concept .....	19
Emergent forms of mentoring .....	20
Formal mentoring. ....	20
Informal mentoring. ....	20
Multiple mentoring. ....	21

Team mentoring.....	21
Peer mentoring.....	22
E-Mentoring.....	22
How mentoring is differentiated from other Relationship Practices.....	23
Coaching versus mentoring.....	23
Apprenticeship.....	24
Apprenticeship, coaching and mentoring.....	25
Workplace Mentoring.....	26
Kram's Mentoring at Work.....	26
Theory: Kram's Mentoring Framework.....	29
Mentoring functions.....	33
Contemporary Developments in Mentoring Programs.....	37
The challenges facing newcomers.....	37
Government-led mentoring programs.....	38
Community collaboration mentoring programs operated by S.U.C.C.E.S.S. and Accenture.....	40
Summary.....	42
 <b>Chapter 3. Setting of the Study.....</b>	 <b>43</b>
Chapter Outline.....	43
A Brief History of the S.U.C.C.E.S.S. Mentoring Programs.....	43
The Employment Mentoring Program in Detail.....	44
The Employment Mentoring Program in Operation.....	45
Matching mentees with mentors.....	45
Steps in the typical EMP process.....	45
Matching mentors with mentees.....	46
Mentoring activities.....	47
EMP workshops and seminars.....	49
Promotion and recruitment plans.....	51
Operational details of the EMP.....	51
Mentee eligibility and selection.....	52
Mentor eligibility.....	52
Quality assurance.....	53
Outcomes measurement.....	54
The challenges and opportunities of the EMP.....	54
Using a Logic Model as a Framework to Describe EMP.....	54
The EMP logic model.....	56
Identifying a Theoretical Framework.....	59
The Career and Psychosocial Functions of the S.U.C.C.E.S.S. EMP.....	59
Kram's Four Phases of Mentorship Compared to the EMP Mentoring Model.....	62
The differences between Kram's mentoring construct and the EMP mentoring process.....	66
Summary.....	72
 <b>Chapter 4. Research Methodology.....</b>	 <b>73</b>
Chapter Outline.....	73
Overview of Empirical Studies of the Mentoring Relationship.....	73



Common research designs. ....	75
Sources of data and focus of inquiry. ....	76
Overall status of current empirical research. ....	77
Research Methods Used in this Study .....	78
Research Questions and Methods Employed.....	79
Research instruments. ....	80
Data collection.....	82
Research design. ....	85
Research Ethics and Research Sample .....	88
Reliability and Validity .....	89
Reliability.....	89
Validity. 89	
Mentees. ....	90
Mentors. ....	90
Outcome measurements. ....	90
Summary.....	91
 <b>Chapter 5. Survey Findings .....</b>	<b>92</b>
Chapter Outline .....	92
Survey Results .....	93
Part A. Demographic Characteristics of the Survey Participants .....	93
A. Mentees. ....	93
Mentees' gender and age distribution. ....	96
Mentees' number of years of living in Canada .....	97
B. Mentors. ....	97
Demographic characteristics of the EMP mentors. ....	97
Where did the mentors receive their educational preparation? .....	99
Mentor gender and age. ....	99
Mentor years of residence in Canada. ....	99
Significance of the mentee and mentor demographics. ....	99
Part B. The Rationale in Setting the Online Survey Questions .....	100
Category 1) Statements associated with Kram's constructs of mentoring. ....	105
Category 2) Statements combining foundational concepts of mentoring with design features of the S.U.C.C.E.S.S. EMP. ....	107
Category 3) Questions directly related to features and goals of the S.U.C.C.E.S.S. EMP. ....	108
Statements designed to elicit the overall impressions of mentees and mentors in direct regard to the S.U.C.C.E.S.S. EMP. ....	112
Part C. Mentee and Mentor Responses to the Open-Ended Survey Questions .....	114
Mentee responses to open ended survey questions.....	114
Mentor responses to (Part C) the open ended survey questions. ....	120
General summary of the mentee and mentor responses to the open-ended survey questions .....	124
General Summary .....	125
Mentee Perceptions .....	126
Mentor Perceptions .....	127
Summary.....	129

<b>Chapter 6. Interview Findings .....</b>	<b>130</b>
Chapter Outline .....	130
Qualitative Research and Sample Demographic .....	131
Research Sub-Questions and Interview Findings .....	133
Coding of the Qualitative Data .....	134
Results of the Interviews with Mentees.....	136
Topic 1) Reasons for coming to Canada.....	136
Topic 2) Challenges and concerns in looking for a job.....	137
Topic 3) Mentee expectations of the Employment Mentoring Program (EMP).....	139
Topic 4) Mentoring experiences.....	140
Topic 5) Functions of mentoring.....	142
Topic 6) Learning outcomes resulting from mentoring.....	144
Topic 7) Additional topics: open ended conversation.....	146
Results of the Interviews with Mentors.....	149
Topic 1) Mentor perceptions of the reasons that mentees elected to come to Canada.....	149
Topic 2) Mentor perceptions of challenges faced by new immigrants.....	151
Topic 3) Mentor views of the functions of mentoring.....	153
Topic 4) Mentor expectations from the mentorship.....	155
Topic 5) Mentoring experiences.....	157
Topic 6) Learning outcomes.....	158
Topic 7) Additional findings from the mentor interviews.....	159
Recommendations and comments from mentors bearing on the S.U.C.C.E.S.S. EMP .....	161
Comments about the mentoring relationship in general.....	162
Four Portraits of EMP Mentees - The Qualitative Data in Living Form .....	164
Story 1 - Name: Ken (Gender: Male) .....	164
Story 2 - Name: Kelly (Gender: Female).....	166
Story 3 - Name: Carrie (Gender: Female).....	167
Story 4 - Name: Mark (Gender: Male).....	169
Summary.....	170
 <b>Chapter 7. Overview and Discussion of the Study's Findings and             Implications for Policy and Application.....</b>	 <b>171</b>
Chapter Outline .....	171
Introduction .....	171
Theoretical Framework and Methodologies Used.....	172
Research Questions and Findings .....	173
Findings of the Research .....	174
General research question.....	174
Findings in respect to the five research sub-questions.....	174
Summary of the Research Results .....	183
Mentee perceptions.....	183
Mentor perceptions.....	184
Employment outcomes.....	185
Major outcomes shared by mentees and mentors.....	185

Expressions of opinion from the open-ended sections of the online survey of mentees and mentors. ....	186
Comparison of Kram's model of Mentoring with the S.U.C.C.E.S.S. EMP .....	186
The timeframes are different. ....	187
The employment status of the mentors and mentees is different.....	187
The knowledge levels of the mentors and mentees are different.....	187
The mentees' motivations are different. ....	188
Comparisons and Contrasts in the Results from the Surveys and Interviews .....	188
Personal Significance of the Research Outcomes.....	189
Recommendations Arising from the Study .....	190
Recommendations particularly applicable to the S.U.C.C.E.S.S. EMP.....	190
Recommendations concerning the development of government policies to encourage workplace mentoring programs, especially those directed at newly- arrived immigrant professionals. ....	192
Study Limitations.....	193
The EMP coordinator as both participant and observer in the research .....	194
Suggestions for Further Research .....	195
Conclusions.....	196
 <b>References</b> .....	 <b>197</b>
Appendix A. Definitions of Workplace Mentoring .....	206
Appendix B. Employment Mentoring Program Fact Sheet for Newcomers .....	208
Appendix C. Mentoring Action Plan – Page 1/2.....	209
Appendix D. Mentoring Action Plan – Page 2/2.....	210
Appendix E. A matrix of survey and interview questions linked with the research literature .....	211
Appendix F. Mentees Online Consent Form .....	214
Appendix G. Mentees Online Survey.....	216
Appendix H. Mentors Online Survey.....	219
Appendix I. Approval Letter from the S.U.C.C.E.S.S. ....	222
Appendix J. Consolidated Survey Results for Mentees and Mentors (Numerical and Percentage Data).....	223
Appendix K. Mentee—Responses to Open-Ended Survey Questions.....	232
Appendix L. Mentor—Responses to Open-Ended Survey Questions.....	237
Appendix M. Semi-Structured Interview Questions for Mentees.....	239
Appendix N. Semi-Structured Interview Questions for Mentors .....	240
Appendix O. Categorized the Interview Topics into Six Sections .....	241
Appendix P. Composite Table showing the results of the Interviews with Mentees, grouped by Topic Categories and showing the major or axial codes, with associated text examples from the interview transcripts .....	243
Appendix Q. Composite Table showing the results of the Interviews with Mentors, grouped by Topic Categories and showing the major or axial codes, with associated text examples from the interview transcripts .....	255

## List of Tables

Table 1.1.	<i>General research question, objectives and sub-questions.....</i>	7
Table 2.1.	<i>Kram's two-dimension frameworks with nine mentoring functions elaboration.....</i>	31
Table 2.2.	<i>Kram's four phases of mentorship.....</i>	32
Table 2.3.	<i>Fifteen mentoring functions as reviewed and consolidated by Jacobi during the period from 1977 to 1989. ....</i>	36
Table 3.1.	<i>The basic form of a logic model with the key components .....</i>	55
Table 3.2.	<i>The EMP logic model with seven components.....</i>	58
Table 3.3.	<i>The application of Kram's mentoring functions in EMP program.....</i>	61
Table 3.4.	<i>Kram (1985) purposed four phases of Mentoring Relationship in her book: Mentoring at Work .....</i>	62
Table 3.5.	<i>The EMP mentoring lifecycle as adapted from the Immigrant Employment Council of British Columbia - Provincial Mentoring Model.....</i>	64
Table 3.6.	<i>Kram's four phase mentorship compared to the IEC-BC mentoring model.....</i>	65
Table 3.7.	<i>Comparison table between Kram's model, IEC-BC Provincial Mentoring model, and EMP model .....</i>	68
Table 4.1.	<i>Research design features.....</i>	76
Table 4.2.	<i>Data sources and focus on inquiry .....</i>	77
Table 4.3.	<i>Research objectives, questions, and methods .....</i>	79
Table 4.4.	<i>A category matrix of interview and survey questions for Mentees and Mentors.....</i>	80
Table 5.1.	<i>Country or region in which mentees obtained their education prior to coming to Canada .....</i>	96
Table 5.2.	<i>Categories of survey questions and Mentee and Mentor statements .....</i>	102
Table 6.1.	<i>Interviewees' Demographic Information (11 mentees &amp; 9 mentors).....</i>	132
Table 6.2.	<i>Mentees' and mentors' interview topics comparison .....</i>	136
Table 6.3.	<i>Summary of Major Themes Resulting from Analysis of the Interviews with Mentees .....</i>	148
Table 6.4.	<i>Summary Results of the Interviews with Mentees and Mentors.....</i>	160
Table 7.1.	<i>Functions of Employment Mentoring Program .....</i>	179

## List of Figures

<i>Figure 3.1.</i>	Employment Mentoring Program mentoring activities. ....	48
<i>Figure 3.2.</i>	EMP workshops and seminars .....	50
<i>Figure 4.1a</i>	The flow chart of the research process – I .....	86
<i>Figure 4.2b.</i>	The flow chart of the research process - II .....	87
<i>Figure 5.1.</i>	Occupational categories held prior to coming to Canada listed by the 2012 cohort of S.U.C.C.E.S.S. Employment Mentoring Program Mentees (Survey participants only, n=42). ....	94
<i>Figure 5.2.</i>	The highest levels of education described as having been completed by the S.U.C.C.E.S.S. EMP mentees who participated in the survey (n=42) prior to coming to Canada. ....	95
<i>Figure 5.3.</i>	Distribution of the professions reported by the mentors for the 2012 EMP cohort. ....	97
<i>Figure 5.4.</i>	The levels of education completed by the mentors in the study cohort. ....	98
<i>Figure 6.1.</i>	A flow chart showing the steps used to develop an understanding of the results of the interviews with mentees and mentors in the S.U.C.C.E.S.S. Employment Mentoring Program who participated in this study. ....	134

## List of Acronyms

APEGBC	Association of Professional Engineers and Geoscientists of British Columbia
ASST	Applied Science Technologists and Technicians
B.C.	British Columbia
CAD	Canadian Dollar
CIC	Citizenship and Immigration Canada
COV	City of Vancouver
CQI	Continuous Quality Improvement
CSP	Career Start Program
Ed.D	Doctor of Education
EMP	Employment Mentoring Program
GIS	Geographic Information Systems
IEC-BC	Immigrant Employment Council of BC
ITA	Industry Training Authority
ITPs	Internationally Trained Professionals
ITTI	Immigrants in Trades Training Initiative
MAP	Mentoring Action Plans
NCA	National Committee of Accreditations
ORE	Office of Research Ethics
P. Eng.	Professional Engineer
SFU	Simon Fraser University
S.U.C.C.E.S.S.	United Chinese Community Enrichment Services Society
TRIEC	Toronto Region Immigrant Employment Council

## Glossary

Adequate knowledge of language	In general, "adequate knowledge" means the ability to understand spoken English and that English-speakers can understand the person speaking.
Career functions	Kram (1985) defines the "Career functions" of mentoring as helping mentees achieve career advancement through sponsorship, exposure-and-visibility, coaching, protection, and challenging assignments.
Career Start Program (CSP)	Career Start Program is part of the S.U.C.C.E.S.S. organization's EMP activities. The project of Career Start Program (CSP) is to create a structured environment for "Bridging the B.C. professionals with the Internationally Trained Professionals". CSP includes three main sessions: 1) Networking; 2) Resume writing; and 3) Mock Interview. S.U.C.C.E.S.S. is responsible for recruiting 20-25 professional newcomer (ITPs) participants in each round. The professional backgrounds of participants are I.T., Accounting, Finance, Human Resources and Business-related. Accenture staff will act as mentors to provide advice and guidance to professionals who are ITPs (i.e. mentees), so that those mentees will better understand the Canadian workplace culture and the employer expectations as well as the professional knowledge in their fields. To sum up, the objective of CSP is to increase mentees' employability and enhance their competency in the labour market in B.C.
City of Vancouver (COV) Mentorship Program	<p>The City's mentorship program is one of the optional EMP activities which help new Canadians connect with mentors who will work with them to improve their skills, build professional networks, and create job opportunities.</p> <p>During 2010 – 2011, the City participated in a joint pilot project with the Immigrant Employment Council of BC (IEC-BC), SUCCESS, Immigrant Service Society of BC, and MOSAIC to help new immigrants find work that is relevant to their education, skills, and experience. The pilot team won the City of Vancouver 2012 Service Award for creating community connections.</p>
Citizenship and Immigration Canada (CIC)	Canada's official Immigration Office which processes applications for work permits and immigration issues and determines who may be eligible to work and immigrate to Canada.

Employment Mentoring Program (EMP)	EMP is part of the bridging program that helps ITPs address the gap between their current knowledge and experience and what is needed to enable them to work in their preferred jobs or fields. The Program's core activity is the specialized matching of ITPs (i.e. mentees) with Mentors who have Canadian experience in the mentees' fields.
Hidden Job Market	The hidden job market is a term used to describe jobs that aren't posted online or advertised. Job seekers can tap the hidden job market by using networking connections to help find unadvertised job openings or opportunities.
Human Capital	The collective skills, knowledge, or other intangible assets of individuals that can be used to create economic value for the individuals, their employers, or their community.
Internationally Trained Professionals (ITPs)	ITPs are the skilled immigrants who have educational background at the post-secondary level, strong work experience prior to coming to Canada, adequate knowledge of English or French, and other abilities that will help them to establish themselves successfully as permanent residents in Canada.
Internship	Supervised work-related training that may be either paid or unpaid. Internship positions can be found within certain businesses, government departments and non-profit organizations and are ways for newcomers to gain Canadian work experience.
Job Search	The act of searching for employment, due to unemployment or a desire for a better position. It also a process of finding information about a position being sought including the qualifications and skills required.
Kram's Mentoring Model	Kathy Kram (1985) has proposed that a successful workplace mentoring program entails both career and psychosocial functions. Kram also proposes four phases as characterizing the mentoring relationship: Initiation, Cultivation, Separation, and Redefinition.
Mentee	In the workplace context, mentees are typically skilled immigrants who are recent arrivals. The mentees are expected to benefit from the information exchange, experience-sharing and career development guidance provided by the mentors. (See Kram's Mentoring Model).
Mentor	In the workplace context, mentors are typically more experienced, senior members in the organization, industry or profession. They often perform roles as managers, team leaders and senior colleagues.



Mentoring Action Plan (MAP)	MAP is a guidance worksheet that can help to keep a mentoring relationship on track. It is designed on the assumption that mentees who are more actively engaged in the MAP process will achieve greater learning outcomes from the EMP.
Mentorship	A mentorship exists when an experienced person helps an individual with less experience by providing advice and assistance. Often related to a specific job, task, or project.
Network	A network may exist among a group of people such as family, friends, acquaintances and people known socially. Many people search for work in Canada by making contacts through their networks, a process called networking.
Networking	The process of searching for work by contacting people in a network. In addition to job postings, many people search for work in Canada through networking. The Networking process is a way to search for jobs in the Hidden Job Market.
Newcomer	A person who is in the process of immigrating or has recently landed as an immigrant to Canada.
Permanent Resident status	The position of a person who has legally immigrated to Canada but is not yet a Canadian citizen.
Psychosocial functions	According to Kram the "Psychosocial functions" of mentoring can help mentees enhance their sense of competence, clarity of identity, and effectiveness in the job through role-modeling, acceptance-and-confirmation, counseling, and friendship.
Qualification recognition	A process that involves the assessment of credentials, competencies, and work experience in order to assist employers, educational institutions and professional regulatory bodies in making informed decisions.
Resume	A resume or curriculum vitae (C.V.), is a document depicting an applicant's current or previous education, work experience and skills to a potential employer. It is an important tool in the job search process. A resume tells an employer about who an applicant is, what they have done in the past and what their qualifications are.
S.U.C.C.E.S.S.	S.U.C.C.E.S.S. stands for "United Chinese Community Enrichment Services Society". The S was added to make the acronym read as "S.U.C.C.E.S.S." S.U.C.C.E.S.S. is a non-profit charitable organization founded in 1973. It is now a one of the largest immigrant and social service agencies in British Columbia. Its mandate is to promote the well-being of Canadians and immigrants, and to encourage their involvement in the community through the provision of social, educational and health services, business and community development, and advocacy.

The Immigrant  
Employment Council  
of British Columbia  
(IEC-BC)

IEC-BC is a provincial non-government organization that stimulates the integration of skilled immigrant talent into the province's workforce. IEC-BC is guided by a Board composed of influential leaders from the private sector, government, education, labour and community organizations.

The Toronto Region  
Immigrant  
Employment Council  
(TRIEC)

TRIEC is a multi-stakeholder council that brings leaders together to create and champion solutions to better integrate skilled immigrants in the Toronto Region labour market.

# **Chapter 1.**

## **Introduction**

### **Purposes and Focus of the Research**

The purpose of the research described in this thesis was to explore the situations of new immigrants who are internationally-trained professionals (ITPs) currently living in British Columbia with respect to their career development and mentoring expectations. The research employed a case study to explore how the Employment Mentoring Program (EMP) as operated by the United Chinese Community Enrichment Services Society (S.U.C.C.E.S.S.) engages with immigrant professionals and helps them reduce their employment gap in Canada. The chapter also introduces the research objectives and research questions as well as describing the general and personal significance of the research. A brief outline of the theoretical framework, research methodology and delimitation of the study is also provided. A brief roadmap is provided at the end of the chapter to indicate the organization of the remainder of the thesis.

### **The Researcher's Story**

In 2009 I came to Canada with the desire to reunite with my family and with a hope to afford a better future for my newborn son. At that time I found that I was breathing fresh air and seeing a lot of trees and green spaces. Canada seemed like paradise compared with the concrete jungle in Hong Kong (my home town). As an internationally-trained professional (ITP), my immigration category was as a skilled immigrant. In Hong Kong I had a decent job and a good salary package; I had worked in university and institutional training environments for over 10 years. My highest position was School Principal in an Adult Education Retraining Centre. However, my first employment in Canada was in a labour-intensive job working for a company moving motorcycles. At that time I earned a minimum wage (CAD\$8/hour) with an uncertain

future. After two months, I met a local Canadian who told me that networking was very important, because finding a job in Canada is not about what you know but who you know. He changed my concept about job search in Canada and he was my first mentor. With support from some other people I adjusted my ideas about job searching and I started to do volunteer work to expand my networks. Eventually, I landed a job with the United Chinese Community Enrichment Services Society, also known as S.U.C.C.E.S.S.<sup>1</sup>, one of the largest social services organizations in B.C. I often share my story with newcomers to illustrate some features of the job search process in Canada, such as mentoring and networking.

### **Motivation.**

I have been closely involved with the development and implementation of mentoring programs at S.U.C.C.E.S.S. for the past six years. As I received a lot of positive feedback about the mentoring process from participants, both mentees and mentors, I was led to the assumption that mentoring is a valuable process for new immigrants or newcomers. To assess my assumptions, I started to do research on mentoring in general. Even though there are some recent reports and surveys showing that mentoring can improve employment outcomes for skilled immigrants (Maytree, 2013; Richard 2013), the research methods mainly took quantitative approaches, which did not provide a holistic view of the benefits of mentoring. I was also particularly motivated to develop a research program focused on new immigrants who were internationally-trained professionals living in B.C. I decided to use a mixed research method to discover more about mentor and mentee experiences in the S.U.C.C.E.S.S. mentoring program. Through the research, I hoped to discover the impacts of the program's approach to mentoring on new immigrants, and to see if there were any areas that could be improved.

<sup>1</sup> S.U.C.C.E.S.S. is an acronym for the United Chinese Community Enrichment Services Society with an "S" in front to make it "S.U.C.C.E.S.S.". It was established in 1973 and incorporated in 1974. The name was legally changed to S.U.C.C.E.S.S. to reflect the fact that the organization had evolved to become a multicultural organization that serves a broad range of ethno-cultural communities. S.U.C.C.E.S.S. offers a diverse set of programs including settlement services, ESL training, employment services, family and youth counseling, business and economic development services, health care services, social and affordable housing, and community and volunteer development.

### **Situating myself as a researcher and mentoring coordinator.**

In 2009, the same year I immigrated, I started the Doctorate of Education (Ed.D.) degree program at Simon Fraser University. Mentoring was my personal interest, so as a result I chose employment mentoring as my research focus. By mid-2009, I joined the S.U.C.C.E.S.S. organization and was made responsible for mentoring programs as the Employment Mentoring Program (EMP) coordinator, a role that I have performed during this study. In that role I have accumulated about six years of experience in mentoring. One of my job duties was to lead the program's development, implementation, and evaluation. Thus, during the research described in this thesis, I have been situated as both a researcher and mentoring coordinator. I believe this dual role offered an excellent vantage point as both researcher and coordinator and provided an opportunity to pursue the research questions and observe the behaviours of the participants in the employment mentoring process. Although there are advantages of the dual role, there are potential disadvantages and challenges. For instance, people might challenge my objectivity as researcher or my ability to control my expectations about the findings of the study or to bias my interpretations of the data. In order to minimize and prevent potential bias of my data and interpretation, I recorded all the survey data and interview scripts. I asked several groups of people to review and comment on my data and findings: there are SFU research assistants, SFU professors, EMP program assistants, some of my mentors and mentees as well as people who are not in the mentoring fields. In addition, there might be other challenges, for example mentees/mentors who chose to participate in a research project conducted by the mentoring coordinator may not feel free to withdraw from the study when they have the right to withdraw their participation at any time. In order to eliminate the possibility of such bias, I did not mention my research to any of the participants until close to the end of their mentoring session. As a result, the participants would not fear that their decision to join or not to join the research has any impact on the quality of service that they receive. Furthermore, to make sure the mentees/mentors understand his/her rights, in my research introduction letter I clearly stated the following to them: "Your [mentee/mentor] decision to participate or decline participation in this research is completely voluntary. It will not affect your mentorship matching and you have the right to withdraw your participation at any time without any negative consequences. If you decide to withdraw, none of the data that you gave will be used in the study reports". Besides, regarding the protection of identifies of the participants, all personal information provided by the participants will remain strictly

confidential and no identity information will be made publically available. By executing those corresponding actions, the disadvantage of the dual role could be minimized.

## **Larger Context of the Study**

The following information will help readers understand the current B.C. labour market and indicate the employment gaps that are known or claimed to exist in the B.C. labour force. Immigrants have clearly played important roles in the development of Canada and continue to perform significant roles in its economy in the 21<sup>st</sup> Century. However, the talent and potential of immigrants will not be realized if there are significant mismatches between their education, training and skills and the jobs that they are able to obtain and if there are barriers against their access to appropriate employment.

### **Demand for immigrants in Canada.**

During the past 146 years, “immigration has contributed greatly to the growth of Canada’s population” (Statistics Canada, 2011, p.2). According to the 2011 *Census Report*, Canada is a country made up largely of immigrants from across the world; “more than 80% of Canada’s population growth is attributed to immigration” (Statistics Canada, 2011, p.4). Canadians can be proud of themselves for their rich cultural and ethnic diversity. According to research published by the Federal Government in 2010, immigrants are crucial for the continued prosperity of the Canadian economy (CIC News Release, October 2010). The B.C. provincial government published a *British Columbia Labour Market Outlook: 2010-2020* report stating that “over one million job openings are expected in B.C. from 2010 to 2020” (p.2), with 43% of job openings expected to be in trades or technical occupations. In addition, the B.C. Immigration Task Force found that the B.C. domestic labour supply cannot support that huge labour demand, “it is estimated that one third of these job openings will need to be filled by migrants from outside B.C. and Canada” (John, 2012, p.2). In 2011 Jason Kenney, the Federal Minister of Citizenship, Immigration and Multiculturalism (CIM), announced that “The government of Canada is planning to welcome more federal skilled workers in 2012” (CIC News Release, November 2011). These statements appear to indicate that the government of Canada and the BC provincial government recognize and accept the important roles performed by immigrants in making Canada a more diverse, productive, and innovative

country. They also clearly indicate an expectation by the national and provincial governments for immigrants to be in demand to fill employment vacancies and meet the requirements of a changing economy.

### **Challenges for newcomers.**

The 2011 *Annual Report to Parliament on Immigration* states that Canada is a country that was built by immigrants. Since Confederation, Canada has welcomed millions of newcomers from all over the world. However, there are continuing reports that new immigrants often encounter difficulties in finding employment appropriate to their educational qualifications, employment, and experience. Too often, the jobs they find are well below the level of their experience and training. In 2007, Statistics Canada conducted an official study titled *Canadian Social Trends: Immigrants' Perspectives on Their First Four Years in Canada*. The study reported that the top two difficulties faced by new immigrants since arriving in Canada were "Finding an adequate job" (46%) and "Learning a new language: English" (26.2%). Especially for the internationally-trained professionals, finding jobs that matched their original qualifications was a big challenge. In addition, immigrants aged 25 to 44 who were seeking employment encountered major difficulties, including: Not enough Canadian job experience (49.8%); No connections in the job market (37.1%); Foreign experience not accepted (36.6%); Foreign qualifications not accepted (35.4%); Lack of employment opportunities (32.4%); Not enough Canadian job references (32.1%); and Language problems (31.9%) (Statistics Canada, 2007, p.8).

### **Human capital waste - B.C.'s employment gap.**

In the Metro-Vancouver region, Employment Centres and Case Management Services are operated by WorkBC<sup>2</sup>. To receive support and services, the clients must be unemployed or underemployed, and not be receiving provincial or federal assistance (e.g. Employment Insurance). If the clients are working more than 20 hours per week, they are not eligible for any employment services from WorkBC. If the clients are able to find a full-time position, even if their jobs do not match their original professional

<sup>2</sup> WorkBC is the new Employment Program of B.C. that replaced four provincially-funded employment programs and six programs funded under the Canada-British Columbia Labour Market Development Agreement.

employments, they will no longer be eligible for employment services from WorkBC. According to reports (Basran & Li, 1998; Grant & Hélène, 2007; Globe and Mail, 2012; Li, 2012), 46.1% of new immigrants found it difficult to find a professional job in Canada. Many new immigrants who are internationally-trained professionals (ITPs) are doing survival jobs: engineers working in supermarkets chopping vegetables, lawyers or doctors driving taxis, and accountants working as cashiers earning minimum wage. This situation represents a huge waste of human capital and creates employment gaps both in Canada in general and Metro Vancouver as well. Statistics Canada (2011) claimed that by 2031, the number of job vacancies in Canada will increase to between 20.5 and 22.5 million, and as the population ages and people retire, there will be a reduction in economic growth in Canada. It implied that we might need a lot of skilled immigrants to fill these vacancies. However, referring to the Canadian Imperial Bank of Commerce (commonly known as CIBC) report (2012), it was estimated that the employment gap and wage disparity between immigrants and the local-born is costing the Canadian economy more than \$20 billion in foregone earnings. The CIBC report (2012) also estimates more than 20% of working-age male immigrants leave the country within a year of arrival. By the time the government needs to fill the labour shortages it may be too late because many of these skilled immigrants have already have left Canada.

In this research, the term "employment gap" is defined as the gap between what an ITP is qualified to do compared to the sort of work he or she is actually doing or able to get in the labour market. A question raised is what kind of programs might be helpful to newcomers attempting to settle and integrate into Canada and address the employment gap issue?

### **Mentoring programs to help reduce the B.C. employment gap.**

In Vancouver, the non-profit charitable organization S.U.C.C.E.S.S. has developed a bundle of settlement and pre-employment services intended to assist new immigrants or permanent residents by matching their needs and providing timely and seamless programs. S.U.C.C.E.S.S. has been running mentoring services since 1999 and recently S.U.C.C.E.S.S. settlement services has designed an Employment Mentoring Program (EMP) in an attempt to fill the employment gap by providing early intervention and taking a holistic approach to the newcomers' job search process. The



mentoring service is intended to facilitate the newcomers' settlement and integration into the local community as well as building their confidence to find a job independently. It is hoped that such service may facilitate the newcomers to use their talents to contribute to the economy of B.C. and ease the employment gaps.

## Research Objectives and Questions

The general research question addressed by this study was, *"What are the experiences and perceptions of Mentees in the S.U.C.C.E.S.S. Agency's Employment Mentoring Program (EMP) in regards to the impacts of the program to their career development goals?"* Table 1.1 lists three research objectives and the related research sub-questions; those sub-questions are designed to achieve their corresponding research objectives and to help resolve the general question of this research.

**Table 1.1. General research question, objectives and sub-questions**

General research question	
What are the experiences and perceptions of Mentees in the S.U.C.C.E.S.S. Agency's Employment Mentoring Program (EMP) in regards to the impacts of the program to their career development goals?	
Three objectives	Five sub-questions
A. The research sought to explore the current situations of ITPs who were engaged in the S.U.C.C.E.S.S. EMP as mentees with respect to their career development and expectations.	<ol style="list-style-type: none"> <li>1. What challenges and concerns did the ITPs who were engaged in the S.U.C.C.E.S.S. EMP (mentees) believe they faced in terms of achieving their career goals?</li> <li>2. What were the mentees' expectations for the EMP at the time of their enrolment in the program and did these expectations change while they participated in the program?</li> </ol>
B. The research gathered and described the mentees' and mentors' experiences with the S.U.C.C.E.S.S. EMP.	<ol style="list-style-type: none"> <li>3. From the perspective of the mentees, did the mentors in the EMP facilitate their career development and personal growth?</li> <li>4. How did the mentors in the EMP perceive their roles and the effectiveness of their work in mentoring the program's participants (mentees)?</li> </ol>
C. The research sought to understand the outcomes of the EMP from the perspectives of the mentees and mentors.	<ol style="list-style-type: none"> <li>5. Did the S.U.C.C.E.S.S. EMP meet the mentees' expectations? What reasons were given by the mentees as to whether their expectations were, or were not, met?</li> </ol>

## Significance of the Study

### Importance to B.C. and Canada.

Deloitte<sup>3</sup>'s 2012 report, *The Future of Productivity in Canada* describes two basic means of fulfilling a country's needs for human capital.

Countries have two basic levers to improve the overall quality of their human capital and ensure an effective matching of skills to business needs. They can build the capabilities of people within their borders through education, and facilitate the immigration of skilled workers from other countries (Deloitte, 2012, p. 28).

While it is often stated that developing human capital from skilled immigrants is very important, quite often, as shown by some media reports and research (Basran & Li, 1998; The Globe and Mail (May, 2012); Li, 2012), there are still significant numbers of ITPs who cannot find jobs that match their original professions. The Globe and Mail (May, 2012) stated "overqualified immigrants do drive taxis, many are in fact architects and engineers" (para.1). In many cases, the ITPs might only be able to get entry-level positions. In the coming decades, most of B.C.'s future labour supply is supposed to come from the pool of human capital that ITPs represent. If policy-makers, employers, the business community, and regional stakeholders throughout the Province do not significantly tap into this human resource pool and help them smoothly transition into the Canadian workplace, they may eventually go back to their home countries or create various social issues. If this is the case, it might represent a waste of human capital. It could also create a shortage of labour supply and lead to loss of competitive advantage in B.C. To avoid this situation, a well-developed bridging program or system might help ITPs to find a career pathway in B.C. so they can become valuable assets to the economy.

<sup>3</sup> Deloitte, originally named as Deloitte Touche Tohmatsu Limited, is one of the "Big Four" professional services firms along with PwC, EY, and KPMG. Deloitte has the largest professional services network in the world by revenue and by the number of professionals. Deloitte provides audit, tax, consulting, enterprise risk and financial advisory services with more than 200,000 professionals in over 150 countries.

### **Importance to mentoring participants and the community.**

It has been proposed that mentoring programs for newly-arrived immigrants who have professional qualifications obtained outside of Canada (i.e. ITPs) may offer benefits to the mentees as well as to the society in general. ALLIES<sup>4</sup> (2013) claimed that mentoring can bring “improved employment outcomes for newcomers, which would reduce the cost to government” (p. 3). The mentoring support can also accelerate ITPs’ settlement and integration process into B.C. communities and can make newcomers feel more welcome in the Canadian workplace.

### **Potential importance of the study to the S.U.C.C.E.S.S. organization.**

The Employment Mentoring Program (EMP) aligns with the principles of the S.U.C.C.E.S.S.’ organizations’ Settlement Integration Services, which are in place to provide early intervention and holistic approaches to supporting job searches by newcomers through workplace orientation, mentoring, and other services that are intended to equip ITP’s newcomers with the appropriate job search skills. Ideally, the mentoring services are provided as part of a seamless continuum of support for mentees, mentors and potential employers, and their accomplishments also imply the program’s positive contribution to the community and to S.U.C.C.E.S.S. Hence, the findings of the research described in this thesis have potential value to the development of the S.U.C.C.E.S.S. mentoring program.

### **Importance to the researcher.**

I belong to the category of internationally-trained professional immigrants, having landed in Canada six years ago. As with other newcomers, I struggled to adapt to a new life in Canada and worried about finding a job here. With my mentor’s help I realized that communication and networking skills are very important in Canada because they can help you gain more friends and extend your personal and professional networks, and

<sup>4</sup> ALLIES (Assisting Local Leaders with Immigrant Employment Strategies) is a project jointly funded by Maytree and The J.W. McConnell Family Foundation. ALLIES supports local efforts in Canadian cities to successfully adapt and implement programs that further the suitable employment of skilled immigrants. Through a series of multi-stakeholder initiatives, ALLIES and local partners contribute to building a stronger Canada by using the talents, connections and experience of skilled immigrants who have made Canada their new home.

that networking can be a key element in the job search process. In my current role as the S.U.C.C.E.S.S. Employment Mentoring Program Coordinator, I would like to give back to the community by helping other newcomers match with mentors who have similar professional backgrounds. Ideally, I hope every newcomer will have a successful life in Canada. This research may help mentoring participants, employers, the business community, regional stakeholders and policy-makers to understand the potential importance of effective mentoring to the community.

## **Theoretical Frameworks**

The research described in this thesis utilizes the S.U.C.C.E.S.S. EMP as a case study to explore the experiences of the mentees and mentors and examine the effectiveness of the program. The research draws significantly from the mentoring framework proposed by Kathy E. Kram (1985) who conceptualized mentoring as a two-dimensional (career and psychosocial) construct. The research process explores the experiences of the new immigrant participating in the S.U.C.C.E.S.S. EMP within that framework. Kram (1985) proposed that a successful mentoring program can help mentees achieve both Career and Psychosocial Functions.

Career functions are those aspects of the relationship that enhance learning the ropes and preparing for advancement in an organization. Psychosocial functions are those aspects of the relationship that enhance a sense of competence, clarity of identity, and effectiveness in a professional role (Kram, 1985, p. 22).

According to Kram the “career functions” of mentoring can help mentees achieve career advancement through sponsorship, exposure-and-visibility, coaching, protection, and challenging assignments. The “psychosocial functions” can help mentees enhance their sense of competence, clarity of identity, and effectiveness in the job through role-modeling, acceptance-and-confirmation, counseling, and friendship. In addition, time has been considered to be an important component of the mentoring relationship. Even though the mentorship may vary in length, Kram (1985) proposed four phases to characterize the mentoring relationship. They are: Initiation, Cultivation, Separation, and Redefinition.

There were three reasons for choosing Kram's mentoring constructs as the frame for studying the mentoring relationships in the EMP program in this research. First, Kram's construct of mentoring functions and mentoring relationships is the most popular and most often cited reference in regard to mentoring. Second, her two-dimensional concept of the major mentoring functions is similar to EMP's goals and objectives. Third, Kram's research has contributed significantly to understanding workplace mentoring and her qualitative research methodology provided a useful example for this study.

## **Methodology**

The research described here used an explanatory mixed methods design (Creswell & Plano, 2007). This approach is common in education studies. In order to obtain a full understanding of the recent employment mentoring mode, I employed S.U.C.C.E.S.S. employment mentoring program (EMP) as a case study. A case study is an in-depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable area. The research started by collecting quantitative data from online surveys of EMP participants (mentees and mentors) who were enrolled in as a cohort from April to September 2012. Following the survey phase the qualitative data were collected from interviews conducted in September 2012. The interviews were arranged by inviting all members of the April-September 2012 cohort of EMP participants to participate in 1:1 in-depth sessions. The interviews were intended to help explain and elaborate on the quantitative survey findings. The rationale for using an explanatory mixed method approach is that the quantitative data and results provide a general picture of the EMP mentees' experiences while the in-depth analysis of the qualitative interview data, refined, extended, and explained the range of mentoring experiences of the mentees. Through the qualitative findings and supporting quantitative data, the research design was intended to provide a holistic picture of the experiences of both the mentors and mentees. In addition, through a review of the EMP's client case files and evaluations, the research process should enrich the mentees' stories and examine their experiences in the context of the EMP's intended learning outcomes. The EMP's stated learning outcomes include developing the ability of mentees to set up short-term and long-term goals, to find employment in B.C. commensurate with their qualifications, and the facilitate mentees' personal development. Based on the mentors' and mentees'

experiences, the research sought to discover common elements in the mentoring relationship and to examine the elements that appeared to contribute to S.U.C.C.E.S.S. in the mentorship as well as to find any areas of opportunity for the future development of EMP or similar mentoring programs. The methodology of the study is described in detail in Chapter Four.

## **Delimitation of the Study**

The research described in this thesis was conducted in the context of the S.U.C.C.E.S.S. organization's mentoring program, located in Vancouver, British Columbia. The S.U.C.C.E.S.S. Employment Mentoring program has been running for 16 years, and has achieved over 2,000 matches between mentors and mentees. This research study was done by inviting the participation of members of the most recent (at that time) mentoring cohorts from the period from April 2012 to September 2012 as the sample pool. The participants (i.e. mentees and mentors) were asked to participate in an online survey and individual, one-on-one interviews. A total of 75 invitation e-mails were sent out to 60 mentees and 15 mentors. For the on-line survey, 42 of 60 mentee surveys were returned (70% response rate), while 12 of the 15 mentor surveys were returned for an 80% response rate. One-on-one interviews were conducted with 11 mentees and 9 mentors, for a total of 20 interviews. In all cases, the participants responded as individuals, not as representatives of a particular group of professions. While the study's findings were seen as having potential importance to the S.U.C.C.E.S.S. organization in terms of areas for program development or improvement, the study was not designed specifically as a program evaluation but rather as an inquiry into the mentoring relationship as appreciated by the mentors and mentees.

## **Structure of the Thesis**

The thesis is organized into the following components: Chapter One gives an introduction to the reader about the purposes of the research and situates the researcher in the research and provides a description of the organizational context of the study. The chapter also introduces the research questions and describes the general and personal significance of the research. A brief outline of the theoretical framework and mixed study methods is also provided.

Chapter Two provides a review of the relevant mentoring literature and identifies themes that have been explored by researchers examining approaches to mentoring. The goal of the literature review is to summarize and provide an academic critique on the available data specific to the concept of mentoring. In addition to reviewing the literature and discussing how mentoring programs can help mentees adapt to new environments, Chapter Two also includes some background information about the origin of the concept of mentoring and offers some definitions of mentoring including formal and informal mentoring, as well as defining the terms mentor and mentee/ protégé.

Chapter Three is a description of the case study elements of the research. The Chapter uses a Logic Model as a framework to describe the S.U.C.C.E.S.S. Employment Mentoring Program (EMP) in regard to its situation, input activities, outputs and outcomes. The chapter also covers the operation of the EMP and describes how it compares with traditional mentoring programs and current mentoring models in aiding new immigrants to seek employment appropriate to their levels of professional qualification.

Chapter Four describes the methodology and research design of the study, including the Explanatory Mixed Methods approach. It was designed to examine the perspectives of EMP mentees in regard to their experiences in the S.U.C.C.E.S.S. mentoring program. The rationale for using explanatory mixed methods is that this approach fit with the case under study and was appropriate to the use of Kram's mentoring constructs as an organizing frame. Chapter Four also describes the research design's features in detail, including site and participant selections, decisions about data

types and data collection methods, approaches to data assessment, validation and analysis, as well as defining ways of linking selected research methodologies with the research question and supporting sub-questions.

Chapter Five presents and describes the results from the online survey of mentors and mentees. In this part of the data analysis, the survey results are described using descriptive statistics while the written responses to open-ended survey questions are presented in a more narrative approach. The Chapter also shows the linkage between the online survey questions and Kram's mentoring framework as modified to fit with the context of ITP mentees' experiences.

Chapter Six presents and describes the themes identified from the analysis of the interview data as collected from the EMP participants (mentees and mentors) through semi-structured one-on-one interviews. The data is presented through analytic coding of major or axial themes. The chapter examines the elements that are potentially keys to a successful job search in Canada, the mentees' beliefs and experiences in mentoring, and also explores the factors that are perceived by the study participants to contribute to successful mentoring relationships.

Chapter Seven provides an interpretation of the themes emerging from the survey and interview data of Chapters Five and Six. The Chapter also provides a discussion of the conclusions that are drawn from the study and assesses their relationships to related research as reviewed in Chapter Two. The Chapter proposes recommendations arising from the findings and discusses the implications of the research for mentoring stakeholders, program developers, human resources professionals/employers and policy-makers. The Chapter closes with suggestions for further research.



## **Chapter 2.**

### **Literature Review**

#### **Chapter Outline**

It is the intent of this Chapter to summarize and critique research and scholarship specific to the concept of mentoring in workplace contexts. It also illustrates how mentoring differentiates from coaching and apprenticeship as well as describing Kram's (1985) workplace mentoring construct and her contributions to the mentoring field. The chapter has three sub-goals: the first is to define the various manifestations of mentorship that arise in the extant literature and to review research related to the career challenges faced by professionally qualified immigrants to B.C. The second is to explore why mentoring may be particularly important in helping this category of immigrants and how government and non-government-based mentoring programs may help mentees build their confidence in career development. The third sub-goal is to review the connections between Kram's (1985) mentoring framework and the case study described in this thesis.

#### **The Concept of Mentoring**

Before reviewing the research findings related to the general concept of mentoring relationships and discussing data concerning how mentoring programs may help mentees' adapt to new environments, it will be useful to provide some background information about the origin of mentoring as a concept and to describe the application of mentoring in different organisational contexts, including community-based mentoring, school-based mentoring, career-based mentoring, medical-based mentoring. In addition the general meanings of mentor and mentee will be considered.

## **The origin of mentoring.**

To understand the meaning of mentoring, it is useful to go back to its cultural origins. In Greek mythology, Mentor was a major figure in the Homeric legend of the Trojan War. When Odysseus, King of Ithaca, went off to fight in the Trojan War, he asked his best friend, Mentor, to look after his family and to attend to the development of his infant son Telemachus. Mentor was responsible not only for Telemachus' education, but for the shaping of his character, the wisdom of his decisions, and the clarity and persistence of his goals. Mentor helped Telemachus become an adult who would inspire his father's pride. Twenty years later, when Odysseus failed to return home at the end of the war, Telemachus left the safety of his home to find his father. The goddess Athena, disguised as Mentor, traveled with him. When Telemachus felt depressed or confused, Mentor/Athena would give him words of encouragement and guidance. Eventually, Telemachus was able to bring his father home. The triumph of this venture demonstrated the competence of Mentor and the power of the mentoring relationship (Barondess, 1995). Over time "mentor" has become a term for describing an individual who is a "wise person", "guide", and "friend" (Bierema & Merriam, 2002).

## **Definitions of mentoring.**

The concept of mentoring can be very complex and sometimes is confusing, varying from one situation to another. Different people may interpret mentoring in different ways. It is important that the purpose and intentions of mentoring in a particular context are explicit. Although there is no universally accepted definition of mentoring, most people understand mentoring as a relationship between two individuals, in which a wiser, more experienced person teaches a less knowledgeable individual (Galvez-Hjornevik 1986; Stevens 1995; Murphy 1995). Johnson and Nelson (1999) defined mentoring as "a personal relationship in which a more experienced (usually older) individual acts as a guide, role model, teacher, and sponsor, of a less experienced (usually younger) protégé" (p. 190).

In the workplace context, mentors are typically the more experienced, senior members in organizations, industries and professions and are often performing roles as managers, team leaders and senior colleagues. Also, in the workplace context, mentees are typically recent graduates, newcomers or skilled immigrants. The mentees are

expected to benefit from the information exchange, experience-sharing and career development guidance provided by the mentors. Appendix A provides a compilation of workplace mentoring definitions and concepts based on the work of Bozeman & Feeney (2007, p.723).

### **Concepts of mentoring.**

On the *Find Youth Info* website (2013), the concept of mentoring is transformed to different organisational contexts, for instance, “community-based mentoring, school-based mentoring, career-based mentoring” (para. 4) and medical-based mentoring.

- **Community-based mentoring** relationships are typically not site-specific and can involve the mentor and mentee doing a variety of activities including tutoring, career exploration, life skill development, sports, games, and attending cultural events or other forms of entertainment.
- **School-based mentoring** takes place at the school either during or after school hours and can include activities such as tutoring, playing sports, or other games.
- **Career-based mentoring** typically takes place at work sites and includes tutoring, job shadowing, and career exploration.
- **Medical-based mentoring** takes place at medical schools or hospitals. For medical students, having a physician who serves as a preceptor (i.e. medical term for mentor) may be one of the most valuable resources on the path to becoming a doctor. Mentoring relationships are particularly important for novice resident physicians who are in a medical school or practice in a hospital.

Kram (1985) states that “the name (Mentor) implies a relationship between a young adult and an older, more experienced adult who helps the younger individual learn to navigate in the adult world and the world of work. A mentor supports, guides, and counsels the young adult as he or she accomplishes this important task” (p. 2). Gold and Pepin (1987) claimed that a mentor not only acts as a teacher but also performs eight roles in helping a mentee, which include acting as: 1) a role model (who behaves in a professional manner); 2) a motivator (who encourages others); 3) an advisor (who gives feedback and suggestions); 4) a guide (who demonstrates good

teaching); 5) a resource (who shares teaching materials and/or ideas); 6) a listener (who hears concerns); 7) a sponsor (who praises others); and 8) as a friend (who is trustworthy). Olian, Carroll, Giannantonio, and Feren (1988) defined a mentor as “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” (p. 16). This definition is a close fit with recent workplace mentoring programs.

According to the ITP *Nelson Canadian Dictionary* (1998), a mentor is defined as, “wise and trusted counselor or teacher.” Another reference from the *Cambridge Dictionaries Online* (2011) defines a mentor as “a person who gives another person help and advice over a period of time and often also teaches them how to do their job”.

In the context of this research, which was conducted in the Employment Mentoring Program (EMP) offered by the S.U.C.C.E.S.S. organization, the view taken is that mentors are well established local professionals who are familiar with local social, cultural, and credential systems, have a good understanding of the labour market, and are eager to develop a supportive, professional relationship with a mentee. In addition, the mentors should have cross-cultural sensitivity, a non-judgemental approach, patience, good interpersonal skills, and be able to provide at least 24 mentoring hours to the mentee within the period of four months, subject to the mentors availability.

Also in the context of this research, the focus is on workplace mentoring. The view taken is that mentors tend to be more experienced (i.e. have Canadian workplace experience) than their mentees (i.e. new immigrants who are internationally trained professionals living in B.C.), rather than necessarily being older in years. The mentees who are unemployed or underemployed should have an intermediate to advanced English level, be willing to learn, and be open minded in receiving feedback from the mentor(s). In the same manner as the mentors, the mentees should be able to commit at least 24 mentoring hours to the mentor within the period of four months.

## **Mentee (Protégé).**

The word protégé derives from a French word meaning "to protect". The person in receipt of mentorship may be referred to as a protégé (male), or as a protégée (female). In recent years, mentee is a common term used interchangeably to refer to protégé and protégée. The individual who learns from a mentor is referred to as a mentee.

According to the *ITP Nelson Canadian Dictionary* (1998) a mentee is "one whose welfare, training, or career is promoted by an influential person". The *Cambridge Dictionaries Online* (2011) states that mentee is "a young person who is helped and taught by an older and usually famous person".

## **Development of the Mentoring Concept**

Since Kram's foundational work, new models of mentoring have emerged, including formal group peer mentoring (Allen, McManus and Russell, 1999), team mentoring, and network mentoring (Scandura, 2007). Allen, McManus, and Russell, (1999) used evidence from empirical studies to suggest that "the formal group peer mentoring relationships can contribute to the successful socialization of newcomers" (Allen et al. 1999, p. 463). Through group peer mentoring, newcomers have a chance to meet more people at the same time. Group mentoring not only increases the mentees' exposure, but also provides social networking opportunities. In addition, technological advancement changes the traditional mentoring model from a face-to-face, single, dyadic, hierarchical relationship as described by Levinson, Darrow, Klein, Levinson M., & McKee (1978) and Kram (1985) to an online virtual relationship sustained primarily through electronic media (Hamilton & Scandura, 2003). Team mentoring is based on relationships where a team leader mentors team members, while the team members also mentor each other (Williams, 2000). In multiple mentoring, one mentee can have multiple sequential mentoring relations (Baugh & Scandura, 1999), or one mentee may have a constellation of different mentors at one point in time (Higgins & Kram, 2001).

### **Emergent forms of mentoring.**

Cindy Buell (2004) in *Models of Mentoring in Communication* states that mentoring is usually divided into two types: Formal mentoring and Informal Mentoring. Formal mentoring usually refers to assigned relationships, in which an organization oversees and guides the mentoring program in order to promote the mentee's career development. On the other hand, informal mentoring relationships typically develop on their own, as when a person approaches a possible mentor and that person agrees to form a mentoring relationship (Buell, 2004). The detailed explanation follows.

### **Formal mentoring.**

Mentoring is considered to be formal when the relationship between mentors and mentees is facilitated and supported by an organization so that more participants can benefit. The degree of structure varies in different organizations, although it is generally the case that the sponsoring organization makes tools available to participants to facilitate the creation and maintenance of the mentoring relationship. The involved participants are often the program coordinator, supporting staff, volunteers, and a pool of mentors and mentees. Usually, the formal mentoring settings are normally based on a one-on-one format, which means one mentor serves only one mentee during a certain period of time. Usually workplace mentoring will occur for a period of three to four months, with longer mentorships being subject to the mentor, mentee and coordinator's mutual agreement.

### **Informal mentoring.**

Informal mentoring can be described as a relationship that is created spontaneously or informally, without any assistance from a sponsoring organization. The relationship may just happen, or be initiated by special interest being taken in the mentee by the mentor. Usually, "the relationship is most likely to be initiated by the mentee as she or he seeks support around a specific task" (American Psychological Association, 2006, p.9). David Clutterbuck in his paper *Formal V Informal Mentoring: Time to Shift the Debate* stated that, "Informal mentoring relationships have longer to build psychosocial and career developmental functions than formal relationships, the longer timescales are often needed for significant benefits to occur" (Clutterbuck, 2005,

p. 7). On the other hand, formal mentoring usually has a time limit placed on the relationship. If the mentee wants to continue the mentorship, he/she might request to change the formal mentoring relationship with the mentor into an informal mentorship, if the mentor agrees. This transition from formal to informal is commonly observed in fieldwork and deserves to be taken into account in future research.

Beyond the one-on-one mentoring and two basic types of formal and informal mentoring, there are different forms of mentoring that are also commonly used in the workplace context. In the late 1990s, new forms/ models of mentoring emerged, such as multiple mentoring, team mentoring, and peer mentoring as well as e-mentoring. Some of these ideas were included and considered in Kram's original work, such as the idea of social network expansion, which is similar to Kram's concepts of the sponsorship and exposure-and-visibility functions of mentoring.

### **Multiple mentoring.**

Network mentoring is a multiple mentoring model involving different groups of mentors at one point in time rather than a sequence of single mentoring relations (Scandura and Pellegrini, 2007). Kram (1983) originally proposed that individuals might rely upon not just one but multiple mentors for development support. A mentee may maintain a peer-like mentoring relationship with a former mentor, while at the same time developing new mentoring relationships with different mentors. Henderson (1985) found that mentees could have at least two to three mentors throughout the stages of their careers. Baugh and Scandura (1999) also noted the existence of multiple mentoring relationships and proposed that having multiple mentors could enhance a mentee's mentorship experiences and learning outcomes.

### **Team mentoring.**

Team mentoring occurs when the team leader acts as a mentor and contributes to the development of the members of the team through career coaching, psychosocial support, and role modeling (Williams, 2000). In team mentoring, the mentor should also be able to handle multiple mentees at the same time (Ambrose, 2003). Williams (2000) stressed that in team mentoring, each team member is responsible for supporting the learning process among their peer mentees. Thus, team mentoring is both dyadic

(interactions between the mentor and mentee) and group-focused with mentoring ties between both the team mentor and among team members. What is more, Kaye and Jacobson (1996) suggest that in team mentoring, a formal mentor may not always be the leader of the team, but rather the team members may mentor each other as peers. Team mentoring may be used for corrective feedback and building shared expectations and understanding (Knouse, 2001).

### **Peer mentoring.**

Peer mentoring in higher education is regarded as an effective intervention to ensure the success and retention of vulnerable students (Freedman, 1993; Johnson, 2002; Kram, 1983; McLean, 2004; Pagan & Edwards-Wilson, 2002; Topping, 1996). Many universities and organisations have therefore implemented this form of mentoring model as part of their student or employees support services (Terrion & Leonard, 2007). Peer mentoring is a form of mentorship that based on the traditional mentoring model, in which an older, more experienced person serves one of two main functions: a task-related or career-related function (providing advice, support, and information related to task accomplishment, professional development, and career success); or a psychosocial function (providing emotional and psychological support) (Kram & Isabella, 1985). Kram and Isabella (1985) have described peer mentoring as a valuable alternative to the traditional concept of mentorship. Unlike traditional mentoring, peer mentoring matches mentors and mentees who are roughly equal in age, experience, and power to provide task and psychosocial support (Angelique, Kyle, & Taylor, 2002). Kram (1983), defined peer mentoring as a “helping relationship in which two individuals of similar age and/or experience come together, either informally or through formal mentoring schemes, in the pursuit of fulfilling some combination of functions that are career-related (e.g. information sharing, career strategizing) and psychosocial (e.g. confirmation, emotional support, personal feedback, friendship)” (Terrion & Leonard, 2007, p. 150).

### **E-Mentoring.**

The advancement of technology is changing the forms of communication between mentors and mentees and can help overcome the geographical barriers between mentors and mentees. E-mentoring relationships can be maintained through various electronic media, such as e-mails, chatrooms, Net meetings, LinkedIn™,



Skype™, Facebook™, or other web applications, whereas the traditional mentoring relationships are created and cultivated by frequent face-to-face contact between the mentor and the mentees. Referring to Ensher, Huen, and Blanchard (2003), e-mentoring is not different from traditional mentoring in terms of its ability to provide career support and friendship. However, they propose that e-mentoring relations pose added risks, including a greater chance of miscommunication, a longer time to develop the relationship, and concerns with privacy and confidentiality.

## **How mentoring is differentiated from other Relationship Practices**

The term mentoring has been widely used within organisations and staff development; however, mentoring, coaching, and apprenticeship are often mixed up and confused. Many people mistakenly use the words interchangeably.

### **Coaching versus mentoring.**

Even though mentoring and coaching are related, they are not the same. A mentor may coach, but a coach does not mentor. "Coaching is (the process of) unlocking people's potential to maximise their own performance, it is helping them to learn rather than teaching them" (Whitmore, 2009, p. 10). There is another type of coaching related to workplace mentoring, which is executive coaching. In the executive coaching handbook (Susan, Judy, Lewis, Michele and Nancy, 2012), this form of coaching is defined as follows:

Executive coaching is an experiential and individualized leader development process that builds a leader's capability to achieve short- and long-term organizational goals. It is conducted through one-on-one and/or group interactions, driven by data from multiple perspectives, and based on mutual trust and respect. The organization, an executive, and the executive coach work in partnership to achieve maximum impact (p.10).

Although a mentor might seem to act as a coach, there is an important distinguishing feature: "coaching is an activity between peers who have equal competencies", (Loucks-Horsley, 1998, p.25) while mentoring involves an imbalance of competencies, with the mentor being the more experienced person. Most important, the coach attempts to stimulate the individual's self-discovery by posing powerful questions,

for instance: What does success look like in this situation? Or what is your recommendation and why? These questions may take the form of "thought experiments" with written products, or "field experiments", which are actions to try in the real world that may result in experiential learning and development of new approaches to situations. Coaches need to have a strong understanding of individual differences in a work place, as well as the ability to adapt their coaching style or strategies. Many executive coaches have a specific area of expertise: sports, business, or psychology. Regardless of the specific area of focus, coaches still need to be aware of motivational needs and cultural differences.

In terms of personal development, both coaching and mentoring are helping the coaches and mentees, but they have different origins, ideals, activities and outcomes. "Coaching is an important growth area, particularly in business, and it seems to be becoming increasingly commercialised and branded" (Macafee, 2010, p. 22). Mentoring is a developmental relationship that involves experienced individuals transferring knowledge to less experienced individuals (Bozionelos, 2004; Eby & Allen, 2002). Mentoring exists in many public sectors and organisations, but has yet to become commercialised. In the medical field, mentoring is recommended as part of the foundation training programme in addition to educational supervision. "Coaching and mentoring require trust, empathy, and encouragement. Both offer support and endeavour to remove the fear of failure, encourage a sense of inner personal strength, and draw positives from negative experiences" (Macafee, 2010, p. 22). The coach and mentor also endeavour to be an inspirational role model to the coaches and mentee. Although coaching and mentoring have different focuses, roles, relationships, timescales, and impacts, both coaching and mentoring can be of great support to individuals throughout their personal and career development.

Generally speaking, coaching and mentoring use similar approaches and skills but coaching is task oriented, based in the short term, whereas mentoring is relationship oriented with a relationship of longer duration.

### **Apprenticeship.**

Susan James (2010) in *What is Apprenticeship* states that apprenticeship has a lengthy history in England and for a very long time was the only formal learning route in

the workplace (p. 1). Apprenticeship is a system of training a new generation of the practitioners of a structured competency or a basic set of skills. Apprentices are set a strict training program so they can gain the set of skills needed to prepare themselves for their desired trades or a certain career which they wish to pursue. In general, apprenticeship occurs within a paid job wherein someone who is new to the field as an apprentice learns the skills needed for the job, while working at the job. Apprentices are trained by master craftsmen, who are experts in their field. Master craftsmen share their skills and knowledge to help the apprentice also to become a specialist or professional in the field. Usually, apprenticeships are embedded in school or classroom lessons to make sure the apprentice is able to master theory and practices of the job. There are lots of apprenticeships for a wide range of jobs from food preparation and serving to high-tech manufacturing. For example, McDonald's has been running an apprenticeship in the UK since 2009. The purpose of apprenticeship is to develop the employees' knowledge and skills, to improve their performance, meet the highest quality standards and deliver customer satisfaction. McDonald's goal was to provide up to 6,000 apprenticeships in 2009, and they were able to provide 10,000 apprenticeships per year from 2010. This made McDonald's the UK's largest government-supported provider of apprenticeships (James, 2010).

In 2009, S.U.C.C.E.S.S. (Canada) also offered an apprenticeship initiative funded by the Industry Training Authority (ITA) called the Immigrants in Trades Training Initiative (ITTI). The ITTI project assisted immigrants with Permanent Resident status and Naturalized Citizens in attaining recognized certification in the trades. The mission of ITTI was to inform, guide and support participants in choosing, accessing and attaining trades qualifications to start their apprenticeships in skilled trades.

### **Apprenticeship, coaching and mentoring.**

These examples show that through an apprenticeship, the apprentices not only gain skills and technical know-how, but are also led to greater job opportunities. Apprenticeship can be best conflated with the concepts of mentoring and coaching. For instance, "The master craftsman was both coach (passing on skills) and mentor (providing wider personal development)" (Clutterbuck, 2009, para. 5). However, apprenticeships are usually targeted at youths or young adult graduates from the high

schools. Even though coaching and apprenticeship are common in the workplace, in this research, the focus is on the employment mentoring program for internationally trained professionals (ITPs) and utilized S.U.C.C.E.S.S.'s Employment Mentoring Program as a case study to examine the mentors' and mentees' mentorship experiences.

## **Workplace Mentoring**

The majority of the research on workplace mentoring has been published in the last three decades. Mentoring studies are different from other areas of social science or academic research in that they lack a basis in clear models or theories. Much mentoring research follows the seminal work of Levinson, Darrow, Klein, Levinson M., & McKee (1978) and Kram (1985). The frameworks developed by these scholars have guided research on mentoring and career outcomes for many years (Ragins, 1997). The research in this thesis mainly used Kram's (1985) mentoring framework as a frame. In the following Section, I review Kram's, *Mentoring at Work: Developmental Relationships in Organizational Life* and her mentoring framework, as well as current developments in the application of mentoring.

### **Kram's Mentoring at Work.**

Kathy E. Kram is a professor of organizational behaviour at the Boston University School of Management. Her primary research interests are in the areas of leadership, mentoring, adult development and relational learning in organizations. Kram claimed that her friend and mentor Daniel Levinson was the first person to inspire her interest in mentoring. Daniel Levinson is a psychologist who was one of the founders of the field of Positive Adult Development. He has had a significant influence on Kram's research on adult relationships in organisations. In 1978, Daniel Levinson with his colleagues (Levinson, D., Darrow, Klein, Levinson, M. & McKee, 1978) published a seminal book, *The Seasons of a Man's Life*. It was the first full report from the team that discovered the patterns of adult development, and it also explored the impact of mentoring on adult development. Seven years later, Kram (1985) published *Mentoring at Work: Developmental Relationships in Organizational Life* (commonly known as: *Mentoring at Work*), which offered a theoretical foundation and valuable insight for understanding developmental mentoring relationships at work for both men and women. Kram is an

adult development and career theorist; she conceptualized the process of mentoring and conducted exploratory qualitative research in an empirical study which comprised qualitative in-depth interviews with individual mentors and mentees.

Kram stated that the primary purpose of *Mentoring at Work* was “to present an intricate and realistic view of mentoring, to delineate its potential benefits and limitations, and to illustrate the various forms of developmental relationships that can exist in work settings” (Kram, 1985, Preface, para.1). Kram’s *Mentoring at Work* (1985) “began with a study of relationships between junior and senior managers in one corporate setting” (p.209). In her first study, she examined 18 mentoring relationships between young and older managers in a 15,000 employee northeastern US public utility firm. At the same time, she did a parallel study of 15 peer relationships in a large Fortune 500 manufacturing firm. Donald (2009) affirms that Kram “identified antecedents and outcomes to mentoring, delineated key functions (career, psychosocial), and emphasized the complexities of cross-gender relationships” (p.2). In addition, Kram proposed that mentoring relationships are often characterized by four phases (Initiation, Cultivation, Separation and Redefinition). She also proposed that an individual (i.e. mentee) relies upon not just one but multiple individuals (i.e. multiple mentors) for developmental support through their careers. Kram (1985) assumes that the mentor and mentee relationships are significantly affected by “the expectations, needs, and skills that individuals bring to them” (Preface, para.2).

The research methodology applied in the research that led to *Mentoring at Work* (1985) was qualitative and was based on “a biographical interview that combines aspects of a research interview, a clinical interview and a conversation between friends” (p. 219). Each research participant (mentor and mentee) was interviewed individually for two hours about their career histories and their relationships with each other. The data collection was evolutionary in nature (i.e. an exploratory research method), in that the interview questions were adjusted according to the answers collected. The initial interview questions were guided by relevant literature. The answers in the initial interviews provided the researcher with insights on the developmental relationships. Based on these insights, new hypotheses were formed and new questions were devised to test the new hypothesis. The questions in the second (final) interview were more focused as the researcher had become more knowledgeable. Kram stated that using the

qualitative research method in this mentoring study was inspired largely by Glaser and Strauss's (1967) ideas of Grounded Theory and Daniel Levinson's (1978) approach to biographical research.

In *Mentoring at Work*, Kram utilized one of the methodologies from Glaser and Strauss (1967), through the "constant comparative method of analysis"<sup>5</sup> (Kram, 1985, p. 227). Kram and her research team were able to elicit the insightful stories and found the patterns from the interviewees and the case materials. After reading, rereading and reflecting on the interview materials, Kram began delineating the theory and linking between concepts and data. The result was *Mentoring at Work* (1985), a publication that has had a significant influence on thinking about workplace mentoring and mentoring in general.

Kram's *Mentoring at Work* (1985) captured and defined "the construct of mentoring, planted a theoretical foundation for the field, and ignited a program of research that moved the concept of mentoring from an abstract academic construct to a household word" (Ragins & Kram, 2007, p.4). Kram's mentoring analysis provides a good foundation for further mentoring study and research. After Kram's *Mentoring at Work*, the interest in mentoring continued to gain momentum, and some scholars (Allen, Eby, Poteet, Lentz, & Lima, 2004; Clutterbuck & Ragins, 2002; Noe, Greenberger, & Wang, 2002; Ragins, 1999; Wanberg, Welsh, & Hezlett, 2003) spent the next 30 years grappling with the myths and meaning of mentoring. However, scholars still struggle with understanding the complexity of the mentorship in cross-organizational comparisons. In a nutshell, we know mentoring works, but we are still grappling with why, what, and how.

In this research, I adopted Kram's mentoring framework, and used a mixed research method with qualitative data analysis (Saldana, 2009) to examine the mentors' and mentees' mentorship experiences using the S.U.C.C.E.S.S. Employment Mentoring Program for internationally trained professionals (ITPs) as a case study.

<sup>5</sup> The constant comparative method offers the means whereby by the researcher may access and analyse these articulated perspectives so that they may be integrated in a model that seeks to explain the social processes under study (Glaser & Strauss, 1967).

## **Theory: Kram's Mentoring Framework**

The early research on the mentoring process was devoted to articulating the functions and roles of mentors. Levinson et al. (1978) developed a comprehensive theory of adult development and described the function of a mentor as being those of guide, counsellor, and sponsor. The functions provided by the mentor to contribute to the mentee's development were referred to as "mentoring functions". In 1983 and 1985, Kathy E. Kram developed and conducted a comprehensive qualitative research study focused on the mentoring relationships of eighteen pairs of managers from the same organization. This study had a great impact on the practice of workplace mentoring, and Kram's study has become a most often-cited reference. In her report Kram (1985) identified two functions of mentoring: "Career Functions" and "Psychosocial Functions". Career functions were described as aiding a mentee's career advancement and as consisting of sponsorship, exposure-and-visibility, coaching, protection, and the application of challenging assignments. The psychosocial functions were proposed to enhance the mentee's sense of competence, clarity of identity, and effectiveness in the job through role modeling, acceptance-and-confirmation, counselling, and friendship.

Table 2.1 compares and summarizes the operations of the mentee's career advancement versus the mentee's psychosocial development. Under the career functions, sponsorship involves actively nominating an individual for desirable lateral moves and promotions. Exposure-and-visibility involves assigning responsibilities that allow a lower-level manager to develop relationships with key figures in the organization who may judge his or her potential for further advancement. Coaching, within the mentoring relationship, involves sharing ideas on how to make a presentation to senior management in order to insure positive reception of a work product; it also involves feedback on the individual's style of operation occurs after such critical events. Protection involves shielding the junior person from any potentially damaging contact with other senior officials. It also involves taking credit and blame in controversial situations, as well as intervening in situations where the junior colleague is ill-equipped to achieve satisfactory resolution. Challenging assignments enable the junior manager to develop specific competencies and to experience a sense of accomplishment in a professional role.

Among the psychosocial functions, role modeling involves the senior person (mentor) setting a desirable example, and the junior person identifying with it. Acceptance-and-confirmation enables a junior person to experiment with new behaviours; it encourages the junior person to take risks and to venture into unfamiliar ways of relating to the world of work. Counselling involves the more experienced senior colleagues providing examples from their personal experiences as an alternative perspective, and helps resolve problems through feedback and active listening. Through this process, the junior colleagues are able to cope with personal concerns more effectively. The friendship function allows the young adult to begin to feel like a peer with a more senior adult (Kram, 1985).

Kram, in *Mentoring at Work*, assumed that mentoring relationships are significantly affected by the context of expectations, needs, and skills that individuals bring to them. As a result, understanding individuals' career histories and current situations, as well as the surrounding organizational circumstances, is essential to start a good mentorship. Kram (1985) suggested that the greater the number of functions provided by the mentor, the more beneficial the relationship will be to the mentee. The mentee's benefit from the mentorship indicates the success of the mentoring. Table 2.1 below summarizes Kram's concept of the two functional dimensions a mentoring relationship.



**Table 2.1. Kram's two-dimension frameworks with nine mentoring functions elaboration (Adapted from Kram, 1985)**

<b>Career Functions</b>	<b>Psychosocial Functions</b>
Career Functions are those aspects of the relationship that enhance career advancement.	Psychosocial Functions are those aspects of the relationship that enhance the sense of competence, identity, and effectiveness in a professional role.
<b>• Sponsorship</b> Sponsorship allows the mentor to build the reputation of the mentee by highlighting his/her potential strengths	<b>• Role Modeling</b> Role Modeling consists of the mentee observing the behaviours, attitudes, and values of the mentor efficiently performing organizational tasks
<b>• Exposure-and-Visibility</b> Exposure-and-Visibility allows the mentor to introduce the mentee to others within the organization, it helps the mentee to develop relationships and allows for greater advancement opportunities	<b>• Acceptance-and-Confirmation</b> Acceptance-and-Confirmation seeks acceptance and confirmation from the mentor who expresses confidence, creates a mutual trust, confirms individual abilities, and lends encouragement and support
<b>• Coaching</b> Coaching provides knowledge, productive feedback, and guidance to learn relevant skills needed to advance within the profession	<b>• Counselling</b> Mentors act as counsellors to help the mentee investigate and solve personal conflicts that may detract from effective performance
<b>• Protection</b> Protection allows the mentor to shield the mentee from taking on too many responsibilities and cushions the mistakes the mentee may make	<b>• Friendship</b> Friendship may develop between the mentor and the mentee, allowing a social interaction of sharing personal experiences and escaping the pressures of work
<b>• Challenging Assignments</b> Challenging Assignments are a key to leadership advancement. The mentor may provide the necessary assignments to prepare the mentee for greater responsibilities	

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The concept of time has also been considered to be an important component of a mentoring relationship. Even though the mentorship may vary in length, Kram (1985)

generalized four phases of the mentoring relationship: 1) Initiation, 2) Cultivation, 3) Separation, and 4) Redefinition. Table 2.2, summarizes Kram's four phases of the mentorship.

**Table 2.2. Kram's four phases of mentorship (Adapted from Kram, 1985, p. 49)**

Four phases of mentorship
<p><b>- Initiation</b></p> <p>A period of six months to a year when the relationship begins and becomes important to both mentor and mentee.</p> <p><b>Turning Points: Fantasies become concrete expectations.</b></p>
<p><b>- Cultivation</b></p> <p>A period of two to five years when the maximum range of psychosocial functions are provided.</p> <p><b>Turning Points: Both individuals continue to benefit from the relationship.</b></p>
<p><b>- Separation</b></p> <p>A period of six months to two years after a significant change in the structural roles and/or in the emotional experiences of the relationship.</p> <p><b>Turning Points: Mentee no longer wants guidance but rather the opportunity to work more autonomously.</b></p>
<p><b>- Redefinition</b></p> <p>An indefinite period after the separation phase when the relationship ends or takes on significantly different characteristics, making it a more peer-like friendship.</p> <p><b>Turning Points: Stresses of separation diminish, and new relationships are formed.</b></p>

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A mentoring relationship gets started in the Initiation phase during which the mentor and the mentee are learning about each other's personal style and work habits.

A turning point occurs when fantasies become concrete expectations—a process that usually takes six months to one year to develop. If the relationship matures into a mentorship, it then progresses to the cultivation phase. In that phase both individuals continue to benefit from the relationship, and it may last anywhere from two to five years. The Cultivation phase is considered to be when the mentor and the mentee accrue the most benefits (Scandura & Hamilton, 2002). Most mentoring research has focused mainly on issues in the cultivation phase (Scandura, 1998). As the mentee outgrows the relationship and becomes more independent, the structure of the relationship begins to change. In the Separation phase, the mentee no longer wants guidance from the mentor but rather seeks the opportunity to work more autonomously. This phase may last anywhere from six months to two years. Most often, the reason for separation is geographical (Kram, 1985; Ragins & Scandura, 1997). The mentee may move on to another position either through job rotation or promotion, which begins to limit opportunities for continued interaction (Ragins & Scandura, 1999). After the Separation phase, the existing mentoring relationship is no longer needed. In the final Redefinition phase, the stresses of separation diminish, and new relationships are formed which may either terminate the mentoring relationship entirely or evolve into a peer-like friendship characterized by mutual support and informal contact (Chao, 1997; Scandura, 1998).

Kram's framework has guided research on mentoring and career outcomes for many years. The research developed for this thesis has been informed by Kram's framework as a base from which to explore the mentees' and mentors' experiences and examine the effectiveness of the S.U.C.C.E.S.S. organization's Employment Mentoring Program.

### **Mentoring functions.**

Most researchers have claimed that mentoring programs have a profound effect on mentees' subsequent success in various professions and have suggested that there is a linkage between mentoring and career success (Dreher & Ash, 1990; Fagenson, 1989; Foster, 2001; Jacobi, 1991; Kram, 1985; Levinson et al., 1978; Roche, 1979; Scandura, 1992; Whitely, Dougherty, & Dreher, 1991; Vertz, 1985). The results that mentoring programs can achieve have been popular subjects of study. As noted above, Kram (1985) described five specific career functions that a mentoring program can

provide: sponsorship, exposure-and-visibility, coaching, protection, and challenging assignments. Kram also developed four specific psychosocial functions that a mentoring program can provide: role modeling, acceptance-and-confirmation, counseling, and friendship. Kram's mentoring constructs have received empirical support in later studies (Ensher & Murphy, 1997; Noe, 1988; Tepper, K., Shaffer, & Tepper, B., 1996). However, some scholars suggest that Kram's "role modeling" should be singled out as a separate key mentoring functions, although Kram herself saw role modeling as a part of the psychosocial functions (Burke, 1984; Scandura, 1992; Scandura & Ragins, 1993; Scandura & Viator, 1994). Role modelling is possibly an area where mentoring intersects with coaching.

In 1990, Ragins and McFarlin suggested eleven mentoring functions: 1) Coaching; 2) Protection; 3) Sponsorship; 4) Exposure and Visibility; 5) Challenging Assignments; 6) Role-modeling; 7) Acceptance and Confirmation; 8) Counseling; 9) Friendship; 10) Social Role; and 11) Parent Role (Ragins and McFarlin, 1990). However, in 2004 Castro and Scandura offered the criticism that there was no research available to support the validity of these mentoring roles. Essentially these authors saw coaching as an aspect of mentoring rather than as a separate form of adult developmental relationship.

Following Ragins and McFarlin's eleven mentoring functions, Jacobi (1991) reviewed significant studies of mentoring done in the period from 1977 to 1989 and consolidated fifteen mentoring functions or roles that have been ascribed to mentors. Jacobi stated that these fifteen mentoring functions satisfied the following three criteria:

- (a) They attempt to provide generic descriptions of mentoring rather than descriptions geared to a particular population or setting; (b) their definitions are original, based on their own observations, interviews, or survey data; (c) their descriptions are relatively detailed, including at least three distinct functions or roles (Jacobi, 1991, p. 508).

Table 2.3 shows 15 mentoring functions derived from previous studies conducted by different researchers, which include: (1) Training/ instruction, 2) Advice/guidance, 3) Sponsorship/ advocacy, 4) Acceptance/ Support/ Encouragement, 5) Role Modelling, 6) Information, 7) Socialization/ Host and Guide, 8) Bypass Bureaucracy/ Access to Resources, 9) Challenge/ Opportunity/ Plum Assignments, 10) Coaching, 11) Protection,

12) Visibility/ Exposure, 13) Social Status/ Reflected Credit, 14) Clarify Values/ Clarify Goals, and 15) Stimulate Acquisition of Knowledge). Most often cited are studies of mentoring in workplace settings with some of cited studies being done in other contexts, i.e. educational and personal development, the reference details shown in footnote 5.

In summary, according to previous studies, mentoring provides at least one or more of the 15 diverse functions listed in Table 2.3. These functions reflect three components of a mentoring relationship: a) emotional and psychological support, b) direct assistance with career and professional development, and c) role modeling.

**Table 2.3.      *Fifteen mentoring functions as reviewed and consolidated by Jacobi during the period from 1977 to 1989. (Jacobi, 1991, p. 509)<sup>6</sup>***

Authors & Years <b>15 Mentoring Functions</b>	Kanter, 1977	Levinson et al, 1978	Nieva & Gutek, 1981	Phillips Jones, 1982	Burke, 1984	Zey, 1984	Kram, 1985	Blackwell, 1989
1. Training/ Instruction	√	√	√	√		√		√
2. Advice/ Guidance		√	√	√		√	√	√
3. Sponsorship/ Advocacy	√	√			√	√	√	√
4. Acceptance/ Support/ Encouragement		√		√		√	√	√
5. Role Model		√	√	√			√	√
6. Information	√		√		√			√
7. Socialization/ Host and Guide		√		√		√		√
8. Bypass Bureaucracy/ Access to Resources	√		√			√		
9. Challenge/ Opportunity/ Plum Assignments				√	√		√	
10. Coaching	√				√		√	
11. Protection						√	√	√
12. Visibility/ Exposure	√			√			√	
13. Social Status/ Reflected Credit	√		√					
14. Clarify Values/ Clarify Goals								√
15. Stimulate Acquisition of Knowledge								√

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Besides, Table 2.3 shows fifteen different mentoring functions that various researchers have described and proposed. The “√” indicates the specific functions that each researcher discussed in their respective papers. Based on this analysis, the top

<sup>6</sup> Kanter, (1977). Men and women of the corporation; Levinson, et al (1978). The seasons of a man's life; Nieva, & Gutek, (1981). Women and work: A psychological perspective; Phillips-Jones, (1982). Mentors and protégés; Burke, (1984). Mentors in organizations. Group and Organization Studies; Kram, (1985). Mentoring at work: Developmental relationships in organizational life; Blackwell, (1989). Mentoring: An action strategy for increasing minority faculty.

seven most frequently cited mentoring functions are: 1) Training/ Instruction, 2) Advice/ Guidance, 3) Sponsorship/ Advocacy, 4) Acceptance/ Support/ Encouragement, 5) Role Modelling, 6) Information and 7) Socialization/ Host and Guide. Additionally, Jacobi categorizes the fifteen mentoring functions into three broad mentoring categories, which are: “emotional and psychological support”, “direct assistance with career and professional development” and “role modeling” (Jacobi, 1991). The third category of Jacobi’s construct, role modeling, is included as one of the psychosocial functions in Kram’s work.

No matter how many functions have been identified in the mentoring programs, these functions can usually be assigned to Kram’s career and psychosocial mentoring functions, which are targeted to help the mentees learn, grow, and adapt to a new environment (Bower, 2007; Fagenson-Eland, Marks, & Amendola, 1997; Ragins & Cotton, 1999). In other words, with the right mentoring programs, the mentees (i.e. new immigrants) should get benefits with respect to career and/ or personal development as well as being aided to adapt to a new work environment.

## **Contemporary Developments in Mentoring Programs**

The purpose of this section is to review contemporary mentoring program developments in British Columbia. First, I describe programs designed to address the challenges of the new immigrants after they arrive in Canada. Second, I examine the development of government-led mentoring programs, as well as the current collaborative mentoring model between the non-governmental organizations and private corporations. Finally, I explore the potential of mentoring programs as a means of helping new immigrants adapt to the new country, find appropriate employment, and become active participants in their communities.

### **The challenges facing newcomers.**

The Citizenship and Immigration Canada (CIC) website (2013) identifies three significant challenges faced by new immigrants in finding a professional job in Canada. First, their foreign credentials may not be recognized. Second, their language skills may not be sufficient. Third, they do not have Canadian work experience. Some findings

(Schellenberg & Maheux, 2007; Rudnicki, Clement, & Heraty, 2012) have also identified cultural differences and a lack of social support as big challenges for new immigrants.

Grant Schellenberg and H       Maheux are researchers with Statistics Canada. In 2005 they conducted a longitudinal survey of new immigrants to Canada, and published the survey in 2007. The study was titled *Immigrants' Perspectives on Their First Four Years in Canada* (Schellenberg & Maheux, 2007). According to the findings of this survey "obtaining a professional job in Canada" is the highest expectation among skilled immigrants to Canada (p.7). Why is it that finding a professional job matching their qualifications has become a challenge for skilled immigrants? Some reports (Schellenberg & Maheux, 2007; Rudnicki, Clement, & Heraty, 2012; Johnson & Eerden, 2011; & City of Vancouver, 2011) indicate that this challenge arises because most of the new immigrants lack Canadian experience, do not possess sufficient communication skills, lack a professional network, and have no local references. In April 2012, Jason Kenney, as Minister for Citizenship, Immigration and Multiculturalism, noted that "one of the most difficult problems for immigrants is getting their diplomas and skills recognized" (Citizenship and Immigration Canada, 2012, para. 23). In other words, foreign credential recognition is admitted by the federal government to be a big challenge for skilled immigrants.

### **Government-led mentoring programs.**

Immigrants are often described as a crucial source of talents for Canadian employers. At the same time, the reality is often that many Canadian employers are not taking full advantage of immigrants' talents to enhance the performance and growth of their businesses. This creates a considerable waste of human capital and it also raised a concern of the federal government. The Howegroup   is a boutique consulting practice with 20 cumulative years of experience in serving public sector clients. The company issued an internal review report to the federal government in 2011 citing the Toronto Region Immigrant Employment Council (TRIEC) mentoring model and identified mentoring as a key strategy to improve immigrants' access to employment commensurate with their qualifications (Howegroup  , 2011). This report also had an impact on the B.C. provincial government. In 2011, the City of Vancouver (COV) decided to participate in a joint pilot project with the Immigrant Employment Council of BC (IEC-



BC), S.U.C.C.E.S.S., the Immigrant Service Society of BC (ISSofBC), and Multilingual Orientation Service Association for Immigrant Communities (MOSAIC) to help new immigrants find work that is relevant to their education, skills, and experience. The pilot project was named the City of Vancouver Mentorship Program for New Immigrants (known as COV mentorship). The project team also won the City of Vancouver 2012 Service Innovations Award for creating community connections (City of Vancouver Mentorship Program, 2013).

The goal of the COV mentorship program is to match Vancouver City's staff as mentors with internationally-trained professionals (ITPs) as mentees and to support and assist the mentees in identifying opportunities for employment commensurate with their qualifications. Each of the City mentors who participate in a COV mentorship is committed to "24 one-on-one mentoring hours of support and guidance to the mentee which spread over four months through face to face meetings, e-mail, and/or teleconferencing" (Immigrant Employment Council of BC, 2013, para. 7). The City's mentors are from different backgrounds, e.g. Project Management, Engineering, Finance, Information Technology, Administration, Recreation, Social Planning, and Human Resources. The City's mentors are able to provide the mentees with the latest labour market trends and specific industry information. It is proposed that the ITPs who participate in the COV mentorship program would find it a lot easier to find employment in their professional field. In addition, the goal of the program is to improve ITPs' professional and personal networks, job search strategies, resume and cover letter writing, as well as the interview skills. It is expected that it can help the mentees build their confidence to pursue career opportunities and find jobs independently.

Dr. Penny Ballem, City Manager with the City of Vancouver explains that the mentorship program aligns with the City's ongoing commitment to diversity. "Mentoring is a win-win-win opportunity. Mentors enhance their leadership and coaching skills; mentees integrate, network and have a higher chance of finding a job, and employers gain access to a skilled talent pool" (Ballem cited in Immigrant Employment Council of BC, 2013, para. 4&5). The successful pilot mentoring project has encouraged the City of Vancouver to consider mentorship as an ongoing program. The mentorship program provided the City with a renewed opportunity to demonstrate values of diversity, and to build more culturally competent and confident staff to serve its diverse community.

Following the success of the pilot mentoring program in 2012, the City has launched its third mentorship cohort in September 2013. “The Mentorship Program continues as a joint partnership between the City, the Immigrant Employment Council of BC (IEC-BC), and several immigrant service providers” (City of Vancouver, 2013, para. 7). According to the IEC-BC internal evaluation report, it can be seen that over half of the COV participants (i.e. ITPs) got a job within three months after they completed the mentoring program and the jobs that ITPs got were appropriate to their qualifications. However, regardless of the fact that the COV mentoring is one of the most successful projects for the ITPs, the budget and manpower allocation are still big challenges for the stakeholders. In 2014, the funding for the COV mentoring program has been significantly cut.

Although the COV mentorship program provides a very good platform for the ITPs to match with local professionals, it can only match around 30-40 mentees per year, which is far less than the demand from ITPs. As a result, there is still a huge demand for immigrant services providers to offer mentoring services. Recently, some private corporations have also shown interest in engaging the community and joining with the mentoring service providers to provide free group mentoring services for the ITPs. However, these initiatives are still at the planning and development stages.

#### **Community collaboration mentoring programs operated by S.U.C.C.E.S.S. and Accenture.**

The S.U.C.C.E.S.S. Employment Mentoring Program provides one-on-one free mentorship services for ITPs. Beyond that the S.U.C.C.E.S.S. EMP also collaborates with Accenture Inc. (a private global management consulting firm ([www.accenture.com](http://www.accenture.com))) to provide free group mentoring services for ITPs. Since May 2010, S.U.C.C.E.S.S. and Accenture have operated a program called the Career Start Program (CSP). The CSP uses a group mentoring workshop model. It provides opportunities for newcomers, especially skilled immigrants, to obtain first-hand knowledge of Canadian working culture and labour markets through working with Accenture professionals. The program brings together skilled immigrants from similar backgrounds and provides a platform from which all participants can expand their local networks. The CSP is aimed at helping recently arrived job seekers build and refine the skills needed to transition into a new environment as seamlessly as possible. Regarding the CSP, S.U.C.C.E.S.S. is the only

organization that works with Accenture in running this type of group mentoring program. From May 2010 to August 2013, Accenture and S.U.C.C.E.S.S. have completed nine rounds of the Career Start Program (CSP). Through the CSP, more than 250 skilled immigrants reported to have developed enhanced job search and social networking skills. Based on the EMP evaluation report from the same cohort (2013) submitted by the CSP participants, over 90% of the mentees were satisfied with the mentoring arrangement and 94% found the CSP to be really helpful to them. Based on follow up phone calls which conducted by S.U.C.C.E.S.S., 54% of mentees have successfully found full-time employment (with 74% having landed jobs in their professional fields) while 20% found work as volunteers in order to gain more local experience. Eight percent of the participants reported to have started their own businesses and were self-employed while 18% were still actively looking for jobs. Regarding the mentors, over 90% of the Accenture mentors were satisfied with the mentoring arrangement and over 95% found that they were helpful to the ITPs. In general, the feedback from all participants was positive and encouraging (S.U.C.C.E.S.S. Evaluation Report, 2013). The above figures were collected from the mentee's evaluation forms, which were analyzed by the S.U.C.C.E.S.S. EMP team and verified by Accenture. CSP is a supplement to the one-on-one mentoring. The data showed that the ITPs benefited from the group mentoring activities, and CSP provided opportunities for ITPs to meet with multiple mentors and helped them extend their social networks.

## Summary

In this Chapter, I have reviewed concepts and definitions of mentoring. The review indicates that mentoring can be carried out in different formats, such as formal, informal, one-on-one, multiple, group and e-mentoring. The review also suggests that research and scholarship proposes that mentoring in the workplace context has different functions. In particular Kram's (1985) work proposes that mentors are typically more experienced adults who help younger individuals learn to navigate in the workplace. Kram and other scholars of mentoring (Kanter, 1977; Levinson et al, 1978; Nieva & Gutek, 1981; Phillips-Jones, 1982; Burke, 1984; Zey, 1984; & Blackwell, 1989) propose that the mentors provide support, guidance, and counsel to mentees to aid them in accomplishing their career goals as well as offering psychosocial support. Mentorship is also claimed to have a powerful effect in servicing new immigrants, because "Mentoring is a win-win-win opportunity" and an effective tool to help newcomers overcome their job search challenges. Recently, government and corporations have become actively interested in playing more active and supportive roles to provide mentoring services for newcomers. Theories of mentoring and the mentoring relationship have been criticised by some as lacking a strong empirical basis (Castro & Scandura, 2004). Data gathered from recent mentoring initiatives such as that provided by the City of Vancouver and by the S.U.C.C.E.S.S. organization (City of Vancouver, 2013; S.U.C.C.E.S.S. Evaluation Report for Career Start Program, 2013) suggests that mentoring programs directed at newly arrived immigrants with professional qualifications can be helpful in assisting the immigrants to find appropriate employment and build networks in their fields. I will return to a discussion of future research directions in the concluding chapter of this matter.

In the next Chapter, I will discuss the Case Study and the theoretical framework of the research.

## **Chapter 3.**

### **Setting of the Study**

#### **Chapter Outline**

This Chapter describes the methods employed in this study of the Employment Mentoring Program of the S.U.C.C.E.S.S. organization. S.U.C.C.E.S.S., a non-profit charitable organization located in Vancouver, B.C., has developed an Employment Mentoring Program (EMP) to assist newly-arrived internationally-trained professionals (ITPs) by matching them with mentors of similar occupational backgrounds with the intention of facilitating the mentees' settlement, employment searches, and integration into the local community. In this Chapter, I describe the EMP using a logic model as a framework to diagram and describe the input activities, outputs and outcomes of the EMP. At the end of the Chapter I will compare the framework of the S.U.C.C.E.S.S. EMP with Kram's (1985) mentoring model.

#### **A Brief History of the S.U.C.C.E.S.S. Mentoring Programs**

The S.U.C.C.E.S.S. organization (known as the United Chinese Community Enrichment Services Society) was founded in 1973 and incorporated in 1974 as a non-profit charitable organization for the purpose of promoting the well-being of Canadians and newly-arrived immigrants, including immigrants from both Eastern and Western countries. S.U.C.C.E.S.S. has provided the Host Program<sup>7</sup> since 1993 and the program has been funded by Citizenship and Immigration Canada (CIC). In 2002, S.U.C.C.E.S.S. launched the first pilot Job Mentoring service for internationally-trained professional

<sup>7</sup> The Host Program is a friendship-based matching program designed to help newcomers link to diverse social networks in the B.C. community. In addition to building a new friendship, host volunteers will help newcomers with other things such as learning about Canada and the B.C. community, developing new social networks, obtaining services and practicing English.

newcomers, a program funded by the B.C. Provincial government's Ministry of Housing and Social Development. The program was designed to help newcomers match with local professionals in one-on-one mentoring relationships.

In 2008, S.U.C.C.E.S.S. Settlement Services initiated the Host Mentoring Program funded by the B.C. Ministry of Advanced Education and Labour Market Development. The program aims to "help immigrants have a smooth transition with less stress in moving to a new country" (Host Program, 2010, p.2, para1.). After the Host Mentoring Program was completed in 2010, in 2011 S.U.C.C.E.S.S. obtained new funding from the B.C. Ministry of Jobs, Tourism and Innovation (now named the Ministry of Jobs, Tourism and Skills Training) and started offering the Employment Mentoring Program (EMP) under the division of Settlement Services. The program's mandate is to create a structured environment for "Bridging International Professional Newcomers with B.C. Professionals" (EMP WWW site: [www.success.bc.ca/emp](http://www.success.bc.ca/emp), 2013, para 1.). All the host or mentoring services are provided free of charge to mentees and all the mentors participate on a voluntary basis. The EMP provides one-on-one mentoring, group mentoring, peer-mentoring and e-mentoring, as well as follow-up services for four months after the conclusion of the program. In the past 16 years, S.U.C.C.E.S.S. mentoring programs have matched over 2,000 ITP newcomers in various industries with their Canadian counterparts, with close to 70% of mentees securing employment appropriate to their former training or practice.

## **The Employment Mentoring Program in Detail**

The EMP is a mentoring service mainly aimed at serving newcomers in Metro Vancouver (including Vancouver, Burnaby, Richmond, Surrey and the Tri-Cities) who are internationally-trained professionals (ITP). The EMP provides a platform and an opportunity for ITPs to join the program as mentees who will be matched with local professionals who act as mentors and who are established residents of B.C. familiar with the society, culture, labour market, and with the credentialing systems inherent in B.C. and Canada. The purpose of the EMP is to help mentees accelerate their processes of settlement and integration into Canadian society and B.C. communities. In addition, mentees will obtain career advice and guidance as well as psychosocial support from their mentors. The traditional EMP mentoring model was one-on-one based. Recently,

the EMP was trying to promote the group mentoring sessions for ITPs; it is a supplementary activity to one-on-one mentoring, aimed at extending the ITPs' social networks and provides an opportunity for newcomers to meet multiple mentors.

The EMP aligns with the principles of the S.U.C.C.E.S.S. Settlement and Integration Program (SIP), which provides early intervention and accessible services to newly-arrived immigrants. The SIP also provides holistic support to the newcomers and takes into account the multiple needs of both newcomers and their family members. In other words, the EMP is part of the overall SIP services. Appendix B includes the EMP's *Fact Sheet for Newcomers*.

## **The Employment Mentoring Program in Operation**

### **Matching mentees with mentors.**

Every year the EMP will recruit 40-60 ITPs (mentees) and provide them with different kinds of mentoring services based on their needs. Mentoring may include group orientation, group mentoring, one-on-one mentoring sessions, and peer support groups. On a regular basis, the EMP conducts sharing and touch-base sessions to support the mentees. The basic EMP mentorship lasts four months. After four months, there is an additional one month follow-up service which will be conducted by the EMP coordinator. The follow up service is designed to track the mentee's job search progress and evaluate the mentoring outcomes. As a result, the total mentoring services for each mentee is up to five months. If mentees or mentors are not available in the certain timeframe, the mentoring services could be extended to another one to two months. The EMP mentoring services are also supported by videoconferencing, LinkedIn™, Skype™, and email communication between mentors and mentees.

### **Steps in the typical EMP process.**

The four-month EMP program comprises the following components:

- The EMP coordinator will organize small group sessions to assist mentees as well as mentors to clarify mentoring functions and to help them set realistic goals.

- The EMP coordinator will assist mentees to set up their Mentoring Action Plans (MAP) to support the mentoring process. (Appendix C and D provide a sample MAP).
- Referrals will be made in order to ensure that mentees have taken the appropriate actions to reach their goals.
- Follow-up phone calls or emails will be made after the meetings matching mentees with mentors.
- The EMP coordinator will contact mentees at least twice a month and check the mentees' progress to see whether they need any additional support and/or further coaching. After the fourth month of mentorship, the EMP coordinator will do phone call and email follow up services to track the mentee's job search progress and evaluate the mentorship outcomes.

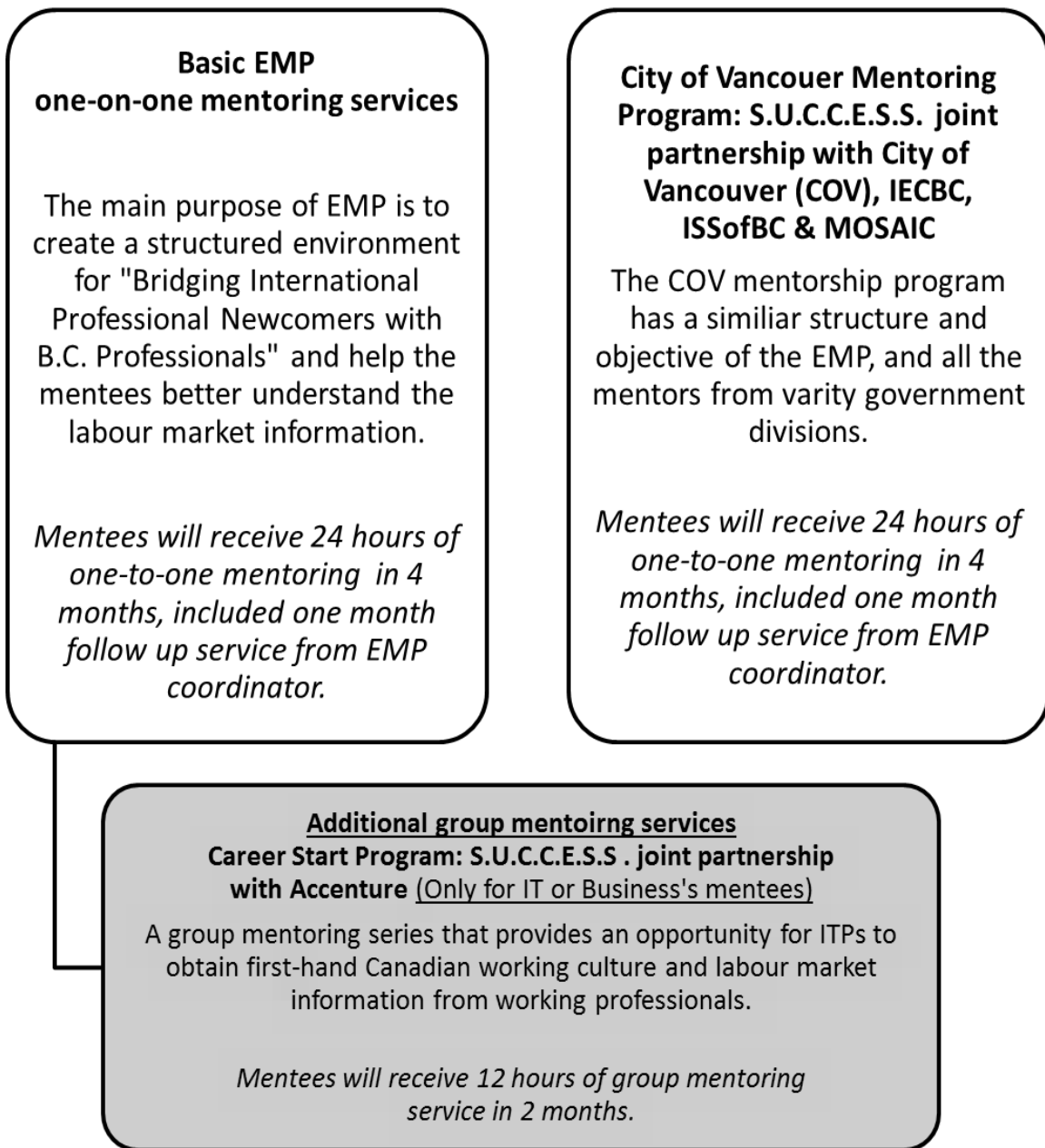
#### **Matching mentors with mentees.**

After an eligible mentee has completed the Registration Form and the Intake Assessment form, an EMP case file is opened for them. The file will be kept at the offices of S.U.C.C.E.S.S. for the purpose of matching the mentee with an appropriate mentor. All the matches between mentees and mentors are handled by the EMP coordinator. It is strongly felt that the success of the program depends upon the ability to match the participants according to their backgrounds, qualifications and their time availability. The regular EMP duration is four months. During this time period, the mentees may meet with their mentors at the S.U.C.C.E.S.S. meeting rooms, coffee shops, or at the mentor's office, depending on mutual agreement. Mentors and mentees are encouraged to have face-to-face meetings complemented by telephone, Skype or email communications. The EMP coordinator will participate in the first meeting of each pair in order to act as an ice-breaker and facilitate the first meeting. After four months of commitment, a mentor has no obligation to follow the mentee's case, but he/she is welcome to do so. At the end of the program, the mentees and mentors are required to complete a program evaluation to assess their performance and improvement outcomes.



**Mentoring activities.**

Before the actual mentoring starts, the mentees will work with the EMP coordinator on developing a personal Mentoring Action Plan. The MAP is a tool for keeping the mentoring activities on track. The MAP will be used by the coordinator and mentee together to record the mentoring process. Mentees will take the responsibility to follow the working schedule in the MAP. If necessary, a mentee can meet with multiple mentors in order to get more support and information about the local job market. The mentors may give support to their mentees in one or more of the following areas: 1) development of their professional resume and career plans; 2) sharing labour market, job search experience and/or industrial information with their mentees; 3) providing advice on the Canadian workplace culture; 4) offering assistance in expanding the mentees' professional networks; and 5) giving encouragement for the mentee to attend job-related seminars and EMP workshops. All the mentors are free to give any other career-related support or advice to the mentees. At the end of the EMP, the mentees are required to report on their latest job search progress to the EMP coordinator. The mentors and the mentees are required to complete in evaluation forms and then return them to the EMP coordinator.



**Figure 3.1. Employment Mentoring Program mentoring activities.**

Figure 3.1 shows that there are three EMP mentoring activities. The Basic EMP one-on-one mentoring program provides general one-on-one mentorship services for all kinds of mentees; however if some mentees have special interest in City or government works, they can apply to join the City of Vancouver (COV) Mentoring Services through S.U.C.C.E.S.S. EMP. Only 10-15% of mentees who applied to the City of Vancouver can

be selected to join the COV program. The unsuccessful mentees can still receive general mentorship services under the EMP. The EMP coordinator will help those mentees to find other appropriate mentors who are closely related to their professional background. No matter which activities the mentees choose, they are still all under the EMP program. The only difference between the Basic EMP and COV mentorship is that mentors are all employees of the City of Vancouver.

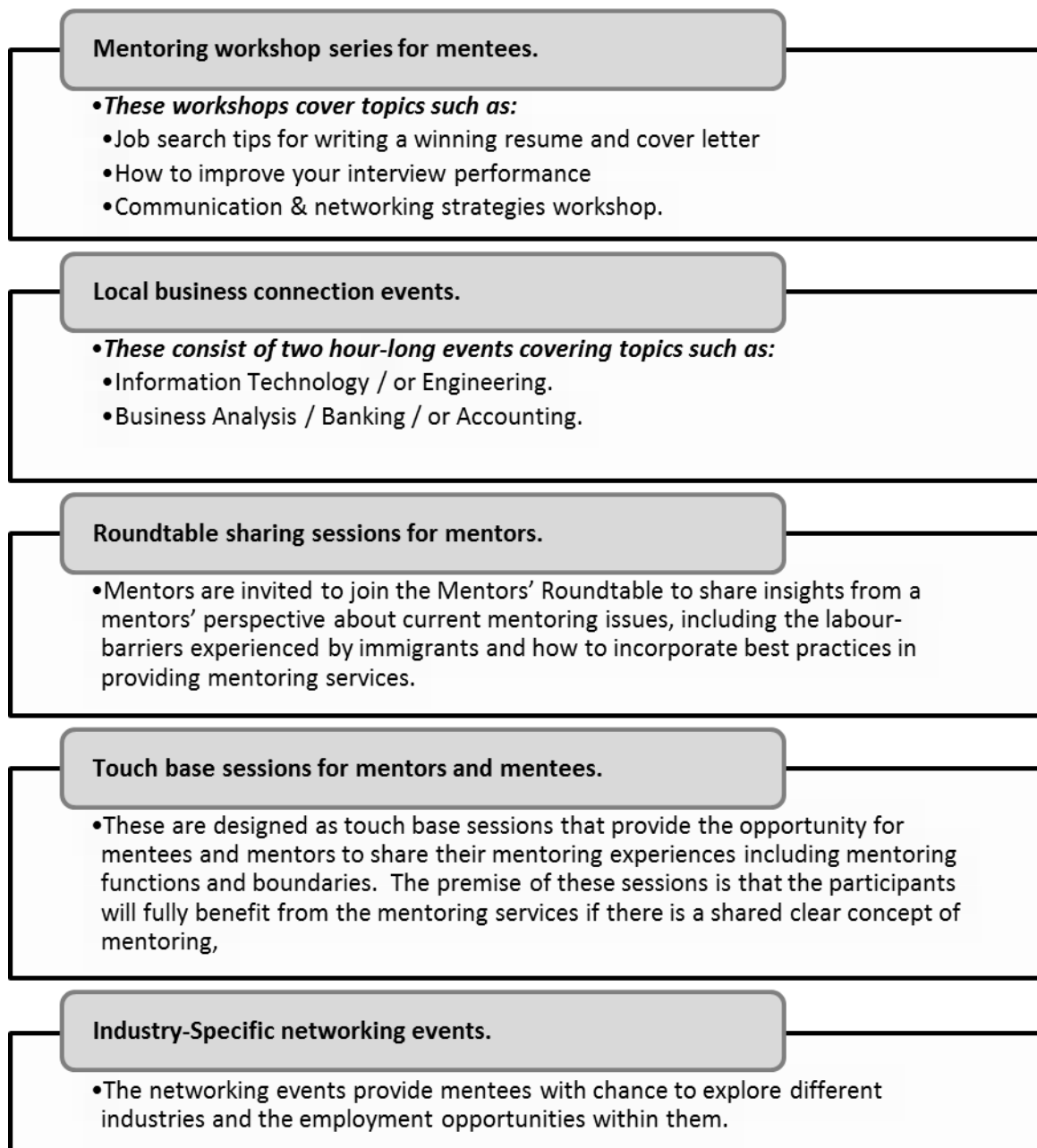
After the mentee has completed the above Basic EMP or COV mentorship, mentees who are in I.T. or business-related backgrounds have an additional option to join the Career Start Program provided by Accenture (multi-national I.T. and management consulting company), EMP's partner. EMP will recommend potential mentees to Accenture, and if the mentees are selected, they will enjoy an additional 12 hours group mentoring sessions with Accenture's mentors.

In short, every mentee under the EMP Mentoring Program will receive one of the following mentoring services:

- 24 hours Basic EMP mentoring services in four months; or
- 24 hours COV mentoring services in four months; or
- 24 hours Basic EMP matching services plus 12 hours of Accenture group mentoring services; or
- 24 hours COV mentoring services plus 12 hours Accenture group mentoring services.

### **EMP workshops and seminars.**

Every year, the EMP conducts 7-10 employment-focused events, including workshops, seminars, job fairs, mentors' round table, skills-enhancement workshops and industry-specific seminars for EMP participants. These workshops and seminars enable clients (mentees) to better utilize and benefit from mentoring supports, and the mentors are also welcome to participate in the mentors' round table to share their mentorship experience with the new mentors. Most of the workshops and events are conducted at S.U.C.C.E.S.S. centres. Some of the events may require alternate venues such as public libraries, community centres and/or other designated locations. The workshops and seminars are briefly outlined below in Figure 3.2.



**Figure 3.2. EMP workshops and seminars**

The activities shown in Figure 3.2 include presentations that may be facilitated by guest speakers or a panel of speakers from specific industrial sectors. These events provide excellent opportunities for clients to obtain tips on Canadian working culture and gain first-hand labour market information from local professionals in their respective industries.

## **Promotion and recruitment plans.**

The EMP Coordinator works closely with Settlement Officers and Labour Market Specialists in S.U.C.C.E.S.S. as well as with community stakeholders to maintain a consistent and effective mentoring service for newcomers.

## **Operational details of the EMP<sup>8</sup>.**

The following elements are components of the promotion and marketing of the EMP

- The existing S.U.C.C.E.S.S. ([www.success.bc.ca/emp](http://www.success.bc.ca/emp)) website is used as a platform to deliver job search materials and share information with the EMP participants.
- Information sessions and seminars are conducted to recruit mentees.
- Mentors and mentees are recruited through the S.U.C.C.E.S.S.' database and staff connections.
- Mentoring services are promoted through available free advertising opportunities, for example seminars and community events.
- The service is marketed through social media such as LinkedIn.
- Promotional flyers describing mentoring services to newcomers are distributed in Vancouver, Burnaby, Richmond, Surrey and the Tri-Cities, as well as at the Vancouver International Airport by the Community Airport Newcomers Network.
- Recruitment posters and brochures are distributed through public libraries, community centres, volunteer centres and other social agencies, employment resource centres, and S.U.C.C.E.S.S. partners.

<sup>8</sup> The Employment Mentoring Program in Operation and Terms of References are cited from EMP internal working documents and EMP website: [www.success.bc.ca/emp](http://www.success.bc.ca/emp)

**Mentee eligibility and selection.**

The program mainly serves unemployed and under-employed newcomers. Eligible clients must be Permanent Residents of Canada. Priority is given to clients with the following characteristics:

- They should be Primary clients of the S.U.C.C.E.S.S. Settlement and Integration Program (SIP).
- They should have backgrounds of developed skills and ability (i.e. internationally-trained professionals (ITPs).
- Through the one-hour one-on-one intake assessment with the EMP coordinator, the eligible clients are expected to demonstrate their willingness to learn and follow through on commitments and show an attitude of being willing to be open to feedback.

**Mentor eligibility.**

Potential Mentors are selected based on several criteria: the most important is a genuine desire to help newcomers. However, they should also be established residents who are familiar with national and provincial social, cultural, and credential systems. In addition, mentors are expected to have a good understanding of the B.C. labour market and employment systems and, where possible, to have some occupation-specific expertise.

The EMP targets potential Mentors with the following characteristics:

They should be:

- Local professionals from different industries who have a minimum of 3 years of professional experience in Canada;
- Established immigrants who have been in Canada between 5 and 10 years, who are willing to share their successful job search experiences.

They should have:

- Knowledge of current market demands and some level of professional expertise;

- Cross-cultural sensitivity, demonstrating a non-judgmental approach, patience, and good interpersonal skills;
- A commitment: to voluntary work. The potential mentors should be willing to provide at least 24 mentoring hours to the mentee within a period of four months. The program recommends face-to-face meetings, and the interactions may continue online or through telephone communication.

### **Quality assurance.**

The S.U.C.C.E.S.S. EMP is monitored using current assessment, tracking, and evaluation tools to deliver and manage the mentoring activities and services. In terms of file management, the following documents are included in every mentee's individual profile:

1. Newcomer Registration and Consent Form
2. EMP Needs Assessment
3. Mentee's Resume
4. Mentoring Action Plan (MAP)
5. Mentor Evaluation Form (Completed by the Mentor about the Mentee)
6. Mentee Evaluation Form (Completed by the Mentee about the Mentor)
7. Closing Summary.

In order to provide mentoring services of a high quality, all EMP documents are assessed by a Continuous Quality Improvement (CQI) assessment team and cross-checked by the Settlement Manager at S.U.C.C.E.S.S. The following reporting system assists in the monitoring and management of the complete mentoring progress.

- At the end of each month, the EMP coordinator will send a monthly report to the Settlement Manager for progress checkups.
- CQI review is conducted by the S.U.C.C.E.S.S. internal auditing team.
- An Interim report is sent to funders to report on the first six months' progress.
- A final report is sent to funders at the end of the contract.

## **Outcomes measurement.**

The following are the intended outcomes of the EMP:

1. Mentees will have the opportunity to meet with mentor(s) having backgrounds similar to their own.
2. Mentees will have access to business, social and employment networks.
3. Mentees will become aware of the Canadian workplace culture.
4. Mentees will develop positive thinking and make positive changes.
5. Mentees will gain job search knowledge.
6. Mentees will have the confidence to pursue career opportunities.
7. Mentees will make new friends and form supporting groups with their peers.

## **The challenges and opportunities of the EMP.**

Uncertain government funding and contract-based services are the main challenges for providers of mentoring services. Also, for some ITPs from very specialized professional areas (e.g. Nuclear Engineering, Biochemistry Specialists, and Agricultural Specialists), it is very difficult to find mentors in Vancouver with whom to match them. In order to overcome these challenges, government support and private cooperation partnerships are needed. To create new opportunities, service providers also need to provide high-quality mentoring research and supporting materials to attract potential mentors to join the mentoring program and help the newcomers.

## **Using a Logic Model as a Framework to Describe EMP**

The term Logic Model was developed by Carol Weiss, Joseph Wholey and others early in the 1970's. The W. K. Kellogg Foundation (2001) has extended the logic model concept to the development of a comprehensive *Logic Model Development Guide* (2004, January). The Foundation introduces the concept of the logic model as a "picture of how your organization does its work – the theory and assumptions underlying the program. A program logic model links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program" (W. K. Kellogg Foundation, 2001, p. III). Table 3.1 below shows a basic form of a logic model with the key components normally included in logic models: Inputs (what



resources go into a program), Activities (what activities the program undertakes), Outputs (what is produced through those activities) and Impacts (the changes or benefits that result from the program). A logic model is a systematic and visual way to present the relationships between the resources' input to a program (Your Planned Works) and the outputs and impacts that are intended achievements (Your Intended Results).

**Table 3.1. The basic form of a logic model with the key components<sup>9</sup>**

<b>Your Planned Work</b>		<b>Your Intended Results</b>	
<i>Describes what resources are needed to implement your program and what you intend to do.</i>		<i>Includes all of the program's desired results (outputs, outcomes, and impact)</i>	
<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Impacts</b>
What resources go into a program	What activities the program undertakes	What is produced through those activities	What changes or benefits result from the program
<i>e.g. money, staff, equipment</i>	<i>e.g. development of materials, training programs</i>	<i>e.g. number of booklets produced, workshops held, people trained</i>	<i>e.g. increased skills/ knowledge/ confidence, leading in longer-term to promotion, new job, etc.</i>
<b>Assumptions</b>		<b>External Factors</b>	
<i>Statement of the assumptions about why the selected strategies will work in the community in the ways the program described.</i>		<i>Factors that may influence the program outcomes. Or that HAVE influenced the outcomes.</i>	

Note: Above table was adopted from the basic logic model from W. K. Kellogg Foundation, 2001, p. 1.

<sup>9</sup> Copyright permission has been obtained from Shanelle English (W.K. Kellogg Foundation) on February 10, 2014.

## **The EMP logic model.**

A Logic Model is a useful program matrix for program planning and evaluation, and it is also very useful in considering the planning, implementation, evaluation, and communication of the EMP. The research described in this thesis used the logic model as a framework to describe and rationalize the application of the EMP in regards to the following nine key components: 1) Planned Work, 2) Intended Results, 3) Situation, 4) Inputs, 5) Activities, 6) Outputs, 7) Impacting Outcomes, 8) Assumptions, and 9) External factors. (Table 3.2)

### **1. *Planned work.***

The EMP specializes in serving newcomers who are matched with occupation-specific mentors. Mentors are established residents familiar with the social, cultural, labour market and credential systems inherent in B.C./Canada.

### **2. *Intended results.***

The purpose of mentoring is to accelerate the settlement and integration process of new immigrants into Canadian society and B.C. communities. The program is intended to help mentees achieve at least one of the following outcomes: 1) Increased confidence in finding commensurate employment in B.C.; 2) More positive ways of thinking about their job search process; and 3) The abilities needed to adapt to a new life in B.C.

### **3. *Situation.***

In B.C., new immigrants often encounter difficulties in finding employment. The S.U.C.C.E.S.S. EMP is intended to assist newcomers by matching them with mentors of similar occupational backgrounds with the intention to facilitate the mentees' settlement and integration into the local community, so that they will have an increased chance of successfully landing job prospects in Canada.

### **4. *Inputs.***

The major inputs to the EMP are settlement funding, EMP services, the EMP coordinator, volunteer mentors, ITP's mentees, collaboration, equipment, time, and venues.

5. ***Activities.***

Collaboration with Settlement Officers and Stakeholders, development of mentors, establishment of Mentor-mentee matches, completion of case files, action planning, facilitation of orientations, workshops, and events.

6. ***Outputs.***

Referrals, mentoring supporting groups, action plans: mentees are provided with relevant resources. Mentees receive individualized supports in establishing their career plans, and identify their short- and long-term goals, mentees and mentors' feedback and key performance Indicators.

7. ***Impacting outcomes.***

Mentees have access to business, social and employment networks. Mentees become aware of Canadian workplace culture and gain new knowledge and confidence to pursue career opportunities; Mentees develop positive thinking, friendships and network and employment opportunities.

8. ***Assumptions.***

1) If the mentors are able to successfully deliver their mentoring functions to mentees, the mentees will get the benefits of the mentorship as seen in the achievement of the outputs and impacting outcomes. 2) The mentoring relationship is a crucial element of the mentoring program.

9. ***External factors (for mentees).***

Personality, family support, influence from friends, financial burden, and other job search programs.

**Table 3.2. The EMP logic model with seven components<sup>10</sup>**

EMP Planned Work			EMP Intended Results	
The EMP specializes in serving newcomers who are matched with occupation-specific mentors. Mentors are established residents who are familiar with the social, cultural, labour market and credential systems inherent in B.C. and Canada.			The program intended to help mentees achieve at least one of the following outcomes:  1) Mentees increase their confidence in finding commensurate employment in B.C.; 2) Mentees develop more positive thinking in the job search process; and 3) Mentees develop the ability to adapt to a new life in B.C.	
Situation	Inputs	Activities	Outputs	Impacting Outcomes
In B.C., new immigrants often encounter difficulties in finding employment. S.U.C.C.E.S.S. EMP is intended to assist newcomers by matching them with mentors of similar occupational backgrounds with the intention to facilitate the mentees' settlement and integration into the local community so that they would have an increased chance of success in pursuing their job prospects in Canada.	Settlement Funding EMP Service EMP coordinator Volunteer Mentors ITP's Mentees Collaboration Equipment Time Venue	Collaboration with Settlement Officers & Stakeholders Development of Mentors Mentor-mentee Matches Case Files Action Planning Facilitation of Orientation, Workshops, and Events	Referrals Mentoring Supporting Groups Action Plans Mentees are provided with relevant resources Mentees receive individualized supports in establishing a career plan Mentees identify their short-term and long-term goals Mentees and Mentors' Feedback Key Performance Indicators	Mentees have access to business, social and employment networks Mentees aware of Canadian workplace culture Mentees gain new knowledge and confidence to pursue career opportunities Mentees develop positive thinking, friendship and network opportunities Employment opportunities
Assumptions			External Factors (for mentees)	
1. If the mentors are able to successfully deliver their mentoring functions to mentees, the mentees will get the benefit on the mentorship; and 2. A Mentoring relationship has crucial effects on the mentoring program.			1) Personality, 2) Family support, 3) Influence by friends, 4) Financial burden, and 5) Other job search programs.	

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<sup>10</sup> The logic model template was adopted from the University of Wisconsin System (2002).

## Identifying a Theoretical Framework

The research described in this thesis utilizes the S.U.C.C.E.S.S. Employment Mentoring Program (EMP) as a case and context in which to explore the mentorship experiences of the mentees and mentors and their perceptions of the effectiveness of the program. The research study was framed using Kram's (1985) mentoring concept. Kram proposes two functional dimensions of mentoring with four phases in a mentoring relationship which are seen as essential components in building a successful mentoring relationship. Kram's mentoring framework was chosen as the frame for studying the mentoring relationships in the EMP program for three reasons: first, Kram's online resume published in February 2013 claims that the book *Mentoring at Work: Developmental Relationships in Organizational Life* (1985) has been cited 2,150 times. Cross-checking with *Google Scholar* in November 2014 shows the book *Mentoring at Work* (1985) has been cited 3,046 times. Compared to the second highest mentoring reference, Kram's *Mentoring at Work* has been cited more than three times as often. Kram's mentoring concept clearly appears to be one of the most popular and often-cited references in the mentoring field. Second, Kram's two-dimensional mentoring functions (i.e. Career Functions and Psychosocial Functions) are similar to the EMP's goals and objectives. It should be noted that there is no evidence that the S.U.C.C.E.S.S. organization referred directly to Kram's work when it designed the EMP. However, Kram's thinking has been so thoroughly assimilated by many different users that it may be an unrecognized influence on the design of mentoring programs. Third, Kram's four phases of mentorship (i.e. Initiation, Cultivation, Separation, and Redefinition) are also close to the EMP's mentoring lifecycle.

## The Career and Psychosocial Functions of the S.U.C.C.E.S.S. EMP

According to Kram (1985), the career functions of mentoring should help mentees to achieve career advancement through sponsorship, exposure-and-visibility, coaching, protection, and encounter with challenging assignments. On the other hand, the psychosocial functions should help mentees enhance their sense of competence, clarity of identity, and effectiveness on the job through role modeling, acceptance-and-confirmation, counseling, and friendship.

The original S.U.C.C.E.S.S. EMP was not designed specifically based on Kram's concepts and was not intentionally designed to perform functions described in Kram's model. In S.U.C.C.E.S.S. an EMP mentor is expected to be an established local professional who can help develop the career of a mentee. Based on Kram's mentoring constructs, a mentor might be intended to serve two primary functions in the relationship with a mentee. The career-related function establishes the mentor as a coach who provides advice and guidance to enhance the mentee's professional performance and career development. The psychosocial function establishes the mentor as a role model and as having a support role for the mentee. Both functions provide explicit and implicit knowledge related to the mentee's professional development. In addition, in the EMP context, the relationship could embody the form of work-life balance that is often observed (or at least seen as being desired) in the Canadian workplace context. Table 3.3 illustrates the comparison between the S.U.C.C.E.S.S. EMP and Kram's mentoring functions.

Kram (1985) has suggested that the greater the number of functions provided by the mentors, the more beneficial the relationship will be to the mentees. The research in this thesis sought to identify the functions achieved by the EMP program by exploring the experiences of the mentors and mentees. It compares the functions identified by the participants in the EMP program to the mentoring functions proposed by Kram and analyzed the differences, if any, between the mentoring functions apparent in the perceptions of participants in the EMP with Kram's proposed functions.

**Table 3.3. The application of Kram's mentoring functions in EMP program**

<b>Career Functions as Proposed by Kram</b>	<b>Psychosocial Functions as Proposed by Kram</b>
<i>Career Functions are those aspects of the mentoring relationship that enhance the mentees' career development or advancement.</i>	<i>Psychosocial Functions are those aspects of the mentoring relationships that enhance the mentees' sense of competence, identity, and effectiveness in their professional role.</i>
<b>Comparison with elements of the S.U.C.C.E.S.S. EMP</b>	<b>Comparison with elements of the S.U.C.C.E.S.S. EMP</b>
<ul style="list-style-type: none"> <li><b>Sponsorship</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Role Modeling</b></li> </ul>
<i>Sponsorship allows a mentor to build the reputation of the mentee by highlighting the mentee's potential and strengths as well as by introducing the mentee to professional associations or by referring the mentee to other staff within the organization.</i>	<i>Role modeling consists of the mentee observing the behaviours, attitudes, and values of the mentor and can aid in helping the mentor adapt to the Canadian workplace culture.</i>
<ul style="list-style-type: none"> <li><b>Exposure-and-Visibility</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Acceptance-and-Confirmation</b></li> </ul>
<i>Exposure-and-visibility can be interlinked with sponsorship; They allow the mentee to develop relationships and allow greater career opportunities through the mentor's recommendations and connections.</i>	<i>Mentees often seek acceptance and confirmation from the mentors. This process expresses confidence, creates mutual trust, confirms individual abilities, and lends encouragement and support.</i>
<ul style="list-style-type: none"> <li><b>Coaching</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Counselling</b></li> </ul>
<i>The mentors act as coaches to the mentees by providing knowledge about their industry, working know-how, productive feedback, and guidance in learning relevant skills needed to advance within the mentees' profession.</i>	<i>Mentors act as counselors to help mentees investigate and resolve personal conflicts that may detract from effective performance.</i>
<ul style="list-style-type: none"> <li><b>Protection</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Friendship</b></li> </ul>
<i>The protection function allows the mentors to shield mentees from taking on too many responsibilities and cushions any mistakes mentees may make in their job searches.</i>	<i>Friendships may develop between the mentors and mentees, fostering a social interaction including the sharing of personal experiences and by expanding the mentees' social networks.</i>
<ul style="list-style-type: none"> <li><b>Challenging Assignments</b></li> </ul>	
<i>The mentors may set up some tasks to allow the mentees to elevate their responsibilities and show tangible improvement after task completion.</i>	

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## Kram's Four Phases of Mentorship Compared to the EMP Mentoring Model

The concept of time has also been considered to be an important component of a mentoring relationship. According to Kram (1985), a mentorship may vary in length from six months to two years, from two years to five years, or sometimes even develop for a longer time. Table 3.4, shows Kram's proposed four phases of a mentoring relationship.

**Table 3.4. Kram (1985) purposed four phases of Mentoring Relationship in her book: *Mentoring at Work***

Phases of a Mentoring Relationship		
Phase	Definition	Turning Points*
<b>Initiation</b>	A period of six months to a year when the relationship begins and becomes important to both members.	<ul style="list-style-type: none"> <li>Fantasies become concrete expectations.</li> <li>Expectations are met; senior manager provides coaching, challenging work, visibility; junior manager provides technical assistance, respect, and the desire to be coached.</li> <li>There are opportunities for interaction around work tasks.</li> </ul>
<b>Cultivation</b>	A period of two to five years when the maximum range of career and psychosocial functions are provided.	<ul style="list-style-type: none"> <li>Both individuals continue to benefit from the relationship.</li> <li>Opportunities for meaningful and more frequent interaction increase.</li> <li>Emotional bond deepens and intimacy increases.</li> </ul>
<b>Separation</b>	A period of six months to two years after a significant change in the structural role relationship and/or in the emotional experience of the relationship.	<ul style="list-style-type: none"> <li>Junior manager no longer wants guidance but rather the opportunity to work more autonomously.</li> <li>Senior manager faces midlife crisis and is less available to provide mentoring functions.</li> <li>Job rotation or promotion limits opportunities for continued interaction; career and psychosocial functions can no longer be provided.</li> <li>Blocked opportunity creates resentment and hostility that disrupt positive interaction.</li> </ul>
<b>Redefinition</b>	An indefinite period after the separation phase when the relationship ends or takes on significantly different characteristics, making it a more peer-like friendship.	<ul style="list-style-type: none"> <li>Stresses of separation diminish, and new relationships are formed.</li> <li>The mentor relationship is no longer needed in its previous form.</li> <li>Resentment and anger diminish; gratitude and appreciation increase.</li> <li>Peer status is achieved.</li> </ul>
*Examples of the most frequently observed psychological and organizational factors that cause movement into the current phase.		

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As can be seen from the language used in Table 3.4, Kram described the phases of a mentoring relationship involving a senior manager's mentorship to a junior manager in a business or workplace context. Kram (1985) studied the mentoring relationship in worksite organizations and was able to discern four developmental phases: initiation, cultivation, separation, and redefinition. Phase one, Initiation, extending from six months to one year, includes the process of bonding and establishing working terms. Phase two, Cultivation, ranging from two to five years, is a period where the focus is on maintaining and enriching the relationship and developing an interpersonal synergy. Phase three, Separation, involves a healthy competitiveness between mentee and mentor. Phase four, Redefinition, involves the development of a new relationship where both parties see each other as colleagues and equals.

In the S.U.C.C.E.S.S. Employment Mentoring Program (EMP), the mentorship is developed over a much shorter period of time (four months). Generally speaking, the EMP mentors' commitment is 24 mentoring hours to the mentee within a period of four months which is same as the above-mentioned COV mentoring program. Since the basic EMP and COV mentorships are interchangeable and the COV mentorship is managed by the Immigrant Employment Council of British Columbia (IEC-BC), as a result, we called the COV mentoring model the IEC-BC mentoring model and IEC-BC would also like to use this model to develop the Provincial Mentoring Model.

The EMP mentoring lifecycle was adapted from the IEC-BC. That model is shown below in Table 3.5. In addition, Table 3.6 shows the comparison of Kram's Four Phase Mentoring Model and the IEC-BC Provincial Mentoring Model.

**Table 3.5.     *The EMP mentoring lifecycle as adapted from the Immigrant Employment Council of British Columbia - Provincial Mentoring Model***

<p><b>Phase 1) Building Rapport</b></p> <ul style="list-style-type: none"> <li>• Being proactive</li> <li>• Valuing own and mentor's professional competence</li> <li>• Valuing commonalities and differences</li> </ul>
<p><b>Phase 2) Direction Setting</b></p> <ul style="list-style-type: none"> <li>• Identifying goals and objectives</li> <li>• Demonstrating commitment to learning and change</li> <li>• Openness to new perspectives</li> <li>• Valuing mentor's time and advice</li> </ul>
<p><b>Phase 3) Progress Making</b></p> <ul style="list-style-type: none"> <li>• Reviewing objectives and resetting goals</li> <li>• Seeking and acting upon mentor's feedback and advice</li> <li>• Taking initiative</li> </ul>
<p><b>Phase 4) Closure</b></p> <ul style="list-style-type: none"> <li>• Inviting and providing constructive feedback</li> <li>• Taking career planning to the next level</li> <li>• Continuing to build professional/personal network</li> </ul>

Note: Copyright permission has been obtained from Daisy Quon (Employment Council of British Columbia: IEC-BC) on May 29, 2014.

**Table 3.6. Kram's four phase mentorship compared to the IEC-BC mentoring model**

<b>Kram's four Phase model of mentoring relationships</b>	<b>The IEC-BC Provincial Mentoring Model</b>
<b>Stage 1) Initiation</b> <ul style="list-style-type: none"> <li>• A period of six months to a year when the relationship begins and becomes important to both mentor and mentee.</li> <li>• Turning Points: Fantasies become concrete expectations.</li> </ul>	<b>Phase 1) Building Rapport</b> <p>Duration/Timing:</p> <p>Usually a period of 1 month at the 1st or 2nd meeting. Mentor and mentee will discuss their expectations and set up a goal.</p>
<b>Stage 2) Cultivation</b> <ul style="list-style-type: none"> <li>• A period of two to five years when the maximum range of psychosocial functions are provided.</li> <li>• Turning Points: Both individuals continue to benefit from the relationship.</li> </ul>	<b>Phase 2) Direction Setting</b> <p>Duration/Timing:</p> <p>Usually a period of two months at the 2nd to 5th meetings and focusing on experience sharing and the improvement areas of the mentee.</p>
<b>Stage 3) Separation</b> <ul style="list-style-type: none"> <li>• A period of six months to two years after a significant change in the structural roles and/or in the emotional experiences of the relationship.</li> <li>• Turning Points: Mentee no longer wants guidance but rather the opportunity to work more autonomously.</li> </ul>	<b>Phase 3) Progress Making</b> <p>Duration/Timing:</p> <p>At the 4th month, the mentor and mentee will review their progress. Mentor will give the final comments or provide encouragement to the mentee.</p>
<b>Stage 4) Redefinition</b> <ul style="list-style-type: none"> <li>• An indefinite period after the separation phase when the relationship ends or takes on significantly different characteristics, making it a more peer-like friendship.</li> <li>• Turning Points: Stresses of separation diminish, and new relationships are formed.</li> </ul>	<b>Phase 4) Closure</b> <p>Duration/Timing:</p> <p>An indefinite period after the separation phase. Both the mentor and mentee had completed 24 mentoring hours within four months. The Mentoring coach/ EMP coordinator will ask for their feedback and experiences in order to improve future mentoring activities.</p>

### **The differences between Kram's mentoring construct and the EMP mentoring process.**

The S.U.C.C.E.S.S. EMP has elements that are similar to Kram's mentoring model. However, there are four main differences between Kram's mentorship model and the current format of the EMP for newcomers. First, the timeframe is different. Kram's concept of mentorship implies a longer mentorship commitment, usually covering a few years, whereas the EMP is designed for a specific duration of four months for each mentoring pair. Extension of the relationship is entirely subject to mutual agreement between mentors and mentees. Second, the employment status of the mentors and mentees is different. Most mentors have full-time employment and are working in a professional industry/field. In the EMP, the mentees are newcomers who are actively looking for a full-time professional job in a profession or industry appropriate to their qualifications. The mentees hope that through mentorship they can gain more Canadian experience. The mentors, on the other hand, are usually happy to talk about industry know-how and share their understanding of any unwritten rules in their workplace with the mentees. Third, the mentors and mentees' professional experiences are often different from those proposed in traditional mentoring constructs where mentors are typically senior practitioners and mentees are juniors working in the same field and likely in the same workplace. In the EMP, however, some mentees may have more than 10 years of professional experience in their home countries, and have very good professional knowledge in their field, but they are not familiar with the Canadian workplace context, are struggling to find a career path in Canada, and need a local mentor to help. While some mentors may not have a more extensive professional experience than their mentees, they are born and raised in Canada and are familiar with Canadian values, beliefs and culture. As a result, the mentors are able to share their experiences and take up the mentor's role by giving advice and guidance to the newcomer/mentee. Fourth, the mentees' motivation is different. In Kram's *Mentoring at Work* (1985), the mentees and mentors were all working in the same organisation, whereas the EMP mentees and mentor are in different career stages and, if employed, in different organizations. The EMP mentees should be eager to start and establish a career in Canada, and most of them want to get a job as soon as possible so their motivations are expected to be high.

In the S.U.C.C.E.S.S. EMP, most of the mentees have different cultural backgrounds and they are usually very excited about meeting with local mentors who can offer Canadian workplace experiences. During the Initiation Phase in 1st and 2nd mentorship meetings, the mentees will be assisted by the mentors in setting up concrete expectations for the 4-month EMP period. From the 3rd meeting onwards, the relationship will proceed to the Cultivation phase. In this phase, the mentee and the mentor may talk about the following four areas: Career Planning, Industry Information, Workplace Culture, and Professional Networking. The EMP mentoring service should be completed four months after the first matching date with the mentor, which means that the mentors and mentees would proceed to the Separation phase at that time or before it. In this phase, the mentor has no obligation to provide further mentoring services to the mentee unless the mentee really wants to carry on the relationship with the mentor, but that is subject to the mentor's availability. The S.U.C.C.E.S.S. Coordinator will not get involved in the separation negotiations and he/she will only distribute the program evaluation forms to both the mentor and mentee as a conclusion to the mentor and mentee relationship. After the Separation phase, the mentees should normally be more independent. After four months, the mentorship will move into the Redefinition phase, the EMP coordinator will touch base with both mentor and mentee and inform them that the mentoring service is completed and ask for feedback about the program. In this phase, subject to mutual agreement between the mentee and the mentor, they may continue with their relationship or establish a new relationship as friends, but their relationship will no longer be guided or protected by the EMP program.

Table 3.7 compares Kram's model, the B.C. model and EMP model. Although the original design of the EMP was shaped more by the demand of the B.C. labour market and the need of the ITPs rather than by knowledge of Kram's work, the use of Kram's mentoring model as a framework facilitates a more theory-based reflection on the EMP model and how it compares with the B.C. Model in terms of Situation, Goal, Objectives, Mentee, Mentor, Matching, Format, Methods, Venue, Timeframe, Lifecycle, Activities, Outcomes, Evaluation, and Contribution.

**Table 3.7. Comparison table between Kram's model, IEC-BC Provincial Mentoring model, and EMP model**

	<b><i>Kram's Mentoring Model</i></b>	<b><i>The IEC-BC Provincial Mentoring Model</i></b>	<b><i>S.U.C.C.E.S.S. Employment Mentoring Model (The EMP model)</i></b>
<b><i>Situation</i></b>	Mentee is a junior manager whereas mentor is a senior manager; they are working in the same corporation. Mentee is seeking career advancement and personal development through the mentorship.	Mentees and mentors are separate individuals; they have similar industry knowledge but different cultural backgrounds. Mentee is seeking career advice and guidance in order to find a career opportunity in Canada.	Mentees and mentors are separate individuals; they have similar industry knowledge but different cultural backgrounds. Mentee is seeking career advice and guidance in order to find a career opportunity in Canada.
<b><i>Goal</i></b>	Describe the mentees and mentors relationships in the same organizations that mentors help mentees to enhance their career and personal development in the early, middle, and later career years.	Mentors help mentee to reconnect their career in Canada.	Create a structured environment for "Bridging International Professional Newcomers with B.C. Professionals".
<b><i>Objectives</i></b>	To present an intricate and realistic view of mentoring, to delineate its potential benefits and limitations, and to illustrate the various forms of developmental mentorships that can exist in a work setting.	The mentees will be matched with the local mentor to share information, insights, ideas and networks to develop an effective job search plan.	The mentees will be matched with local professionals (mentors) through the EMP's mentorship process. The mentees will learn about job search techniques, effective professional networking, and labour market trends.
<b><i>Mentee</i></b>	Junior Managers	<ul style="list-style-type: none"> <li>Unemployed and underemployed skilled immigrants (e.g. Internationally-Trained Professionals, ITPs),</li> </ul>	<ul style="list-style-type: none"> <li>Unemployed and underemployed skilled immigrants (e.g. Internationally Trained Professionals, ITPs),</li> </ul>

		including Permanent Residents of Canada; • With intermediate to advanced English language levels.	including Permanent Residents of Canada; • With intermediate to advanced English language levels.
<b>Mentor</b>	Senior Managers	<ul style="list-style-type: none"> <li>• A mentor is an established professional, who is eager and willing to develop a supportive professional relationship with a mentee.</li> <li>• Mentors have a combination of knowledge and experience and are able to guide another's learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• A mentor is an established professional, who has a genuine desire to help newcomers, be established residents familiar with national and provincial social, cultural, and credential systems.</li> <li>• Mentors should have a good understanding of the labour market and employment systems and, where possible, occupational specific expertise.</li> </ul>
<b>Matching</b>	Informal mentoring: Mentee and Mentor are working in the same corporation.	Formally matched by mentoring service providers <ul style="list-style-type: none"> <li>• Group Mentors Orientation</li> <li>• Group Mentee Orientation</li> </ul>	Formally matched by EMP coordinator <ul style="list-style-type: none"> <li>• One-on-one/Group Mentors Orientation</li> <li>• One-on-one/ Group Mentee Orientation</li> </ul>
<b>Format</b>	1-to-1 mentoring	1-to-1 mentoring	EMP provides 1-to-1 mentoring, group mentoring, peer mentoring and e-mentoring and follow-up services for four months.
<b>Methods</b>	Face-to-face meetings	Recommend face-to-face meetings and may include online or telephone communication	Recommend face-to-face meetings and may include online or telephone communication
<b>Venue</b>	Mentees and	Mentees set the	Mentees set the

	mentors meet in the same working organization	relationship focus and come to a mutual decision with the Mentor on the pace, meeting locations and times that suit the Mentor	relationship focus and come to a mutual decision with the Mentor on the pace, meeting locations and times that suit the Mentor
<b>Timeframe</b>	Six months to five years	24 hours in a period of four months, approximately 1.5 hours per week	24 hours in a period of four months, approximately 1.5 hours per week
<b>Lifecycle</b>	<ul style="list-style-type: none"> <li>• Initiation</li> <li>• Cultivation</li> <li>• Separation</li> <li>• Redefinition</li> </ul>	<ul style="list-style-type: none"> <li>• Building Rapport</li> <li>• Direction Setting</li> <li>• Progress Making</li> <li>• Closure</li> </ul>	<ul style="list-style-type: none"> <li>• Building Rapport</li> <li>• Direction Setting</li> <li>• Progress Making</li> <li>• Closure</li> </ul>
<b>Activities</b>	<p>Career Functions are those aspects of the relationship that enhance career advancement (e.g. Sponsorship, Coaching)</p> <p>Psychosocial Functions are those aspects of the relationship that enhance sense of competence, identity, and effectiveness in a professional role. (e.g. Role Modeling, Friendship)</p>	<ul style="list-style-type: none"> <li>• Explore how work culture varies from one place to another</li> <li>• Discuss “what if” scenarios of challenges people may face in the workplace and develop solutions</li> <li>• Ensure that cover letters and resumes meet industry standards</li> <li>• Role-play both informational interviews and actual job interviews</li> <li>• Find opportunities such as job shadowing and volunteering</li> <li>• Workplace Preparation</li> <li>• Information on Labour Market, Career Options, Job Search Tools, Training and Accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how work culture varies from one place to another</li> <li>• Discuss “what if” scenarios of the challenges people may face in the workplace and develop solutions</li> <li>• Ensure that cover letters and resumes meet industry standards</li> <li>• Role-play both informational interviews and actual job interviews</li> <li>• Find opportunities such as job shadowing and volunteering</li> <li>• Workplace Preparation</li> <li>• Information on Labour Market, Career Options, Job Search Tools, Training and Accreditation</li> </ul>



		<ul style="list-style-type: none"> <li>• Networking</li> </ul>	<ul style="list-style-type: none"> <li>• Networking</li> </ul>
<b>Outcomes</b>	<p>Career Functions</p> <ul style="list-style-type: none"> <li>• Sponsorship</li> <li>• Exposure-and-Visibility</li> <li>• Coaching</li> <li>• Protection</li> <li>• Challenging Assignments</li> </ul> <p>Psychosocial Functions</p> <ul style="list-style-type: none"> <li>• Role Modeling</li> <li>• Acceptance-and-Confirmation</li> <li>• Counselling</li> <li>• Friendship</li> </ul>	<p>Career Advancement</p> <ul style="list-style-type: none"> <li>• Aware of Canadian Workplace Culture</li> <li>• Expanded Professional Networks</li> <li>• Gained job search knowledge</li> </ul> <p>Personal Development</p> <ul style="list-style-type: none"> <li>• Mentees have the confidence to pursue career opportunities</li> <li>• Mentees able to find the job independently</li> </ul>	<p>Career Advancement</p> <ul style="list-style-type: none"> <li>• Aware of Canadian Workplace Culture</li> <li>• Expanded Professional Networks</li> <li>• Gained job search knowledge</li> </ul> <p>Personal Development</p> <ul style="list-style-type: none"> <li>• Mentees possess positive thinking and changes</li> <li>• Mentees have confidence to pursue career opportunities</li> <li>• Mentees make the new friends and form the peer supporting groups to help each other</li> </ul>
<b>Evaluation</b>	No formal evaluation Kram's interviews Mentees' and mentors' self-reflection	<ul style="list-style-type: none"> <li>• Action Plan and Online tracking system</li> <li>• Follow up calls</li> <li>• Online surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring Action Plan (MAP)</li> <li>• Follow up calls</li> <li>• Evaluation forms</li> </ul>
<b>Contribution</b>	Kram's study contributed to understanding the nature of mentor relationships and defining a broader conception of developmental relationships. The study also helps for future mentoring research.	Create a B.C. mentoring model for the reference to the other mentoring services providers.	Sharing the mentoring practice to promote the mentoring services in B.C.

## **Summary**

This Chapter has provided a comprehensive description of the operation of the S.U.C.C.E.S.S. Employment Mentoring Program (EMP). The purpose of the Chapter is to provide the reader with an understanding of the organizational context of the research in this thesis. A logic model has been used to describe and rationalize the application of the S.U.C.C.E.S.S. EMP with regard to its situation, inputs, activities, outputs and outcomes. The Chapter attempts to describe the framework and operation of the EMP and relate it to theoretical constructs concerning the functions of and four phases of mentoring. The Chapter also summarizes the differences between Kram's mentorship model and the EMP mentorship process. The details of the research methodology and design are now discussed in Chapter Four.

## **Chapter 4.**

# **Research Methodology**

### **Chapter Outline**

In this chapter, I explain the choice of methods for this study. The approach chosen was an Explanatory Mixed Methods Design (EMMD) within a case study context, the case being the S.U.C.C.E.S.S. Employment Mentoring Program (EMP). EMMD is a “mixed-methods sequential explanatory design” (Creswell and Plano, 2011, p. 104) which implies collecting and analyzing quantitative and qualitative data in two consecutive phases within one study. I chose this research method in order to create a composite description comprised of the multiple personal stories from participants in one of the EMP cohorts, allowing them to debrief and reflect on their experiences whether from the perspective of a mentor or a mentee. To accomplish that, I collected quantitative and qualitative data sequentially in two phases with one form of data collection following the other (i.e. the survey and then interview phase). My intent was that the qualitative data (from interviews) together with the quantitative (survey) data would create a holistic picture of the participants’ experiences. I also describe the features of the research design in detail, including the research instruments, the selection of the site and participants, how decisions were made with respect to data types and data collection methods, approaches to data assessment, validation and analysis.

### **Overview of Empirical Studies of the Mentoring Relationship**

As shown in the Literature Review in Chapter 2, workplace mentoring research has shown this process to have a positive effect on mentees’ careers and personal development. Given the results of these studies, mentoring might reasonably be expected to help recent immigrants adapt to a new environment in Canada. During the

past thirty years there have been many studies of mentoring and the mentoring relationship (for example the work of Kram, 1983; Allen, Poteet, Russell and Dobbins, 1997; Scandura and Pellegrini, 2007; Allen, Eby, Brien, and Lentz, 2008; & Scandura, 2009). Researchers have reported the use of a variety of methods to measure the functions of mentoring and the mentoring relationship. Methodological choices may influence both research findings and the interpretation of outcomes and each research method has its own strengths and weaknesses.

Among the current empirical research studies of mentoring and mentoring relationships, four research methods are most commonly used: Qualitative Research, Time Horizon Research (Cross-sectional studies versus Longitudinal studies), Experimental Research, and Experimental and Longitudinal Comparative Research. Qualitative studies of mentoring can be traced back to the seminal works of Kram (1983, 1985), who studied 18 mentor-mentee relationships through the use of in-depth interviews. Kram's study proposed a two-dimensional model of the functions of mentoring relationships incorporating career and psychosocial elements. Allen, Poteet, Burroughs (1997) also conducted a qualitative study examining the factors that influence an individual's decision to mentor others. A total of 27 mentors participated in in-depth interviews regarding their experiences as mentors. The study took four major lines of inquiry: the reasons offered by the individual mentors for mentoring others; the organizational factors that influenced mentoring; the factors related to mentor-mentee attraction; and the outcomes that mentors associated with mentoring. Allen, Poteet, Burroughs found a number of interesting patterns and their major conclusions were that mentors were attracted to protégés with desirable traits (ability, motivation, willingness to learn, etc.), and through the mentorship, mentors also received benefits of social networking and self-satisfaction.

Two types of time horizon research studies are commonly used in mentoring. The first is represented in cross-sectional studies and the second by longitudinal studies. The first type of time horizon study is often referred to as a "snapshot" because the research is made at a particular point in time. Cross-sectional or snapshot studies are commonly used for research projects that have a time limit. The second type of time horizon study, longitudinal, sometimes known as the "diary" perspective, involves the observation of people or events over time. A basic question in longitudinal studies is,

“Has there been any change over a period of time?” (Saunders, Lewis and Thornhill, 2009, p.156).

The third method, the experimental research approach, tends to use cross-sectional designs, e.g. using a quasi-experimental approach to compare the result of a control group and an experimental group at one point in time. Finally, experimental research combined with longitudinal comparative research is used to collect data over time. This type of study typically involves a survey procedure to collect data about trends within the same population, changes in a cohort group or subpopulation, or changes in a panel group of the same individuals over time (Scandura and Pellegrini, 2007). The longitudinal research has the advantages of its high validity and ability to be tracked for long-term changes; however it requires a longer period of time to gather the research results and needs a larger sample size. Also, it is possible that the participants may drop out of the research.

In 2008, Allen, Eby, Brien, and Lentz comprehensively reviewed 200 published mentoring articles comparing the reported methodologies and mentoring contents. The review generated some useful statistics about mentoring research and is the most current comprehensive study of the research methodologies employed in mentoring research. In the following section, I review their findings and briefly summarize the methodologies that researchers have commonly used in studying the mentoring process. Based on the Allen et al analysis I will also summarize the overall status of current research on mentoring and the mentoring relationship.

### **Common research designs.**

Allen et al. (2008) described the research designs found in mentoring research by using three categories: research approach, setting, and time horizon. Table 4.1 summarizes the results of their analysis of about 178 empirical studies. The quantitative research approach was found to be the most common, being used in 89.9% of studies of the mentoring process. Another popular design feature was the collection of data by doing a field survey, an approach used in 96% of mentoring the studies reviewed. In the time horizon category, cross-sectional designs in which data is gathered just once, perhaps over a period of days, weeks, or even months was the most popular, being used in 90% of mentoring studies. Allen et al. (2008) expressed a concern that

mentoring research may have placed too much reliance on cross-sectional designs and self-reported data, and that it generally failed to differentiate between different forms of mentoring (e.g. formal versus informal). Allen et al. had two different concerns: the "lack of dyadic data and the use of psychometrically questionable measures" (p. 344). In conclusion, Allen et al. proposed that "mentoring scholarship could benefit from more qualitative research" (p. 348).

**Table 4.1. Research design features (Allen et al., 2008, Table 2, p. 348)**

Research design features		
Category	Frequency	Percentage of studies reviewed (%)
<i>Research approach (n = 178)</i>		
Quantitative		
Correlational	149	83.7
Experiment/Quasi-Experiment	9	5.1
Meta-analysis	2	1.1
Qualitative or combined		
Qualitative	8	4.5
Quantitative & qualitative	10	5.6
<i>Setting (n = 176)<sup>a</sup></i>		
Field	169	96.0
Lab	7	4.0
<i>Time horizon (n = 176)<sup>a</sup></i>		
Cross-sectional	160	90.9
Longitudinal	16	9.1

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<sup>a</sup> Excludes meta-analyses.

### **Sources of data and focus of inquiry.**

In the 2008 Allen et al. study, the data collection methods used in research on mentoring were coded as survey, focus group, interview, observation, case study, diary, archival, or other. Table 4.2 illustrates the sources of data and focus of inquiry. Based on the findings, most of the mentoring studies used survey-based methods for data collection (94.4%), while only a small percentage of studies (6.3%) used multiple data collection methods. This raises validity concerns about the heavy reliance on survey results. Some researchers (Campbell and Fiske, 1959; Jick, 1979) have claimed that triangulation in the form of multiple methods of data collection could increase construct validity because it would provide a more holistic assessment of the construct under study and reduce mono-method bias. However, Allen et al. (2008) found that triangulation can be limited by the quality of the original data. Besides, only 18.2% of the

research studies collected data from multiple sources. In addition, 7.9% of the research obtained data through interviews, 6.3% was obtained through multiple data collection methods, 2.8% through archival, 1.1% through focus groups and 0% using case study. Furthermore, 80.2% of the studies were focused on the mentees, whereas 30.9% were focused on the mentors and 27.5% on the dyadic process (e.g. cross-gender dynamics, mentor-mentee similarity).

**Table 4.2. Data sources and focus on inquiry (Allen et al., 2008, Table 3, p. 351)**

Data sources and focus of inquiry		
Category	Frequency	Percentage <sup>a</sup>
<i>Data collection method (n = 178)</i>		
Survey	168	94.4
Focus group	2	1.1
Interview	14	7.9
Observation	1	<1
Case study	0	0
Diary	0	0
Archival	5	2.8
Multiple data collection methods <sup>b</sup>	11	6.3
Multiple sources of data <sup>b</sup>	32	18.2
<i>Primary focus of inquiry (n = 207)</i>		
Protégé	166	80.2
Mentor	64	30.9
Dyad (mentor and protégé interaction)	57	27.5
Organization	15	7.2

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<sup>a</sup>Percentages can add to greater than 100% because some studies used more than one data collection method or had multiple foci of analysis.

<sup>b</sup>Based on n of 176 (excludes meta-analyses).

### **Overall status of current empirical research.**

Based on Allen's et al. (2008) empirical studies of mentoring, we can characterize mentoring research as based primarily on quantitative, correlational, and cross-sectional approaches. The major research design was in field settings. Data collection is mainly based on surveys from a single source, the mentee. Allen et al.'s review shows that mentoring research is still at a relatively early stage of development. Most of the mentoring research has focused on establishing relationships among variables through the use of expedient and low-cost research methodologies (e.g. survey or quantitative research). Further, there has been a lack of qualitative research in the area of mentoring study. Types of mentoring relationships were not clearly

distinguished in many mentoring studies. The measurements used to assess the psychosocial and career functions in mentoring were based mainly on Kram's concept of the mentoring framework. Further, the majority of reported and reviewed mentoring research has been done in the United States so there is a need to look at mentoring in different cultural contexts.

## **Research Methods Used in this Study**

Each research methodology has its own relative weaknesses and strengths. No single research methodology is necessarily ideal for all studies. Based on the review of studies of the mentoring process by Allen et al. (2008), quantitative approaches are the most common methodology with many studies focusing on the mentee more than on the mentor. In the research design for this study I sought to explore both the mentees' and mentors' experiences. Thus a quantitative approach was seen as providing a general perspective about the experiences of the mentees and mentors while being unable to provide more in-depth qualitative information and descriptions of the experiences of both members of the relationship. Through the addition of qualitative interviews with some of the participants in the Employment Mentoring Program (EMP), I sought to fill in the information gap. As a result, I adopted an Explanatory Mixed Methods Design (EMMD) (Creswell and Plano, 2011, p. 104) to examine the perspectives of EMP participants in regard to their mentoring experiences. The mixed-methods sequential explanatory design entails collecting and analyzing quantitative and qualitative data in two consecutive phases within one study. This method is one of the mixed research methods commonly applied in education and social science studies. An additional rationale for using explanatory mixed methods is that it was an adequate fit for this case study of the S.U.C.C.E.S.S. EMP because all of the mentees are internationally-trained professionals and who are from different countries and different cultural backgrounds and have their own beliefs, values and cultures. In the EMMD approach, as applied in the research design for this thesis, the use of surveys to collect quantitative data can help obtain a general picture of what mentees and mentors think of their mentoring experiences while one-on-one in-depth interviews can collect qualitative data examining the mentor and mentees' perceptions of their experiences and expectations of the EMP. Both the survey data and interview information will combine to create a more rounded and complete picture of the experiences of the study participants in the EMP.



## Research Questions and Methods Employed

Table 4.3 shows the research questions and sub-questions which framed this inquiry and the methods applied to address them.

**Table 4.3. Research objectives, questions, and methods**

General research question		
What are the experiences and perceptions of Mentees in the S.U.C.C.E.S.S. Agency's Employment Mentoring Program (EMP) with regard to the impacts of the program to their career development goals?		
Methodology: Mixed Method Approaches (literature and document review, survey, interviews)		
Three objectives	Five sub-questions	Methods
A. The research sought to explore the current situations of ITPs who were engaged in the S.U.C.C.E.S.S. EMP as mentees with respect to their career development and expectations.	1. <i>What challenges and concerns did the ITPs who were engaged in the S.U.C.C.E.S.S. EMP (mentees) believe they faced in terms of achieving their career goals?</i>	<ul style="list-style-type: none"> <li>● Literature review</li> <li>● Government policies review</li> <li>● Survey and interview</li> </ul>
	2. <i>What were the mentees' expectations for the EMP at the time of their enrolment in the program and did these expectations change while they participated in the program?</i>	<ul style="list-style-type: none"> <li>● 1:1 interviews with mentees</li> <li>● Data analysis of the mentee survey. Open-ended survey questions.</li> </ul>
B. The research gathered and described the mentees' and mentors' experiences with the S.U.C.C.E.S.S. EMP.	3. <i>From the perspective of the mentees, did the mentors in the EMP facilitate their career development and personal growth?</i>	<ul style="list-style-type: none"> <li>● Mentee's Survey</li> <li>● 1:1 interviews with mentees</li> <li>● Mentor's Survey</li> <li>● 1:1 interviews with mentors</li> </ul>
	4. <i>How did the mentors in the EMP perceive their roles and the effectiveness of their work in mentoring the program's participants (mentees)?</i>	<ul style="list-style-type: none"> <li>● Mentor's Survey</li> <li>● 1:1 interviews with mentors</li> <li>● Open-ended survey questions of mentors.</li> </ul>
C. The research sought to understand the outcomes of the EMP from the perspectives of the mentees and mentors.	5. <i>Did the S.U.C.C.E.S.S. EMP meet the mentees' expectations? What reasons were given by the mentees as to whether their expectations were, or were not, met?</i>	<ul style="list-style-type: none"> <li>● EMP program evaluations</li> <li>● 1:1 interviews with mentees</li> <li>● Data analysis of the mentee survey and open-ended survey questions (mentee survey).</li> </ul>

## Research instruments.

Research Instruments are measurement tools which are designed to obtain data on a topic of interest from research subjects. This research utilized the S.U.C.C.E.S.S. employment mentoring program (EMP) as a case study. The researcher collected the quantitative data through the online surveys of EMP participants (mentees and mentors) and then followed with the one-on-one interviews to collect qualitative data from some EMP participants. With the quantitative data and supported by the qualitative data, the research intended to provide a holistic picture of mentoring experiences of the EMP participants. Based on findings from the mentoring research literature in Chapter 2, a matrix of survey and interview questions linked with the research literature are illustrated in Appendix E, and a category matrix of interview and survey questions for Mentees and Mentors is shown in Table 4.4. The full set of mentees' and mentors' online survey questions are illustrated in Appendix G and Appendix H. The full set of Semi-Structured Interview Questions for mentees and mentors are also presented in Appendix M and Appendix N.

**Table 4.4. A category matrix of interview and survey questions for Mentees and Mentors**

Interview questions associated directly with Kram's constructs of mentoring		Interview questions associated with both Kram's mentoring constructs and EMP design features		Interview questions associated directly with design features of the S.U.C.C.E.S.S. EMP	
<b>Mentees: Question # 5, 6, 7, 8, 10, 11</b>		Mentees: Question # 5, 6, 7, 8, 10, 11		Mentees: Question # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
<b>Mentors: Question # 5, 6, 7, 8, 9, 10, 11, 13</b>		Mentors: Question # 5, 6, 7, 8, 9, 10, 11, 13		Mentors: Question # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	
Survey questions associated directly with Kram's constructs of mentoring		Survey questions associated with both Kram's mentoring constructs & EMP design features		Survey questions associated directly with design features of the S.U.C.C.E.S.S. EMP	
<b>Topic: Feedback and Advice for Improvement</b>		<b>Topic: Canadian Social Networks</b>		<b>Topic: Proficiency in Spoken English</b>	
<b>Mentee Q7</b>	<b>Mentor Q7</b>	<b>Mentee Q4</b>	<b>Mentor Q4</b>	<b>Mentee Q1</b>	<b>Mentor Q1</b>

Survey questions associated directly with Kram's constructs of mentoring		Survey questions associated with both Kram's mentoring constructs & EMP design features		Survey questions associated directly with design features of the S.U.C.C.E.S.S. EMP	
Topic: Support & Encouragement		Topic: Understanding of the Canadian Job Market		Topic: Canadian Experience	
Mentee Q8	Mentor Q8	Mentee Q5	Mentor Q5	Mentee Q2	Mentor Q2
Topic: Mentor as a Role Model		Topic: Advice and Guidance about Canadian Life		Topic: Recognition of Foreign Credentials in Canada	
Mentee Q9	Mentor Q9	Mentee Q6	Mentor Q6	Mentee Q3	Mentor Q3
Topic: Building Rapport		Topic: Social Networks Causes Career Advancement		Topic: Mentor as a Good Listener	
Mentee Q11	Mentor Q11	Mentee Q13	Mentor Q13	Mentee Q10	Mentor Q10
Topic: Assignments help to Stimulate Growth and Potential		Topic: Information enhances Career Exposure		Topic: Mentoring Matches	
Mentee Q15	Mentor Q15	Mentee Q14	Mentor Q14	Mentee Q12	Mentor Q12
Topic: Mutual Communication		Topic: Communication with Mentee		Topic: Ongoing Support Strengthens Self-Confidence and Self-Image	
Mentee Q17	Mentor Q17		Mentor Q26	Mentee Q16	Mentor Q16
Topic: Friendship Development				Topic: Understanding of Canadian Workplace Culture	
Mentee Q24	Mentor Q24			Mentee Q18	Mentor Q18
				Topic: Exploring Career Opportunities Independently	
				Mentee Q19	Mentor Q19
				Topic: Confidence in Job Searching	
				Mentee Q20	Mentor Q20
				Topic: Work Independently	
				Mentee Q21	Mentor Q21

Survey questions associated directly with Kram's constructs of mentoring	Survey questions associated with both Kram's mentoring constructs and EMP design features	Survey questions associated directly with design features of the S.U.C.C.E.S.S. EMP
		<b>Topic:</b> Getting Support from the Community
		<b>Mentee Q22</b>   <i>Mentor Q22</i>
		<b>Topic:</b> Usefulness of Mentorship Program
		<b>Mentee Q23</b>   <i>Mentor Q23</i>
		<b>Topic:</b> Enjoyable Mentorship Experiences
		<b>Mentee Q25</b>   <i>Mentor Q25</i>
		<b>Topic:</b> Mutual Benefits
		<i>Mentor Q27</i>

Remarks: The interview questions (Q=question) were organized according to the topics that framed the conversations with the interviewees.

### Data collection.

The research for this thesis entailed the collection of quantitative and qualitative data sequentially in two phases with quantitative data being gathered first and qualitative data later. Participants of the research were recruited from one cohort of the S.U.C.C.E.S.S. Employment Mentoring Program (EMP) in the period from April 2012 to September 2012. In this cohort, a total of 24 mentoring hours was provided in four months and there was one to two months of follow-up service provided to track the mentees' job search progress. In this cohort, the mentees and mentors started their mentorships in April 2012 and the process continued until August 2012. Follow-up and evaluation occurred in September, 2012. Quantitative data was collected at the end of August 2012 by sending out online surveys to all the participants (including mentees and mentors). From September to October 2012, a separate invitation letter was sent to each of the participants for a one-on-one in-depth interview designed to collect qualitative data. Participants who accepted the invitation were then interviewed by the research on the one-on-one basis. All consenting research participants are "volunteers".

The quantitative data helped to gather the participants' general perspectives on mentoring, and helped the researcher understand the difficulties faced by newcomers to Canada. Three open-ended questions on the mentees' survey provided a chance for the survey respondents to express their reflections on mentoring and collected their feedback on the EMP's mentorship experience. The one-on-one in-depth interviews allowed the mentees and mentors to debrief the process and more deeply reflect on their experiences of being a mentee and mentor in the EMP. It also helped explain and elaborate the quantitative survey findings.

The one-on-one in-depth interviews were designed to be an important source of personal stories from the EMP participants. The interviews were conducted in the S.U.C.C.E.S.S. organization's meeting rooms in order to create a comfortable and familiar environment for the interviews and elicit the stories effectively. The tone of the interview questions was conversational with questions avoiding the use of technical or academic terms. The questions were broad, open-ended, and interviewee-centered in order to allow the EMP participants to express their feelings and share their personal perceptions of the mentoring relationship. The interview language was English. All the interviews were audio recorded. Following the interviews, the audio recordings were hand-transcribed into text and also audio reviewed and the written transcripts were also reviewed several times.

After gathering the interview results from mentees and mentors, content-analysis coding (Saldana, 2013) was used to analyze the data, applicable data and information was reviewed, and matched into broad thematic or topic areas (i.e. career functions, psychosocial functions, and general mentorship experiences), and categorized by comments having similar meanings (Rossman and Rallis, 2003). Since some participants' sentences contained two or more ideas, they were coded into phrases, and each phrase was assigned to a single category with the major groupings being Career Functions, Psychosocial Functions, and Mentorship Experiences. As a result, the attached Appendix J was formed. The multiple personal stories contained in the interviews were also categorized into axial codes or major thematic categories.

The study also collected demographic information from the participants such as country of origin, education level, professional/occupational category, gender, age and length of time living in Canada. The mentees' EMP case files (i.e. resumes, registration

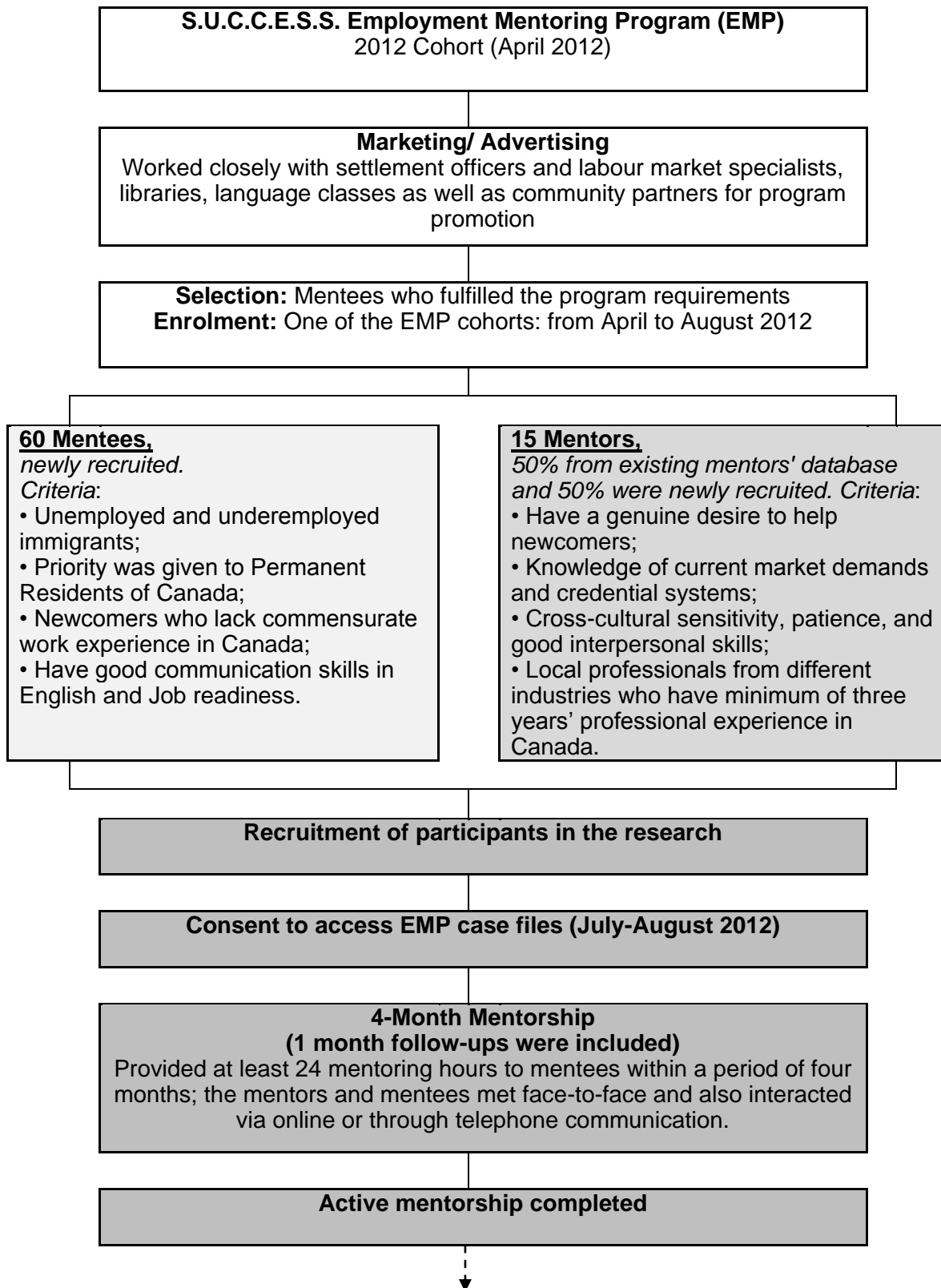
forms, Mentoring Action Plans, and Evaluations) were also reviewed. All the research participants were informed in advance and signed Consent Forms giving permission for the use of the EMP case files in the research with the understanding that their identities would be protected.

The research was designed to provide a holistic picture of the participants' EMP experiences through the combination of the survey and interview data with the review of the EMP case files and other documentation. In addition, the research also examined the mentees' achievement of the EMP's designated learning outcomes including the perceived ability of mentees to set up short-term and long-term goals, find commensurate employment in B.C., and general personal development. Through the mentors' feedback, I sought to discover common elements in their experiences, to examine factors that were perceived as contributing to success in the mentorship, and to find any growth points for future development of the EMP or similar mentoring programs for newcomers.

## **Research design.**

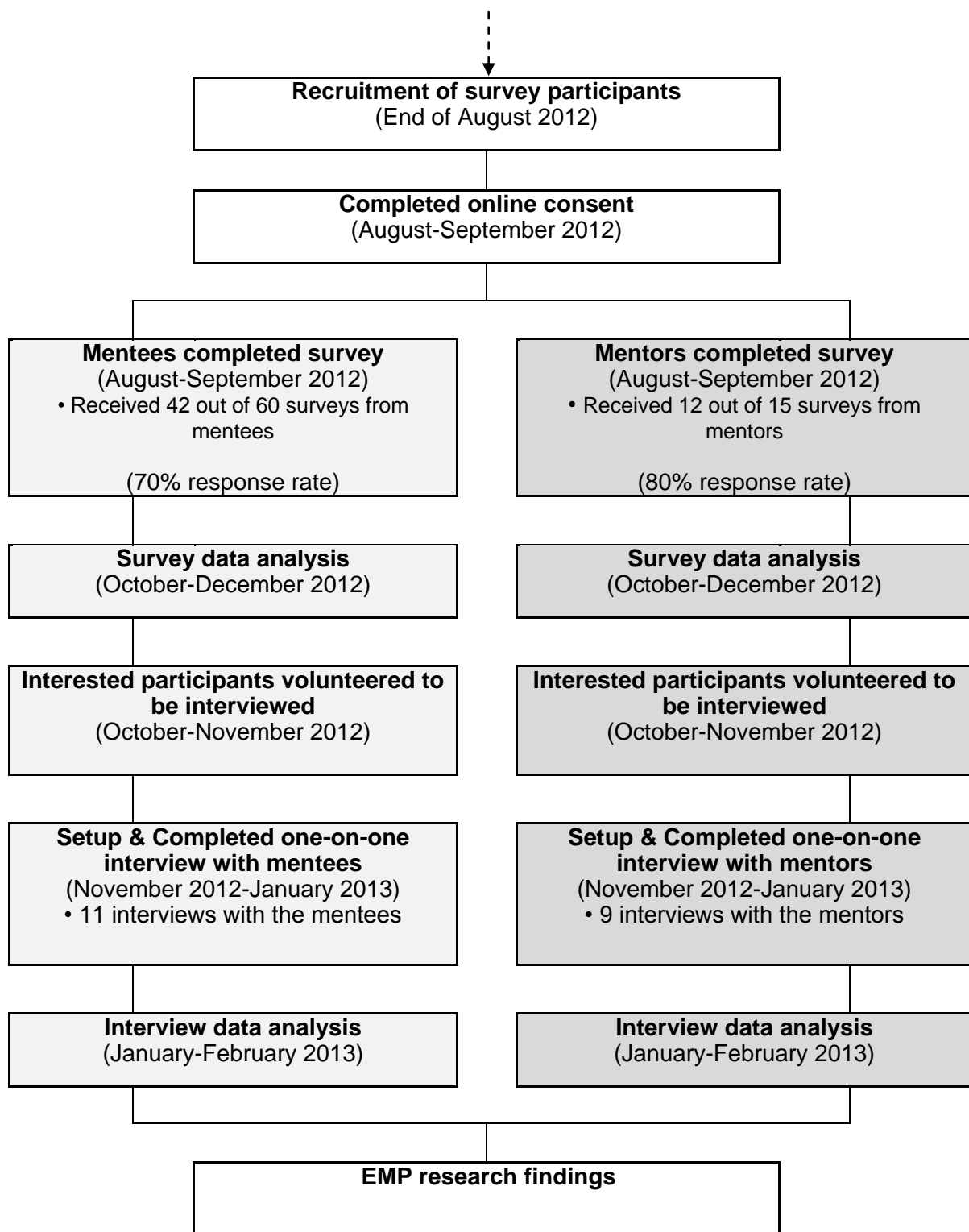
The research was divided into five phases: Phase 1 consisted of a literature review (Chapter 2) and methodology development (Chapter 3). Phase 2 consisted of the recruitment of the mentees, a process that started in April 2012 and finished in August 2012. Phase 3 involved conducting the survey of EMP participants in the selected cohort and Phase 4 consisted of conducting the one-on-one in-depth interviews with EMP participants. Phase 5 consisted of review and analysis of the data from the survey and the interviews as well as data from relevant EMP case files (i.e. EMP registration forms, mentee's resumes and evaluations) The research in Phases 2, 3 and 4 involved both the mentors and mentees of the selected EMP cohort. The survey was conducted in August 2012, and the interviews were conducted in September and October 2012. Sixty mentees and fifteen mentors were recruited in total. During the orientation sessions the mentees were informed that at the end of August 2012 I would be conducting a research project as part of my thesis research at SFU. I explained that the research would involve a survey and interview activities and that all mentees were invited to participate in the research. I further explained that lack of participation in the research would not affect the right of mentees to be matched with mentors or to be involved with other mentoring activities. A copy of the mentees' online Consent Form is included as Appendix F.

An official invitation to participate in the online survey phase was sent to the EMP mentees and mentors in August 2012, followed by a Consent Form and link to the survey website. Mentees and mentors were provided with links to their respective surveys. At the completion of the online survey form, mentees were given the opportunity to indicate whether or not they might be willing to participate in the interview phase of the research. Based on this information, an Invitation Letter was sent to the mentees who had expressed interest in the interview phase and one-on-one interviews were subsequently arranged. The flow of the research process is diagrammed in Figure 4.1a and 4.1b.



**Figure 4.1a** The flow chart of the research process – I





**Figure 4.2b.** The flow chart of the research process - II

## **Research Ethics and Research Sample**

All online survey instruments used in this study were approved by the S.U.C.C.E.S.S. organization's Mentoring Program Manager and the SFU Office of Research Ethics (ORE). Appendix I includes the Approval letter for the Research from the S.U.C.C.E.S.S. Mentoring Program Manager, Mr. Luke Liang. Appendix F contains the Consent Form and Appendix G and H contain the survey questions. The online survey required approximately 20 minutes to complete. The survey was hosted and made accessible via Simon Fraser University's WebSurvey portal ([websurvey.sfu.ca](http://websurvey.sfu.ca)). Only the researcher and the senior supervisor were able to access the unprocessed sample data.

In order to be included in the research, the mentee participants had to satisfy the following two criteria: 1) they must be Permanent Residents of Canada; and 2) they must be unemployed or underemployed immigrants (underemployed meaning that they work less than 20 hours a week or have taken survival jobs which do not match their original professions or levels of education and training). In the selected 2012 cohort, there were a total of 60 mentees, all of whom were eligible to take the survey. In this study, invitations were sent out by e-mail to all 60 EMP mentees. Of the 60 mentees who were invited to participate, 42 completed the survey, a response rate of 70%. In the selected 2012 cohort, there were a total of 30 mentors. Fifty percent of the mentors were managed by our community partner, Accenture, and thus were not available for further contact. As a result, only fifteen of the mentors who were managed by S.U.C.C.E.S.S. were available for further contact. Those 15 mentors were all eligible to take the survey and they were all invited to participate in the research. Twelve of the fifteen mentors completed the survey, an 80% response rate.

## **Reliability and Validity**

### **Reliability.**

"...The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable" (Joppe, 2000, p. 1).

One SFU research assistant and two EMP program assistants (both are volunteer-based) reviewed the survey data and interview scripts to minimize bias from the researcher. After the researcher completed his online survey data analysis and converted the interview transcripts from audio to text, the assistants reviewed the survey data by doing random checks to ensure the accuracy of the data. In addition, they helped the researcher review the interview scripts by listening to the original audio scripts and cross-checked with transcript and the code booking contents to ensure accuracy.

Some EMP survey questions and interview questions concerning the same issues were asked in different ways. For example, in the mentees' online survey questions (Appendix G), there are two questions asking for the same information concerning the Mentee's level of independence (Part B, item #19: "After 3 months of mentorship, I have become more capable of exploring career opportunities independently." versus Part B, item #21: "After the mentorship program, I was able to work independently (e.g. "I know how to use available resources to find jobs"). If the participants' answers were consistent, then the data could be treated as reliable. Otherwise, the data was taken out from the data pool.

### **Validity.**

"Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to "hit the bull's eye" of your research object?" (Joppe, 2000, p. 1).

Based on mentees' responses, the researcher randomly cross-checked the feedback from the corresponding mentors to make sure that the mentees had fully attended the mentorship meetings and had set realistic goals for the mentorship. Such cross-checking could help screen out untruthful answers and enhance the validity of the research.

### **Mentees.**

The alignment between the expectations of the mentees and the intended goals of the EMP was examined in order to check whether the mentees might have entered the program with expectations that the EMP was not designed to address—or that the mentees held expectations about the EMP that were not met (e.g. to find a job directly through the program).

### **Mentors.**

The perceptions of the mentors who were involved in the program were examined in regard to their roles, relationships with mentees, and the efficiency of their work in helping the mentees reach the intended goals of the EMP. Some mentors might not have focused on EMP learning outcomes because they wanted to serve as EMP mentors to be seen as volunteering to give back to the community or for other reasons extraneous to the purposes of the program.

### **Outcome measurements.**

The research provided information about the mentees' and mentors' perspectives about the outcomes of the EMP program. On the mentees' side, the focus of learning outcomes was on their perceived ability to set up short-term (three to six months) and long-term (after six months) goals, find commensurate employment in B.C., and set up effective plans for their personal development. The data from the mentors was also examined regarding their perceptions of how well they felt their mentees were able to set effective and realistic goals and implement them independently.

## **Summary**

The research conducted for this thesis had the purpose of studying the mentorship experiences between mentees and mentors in the S.U.C.C.E.S.S. Employment Mentoring Program (EMP). An explanatory mixed method approach was chosen as appropriate for this research. In the context of this study, the explanatory mixed method approach consisted of two phases. In phase one, quantitative data from online surveys of the mentors and mentees was collected and analyzed, and phase two was comprised of in-depth interviews to extend and cross-check the survey data. All survey and interview questions were grounded in the research questions, in the existing scholarship on mentoring as discussed in the literature review and on the S.U.C.C.E.S.S. organization's stated purposes for the EMP. The results of the study are intended to address three main objectives of the research. First, the data should illuminate the perceptions of new immigrants concerning their career development and expectations in B.C.; second, the research should offer a better understanding of the EMP participants' (mentors and mentees) perceptions of the mentoring process within the EMP; and third, the study results should provide information as to the outcomes of the EMP from the perspectives of the mentees and mentors.

## **Chapter 5.**

### **Survey Findings**

#### **Chapter Outline**

As mentioned in the last chapter, an explanatory mixed method was used for this research. In this chapter, I examine the quantitative data obtained from an online survey of mentors and mentees who were participants in the April to August 2012 cohort of the S.U.C.C.E.S.S. Employment Mentoring Program (EMP) online survey. Invitations to participate in the online surveys were sent out at the end of August 2012 to all 75 EMP participants who were enrolled in the first EMP cohort from April 2012 to August 2012. A total of 75 surveys were sent, 60 to mentees and 15 to mentors. The online survey for each group was divided into three parts. Part A collected the participants' demographic information. Part B was composed of a series of statements based broadly on Kram's (1985) concepts of mentoring functions to which participants were asked to respond by indicating their level of agreement with the statements. Part C provided three open-ended questions focused on the participants' perceptions of the benefits of the mentoring relationship and their general suggestions for changes to the S.U.C.C.E.S.S. EMP.

## **Survey Results**

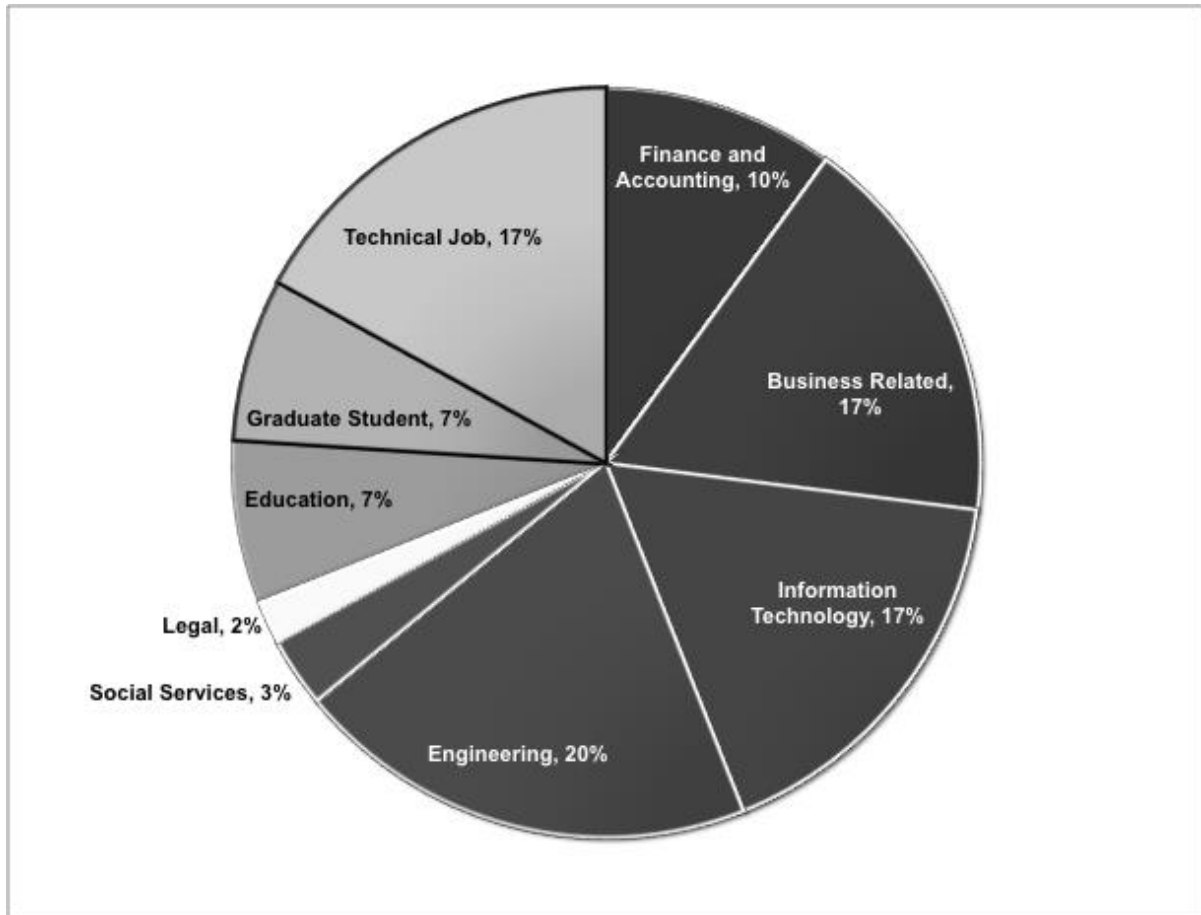
The process for the recruitment of survey participants among the mentors and mentees for the Employment Mentoring Program cohort that was the focus for this study is described in Chapter 4. Appendices G and H contain the surveys for the Mentees and Mentors exactly as they appeared online. The survey findings are presented through the use of descriptive statistics. The detailed results from the mentee and mentor responses to the statements in Part B are presented in a consolidated form in Appendix J, and the responses to the open-ended questions of Part C are summarized in Appendix M and Appendix N. The analysis of those responses is also presented in this Chapter under the heading “Mentee and Mentor Responses to the Open-Ended Survey Questions”.

### **Part A. Demographic Characteristics of the Survey Participants**

#### **A. Mentees.**

In order to get a better picture of the demographic characteristics of the EMP mentees, the online survey contained a number of questions that addressed their professional backgrounds, educational levels, gender and age as well as the number of years they had lived in Canada. The following figures summarize the results for several of the surveyed items. The Mentee survey asked participants to describe their professional qualifications or occupational categories before coming to Canada. Figure 5.1 summarizes their responses.

### Mentees' Occupation Categories

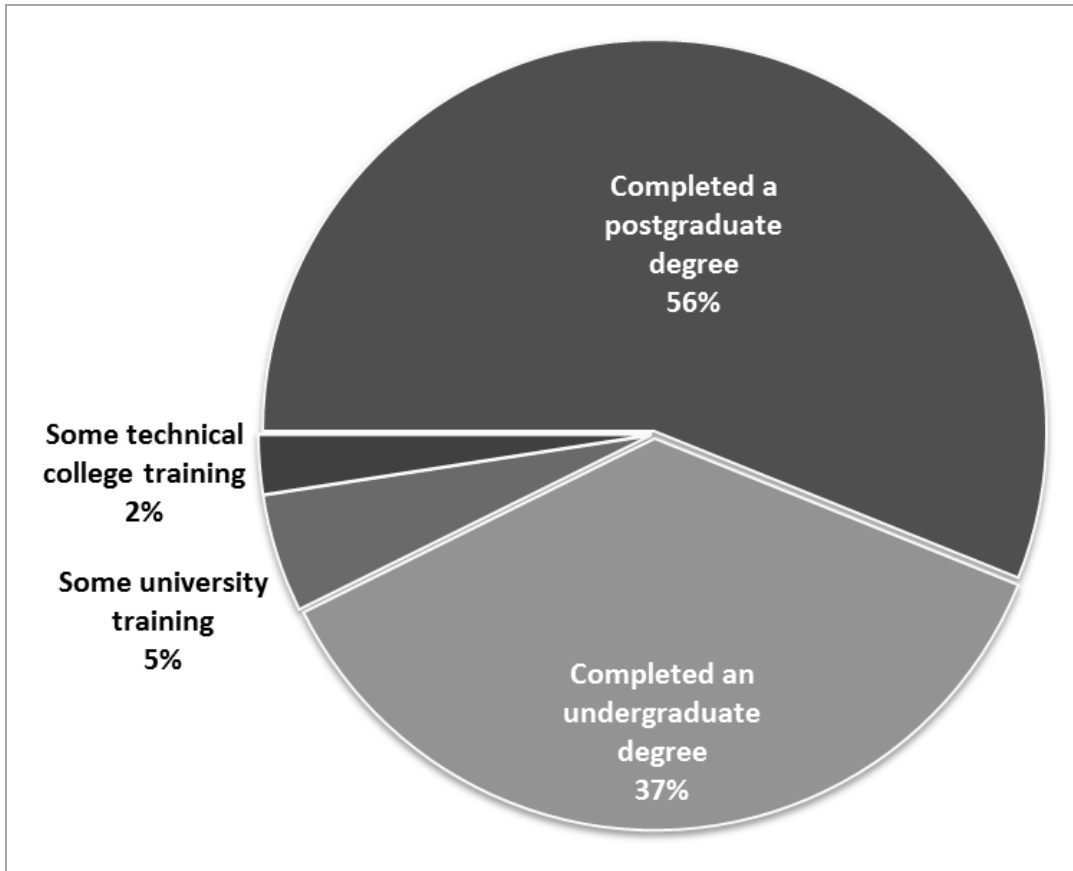


**Figure 5.1.** Occupational categories held prior to coming to Canada listed by the 2012 cohort of S.U.C.C.E.S.S. Employment Mentoring Program Mentees (Survey participants only, n=42).

As seen in Figure 5.1, the mentee participants in this study represented a fairly diverse range of professional backgrounds. The largest categories listed were engineering, information technology, business, and technical while the least represented category was legal. As shown in Figure 5.2, the mentees also indicated having completed education to various levels prior to coming to Canada.



### Mentees' Education Levels



**Figure 5.2.** The highest levels of education described as having been completed by the S.U.C.C.E.S.S. EMP mentees who participated in the survey (n=42) prior to coming to Canada.

As seen in Figure 5.2, the mentees in the study cohort were a reasonably well-educated group with the majority having either an undergraduate or graduate level of university education prior to coming to Canada.

Table 5.1 shows the distribution of countries from which the mentees had obtained their educational preparation prior to coming to Canada.

**Table 5.1. Country or region in which mentees obtained their education prior to coming to Canada (Proportion in Percent)**

<b>Country or Region of Prior Education and Training</b>	<b>Percentage of Mentees</b>
• <b>United States of America</b>	<b>17%</b>
• <b>European Union</b>	<b>24%</b>
• <b>Australia</b>	<b>5%</b>
• <b>Middle East</b>	<b>15%</b>
• <b>Philippines</b>	<b>10%</b>
• <b>Korea</b>	<b>10%</b>
• <b>Singapore</b>	<b>7%</b>
• <b>China</b>	<b>5%</b>
• <b>Indonesia</b>	<b>2%</b>
• <b>Other</b>	<b>5%</b>

As shown in Table 5.1, a majority of the mentees obtained their education in their home countries, with the largest percentage of the mentees having been trained in the Western countries and European Union. It is notable that 17% of the 2012 cohort mentees were educated in the United States of America and 15% in the Middle East. This contrasts with the common impression that new immigrants are almost entirely from the Asian region, and particularly from China.

#### **Mentees' gender and age distribution.**

The gender distribution of the mentees was fairly even, with 54% female and 46% male. Fifty percent of the mentees were aged 35-44 while 27% were younger than 34 years. Eighteen percent were in the age category 45-54, with 5% in the age 55-64 year category.

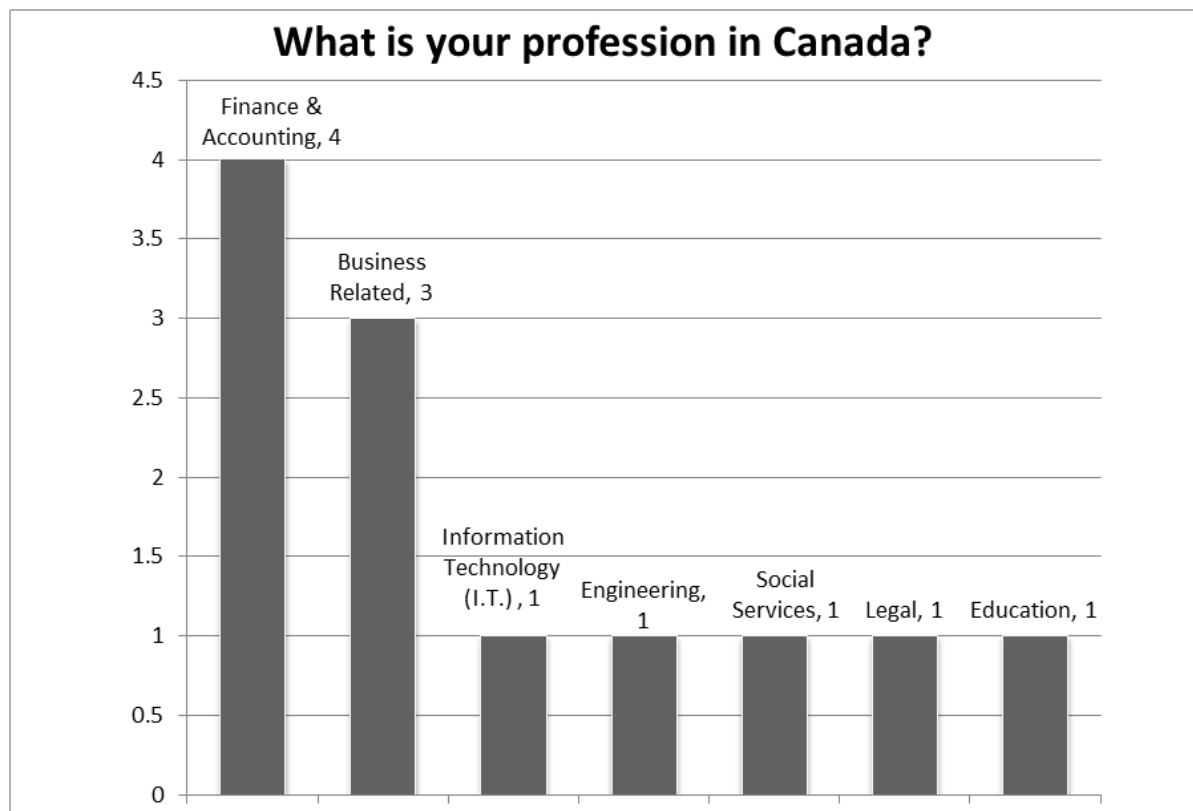
### **Mentees' number of years of living in Canada**

Seventy eight percent of the 2012 cohort mentees reported living in Canada for less than three years. Specifically, 32% of mentees had lived in Canada for less than 1 year, and 46% had lived in Canada for 1 to 3 years. Of the remaining 22% of mentees, 5% had lived in Canada for 3 to 5 years, and 17% had lived in Canada for more than 5 years. In short, the major portion of the mentees were recent and fairly-recent immigrants.

### **B. Mentors.**

#### **Demographic characteristics of the EMP mentors.**

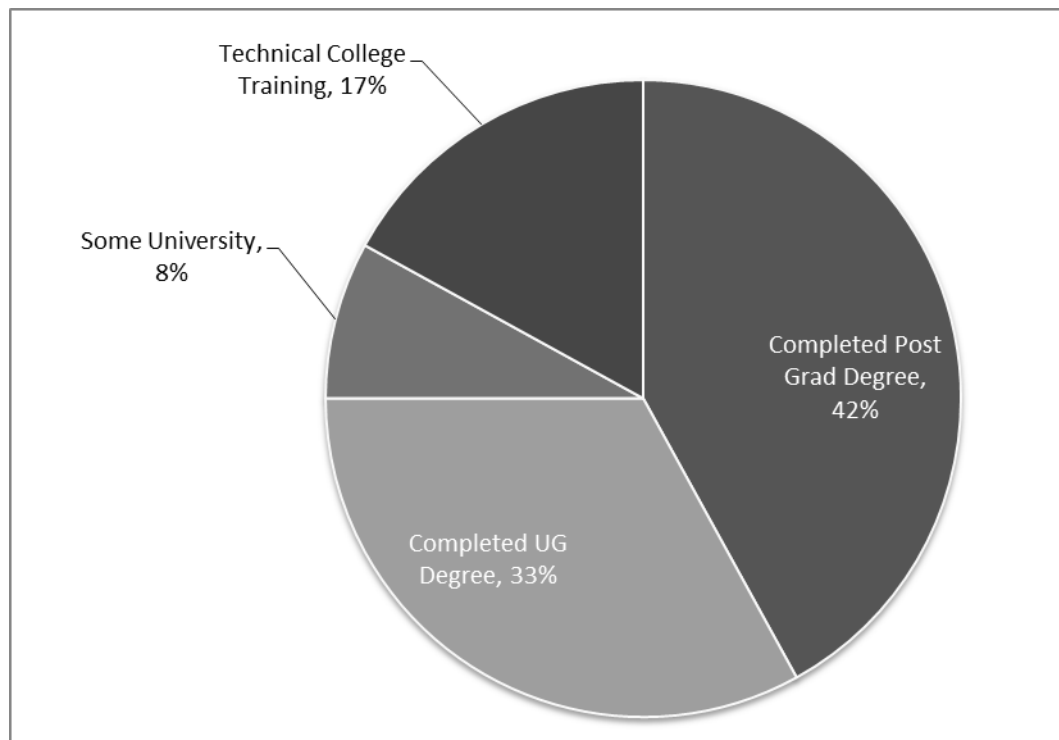
The following figures summarize the demographic characteristics of the mentors who completed the online survey as part of the research for this study.



**Figure 5.3.** Distribution of the professions reported by the mentors for the 2012 EMP cohort.

Like the mentees, the mentors had very diverse professional backgrounds. As can be seen in Figure 5.3, the largest category (34%) was finance or accounting while 25% reported business-related qualifications. The remaining 41% of mentors were distributed evenly among information technology, engineering, social services, legal, and education. All the mentors had at least a managerial level of experience.

#### Mentors' Education Levels



**Figure 5.4.** The levels of education completed by the mentors in the study cohort.

As shown in Figure 5.4, the majority of the 2012 EMP Cohort mentors reported that they had completed a post-graduate degree while 33% indicated the completion of an undergraduate degree as the highest level of education obtained.

**Where did the mentors receive their educational preparation?**

Eighty-three percent of the mentors reported that they had obtained their education in North America, while the remaining 17% had obtained their education in Hong Kong. In comparison to the mentees, a much larger percentage of the mentors had North American educational backgrounds.

**Mentor gender and age.**

The gender of the mentors was evenly distributed, with 50% male and 50% female mentors. However, the age distribution of the mentors was fairly diverse with a slight majority (33%) aged 35-44. The second largest age group, age 55-64, constituted 25% of the mentors. The group aged 25-34 made up 17% of the mentors, while 17% were in the 45-54 age category. The remaining 8% were in the 65-74 age group.

**Mentor years of residence in Canada.**

Eighty-three percent of the mentors reported having lived in Canada for more than 20 years, with 25% having lived in Canada between 20 and 30 years, and 58% having lived in Canada for more than 30 years. Of the remainder, 8% had lived in Canada between 10 and 20 years, and the remainder reported living in Canada for fewer than 10 years.

**Significance of the mentee and mentor demographics.**

One of the goals of the S.U.C.C.E.S.S. EMP is to obtain an effective match between mentors and mentees. The survey contains a number of statements that explore aspects of this relationship and matching. Comparing the mentees and mentors who were participants in this study, the majority of the mentees had lived in Canada for less than three years while the majority of the mentors had lived in Canada for more than twenty years. Clearly, the mentors did not have recent personal experiences as immigrants. In both groups, the gender distribution was fairly even. Obviously, and perhaps to be expected, the mentees were generally younger than the mentors. The mentees were a well-educated group, with 93% having undergraduate degrees or

higher. Before coming to Canada, more than half of the mentees had worked in technical or engineering fields. The mentors were also well-educated and represented a diversity of professions and occupations, with a majority being involved in business, finance and accounting, and a smaller percentage in the technical and engineering fields. All of the mentors had at least some managerial or administrative experience. While the mentees had obtained their education in a range of countries, the majority of the mentors were educated in the United States. Given that the concept of mentoring implies a senior and more experienced person acting as a guide and support to a generally younger mentee, it would seem that the mentors in this study appeared to possess attributes that would enable them to offer effective guidance to their mentees. There was some difference in occupational backgrounds between the two groups, with the mentees belonging more in technical and engineering professions and the mentors being more connected with business and finance. The survey results discussed below will explore the participants' perceptions of the quality of the matching process and illuminate the possible importance of the different occupational experiences and backgrounds of the mentors and mentees.

## **Part B. The Rationale in Setting the Online Survey Questions**

In this study, the online survey designed for use with the mentors and mentees presented the participants with a series of statements to which they were asked to respond by indicating their level of agreement to disagreement on a five point scale, with the mid-point (3) indicating neutrality. Appendix G presents the statements that were included in the Mentee survey as they appeared online to the respondents while Appendix H presents the statements from the Mentor survey as they appeared online to the Mentors. While the statements in both surveys addressed the same major questions, they are sometimes not identical given that they were addressed to either the mentees or mentors. It should be noted that the choice of the midpoint or point 3 along the agreement scale was not associated with any text cues such as "don't know" or "uncertain" on the survey form. I have therefore attempted to avoid inferring particular meaning to the mid-point responses other than neutrality or undefined opinion. However, the responses to the open-ended questions on the survey do at times shed more light on the views of participants with regard to some of the questions covered.

As I mentioned in Chapter 3, the original S.U.C.C.E.S.S. EMP was not designed specifically based on Kram's concepts and was not intentionally designed to perform functions described in Kram's model. However in order to explore the impact of the mentoring program, I used Kram's (1985) mentoring framework as a foundation to design a number of the statements to explore the perceptions of the mentors and mentees with regard to the major elements of mentoring relationships. All the online survey statements that are based on Kram's proposed mentoring functions were modified to fit the context of mentees' and mentors' experiences within the S.U.C.C.E.S.S. Employment Mentoring Program (EMP). Further, a number of the survey statements were designed to specifically assess the perceptions of the mentees and mentors with regard to a number of the goals and design elements of the EMP as implemented by the S.U.C.C.E.S.S. organization. Thus, the survey can be seen as eliciting the perceptions of the mentors and mentees of mentoring as applied in the EMP and as a check specifically on the effectiveness of the S.U.C.C.E.S.S. organization's approach to the mentoring process. In addition, the responses provide an indication of the alignment between the perceptions of the EMP mentoring experience and Kram's proposed construct of mentoring.

Appendix J presents the detailed responses of the Mentees and Mentors to the statements provided in their respective online surveys. In the remainder of this chapter, the results are discussed in broader terms by grouping the statements for both mentees and mentors into three categories common to both. The categories were:

- Statements associated directly with Kram's constructs of mentoring (Category 1: Columns 2 in Table 5.2);
- Statements combining Kram's constructs with design elements specific to the S.U.C.C.E.S.S. EMP (Category 2: Columns 3 in Table 5.2); and
- Statements associated very specifically with intended goals or design elements of the S.U.C.C.E.S.S. EMP or intended to elicit general impressions of the mentoring experience. (Category 3: Columns 4 in Table 5.2).

Table 5.2 shows the questions from the respective mentor and mentee surveys grouped into the three categories listed above. Appendix J also lists the categories to which each statement or statement pair (mentee and mentor) was assigned.

**Table 5.2. Categories of survey questions and Mentee and Mentor statements**

<b>Part B: On-line Survey Questions</b>				
<b>Categories</b>	<b>Category 1.</b>  Survey items associated directly with Kram's constructs of mentoring	<b>Category 2.</b>  Survey items associated with both Kram's mentoring constructs and EMP design features	<b>Category 3.</b>  Survey items associated directly with design features of the S.U.C.C.E.S.S. EMP	
<b>Types</b>	<b>Feedback and Advice for Improvement</b>	<b>Information Enhances Career Exposure</b>	<b>Proficiency in Spoken English</b>	<b>Understanding of Canadian Workplace</b>
<b>Question (Q) for mentee</b>	<i>Q7) During the mentorship, my mentor gave me feedback and advice that improved my performance and potential.</i>	<i>Q14) My mentor provided me with information about events and associations that enabled me to enhance my career exposure.</i>	<i>Q1) I worry that my lack of confidence in spoken English might affect how others perceive my abilities.</i>	<i>Q18) My mentor helped me to understand Canadian workplace culture.</i>
<b>Question (Q) for mentor</b>	<i>Q7) I give my mentee or mentees assignments or tasks in order to stimulate their growth and develop their potential.</i>	<i>Q14) I provided my mentees with information about professional events and associations in order to enhance their career exposure.</i>	<i>Q1) I believe English ability is a crucial factor in a successful job search.</i>	<i>Q18) I believe that I have helped my mentees to understand Canadian workplace culture.</i>
<b>Types</b>	<b>Mentor as a Role Model</b>	<b>Social Networks Causes Career Advancement</b>	<b>Getting Support from the Community</b>	<b>Exploring Career Opportunities Independently</b>
<b>Question (Q) for mentee</b>	<i>Q9) My mentor is my role model, because he/she showed confidence and had a clear professional identity.</i>	<i>Q13) My mentor helped me extend my social networks in order to enhance my career advancement.</i>	<i>Q22) After the mentoring program, I knew where to get more support from the community.</i>	<i>Q19) After 3 months of mentorship, I have become more capable of exploring career opportunities independently.</i>
<b>Question (Q) for mentor</b>	<i>Q9) I try to be a role model to my mentees.</i>	<i>Q13) I helped my mentees extend their social networks in order to enhance their</i>	<i>Q22) My mentees know where to get more support from the</i>	<i>Q19) After 3 months of mentorship, my mentees are less dependent on me</i>



		<i>career advancement.</i>	<i>community.</i>	<i>and they need less guidance.</i>
<b>Types</b>	<b>Support and Encouragement</b>	<b>Understanding of the Canadian Job Market</b>	<b>Canadian Experience</b>	<b>Confidence in Job Searching</b>
<b>Question (Q) for mentee</b>	<i>Q8) During the mentorship period, my mentor gave me support and encouragement.</i>	<i>Q5) I expected mentoring could help me better understand the Canadian job market in my field.</i>	<i>Q2) Many people have told me that I lack Canadian experience.</i>	<i>Q20) After 3 months of mentoring program, I have more confidence about finding a job in the next few months.</i>
<b>Question (Q) for mentor</b>	<i>Q8) During the mentorship period, I try to offer support and encouragement.</i>	<i>Q5) I believe mentoring can help a mentee better understand the Canadian job market in their field.</i>	<i>Q2) I believe prior Canadian experience is not a crucial factor for finding employment in Canada.</i>	<i>Q20) After 3 months of the mentoring program, my mentees have more confidence in finding a job.</i>
<b>Types</b>	<b>Building Rapport</b>	<b>Canadian Social Networks</b>	<b>Recognition of Foreign Credentials in Canada</b>	<b>Work Independently</b>
<b>Question (Q) for mentee</b>	<i>Q11) I can easily built rapport with my mentor.</i>	<i>Q4) Before participating in the mentorship program, I felt that I lacked a Canadian social network.</i>	<i>Q3) My foreign education and qualifications are not well recognized in Canada.</i>	<i>Q21) After the mentorship program, I was able to work independently.</i>
<b>Question (Q) for mentor</b>	<i>Q11) I can easily build rapport with my mentee.</i>	<i>Q4) I believe that most newcomers lack contact with a Canadian social network.</i>	<i>Q3) Foreign credentials are not well recognized in Canada.</i>	<i>Q21) After the mentorship program, the mentee was able to use available resources to find jobs and work independently.</i>
<b>Types</b>	<b>Assignments help to Stimulate Growth and Potential</b>	<b>Advice and Guidance about Canadian Life</b>	<b>Mentoring Matches</b>	<b>Ongoing Support Strengthens Self-Confidence and Self-Image</b>
<b>Question (Q) for mentee</b>	<i>Q15) My mentor gave me some assignments or tasks in order to</i>	<i>Q6) I give my mentees advice and guidance about Canadian culture.</i>	<i>Q12) I feel that my mentor and I were well-matched.</i>	<i>Q16) My mentor provided me with ongoing support and showed</i>

	<i>stimulate my growth and potential.</i>			<i>respect which strengthened my self-confidence and self-image.</i>
<b>Question (Q) for mentor</b>	<i>Q15) I gave some assignments or tasks to the mentee in order to stimulate their growth and potential.</i>	<i>Q6) I give my mentees advice and guidance about Canadian culture.</i>	<i>Q12) I found that my mentee and I were well-matched</i>	<i>Q16) I attempted to provide ongoing support and to show respect to my mentees, in order to strengthen their self-confidence and self-image.</i>
<b>Types</b>	<b>Mutual Communication</b>	<b>Communication with Mentee</b>	<b>Mentor as a Good Listener</b>	<b>Mutual Benefit</b>
<b>Question (Q) for mentee</b>	<i>Q17) I wish I could have had more communication with my mentor.</i>	<i>N/A</i>	<i>Q10) My mentor is a good listener.</i>	<i>N/A</i>
<b>Question (Q) for mentor</b>	<i>Q17) I believe I have had sufficient communication with my mentees.</i>	<i>Q26) I wish I had more communication with my mentees.</i>	<i>Q10) I am a good listener.</i>	<i>Q27) I feel that the mentorship services can benefit both mentees and mentors.</i>
<b>Types</b>	<b>Friendship Development</b>	<b>N/A</b>	<b>Enjoyable Mentorship Experiences</b>	<b>Usefulness of Mentorship Program</b>
<b>Question (Q) for mentee</b>	<i>Q24) I developed a friendship with my mentor</i>	<i>N/A</i>	<i>Q25) Overall, I enjoyed my mentorship experiences.</i>	<i>Q23) The mentorship program was useful.</i>
<b>Question (Q) for mentor</b>	<i>Q24) I developed a friendship with my mentee.</i>	<i>N/A</i>	<i>Q25) Overall, I enjoyed my mentorship experiences.</i>	<i>Q23) The mentorship services were useful to mentees.</i>
<b>Responses of Mentors and Mentees to the Open Ended Survey Items</b> <b>These items will be placed after the explanation of Category 1, 2 and 3 in this chapter.</b>				

### **Category 1) Statements associated with Kram's constructs of mentoring.**

The surveys for both the mentors and mentees contained several statements that were intended to explore the EMP participants' perceptions of the mentoring process and relationship within the parameters proposed by Kram and discussed in Chapter 2. As noted in Chapter 2, Kram (1985) in her *Mentoring at Works* proposed that mentoring, especially in the context of workplaces, has two main components, Career-related and Psychosocial functions. The Career functions are described as aiding a mentee's career advancement and consisting of sponsorship, exposure-and-visibility, coaching, protection, and the application of challenging assignments. The Psychosocial functions are proposed to enhance the mentee's sense of competence, clarity of identity, and effectiveness in the job through role-modeling, acceptance-and-confirmation, counselling, and friendship. As shown in Table 5.2, questions Q7, Q9, Q8, Q11, Q15, Q17, and Q24 on both the mentee and mentor surveys presented the participants with statements that reflected either or both of the psychosocial and career-related mentoring functions proposed by Kram.

An examination of the levels of agreement between the Mentees and Mentors with regard to the statements presented in the questions listed above reveals that both the mentees and mentors were generally on the Agreement (1 or 2) side of the scale in their responses to similar statements.<sup>11</sup> For example, this congruence can be seen in the responses of both mentors and mentees to the statements regarding the ease with which they established rapport in the mentoring relationship. However, in some cases there were clear differences of agreement between the mentors and mentees about the same question. For instance, both the mentors and mentees were asked to respond to statements regarding the level of communication expected or desired in the relationship (Q17). In this case, the majority of the mentees agreed that they wished they could have had more communication with their mentors while the mentors agreed that they had sufficient communication with their mentees. When confronted with a re-stated version of the same statement (Q26, presented only on the mentor survey) the mentors were of divided opinion with fifty percent agreement, a third being neutral, and seventeen percent being somewhat in disagreement with the statement once again presented as "I

<sup>11</sup> Note: since the survey data is anonymous, no attempt was made to directly connect a particular mentee's responses to those from their assigned mentor.

wish I had more communication with my mentees.” It may be that the mentees and mentors generally differed in their interpretations of the nature and purposes of communication in the mentoring relationship.

For Question 7, the mentees were asked to respond to the statement, “During the mentorship, my mentor gave me feedback and advice that improved my performance and potential”. Thirty-one of the forty-two respondents agreed or strongly agreed with the statement. On their part, for the same question, the mentors were asked to respond to, “I gave my mentee or mentees assignments or tasks in order to stimulate their growth and develop their potential”. Seven of the twelve mentors agreed with that statement. Both statements can be regarded as being weighted toward the career development functions of mentoring, especially coaching (including feedback) and the application of challenging assignments. Gold and Pepin (1987), in a model of mentoring that differs slightly from that of Kram, proposed that mentors act as advisors who give feedback and offer suggestions, a concept supported by the mentees as being evident in their mentoring experiences in the EMP.

The response patterns by the mentees to this group of survey questions demonstrated general agreement that the mentoring relationships they experienced were characterised by support and encouragement, and that the relationship was one of mutual respect with the mentor often being seen as a role model. The mentees also agreed that they found it easy to establish rapport with their mentors and that many had developed friendships with their mentors, although in this regard (Q24) the range of opinion was somewhat more dispersed with 50% (21/42) being in general agreement, while 11 indicated some level of disagreement (1 strongly disagreed and 10 somewhat disagreed). However, given that more than 60 percent of the mentees agreed that they would have liked to have more communication with their mentors, it would appear that while the psychosocial dimensions of their relationships were generally positive and constructive, the mentees might have been seeking more coaching and direct feedback in the content of their interactions (the career development component of mentoring.)

The pattern of responses from the mentors to similar questions reveals that they viewed their roles as mentors as involving both the career and psychosocial aspects of the relationship and saw them as providing coaching, feedback, and challenging

assignments, while attempting to serve as role models in friendly, respectful, and supportive relationships.

**Category 2) Statements combining foundational concepts of mentoring with design features of the S.U.C.C.E.S.S. EMP.**

The mentor and mentee surveys contained a number of statements that reflected Kram's concepts of the major roles in mentoring relationships in elements in the design of the EMP model. Specifically, statements included in Q4, Q5, Q6, Q13, and Q14 (Appendix J and Table 5.2) fall into this category. For example, Question 4 presented the mentees with the following statement: "Before participating in the mentorship program, I felt that I lacked a Canadian social network" and the mentors with an analogous statement on the same question: "I believe that most newcomers lack contact with a Canadian social network." In the S.U.C.C.E.S.S. EMP a major purpose is to support new immigrants in developing connections with Canadian and B.C. social networks relevant to their former fields of employment and professional training, with the mentors performing a significant role in this process, a role that conforms to Kram's Career Functions construct in the area of Exposure and Visibility. That role is described by Kram as the mentor introducing the mentee to others within the organization, and helping them to develop relationships that offer the potential for greater advancement opportunities. Thus, the paired statements for this Question can elicit responses from the participants that will implicate both core mentoring concepts and the validity of the S.U.C.C.E.S.S. EMP approach. In this case, the mentee's responses indicated general agreement that they lacked connections to Canadian social networks before entering the EMP while the general agreement of the mentors with the statement on their version of the survey indicates that they also considered the lack of contact with a social network to be an issue for the newcomers.

A number of the other questions in this category were also concerned with how the mentoring process can aid newcomers in gaining an understanding of and access to the appropriate Canadian job market, as in Q5 (Understanding the Canadian Job Market), and Q14 (Information about Professional Events and Associations). Several other Questions addressed more general issues of transition by the mentee into social networks and Canadian culture, as seen for example in Q6, Guidance about Canadian Culture, which presents the mentee with the statement, "I expected my mentor could

give me some advice and guidance on my life in Canada” and the mentors with, “I give my mentees advice and guidance about Canadian culture.” Q13, Extending Social Networks, returns to the theme that new immigrants can be helped to find employment appropriate to their qualifications if they can make contact with relevant social networks—a theme in the Exposure and Visibility component of the Career Functions of mentoring as proposed by Kram. In almost all Question areas in this category there was general agreement in the statement rankings between the mentors and the mentees with the majority in both groups being in agreement with the statement (ratings at 1 and 2 on the Agree-Disagree scale). An exception is seen in Q13, with opinion about the statement, “My mentor helped me extend my social networks in order to enhance my career advancement” being somewhat divided among the mentees with 49% being in agreement and approximately 24% not agreeing and 26% being neutral. However, among the mentors, who were asked to respond to the statement, “I helped my mentees extend their social networks in order to enhance their career advancement” the majority (approximately 66%) was in agreement with the statement. Even so, given that for a number of questions in this category there were higher levels of agreement with the statements by both mentees and mentors, it would seem that there is some uncertainty about this question on the part of both. It may be that there is some lack of clarity about the difference between a social network versus a professional association or career-focused network. The survey results suggest that among the mentees there is some lack of clarity about how their mentors performed their roles in regard to helping them connect to or extend their networks and make contact with professional associations and events.

### **Category 3) Questions directly related to features and goals of the S.U.C.C.E.S.S. EMP.**

The surveys of mentees and mentors contained a number of questions that were intended to elicit their perceptions about significant features of the specific design of the S.U.C.C.E.S.S. EMP. There were twenty-seven questions in this Category (identified by the abbreviation EMP in the table of Appendix J). The questions and associated statements for mentees and mentors are also shown in their categories on Table 5.2.

Among the questions included in this category were statements related to the mentees’ sense of confidence about being able to successfully overcome some barriers

to employment in Canada. For example, Question 1 addresses the issue of the mentees' confidence in their ability with spoken English, and Question 2 raises the question of the importance of having prior Canadian experience in finding a job in Canada. It was interesting that opinion was divided among the mentees with regard to the statement, "I worry that my lack of confidence in spoken English might affect how others perceive my abilities" with 36% being in agreement and 43% disagreeing while 21% were neutral on the question. This was one of the few question areas in which there was greater disagreement than agreement with the offered statement. However, for the same question, when the mentors were asked to respond to, "I believe English ability is a crucial factor in a successful job search", there was 100% agreement with the statement. Of course, the two statements are framed differently for the mentors and the mentees. There was also some division of opinion among the mentees with regard to the statement in Question 2 about the significance of Canadian experience: "Many people have told me that I lack Canadian experience". In this case 45% agreed while 36% disagreed and 19% being neutral.

Under this same Category, the mentors were asked to respond to a negative statement, "I believe prior Canadian experience is not a crucial factor for finding employment in Canada". Fifty percent of the mentors agreed with this statement, while 33% were neutral and 17% were somewhat in disagreement. It is worth noting that the majority of the statements included in the surveys for both mentors and mentees are in the positive form except the Question 3 regarding to qualifications recognition. In a survey such as this, where many of the mentee participants were new to the English language, agreeing that something is not the case may present a problematic example of a possible double negative. Some surveys are designed to present the same statement in both positive and negative forms in different questions in order to check whether the respondents have read the questions carefully and understood their meaning. However, this approach was generally not used in this study. It would seem that the responses suggest that the experiences of the participants in this study, mentees and mentors, was mixed in regard to the importance of prior Canadian experience in seeking appropriate employment.

Question 3 focused on the oft-mentioned issue of the recognition by Canadian employers and authorities of academic and professional qualifications obtained

elsewhere. The responses of the mentees to the statement, “My foreign education and qualifications are not well recognized in Canada” were mixed, although 38% agreed, a similar proportion (36%), disagreed and approximately 25% were neutral or undecided. (Remarks: Question 3 is the only negative form of statement in both mentees’ and mentors’ online survey). However, a clear majority (83.3%) of the mentors agreed that “Foreign credentials are not well recognized in Canada.”

Question 10 explored the important program design issue of matching the mentees with appropriate mentors. Forty-five percent of the mentees agreed with the statement, “I feel that my mentor and I were well-matched (My mentor’s background matches with my career profession).” However, 41% chose the mid-point or neutral option and another 14% disagreed. A clear majority of the mentors agreed with a similar statement about the same question: “I found that my mentee and I were well-matched (i.e. my career profession matches with the mentee’s background)” and none disagreed. As noted briefly in describing the professional backgrounds of the mentees and mentors earlier in this chapter, the majority of the mentors had backgrounds in business-related or financial professions while a majority of the mentees had engineering and technical backgrounds. This difference in the experiences of the mentors compared to the mentees may contribute to some of the ambivalence that seems to be apparent in the mentee responses in this survey question area.

Question 18 concerned whether the mentors helped the mentees understand Canadian workplace culture. In this case there was general agreement among the mentees that their mentors had performed this role while a clear majority of the mentors agreed that they had been helpful to their mentees in this area.

Because the S.U.C.C.E.S.S. EMP is designed as a four-month program, it is important that mentees develop the ability to proceed on their own to seek and find appropriate employment. Questions 19, 20, 21, and 22 examined the perceptions of the participants in this study about how well the program attained that objective. Question 19 asked the mentees to respond to the statement, “After 3 months of mentorship, I have become more capable of exploring career opportunities independently.” Fifty-nine percent of the mentees agreed with this statement and only 19% disagreed. However, it is interesting that the mentors were more cautious in responding to the statement, “After 3 months of mentorship, my mentees are less dependent on me and they need less



guidance.” A third of the mentors agreed but more than 50% were neutral and one person disagreed somewhat.

Question 20 continued to explore this area of developing confidence and independence on the part of the mentees. The mentees were presented with the statement, “After 3 months of mentoring program, I have more confidence about finding a job in the next few months.” In response, almost 60% agreed, although 19% disagreed and 21% were neutral or undecided, a pattern that suggests at least some division of opinion based on experience in the EMP. The mentors were offered a very similar statement, “After 3 months of the mentoring program, my mentees have more confidence in finding a job”. In response, 58.3% (over half) of the mentors agreed, while only 8.3% disagreed and 33.3% were neutral or undecided.

Question 21 also continued to examine the perceptions of mentees and mentors with regard to how well the program developed the capacity of the mentees to move ahead in seeking employment independently of assistance from their mentors. 66.7% of the mentees agreed with the statement, “After the mentorship program, I was able to work independently (e.g. I know how to use available resources to find jobs)”, while 14.3% disagreed and 19% were neutral. Mentors were also presented with a similar statement (“After the mentorship program, the mentee is able to use available resources to find jobs and work independently”). Among them, 66.7% agreed, while 8.3% disagreed and 25% were neutral.

Question 22 also continued to explore the issue of whether the mentees developed the capacity for self-direction and independence as an outcome of the EMP. The results for the mentees were very similar to those for Questions 20 and 21 above with 62% agreeing and 19% disagreeing. Here again, a measurable percentage (17%) elected the mid-point on the scale. The mentors were presented with a very similar statement and they also clearly demonstrated some uncertainty in the pattern of their responses, with 33% being only somewhat in agreement (point 2 on the scale) and 50% being neutral with one mentor disagreeing. One mentor did not respond to this question.

The concept of mentoring, as described in Chapter 2, is grounded on the notion that an experienced person guides and instructs a less experienced person or novice to gain competence and confidence in an area of work or performance with the mentee

ultimately achieving independence and the ability to perform competently and reach their desired goals. Some accounts of the mentoring process suggest that the transition of the mentee toward independence can be challenging both for the mentor and the mentee and that the dissolution (or significant change in the relationship) can even be stormy. The responses to the statements included under a number of the questions discussed in this category of the mentee and mentor surveys suggest that there may be a certain level of ambivalence among the mentors about the process of moving towards independence in the EMP while the mentor responses suggest caution in viewing the completeness of the transition for at least some of the mentees in this sample. It should be noted again that the EMP is constructed as a three-month program. The survey results may suggest that for some of the mentees the four-month term is too brief to achieve the program's intentions.

The demographic characteristics of the mentees and mentors in this research cohort are interesting in that while the mentees were new to Canada, they were well-educated and in some cases had considerable previous practical experience in their fields. This is not quite the usual novice or apprentice-master/guide set of conditions often associated with mentoring relationships, however the mentees in the EMP program still benefit from certain Career and Psychosocial functions common to Kram's mentoring model.

**Statements designed to elicit the overall impressions of mentees and mentors in direct regard to the S.U.C.C.E.S.S. EMP.**

In addition to the three statement categories listed in Table 5.2, the survey included a few statements for both mentors and mentees that were designed to elicit their perceptions in regard to the overall experience of the EMP. Questions 23 and 25 can be considered to belong to this group. For Question 23, participants were asked to respond to "The mentorship program was useful". The majority of the mentees (30 of 42) agreed or strongly agreed with the statement and only 5 disagreed (strongly or somewhat) while 7 choose the neutral option. Similarly, a majority of the mentees (30 of 42 respondents) agreed or strongly agreed that "Overall, I enjoyed my mentorship experience" (Question 25). Here again, only 5 mentees elected to disagree or strongly disagree with the statement. Mentees who disagreed or strongly disagreed with Questions 23 and 25 were mostly from an engineering background. In one of the open-

ended answers given by mentees who disagreed, the mentee indicated that he felt that the mentor was not helpful as he was not from the same professional field.

It is interesting to compare the responses to similar questions on the part of the 12 mentors who participated in the survey. The majority of the mentors also agreed with the mentees that the mentorship program was useful (7 of 12 either strongly agreed or somewhat agreed) and all 12 either agreed or strongly agreed that their overall experience had been enjoyable. All of the mentors also agreed or somewhat agreed with the statement that, "I feel that the mentorship services can benefit **both** mentees and mentors" (Statement 27—a statement included only in the survey of mentors (emphasis mine). However the opinions of the mentors were more varied with regard to the issue of whether or not they had established friendships with their mentees, with seven agreeing or strongly agreeing and four being neutral. Only one mentor elected to respond on the somewhat disagreed end of the scale. It is possible that some mentors may have regarded the term "friendship" as describing a relationship that could be seen as being outside the boundaries of a professional or collegial interaction.

A question that presents rather interesting differences between the perceptions of the mentees and those of the mentors concerns the amount of communication sought or desired between the two partners in the process. A majority (27 of 42) of the mentees agreed or strongly agreed with the statement, "I wish I could have had more communication with my mentor." The mentors were asked to respond to a somewhat different statement in the same question area: "I believe I have had sufficient communication with my mentees." Nine of the twelve mentors either agreed or somewhat agreed with this statement—an apparent contrast to the desire of the mentees for more communication. However, the mentors were also asked to respond to a different statement addressing the same issue (Statement 26, for mentors only): "I wish I had more communication with my mentees." Six of the 12 mentors agreed or somewhat agreed, with the remainder indicating either a neutral or somewhat disagreed reaction. It would appear that the mentors had divided opinions on this question and that they differed from the views of the mentees in this regard. Question 10, the Mentor as a Good Listener, is perhaps another way of considering the issue of communication in the mentoring relationship. A clear majority (11 of 12) of the mentors agreed with the statement, "I am a good listener". However, while the majority (30 of 42) of the mentees

agreed with the statement, “My mentor is a good listener”, eight were neutral and four disagreed. Both the coaching role among the Career functions of mentoring and the counselling function within the psychosocial functions are likely to require effective listening on the part of mentors. While the results of the survey of mentees for this Question indicate that most mentors are seen as practicing effective listening, there was some division of opinion among the mentees. This Question is explored further in Chapter 6 where the qualitative data from the open-ended sections of the Survey and from the Interviews with mentees and mentors are presented.

## **Part C. Mentee and Mentor Responses to the Open-Ended Survey Questions**

The online survey forms for both the mentees and mentors included three open-ended questions at the end with spaces where the survey respondents could enter their perspectives on the questions. There were three open-ended questions presented to the mentees and three to the mentors. The responses to these questions by the mentees and mentors, although qualitative in nature, are described and discussed in the following sections of this Chapter, as they are part of survey responses.

### **Mentee responses to open ended survey questions.**

#### ***1. In what ways have you benefited from being mentored?***

The mentee survey participants’ responses to this open-ended question showed considerable similarity to the pattern of responses to the specific survey statements. The mentee responses and comments fell broadly into benefits within the categories of the career and psychosocial functions of mentoring. Among the latter, a number of respondents wrote about the mentoring relationship as being helpful in extending their social networks and remarked that their mentors had provided “on-going support and respect which strengthened [their] self-confidence and self-image” and referenced having been provided by their mentor with “encouragement”.

The majority of the responses to this question, however, made reference to the mentor’s role in the career functions of the relationship. For example, there were numerous references to the mentors as having helped mentees learn to prepare an

effective Canadian resume, do a job interview, write cover letters, and generally develop their understandings of the Canadian job market in their professional or occupational fields. There were also regular comments about how the mentoring relationship helped the mentee to understand the “work culture” of Canada. As one mentee wrote, “The mentorship program is a valuable opportunity to know the Canadian labor market. As an immigrant I found that it is not easy to find a job in my field.”

One of the benefits of the mentoring process as described by the mentees was the development of an understanding that they were not alone in having some challenges finding an appropriate job or fitting in with Canadian culture and workplace conventions. As one wrote, “I was also relieved to see that I was not the only one facing this situation” and another noted, “[I] learned about the experiences of fellow immigrants and got some tips on life and career in Canada.” Still other mentees noted that they had benefitted from developing expanding professional networks and “sharing experiences, getting feedback on my job search process” and that the mentor’s experience had helped them to pursue job opportunities in their particular fields. The importance of the sharing of experiences by the mentor was also appreciated. “My mentor has suggested a couple of main career paths that I could focus [on] based on my previous background. This would lead me to be more focused in my career/job search, be able to develop my career in risk management in the future.”

Some of the mentee comments were quite critical of the job market and opportunities that they had found in Canada. “I am not surprised when stats show that the Canadian labor productivity is falling, because there are many underemployed immigrants, and the risk for the Canadian economy is that many of them will return home.” The same person also expressed some optimism about their own situation: “However, I believe that if I continue my preparation and if I continue improving my skills in English I will be recognized by different employers.” It is notable that very few of the comments to this question referenced a lack of skill in English as a barrier, although there are references to developing improved communication skills, especially for job interviews and to having received useful feedback from their mentors in regard to their written resumes and application letters.

In summary, the mentees emphasized the value and relevance of the professional or career roles performed by their mentors although some comments also

reflect on the softer psychosocial elements of the process and in their relationships with their mentors.

## ***2. What contributions from your mentor did you find the most valuable?***

In some ways this question is a re-statement or extension of the first. However, while the responses to the first question tended to focus on the career and coaching roles of mentoring, the responses to this question tended to make more frequent comment on the psychosocial and counselling aspects. Frequent mention was made about the importance of the encouragement offered by the mentor. "Encouragement: Never stop applying." "He was always ready to support me and spend his time to help me." "My mentor gave me in every moment advice, support, and friendship." "Positive attitude --Support in any way possible."

Mentees also mentioned the importance of the mentor providing feedback about their various assignments and activities, a process that was often accompanied by the mentor using examples from their personal experiences. "Providing useful information, sharing personal experience and giving feedback." "[I] Listened to his actual experience." Another noted that their mentor, "Provide[d] me with up-to-date info and insights about the printing industry here in BC, which I doubt I would get from [an] industry player" while another stated that [their mentor] "Shared their own job search experience".

It is notable that the mentees did not seem to feel frightened or overwhelmed by the frank comments that their mentors sometimes made about current job markets or employment conditions. "She works for government and said there is no job more for government." "My mentor is very aware of the problems and took care not to scare [me] away,...but, taught [me] one step at a time." Mentees also mentioned that mentors were able to introduce the perspectives of prospective employers into the dialogue. As one wrote, "Sharing employer's point of view. It helps immensely when writing resume and getting ready for interviews." Yet another mentee remarked, "My mentor shared with me about her background and ways that she has succeeded in the career that provided me with a good cross references." One mentee made a particularly powerful note, writing, "It was the mindset. I was able to focus on the most important part of my life and I wasn't that angry and frustrated anymore."

The mentors also offered practical advice related fairly directly to the mentee's job search process and to the job market in particular fields. "Besides resume writing, [the mentor] also provided us various useful information, for example: The Association of Professional Engineers and Geoscientists of British Columbia (APEGBC) website (<https://www.apeg.bc.ca>), big engineering companies, factors to win a goal,...etc." Another commented, "He did provide me with some layout templates for my cover letter, resumes etc." And another noted that their mentor had provided, "[A] review of my resume Information about Human Resources field in Canada." Some mentees made specific mention of the training approaches applied by some mentees, as through the use of mock or role played telephone and in-person interviews. The comments clearly show that many of the mentors combined both elements of the overall mentoring process: they provided professional and occupational career guidance and they also offered encouragement, shared personal experiences and they inspired confidence in their mentees.

### ***3. What changes would improve this program?***

The third open-ended question on the survey form offered the mentees a chance to suggest possible changes that would improve the Employment Mentoring Program. The mentees offered a number of comments but the over-arching theme was that many expressed a desire for more contact with their mentors. The following comments illustrate this theme.

*"More mentors, and more hours with mentors."*

*"More contact time with mentor(s)."*

*"It would be good if I can meet up with the mentor once every week."*

*"It would be great to have more chances to meet mentors."*

Often embedded with comments suggesting more contact time with mentors was the suggestion that there should be several different mentors so that the mentee would get the perspectives from more than a single mentor's point of view. Some suggested that a group of mentors might function as a team in working with a group of mentees. The following comments reflect this general concept.

*“More mentors from different companies.”*

*“If at all possible, contact more than one mentor for a balanced view of the career choices.”*

*“More mentors. So people can listen to different people to gain different experience and learn from people from different background.”*

The comments suggest some division of opinion around whether mentoring should be on the basis of 1 mentee: 1 mentor or should perhaps be organized with 1 mentor and a group of mentees, or even one group of mentors with a group of mentees. Another issue raised by the mentees in their suggestions for change was the match between mentees and mentors. Some mentees felt that they needed to have mentoring from a person more directly related to their occupation or profession while others felt that the match between the mentor's profession and their own was less important than having a mentor who had senior management experience regardless of their particular professional field. The following comments illustrate the diversity of opinions expressed.

*“The ideal situation is to have an engineer mentor monitor the progress of 2-3 mentees for a period of 3-6 months.”*

*“I feel the field is not the only point to consider when working with a mentor. I would suggest also taking into account the position. In my case, someone with a higher position [might] be not exactly in my field [but] might have been more what I needed.”*

*“More closed match based on the background will be beneficial to mentees.”*

*“I think that it is structured well in that it matches people with similar professions - as opposed to other programmes that are sometimes led by mentors who do not have an understanding of the profession.”*

*“Mentorship would [be] better on one on one basis.”*

The mentees also offered some interesting suggestions around the overall SUCCESS EMP program, and not just about the mentoring component. For example, a suggestion was made for a “Field trip to communicate with engineering managers and HR managers about job opportunities and the qualification they want for hiring.” On a



similar note another mentee suggested that similar “field trip” or guest lecture experiences be added.

*“I would suggest that in the future, speakers from recruitment department are invited to speak about job search strategies. This way, mentees get the perspective of HR and the hiring managers too. I would also suggest that the mentees be introduced to head-hunters or recruitment agencies who know a portion of the hidden job market. This would be a great jumpstart for the mentees in terms of their job searching.”*

Other mentees wanted more specific information about the requirements for Canadian or B.C. certification in their fields: “Provide information how and where to get their professional certification and the related cost involved.... Arrange with the related institutes to conduct certification workshop[s] for the new immigrant[s] to get their professional certification.” Some mentees remarked on the apparent value of having training in developing resumes and taking job interviews as program elements while others suggested setting up some form of co-op or internship placements with participating businesses. As one noted,

*“I know it is not easy to get support from private companies. However, an effective way to promote this program is through internship programs. The immigrant will work in a costless basis for the company, and he/she will have the opportunity to get direct information with experience. Two or three months will be enough to know his/her performance and this experience will constitute an important component in the resume.”*

Another mentee continued the same theme:

*“This Mentorship program is very useful especially for new immigrants, beside that if you include on [the] job training that would be great, because everywhere we apply for jobs they ask for Canadian experience. On [the] job training will help to gain a Canadian experience.”*

In addition to these suggestions, many of the mentees also remarked positively about the overall experience.

*“This program has been well run. No further suggestions or feedback from me at this moment.”*

*“I believe this program adds great value to the new professionals who decide to come to this country in order to facilitate their adaptation process.”*

*“[More] Marketing and promotion of this wonderful program.”*

The comments also reveal a desire for the mentees and mentors to meet more often as an entire cohort group and that suggestion contains the possibility that the mentees would like to be able to maintain their contacts with other cohort members beyond the four-month duration of the EMP and that the SUCCESS organization might facilitate this networking process. In summary, the mentees’ responses to the open-ended question on possible program changes reveal both strong support as well as many constructive comments about potential improvements.

### **Mentor responses to (Part C) the open ended survey questions.**

The open-ended questions presented to the mentors were similar to, but not identical to those presented to the mentors on their survey forms.

#### ***1. Benefits to the Mentors from the Mentoring Role***

The mentors’ comments with regard to their personal benefits from their mentoring work in the EMP fell into three main categories: an increased awareness of the challenges faced by newly-arrived immigrants in seeking work appropriate to their experiences and training; an awareness and appreciation of different cultures and cultural perspectives; and the opportunity to develop and practice their mentoring-related skills. In the first category, the following comments reflect the mentors’ appreciation of the challenges facing new immigrants.

*“I have a better understanding of the real difficulties that new immigrants are facing.”*

*“I have learned more about the difficulties of integrating into Vancouver’s culture or a new culture in general.”*

*“I learned about the challenges people face when they come to Canada and try to find a job.”*

In regard to enhanced awareness of the cultures of the mentees, the following comments are representative of mentor views.

*“Learning different culture and view point from non-Canadian regarding Canada.”*

*“I learned about the differences between my culture and those of my mentees.”*

*“It is a win/win situation. Both of us have the benefits of learning from each other's culture and building friendship. “*

*“I also have learnt about engineering in different countries and their cultures.”*

The mentors also noted that they had gained new skills from their mentoring experiences or had the opportunity to practice and enhance their existing skills.

*“[I] Improved my communication skills. Practiced and enhanced my coaching style. “*

*“This exercise also enabled me to further develop my mentoring and coaching skills.”*

Some of the mentors' comments combined both the benefits of enhanced intercultural understanding and improved communication skills.

*“On a personal level, I also enjoyed meeting people from other cultures and this experience will enhance my ability to interact with colleagues and other individuals from similar groups.”*

Some comments indicate that the mentors appreciated the opportunity to work with mentees from fields outside their own regular practices.

*“I am very humbled to meet so many skilled immigrants. I also learned a lot from non-IT immigrants.”*

*“My mentees are from a variety of engineering disciplines so I have learnt about their work beyond my own specialty.”*

On a more personal level, some of the mentors indicated that they had established friendships among the mentees. “Some mentees are now my friends.” Other comments reflect on a sense of accomplishment in helping mentees develop their social or “soft” skills: “I have spent time with my mentees to develop their social and networking working skills that I enjoy very much.” The overall tone of the mentors'

responses is expressed in the following: "It has been a rewarding experience." Further, the mentors appeared to often feel a sense of accomplishment through their work. "I felt I provided some helpful advice." "I had a sense of pride in helping someone improve the skills and competencies required to be comfortable in a Canadian workplace."

## ***2. What contributions from your Mentee did you find most valuable?***

The second open-ended survey question for the mentors was a slightly more specific version of the first question, above. The mentor comments here fell into two categories: specific learning from aspects of the mentee's experience and more general appreciation of the character attributes demonstrated by the mentee. It is clear that the comment made under Question 1 above, in which the mentor remarked that the process was a "win-win" situation continued to be reflected in the views of the mentors in response to this second question. The following comments remark about things the mentor gained directly in a professional and personal development sense.

*"I found his professional experience to be the most valuable."*

*"Understanding how educational skills are measured in other countries."*

*"They made me think critically about how I can improve as a mentor or at my job for the future."*

*"(I reflected on) my personal experience since I was one of them 8 years ago."*

In regard to the mentors' appreciation for the personal character attributes of their mentees, a number of comments noted traits such as "perseverance", "a can-do attitude and desire to excel", enthusiasm and a willingness to learn, "honesty about challenges", and "self-reliance and a willingness to take risks." Some mentors provided specific examples of the operation of these traits.

*"My Mentee was very enthusiastic, willing to learn, took my advice seriously and took prompt action to improve his job searching skills, registered in insurance courses to acquire the basic skills and accreditations. As a result he found a job within 2 months."*

*"Willingness to try new ways or approaches even though it was uncomfortable for her as she was very quiet and introverted."*

*“Their questions and candidness was very insightful. They weren't afraid to ask tough questions and were willing to inquire about any negatives that my job has.”*

The general impression to be gathered from the mentors' responses to this second question was one of a genuine appreciation for the effort being made by the mentees to pursue the skills and understanding needed to be successful in the search for relevant employment and to become part of the Canadian cultural fabric.

### **3. What changes would improve this program?**

As was the case for the mentees, the mentors were also asked to make suggestions about the improvement of the Employment Mentoring Program. In response the mentors made a number of comments based on their experiences with this cohort of mentees.

One of the most commonly suggested changes was to have more time to spend with mentees so that the mentorship could cover more questions of discussion, whether in person or online. A related suggestion was to accept pre-submissions of resumes and questions from mentees before the first meeting, so more time could be spent being productive. In addition, mentors felt that they needed more resources to help improve the mentorship services and provide follow-up services that would be essential in the mentoring process. For example, one mentor suggested that it would be helpful for the program if it facilitated the ability to connect with other mentors in a particular industry so as to provide mentees with better access to the industries that they are most interested in. Another mentor suggested that if the job search was unsuccessful within the mentorship period, the mentorship could be extended, and that continuous coaching could be provided to mentees who find temporary jobs.

A number of the comments suggested that more might be done within the overall EMP process to create a sense of community among both the mentors and mentees in the entire cohort. A suggestion was also made to implement a website or Facebook page so that people could share information and success stories. Of particular note was the idea that the current mentees could gain from meeting mentees from previous cohorts who had successfully found good jobs.

*“Host forums to feature past clients who have successfully found a good job so the new immigrants can learn from these real cases, like case studies. The job search courses are just theory. They need to see many real cases to internalize how to use the job search strategies.”*

The same concept was also applied to the mentors: “New mentors can learn from seasoned mentors so the mentor pool will grow and it becomes a sustainable community.” Potential gains for the mentees in terms of developing their social skills were suggested as being facilitated through social events for the entire cohort.

*“There should be some social events for mentors and mentees to mix and mingle so the mentees can practice social and communication skills when meeting strangers.”*

It was also suggested that the mentors could benefit from meeting together as a group: “More meeting time spent among mentors to network, dialogue and exchange info.” In general, the mentors’ comments suggest a need to focus not only on the 1:1 mentoring relationship but also more on the experiences of the entire cohort of mentors and mentees and to make use of “outsiders” both as resource people and as role models: “Finding successful role models from the same country for mentees to meet and talk to in addition to the mentor may be useful.” Further, the comments also indicate a desire to have more follow-up after the four month term of the typical EMP experience.

In the comments made by the mentors and the mentees there were very few highly specific curriculum or program content suggestions. Among these was a comment about placing: “A focus on providing language training and writing skills for the mentees as these are critical skills needed to be successful and often a weakness of new Canadians.” This comment was reflected in the desire of some mentees to have fairly direct instruction and critical feedback in areas such as resume’ writing and the preparation of letters of introduction or application to employers.

### **General summary of the mentee and mentor responses to the open-ended survey questions**

The overall impression to be taken from the comments of both the mentees and mentors with regard to their experiences with the S.U.C.C.E.S.S. EMP is perhaps best summarized as a “win-win” in which the mentors and mentees learn from each other, both in terms of some specific skills and in terms of enhanced understanding of cultural

differences and perspectives and an appreciation of their respective life situations. Many seem to feel that there could be benefits from a longer formal mentoring period, although some note that they have maintained a mentoring relationship, albeit informally, after the “official” conclusion of the program. There is also a strand of commentary that indicates that more might be done to foster a stronger sense of community among the entire cohort and that greater use could be made of “alumni”, especially successful alumni, from previous cohorts who could inspire and act as role models.

In Chapter 6 I will turn to an analysis and description of the results from the series of one-to-one interviews with individual mentors and mentees.

## **General Summary**

This chapter has presented the results of the online survey of mentees and mentors in the S.U.C.C.E.S.S. EMP. The focus has been on the data from Parts A, B and C (Open Ended Survey Questions) of the Survey. In Part C of the online survey, the mentees and mentors were presented with three open-ended questions and space was providing online for their responses. The responses to those open-ended questions were discussed and analyzed also in this Chapter. The comments that follow here refer to the data from the structured sections of the mentee and mentor surveys and in particular apply to the results for Part B for each participant category.

It should be noted that the information gathered from mentees and mentors in Part A of the survey reveal that both groups are well-educated and that the mentees came to Canada with both professional training and academic qualifications in a range of fields from engineering and technology to business and finance. The mentors were similarly well-qualified and had at least twenty years of Canadian experience. Many of the mentors had received their education in Canada. The mentors also represented a range of occupations, with many being involved in business, finance, and accounting, often accompanied by managerial or administrative experience. The distribution of genders was fairly equal in both groups. The mentees were generally younger than the mentors, but the mentors represented a spectrum of age categories. Given these attributes and characteristics it might be expected that the relationship between mentors and mentees might be characterized more as collegial or even as a modified peer

interaction rather than as a prototypical mentorship involving a novice and a very more experienced mentor.

## **Mentee Perceptions**

The mentees in this study were presented with twenty-five statements designed to elicit their perceptions of the mentoring relationships in which they had participated during the four-month S.U.C.C.E.S.S. EMP. As described above, a number of the statements were intended to broadly assess mentee reactions to general elements of the mentoring relationship as proposed in general writings about workplace mentoring, especially those of Kram (2009), with particular reference to the Career development and Psychosocial aspects of mentoring. Other statements referred more directly to aspects of the design and intended outcomes of the EMP and to how the mentees perceived the program as an aid to their transitions to Canadian society and in their search for employment relevant and appropriate to their qualifications. A few statements also addressed the mentees' overall impressions of the overall program experience.

The responses of the mentees to the survey statements suggest that the skilled immigrants in this cohort perceived several challenges in finding a job in Canada. These were principally a lack of English skills, a lack of Canadian experience, a lack of recognition of their foreign credentials, and a lack of connections to appropriate Canadian social networks. Of these challenges, the one that the mentees expressed most concern about was the lack of connections to Canadian social networks, with a majority agreeing that this was a problem. The second most significant challenge was viewed as a lack of Canadian experience, although some mentees saw it as being less serious. Mentees in the program appeared to be less concerned with the other two challenges.

While some mentees felt that their foreign qualifications were not well recognized in Canada, an equal proportion did not agree, and the remainder elected the mid-point or neutral mid-point on the response scale. Also, while a number of the mentees agreed that they were concerned about their fluency in English affecting how others perceived their abilities, they were outnumbered by those who disagreed, and by the remainder who elected the mid-point neutral option. These results suggest that the mentees



involved in this cohort of the EMP entered the program with different previous experiences and levels of English fluency so they perceived the issues of recognition of qualifications and fluency in English as having different priorities.

With regard to the issue of connecting to Canadian social networks, the majority of the mentees expressed agreement that their mentors had helped them to extend their connections to social networks and had helped keep them informed about professional events and associations relevant to their training and experience. The pattern of responses to statements in this question area suggests that there may be some lack of clarity about the meaning of “social network” as the term may relate directly to professions or employment as different from networks devoted largely to social interaction and interpersonal communication. A majority of the mentees also agreed that they knew how to use available resources to find jobs although a smaller majority felt more confident about finding a job in the next few months after the mentorship period. Overall, a majority of the mentees felt that the mentorship program was useful, and that they enjoyed their mentorship experience.

Thus, while the mentees identified some challenges in making the transition to Canada and seeking and finding employment, they also identified ways in which the S.U.C.C.E.S.S. EMP had been helpful and indicated gains in confidence as a result. The mentees’ responses to the survey statements generally indicated that their relationships with their mentors had been valuable and were characterized by support and guidance in both the career and psychosocial aspects of mentoring, although there were some areas for potential improvement. It is worth noting that three to four months is a very short period in which to expect the formation of a fully-developed mentoring relationship. Of course, it might also be suggested that the same short time frame may also block the development of significant problems in the relationship.

## **Mentor Perceptions**

Of the four major challenges described above as being concerns of this cohort of skilled immigrants, the mentors most strongly agreed with the mentees and among themselves about the importance of the lack of connection to Canadian social networks as an important problem. However, the mentors generally assigned more importance to

issue of the lack of skill in English as compared to the greater diversity of opinions found among the mentees. A majority of the mentors also agreed that foreign credentials are not well-recognized in Canada. However, 50% of the mentors believed that Canadian experience was not a crucial factor in finding employment in Canada, a view that differed from that of the mentees who considering it to be the second most significant of the of the four major challenges that they faced.

Two-thirds of the mentors believed that they had helped their mentees extend their social networks and a majority agreed that mentoring could help mentees better understand the Canadian job market. However, it should be noted that the statements presented to mentees and mentors on this question were not directly comparable in that the mentors were asked to respond to “I believe mentoring can help a mentee better understand the Canadian job market in their field” while the mentees were asked to respond to, “I expected mentoring could help me better understand the Canadian job market in my field” (Emphasis mine). Neither statement required the participant to agree or disagree that their mentoring experience actually resulted in better understanding of the job market. What the survey results do seem to reveal is a congruence between what the mentees expected and what the mentors believed should occur.

Both the mentors and mentees agreed that their relationships were characterised by support and encouragement. All the mentors also agreed that they had provided their mentees with advice and guidance about Canadian culture, although the consensus was lower among mentees as to this aspect of the relationship.

As noted previously in this chapter, it was interesting to note the difference in perspective between the mentees and mentors with regard to communication between the parties with the mentees expressing a general desire for more communication with their mentor while the mentors, responding to the same question, held a majority view that they had achieved a satisfactory level of communication. The mentors, however, clearly agreed that the mentorship process was of benefit to both parties and was not a simple one-way tutor or experience guide to novice interaction.

## **Summary**

The results of the surveys of the mentees and mentors suggest that during the course of the EMP both the Career and Psychosocial aspects of mentorship were involved although for any given question or issue being addressed one or the other may have assumed precedence. The responses of both mentors and mentees suggest that there was some element of friendship in their relationship, although typically in a professional sense. Both mentors and mentees agreed that the EMP mentoring experience was enjoyable and each agreed that some progress had been made in directions that are likely to be helpful to recently-arrived professionally qualified immigrants in their search for employment and participation in Canadian society.

## **Chapter 6.**

### **Interview Findings**

#### **Chapter Outline**

This chapter presents the research findings from a series of one-on-one interviews with mentees and mentors who were enrolled in the S.U.C.C.E.S.S. Employment Mentoring Program (EMP). The interviews focused on the mentoring experiences and expectations of immigrants new to B.C. who are Internationally-Trained Professionals (ITPs) with respect to their career development. The interview topics also examined how or whether the EMP may have helped the ITPs in their transition to new careers in Canada. The interviews elicited stories from the mentees regarding their experiences of job searches in B.C. and how they overcame any issues. The interviews were shaped by three major objectives: first, to understand the challenges experienced by the ITPs and their career development goals and expectations in coming to B.C. Second, the interviews sought to discover the mentees' and mentors' experiences within the EMP; and third, the interviews provided both the mentees and mentors with an opportunity to offer their perceptions of the outcomes of the EMP. Some of the key findings and suggestions for the improvement of future mentoring programs and employment policies are discussed in Chapter Seven. The results may be useful for stakeholders and policy-makers both in the context of the S.U.C.C.E.S.S. EMP and in other organizations working with professionally qualified persons who are newly arrived in Canada.

## **Qualitative Research and Sample Demographic**

This chapter reviews the qualitative data resulting from the in-depth interviews with mentees and mentors involved in the S.U.C.C.E.S.S. EMP. Themes identified from the interviews are described and discussed. All of the data on which the chapter is based were collected from the participants (mentees and mentors) through semi-structured, one-on-one interviews, personal observations and field notes made in the context of my role as Coordinator of the EMP, mentee profiles as provided to the S.U.C.C.E.S.S. organization by the participants, and through informal conversations. To present the findings, I transcribed 20 audio recorded interviews into text files and then organized the data and information qualitatively by deep reading of the interview results and by using a coding process (Saldana, 2013). I used a researcher's analytic lens (Saldana, 2013) to find coding patterns in the transcripts and looked for similarities, differences, frequencies, sequences, correspondences and possible causal relationships. All the interview protocols were approved in advance by the S.U.C.C.E.S.S. Mentoring Program Manager and by the SFU Office of Research Ethics (ORE).

With the permission of the participants, all interviews were audio recorded and field notes were also taken during the interviews. Each interview took approximately 60 minutes. A total of twenty interviews were conducted, in which eleven were with mentees and nine with mentors. Table 6.1 summarizes the interviewees' demographic information.

**Table 6.1. Interviewees' Demographic Information (11 mentees and 9 mentors)**

Demographic for 11 mentees						Demographic for 9 mentors					
	Gender	Age	Years in Canada	Education (Degree)	Profession		Gender	Age	Years in Canada	Education (Degree)	Profession
1	M	35-44	<3	Post-graduate	Engineer	1	M	35-44	>15	Under-graduate	Legal
2	M	35-44	<3	Post-graduate	Engineer	2	M	35-44	>15	Under-graduate	Engineering
3	M	35-44	<3	Post-graduate	Engineer	3	M	45-55	>15	Under-graduate	Logistics
4	M	35-44	<3	Post-graduate	Engineer	4	M	45-55	>15	Under-graduate	Social Service
5	M	35-44	<3	Post-graduate	Engineer	5	M	45-55	>15	Under-graduate	Education
6	M	35-44	<5	Post-graduate	Engineer	6	F	35-44	>15	Under-graduate	Education
7	M	35-44	<5	Under-graduate	I.T.	7	F	35-44	>15	Under-graduate	Accounting
8	M	25-34	<3	Post-graduate	Finance	8	F	45-55	>15	Under-graduate	Banking
9	F	35-44	<3	Under-graduate	Business	9	F	45-55	>15	Under-graduate	Finance
10	F	25-34	<3	Under-graduate	Business						
11	F	35-44	<3	Post-graduate	Architect						

As seen in Table 6.1, eight male and three female mentees participated in the interviews. Of these, six were engineers; three had business and finance backgrounds, with one I.T. engineer, and one architect. Eighty percent of the mentees were in the 35-44 age group and eighty percent of the mentees had been in Canada for less than three years. Over 70% of the mentees had completed postgraduate degrees. All the mentees interviewed had volunteered for the interview phase of the research by completing the optional Interview Volunteer section at the conclusion of the online Survey in Appendix G for mentees and Appendix H for mentors.

Of the mentors who were interviewed, five were male and four female. Their professions were very diverse with one person representing each of accounting, banking, finance, legal services, engineering, logistics, and social service and two being

from education fields. Forty percent of the mentors were in the 35-44 age group while 50% were in the 45-54 age group. All of the mentors had lived in Canada for over fifteen years. All the mentors had completed undergraduate degrees. As noted above for the mentees, and described in Chapter 4, all the mentor participants had volunteered for the interview phase after completing the online survey.

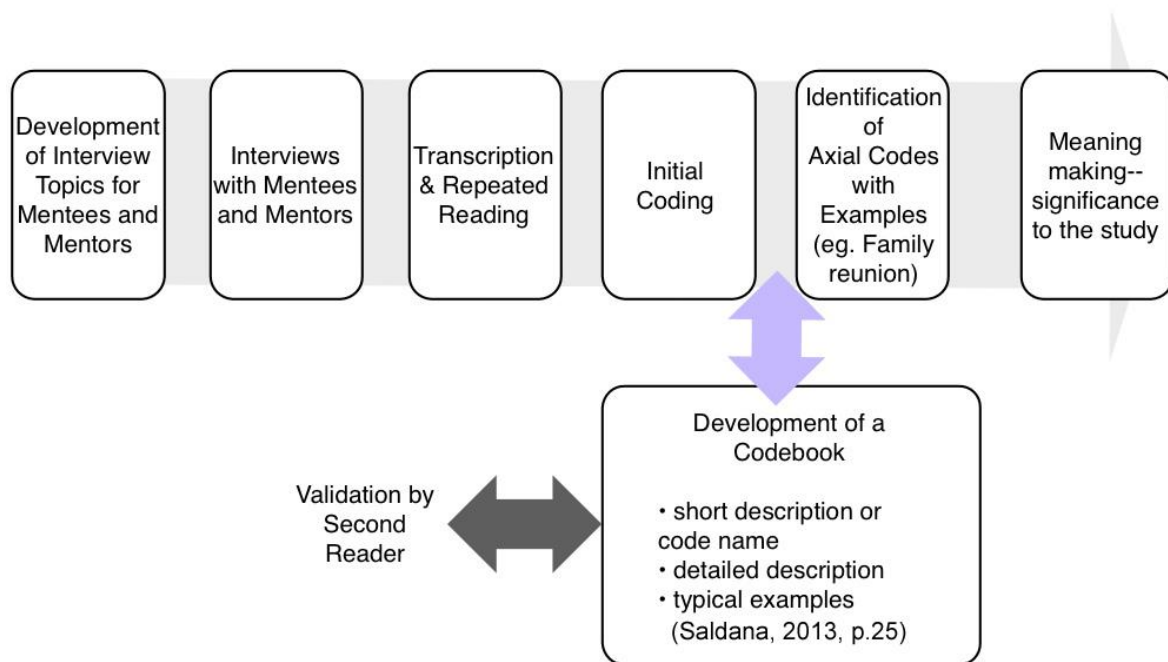
## **Research Sub-Questions and Interview Findings**

The following sections comprise a description and analysis of the data obtained from the interviews with the individual mentees and mentors. The interview process and participant recruitment process has been described in Chapter 4. The interview results were organized according to the topics that framed the conversations with the interviewees. The main focus of the individual interviews was to extend and analyze the results (as described in Chapter 5) from the online survey of mentors' and mentees' experiences in the S.U.C.C.E.S.S.'s Employment Mentoring Program (EMP). A particular goal was to try to develop an understanding of the participants' perspectives on the effects of the EMP on their planning and career development goals. The transcribed interview conversations were very rich in detail about the learning experiences and personal changes described by the mentors and mentees. The major themes identified from the interview scripts are listed and supported with direct references to interview passages in Appendix P for mentees and Appendix Q for mentors.

In Appendix O, I have categorized the interview questions into six topics: 1) reasons for coming to Canada; 2) challenges and concerns in looking for a job; 3) expectations from the mentorship; 4) mentoring experiences; 5) functions of mentoring; and 6) learning outcomes. The six topics reflect directly on the general purposes of this research which were: first, to understand the challenges and expectations of the Internationally-Trained Professionals (ITPs) in their career development in B.C.; second, to describe the mentees' and mentors' experiences within the EMP framework; and third, to evaluate the outcomes of EMP from the perspectives of the mentees and mentors. From the answers to the research sub-questions, a better understanding may develop about the effects of mentoring on the transition experiences of the newly-arrived professionally qualified immigrants who were the participants in this study.

## Coding of the Qualitative Data

In analysing the interview results and transcripts I chose to use a Code Book (Saldana, 2013) as a tool to assist in developing an understanding of the interview data. The process of qualitative analysis as I have employed it in this study is diagrammed in Figure 6.1.



**Figure 6.1.** A flow chart showing the steps used to develop an understanding of the results of the interviews with mentees and mentors in the S.U.C.C.E.S.S. Employment Mentoring Program who participated in this study.

Basically, the interview phase of this research is designed to extend and deepen the quantitative data obtained in the survey phase, so the interview topics parallel the item categories of the survey. In Figure 6.2, it illustrated that the interview topics were presented to mentees and mentors. Their responses and the interview conversations were recorded, reviewed, and transcribed, read and re-read. I framed the interview transcripts into six major questions, corresponding to the interview topics: 1) reasons for coming to Canada; 2) challenges and concerns in looking for a job; 3) expectations from the mentorship; 4) mentoring experiences; 5) functions of mentoring; and 6) learning outcomes. Everything from the transcripts to the coding examples was validated by second readers (One SFU research assistant and two EMP program assistants) who



had no involvement in the actual interviews, to cross-check the validity of the coding categories as I derived them from the interview results. The result of the coding process was the identification of major or axial codes (Saldana, 2013) which were typically the result of consolidating or grouping related ideas or content under more general terms.

The interview transcripts were voluminous and some of the topics or issues might not be the main focus of this study because the interview participants were allowed to direct the interview conversations into areas of concern for them but not related directly to the purposes of the research. For example, some mentees might spend too much time talking about their previous background and qualifications. This type of topic could be considered as outside the scope of the research. As a result, when presenting the data to the second readers, I adjusted the interview question sequences and re-grouped them into seven categories that were relevant to my topics: 1) reasons for coming to Canada, 2) challenges and concerns in looking for a job, 3) expectations from the mentorship, 4) mentoring experiences, 5) functions of mentoring, 6) learning outcomes, and 7) additional findings. Appendix P and Appendix Q represent the topical categories covered in the interviews and describe the axial codes derived from the interview transcripts. They also provide examples from the transcripts to illustrate the links between the code and the interview conversations. The original transcripts have been saved in a separate file but not attached to this thesis. The sets of interview topics and associated questions for both mentees and mentors were included in Appendix O, Appendix P and Appendix Q.

The topics for the mentee and mentor interviews were similar but not identical; I compared their interview topics in the following Table 6.2.

**Table 6.2.      *Mentees' and mentors' interview topics comparison***

<b>Mentees' Interview Topics</b>	<b>Mentors' Interview Topics</b>
1. Mentees' reasons for coming to Canada.	1. Mentors' perceptions of the reasons that drove mentees to Canada
2. Mentees' challenges and concerns in looking for a job.	2. Mentors' perceptions of challenges faced by new immigrants in looking for a job
3. Mentees' expectations from the mentorship.	3. Mentors' views of the functions of mentoring
4. Mentoring experiences (as perceived by the mentees as arising for them from their experience in the EMP).	4. Mentors' expectations from the mentorship
5. Functions of mentoring (From mentees' experience in the EMP).	5. Mentors' perceptions of their mentoring experiences
6. Learning outcomes (From mentees' experience in the EMP).	6. Learning outcomes. (As perceived by the mentors as arising for them from their experience in the EMP)
7. Additional findings from the mentees' Interviews	7. Additional findings from the mentors' interviews.

## **Results of the Interviews with Mentees**

The interview topics were planned as being relevant for both the mentees and mentors, although the topics would be discussed differently depending on whether a mentor or mentee was involved. Here are the interview findings on the mentees' perceptive.

### **Topic 1) Reasons for coming to Canada.**

I began the Interview session with mentees with a general greeting to the participant followed by an explanation of the purposes of the interview, and then started the more focused discussion beginning with Topic 1. This part of the interview with

mentees was framed by the question, *“were there any specific reasons for choosing Canada as your residency country?”*

The major themes in the responses by mentees were coded as Family Reunion, Better Future, Better Environment, and Cultural Diversity (see Appendix P).

To synthesise, a number of mentees indicated that they chose to immigrate to Canada from a desire to join family members who had already relocated. In some cases, women noted that they moved with husbands who were already Canadians or had immigrated to Canada earlier. However in addition to the desire to join family members who were already living in Canada, mentees also described seeking greater opportunities for employment or career advancement as well as viewing the Canadian education system as being better than that in their home countries. As one remarked, *Singapore’s education system is great, but it is too harsh and stressful, Canada is better.* Others indicated a general admiration for western or Canadian society and were seeking generally greater opportunities, as reflected in the statement, *“To give my kid a chance in a foreign country, and provide them with better opportunities later on.”*

Among some mentees, mention was also made of viewing B.C. and Canada as having better welfare systems and generally better quality of life. As one remarked, *“I was in Canada in 2001 to study English for 11 months. It was a really good experience in Canada: making new friends, learning new culture, and enjoying the beautiful nature.”* Other mentees also referred to an appreciation for the cultural diversity of Canada. *“People who come to Canada can really decide what they want to do; they can decide to keep their own traditions. They can decide to keep their religion, they have whole bunch of options for them and their family.”*

In general, the mentees interviewed had various reasons for choosing to come to B.C. and Canada but they had positive expectations about the opportunities that would be presented to them and their families for an improved general quality of life.

## **Topic 2) Challenges and concerns in looking for a job.**

As noted above, the mentees in this study largely expressed positive expectations in association with their decisions to immigrate to Canada. However, in

discussing the challenges they had faced in seeking and finding appropriate employment they described some of the realities of their experience in their new country. This section of the interview was framed by two questions: *Before you came to Canada, did you worry about your career and settlement here? Now that you are in Canada, what has been your experience in looking for a job since you arrived?* In reviewing the responses I identified five major themes coded as: Unable to find employment; Unfamiliar with Canadian culture; Language Barrier; Credentials are not recognized; and Lack of Networks.

Mentees regularly described a number of obstacles and barriers that they had faced in seeking employment consistent with their previous experience and training, including, in particular, a lack of local experience and networks, and a general lack of understanding of the nature of the job search process in Canada as compared with their home countries. These concerns are reflected in the following comments.

*"I didn't have any kind of local experience. They ask if I have ever worked with Canadian people, do I have the ability to understand their culture, to understand the words they use in their own profession."*

*"In Canada, the only way to get a job is to go through interviews and there is a very specific style of interviewing which is what we called Canadian style."*

Apart from these specifics, some mentees referred to more general cultural differences as being obstacles to finding employment.

*"Coming from Manila and going to Fort St. John, the culture [was] very different."*

*"I also wanted to know how the local people think. Even though Australia and Canada both speak English, their culture is different."*

As might be expected, and also found in the survey data, some mentees referred to familiarity and fluency with English as a barrier to gaining job interviews or employment. That issue is reflected in the following remarks.

*"Even though I can speak English, it doesn't mean that I can communicate well with them [local Canadians] in the local terms or fit in with their local culture."*

*“Language is another challenge for me.”*

However, one mentee noted that language was not an issue thanks to his membership in a large immigrant community. *“Over here, the Chinese community is really big and I don’t need to speak English anymore.”*

An issue that was noted in several of the conversations with mentees was the lack of recognition of the professional or occupational credentials they had attained prior to coming to B.C. Some noted that they also had little understanding or information about how to negotiate with credentialing bodies in order to gain recognition of their previous training: *“We lack knowledge and information about how to assess our qualifications. My credentials are not being well recognized is another challenge.”* *“They asked you to submit lots of documents and certain papers to prove your qualifications. If you don’t have all the documents, then your qualifications will not be recognized.”* This issue is also reflected in some of the stories that were included at the opening of this chapter to illustrate the typical experiences of new arrivals. Mentees also commented on their lack of connection with local networks and communities of practice: *“I think networking here is very important, but we are the newcomers and we don’t have a local network.”* *“In Canada you will need more networking skills, but social networking is difficult for me.”* Here again, the interview comments reflect the responses found in the mentee and mentor survey items addressing this topic area.

### **Topic 3) Mentee expectations of the Employment Mentoring Program (EMP).**

The interviews with mentees also included consideration of their expectations about the mentoring relationship and their reasons for joining the S.U.C.C.E.S.S. EMP. The interviews were framed by three topics: *Why were you interested in becoming a mentee? What were your expectations from the mentoring relationship? Did the mentorship fulfill your expectations?* Three major themes were identified in the conversations that were coded as: Direct talk with professionals; Extension of social networks and professional contacts; and Encouragement.

The mentees interviewed referred to having the expectation of being able to meet with professional mentors representing their own fields and of having opportunities to talk with people who were actually working actively in the area in which the mentee was

seeking employment. As one noted, *“My expectation [was] hoping to meet someone who has good knowledge in my field and is able to help me find a job that I need.”* Another remarked, *“Do my education and qualification work in Canada? I want some real information from people not from a website.”*

In the discussion of mentee expectations the topic of developing contacts with networks and making professional contacts was also mentioned. A mentee who was trained as an engineer before coming to Canada stated, *“As an engineer, I don’t have many friends. My expectation was to find people in my industry, to hear experiences from these architect mentors and to get some advice, to network, to get to know people, because they are helpful.”* In the category of encouragement mentees expressed a desire for their mentors to provide encouragement and to help develop their confidence. This theme is expressed in the following.

*“We as newcomers need to have a positive mind to keep going until we find a job. Through the course, the biggest thing is-- I actually gained quite a bit of confidence, and I wasn’t actually having as much frustration as all other new immigrants.”*

*“I guess encouragement is very important. When I was really down at that time, failing to get a job it was a big thing to me. With mentors who are very supportive who let me know that Canada is a fair society.”*

It should be noted that these comments bear upon the psychosocial functions of mentoring relationships and confirm the importance of that functional category.

#### **Topic 4) Mentoring experiences.**

Mentees were asked to discuss their particular experiences with the S.U.C.C.E.S.S. EMP process, using several questions to frame the conversations: *Can you describe the meetings you had with your mentor? Were there any external factors that limited your ability to meet with your mentor? What did you enjoy the most in the mentoring relationship?* Several themes were seen as arising from the results of these conversations: Advice and Guidance; Preference for one-on-one mentoring; Preference for Group Mentoring with Peer Support; Learning from the mentor’s stories and gaining confidence; and Importance of the EMP Coordinator’s role.

A number of the mentees made comments about the value that they assigned to the mentor's role in providing advice and guidance in which the mentor offers encouragement, gives authentic advice, and at the same time may point out weak points in the mentee's approach. *"My mentors can actually pin point what I have actually done right and wrong and what I could do better next time."* *"I enjoy finding a very professional person to [give me] honest advice."*

In the interviews conducted with the mentees in this research project there was a division of opinion about one-on-one mentoring versus group mentoring. The preference for one-on-one mentoring is evident in the following comment: *"What I enjoyed the most were the private sessions (one-on-one mentoring) -- I can show my resume and I can ask item by item. I have more time to ask about the engineering field, my situation, my qualifications—[and about] good engineering companies in Canada."* That view is continued in the next comment by another participant: *"One-on-one is better because I can talk much more, and I won't be interrupted. I can get the mentor's full focus, so I prefer one-on-one."* However, some of the mentees preferred mentoring sessions where several mentees met with one or more mentors at the same time in a group session. The reasons given for this preference often related to an appreciation for the opportunity to meet other mentees, as seen in the following.

*"The relationship with other mentees is helpful (group mentoring). Even now, there are two or three mentees who still contact me. They ask me to organize some gathering activities on the weekend."*

*"I found it useful to meet other mentees from the engineering field. I remembered some of the mentees are highly qualified; they have Master's degrees and even PhD degree."*

*"Meeting new people is fun. It actually really opened my eyes to see the community. I am living in this community, but I didn't really know until I met them (other mentees)."*

It is apparent from these comments that the mentees saw their peers as representing a chance to extend their personal networks, a desire that is expressed both in responses to survey questions and which recurs in the interview conversations described here.

While the EMP mentors had all been in Canada for a number of years and had attained success in finding employment in their fields, the mentees felt that they could establish rapport with their mentors because they did share the common experience of coming to Canada as a new arrival and seeking to find employment and integrate with the new culture and social contexts. This feeling is expressed in the following.

*“Most of the mentors were 1st generation immigrants. What I told them, they could understand. They don’t [need to] copy from a book when they share their life stories. That actually emphasizes the power of real stories, and gave me a lot of confidence.”*

*“Being able to actually know my mentor’s past, being able to know the path she had gone through before she reached today’s position and management that helps. What it means is that I am not alone in this world, and I am not alone in this situation. Someone is willing to share with me and guide me through and make me feel that I am more blessed than other people.”*

A number of the mentees also commented on the role played in the S.U.C.C.E.S.S. EMP by the program coordinator. This may be because I served in that capacity for the group of participants interviewed for this study and they wished to offer me personal feedback, especially given my own fairly recent experience as a new arrival to Canada and B.C. One participant explained his views of the coordinator’s role, at least as he perceived that I had performed it, in the following.

*“I like your coordination; you have a sense of humor and easily let people engage in the meeting. It is a very important communication skill, it doesn’t come easy to everybody; I want to have such a sense of humor. Also you can make people feel comfortable, that’s what I enjoy from the mentorship.”*

### **Topic 5) Functions of mentoring.**

The conversations with the mentees also addressed their perceptions of the functions performed by their mentors and the relationship between them and their mentors. These conversations were framed by the following broad opening question: *Did the mentors offer you support/advice?* The mentees’ responses to the topic were coded into several themes: role modelling, improved job search skills, exchange of information and experiences, presentation opportunities, and friendship.



With regard to role modeling, some mentees felt that their mentors were role models and in that capacity were a source of inspiration, as seen in the following comment. *“She [my mentor] talked about when she started as a cashier part-time at HSBC, and eventually she worked her way up to the manager role. I found that really inspiring.”* It is noteworthy here that the mentor was a woman—the S.U.C.C.E.S.S. mentors in this research were fairly evenly distributed between the genders.

A number of comments from mentees referred to the role performed by their mentors in developing their understanding and skills in the area of job searching and application.

*“The mentors gave us a lot of key information in how to become successful. For example, how to correct my resume for a specific position; or how to get information and feedback.”*

*“My mentor looked at my resume and has given a lot of valuable ideas and comments for me to improve further.”*

The survey responses also indicate that the development of a resume was often seen by both mentors and mentees as being an important element in an effective job search. In some cases mentees noted that their mentors had applied their own experience to show them how to use the Internet’s search functions to find information about available courses and also requirements for various certifications.

*“My mentor actually helped me to run some searches based on her experience, going to the Internet and showing me some of the courses that are available, some of the certifications that are recognized by Canada and Canadian employers, that was very... very... useful.”*

Another aspect of the mentoring process for some of the mentees was the opportunity provided for the preparation and presentation of portfolios. This seemed to have been an aspect of group mentoring sessions.

*“One thing in group mentoring I found very interesting was the portfolio presentation (assignment) because when you present your portfolio, you present yourself in different prospect & style.”*

During the conversations some mentees remarked that their relationship with their mentor had developed into a friendship. One mentee described this relationship in the following terms.

*“A mentor is a friend, there’s no agenda in mind for the meeting; they just mingle and have food or coffee. Just like friends among friends, mingling and sharing.”*

As noted in Chapter 5, the mentors had somewhat mixed views about whether or not to characterize their relationship with the mentee as a friendship, although some acknowledged that this had occurred.

### **Topic 6) Learning outcomes resulting from mentoring.**

The relationship between mentor and mentees can be seen as being instructive and as fostering learning on the part of the mentee. The survey results indicate that mentors and mentees may view the learning relationship as being mutual and shared. The interview conversations on this topic were framed by a question focused on learning in the area of career development and job search: *“Did you experience any changes in your career development or job search process after participating in the mentoring program?”* However, the responses from the mentees covered a larger scope and could be coded into several thematic categories: volunteering, taking initiative, developing a positive outlook, persistence, confidence in pursuit of career goals, mutual benefits of the mentorship, developing friendship, and extended personal networks.

Volunteering is often cited as a way for new arrivals to make useful contacts and become more familiar with social norms and organizational cultures. The comments of some mentees suggest that through their mentoring relationships they developed awareness of the potential significance of volunteering: *“In the next 3 months I will start to volunteer somewhere.”* Mentees also noted that they planned to share their experiences in the mentoring process with other new arrivals and perform as mentors themselves.

The mentees described a number of changes to their attitudes as an outcome of the mentoring relationship and the EMP. Some remarked that they felt more positive and assertive as a result of the mentoring experience. That point of view is reflected in the following.

*“The program did help me change my mentality towards my career advancement in Canada. We as newcomers need to have a positive mind to keep going until we find a job.”*

Similarly, some mentees noted the importance of becoming persistent in their efforts to find a job appropriate to their experiences and qualifications: *“I will keep monitoring for a job vacancy online, and keep applying for jobs and customizing my resume”* while others noted the importance of developing self-confidence: *I think confidence is important in the job search process, because then you’re more clear about what you do and you can express your attitude and explain your work more relevantly.”*

As seen in the results from the survey for both mentees and mentors, there was often a sense that the relationship was mutually beneficial. That perspective is clearly expressed in the following mentee’s comment.

*“One thing that I was happy to learn from my mentor is that he or she has also learned something from me. I always feel good when someone can learn something from me, rather than just taking it. That was a good experience.”*

During some of these conversations with mentees the notion recurred that the mentoring relationship at times developed into a friendship.

*“Best of all is the friendship we made. Meeting new people and if my mentor could be my friend that is ultimately most important.”*

Further, the mentees repeated the notion that the development of connections to networks is extremely important for new arrivals seeking to enter their professional or vocational specialties in Canada. Mentees often claimed that their mentoring relationships had been an important step in forming these connections.

*“The mentorship was my first platform to meet professional people; my mentor is my first network.”*

These comments would indicate that a typical mentorship within the EMP is complex and multifaceted, with benefits for both mentees and mentors. While many of the outcomes that arise from the relationship fall into the Career Development role area, others, such as developing confidence and becoming more assertive and persistence can be seen as outcomes of the psychosocial dimensions of mentoring.

### **Topic 7) Additional topics: open ended conversation.**

In closing, in my conversations with the mentees who participated in this phase of the study I asked an open-ended question in order to give the participants an opportunity to raise topics not covered in the semi-structured phase of the interview or to add extensions to their remarks. Two questions framed this part of the interviews: *Are there any other comments/information about your experience as a mentee that you want to share? What are your short term (3-6 months) and long term (>6 months) goals right now?*

The interviewees had a number of comments to add in response to the opening created by the framing questions. Their remarks could be coded into several themes: conflicting information, luck, balancing interests, and time for friendship development.

In the category of conflicting information some mentees noted that they had received information either during their mentoring experience or from other sources outside the EMP that was either outdated or that contradicted information received in the EMP. This concern is seen in the following mentee remark.

*“For me, it was difficult to see the big picture, because I received information from one place and different information from another program.”*

Mentees also noted that there was an element of luck in the job search process.

*“You always tell me I need some luck. I couldn’t say it at that time. Now I found that luck (i.e. referral) actually changed my life quite a bit. And also (learn) from people who are lucky enough to get a job. Being able to run into the right person at the right time for the right opportunity.”*

The comments made by some mentees also indicate that they appreciate the possible tension that can exist between the needs of new arrivals and those of established immigrants and long-time residents. As one remarked, showing a very interesting point of view: *“So we as immigrants, when we first come to Canada, we will definitely face this difficulty in finding jobs, great difficulty in doing things, and great difficulty to set up businesses. Because it must be like that. If we get things easy the locals will not be happy, and the immigrants will not feel welcomed.”*

On the theme of time for friendship development within a mentorship, the mentees appeared to recognize that the four month duration of the EMP process was a very short time in which to develop the sort of trust and respect required for a mentorship to become a friendship. The following comment illustrates this awareness on the part of one mentee.

*“I think if the mentorship involves more sessions, we could develop a friendship. We could trust each other and talk about our emotions, how I feel and what’s my fear. However, I think the time was not enough to develop this relationship. I don’t know if in a longer period I could develop a friendship at all.”*

Table 6.3 summarizes the results of the Interviews with mentees.

**Table 6.3. Summary of Major Themes Resulting from Analysis of the Interviews with Mentees**

<b>1) Mentee reasons for coming to Canada</b>
<ul style="list-style-type: none"> <li>Family reunion, better future, better environment, and Cultural Diversity</li> </ul>
<b>2) Mentee challenges and concerns in looking for a job</b>
<ul style="list-style-type: none"> <li>Unable to find employment; unfamiliar with Canadian culture; and language barrier; credentials are not recognized; lack of networks</li> </ul>
<b>3) Mentee expectations from the mentorship</b>
<ul style="list-style-type: none"> <li>Direct talk with professionals, extension of social networks and professional contacts, and encouragement</li> </ul>
<b>4) Mentoring experiences</b> (As perceived by the mentees from their experience in the EMP)
<ul style="list-style-type: none"> <li>Advice and guidance; preference for 1-on-1 mentoring; preference for group mentoring with peer support; learning from the mentor's stories and gaining confidence; and importance of the EMP Coordinator's role</li> </ul>
<b>5) Functions of mentoring</b> (From mentees' experience in the EMP)
<ul style="list-style-type: none"> <li>Role modelling, improved job search skills, exchange of information and experiences, presentation opportunities, and friendship</li> </ul>
<b>6) Learning outcomes</b> (From mentees' experience in the EMP)
<ul style="list-style-type: none"> <li>Volunteering, taking initiative, developing a positive outlook, persistence, confidence in pursuit of career goals, mutual benefits of the mentorship, developing friendship, and extended personal networks</li> </ul>
<b>7) Additional findings from the mentee interviews</b>
<ul style="list-style-type: none"> <li>Conflicting information, luck, balancing interests, and time for friendship development</li> </ul>

## Results of the Interviews with Mentors

In this study, mentors who volunteered also participated in one-on-one interviews, as described in Chapter 4. As with the mentee interviews reviewed above, the mentor conversations were framed by a set of topics that were similar, but not identical to, those presented to the mentees. Their responses to the topics are described below.

### Topic 1) Mentor perceptions of the reasons that mentees elected to come to Canada.

I began the Interview session with mentors with a general greeting to the participant followed by an explanation of the purposes of the interview, and then started the more focused discussion beginning with Topic 1. The Mentor interviews around this topic were framed by a somewhat different question: *“From your point of view, why do new immigrants choose Canada as their residency country?”* The results for the discussion of this topic with the mentors are presented as follows:

The mentor responses to the question could be grouped under the following thematic categories: 1. Better life; 2. Better education for the next generation; 3. Family reunion; and 4. Ease of immigration (see Appendix Q). These categories are broadly similar to those found in the interviews with the mentees, although the weight or importance assigned to them by the mentors was somewhat different from their significance to the mentees. In general, the mentors felt that their mentees had come to Canada seeking better opportunities, a stable and safe social environment, and a mild climate (especially applied to B.C.). As one mentor put it, *“Climate wise, it is the mildest climate across Canada. That is why I think people would choose the Lower Mainland.”* Mentors also noted that some mentees felt that it would be easier for them to fit into Canadian society. As one mentor remarked, *“I would say it is a more friendly country, less cultural discrimination, easier to them and easier to fit in.”*

That educational opportunities in Canada might be greater than in the mentees' home countries was also reported by mentors as being of significance to some of the mentees.

*“A lot of immigrants and people give up their business and career to come and have their children educated here because the opportunities are broader and better in Canada. As for the children born here, they have a better chance to receive a higher education.”*

Another mentor noted that the cost of education in Canada compared to the mentees' home country was also sometimes a factor in their decision to relocate. *“Cost of the education is much more affordable in Canada as opposed to other countries.”*

The theme of family reunion or of coming to Canada in order to reconnect with family members who were already resident here was noted by a number of mentees in their interviews. That theme was also perceived by some mentors: *“If people have ties with people in Canada, for example family members who have already immigrated to Canada, then they are more likely to come here.”* The mentors also noted, however, that some mentees are attracted to Canada and B.C. because they regard the life style as being more relaxed and permitting more time to be spent with family. As one mentor, speaking personally, described, *“We have a down to earth and very relaxed West Coast style, and you have more time to spend with your family.”*

Mentors also found that some of their mentees chose to immigrate to Canada because they felt that Canadian immigration policies were more open and accessible than those of some other places to which they might have applied. These views are reflected in the comments of some mentors.

*“If [other] countries have a closed immigration policy or they have to wait for a long time to immigrate, then they may look at Canada.”*

*“Because of the immigration policies in Canada, it is why lots of people are choosing Canada as their residency country.”*

*“Canada seems to be trying to recruit certain types of immigrants for some benefit to the Canadian society.”*

It would appear that at least some of the mentors in this study share the views of their mentees that Canadian immigration policies tend to make Canada as an attractive choice for relocation.



## **Topic 2) Mentor perceptions of challenges faced by new immigrants**

Discussion of this topic with mentors was framed by the topic, *“What challenges do you think the new immigrants face after they land in Canada?”* The mentor comments focused on several themes: 1. Employment difficulties; 2. Language Barriers; 3. Lack of Canadian Experience; 4. Problems in having credentials and former education recognized; and 5. Isolation and lack of networks.

### ***Employment difficulties***

It is notable that the mentor perceptions in regard to the topic of challenges faced by the new arrivals were somewhat different than those reported by the mentees. For example, some mentors expressed concern about an apparent lack of commitment to finding a job on the part of some mentees and the mentors were reluctant to share their personal contacts with those mentees. One mentor stated this concern: *“So if you were a mentor and you want to recommend some opportunity to a mentee, you could really put your own network at risk and that mentee doesn’t understand what you are doing for them.”* Another mentor remarked on the apparent lack of commitment in commenting, *“Some newcomers are not deeply invested in their job; they just work there for the pay cheque.”*

Another challenge described by some mentors was the difficulty that some new arrivals had in understanding the job search process in Canada. The comments made by mentees both in interviews and on the survey indicate that they attach considerable importance to developing an effective resume and that they appreciate mentors who are effective in offering advice and assistance in this area. However, some mentors viewed this focus, on the part of some mentees, on a resume as being a challenge, stating, *“There are some misconceptions that they want to give everybody a resume and somehow something will get them the job.”*

Some mentors seemed quite pessimistic about the current job market and saw it as a definite challenge to the new arrivals. *“There are jobs, but not enough decent jobs with a reasonable pay for all the skilled immigrants.”* However, mentors were also empathetic about these challenges: *“Those newcomers came here for better opportunities and are really struggling to get into the labour market.”*

### ***Language ability***

Mentors and mentees, on both the survey and in the interviews, commented about the significance of language ability as a challenge to new arrivals. While the mentees were somewhat divided in their assessment of the importance of language fluency or competence, the mentors clearly saw this as being a notable challenge.

*“Language, in my experience, has been the biggest barrier in the process of finding a job.”*

*“Definitely. Language is the most important.”*

Mentors noted that the ability to develop language ability to the level of being able to appreciate idioms and nuances in regular usage was also significant.

*“The way we understand and speak when we write is a little bit different from the North American style of English.”*

Further, it was noted that lack of competence in English could severely limit access to information about potential employment opportunities.

*“If you don’t speak the main language then you may have trouble accessing the information that is available in the community.”*

### ***Lack of Canadian experience***

Mentors in this study also emphasized the importance of a lack of Canadian experience on the part of the new arrivals as a barrier. It was noted that Canadian experience in this context included not only skills directly related to the immigrant’s professional or vocational work but also their experience with the culture of Canadian workplaces and their ability in so-called “soft skills”. There is some overlap in this area of concern with the concerns expressed about language ability. This can be seen in the following mentor comments: *“You need to understand what your customers or coworkers are saying to you; you can communicate and understand what they are trying to do and respond in a professional manner.”* *“You can effectively communicate with your co-workers and customers.”* A mentor also commented that experience means, *“...time spent working with a Canadian employer”* while another noted that some new arrivals don’t appear to commit to staying with an employer for a longer term in order to gain

significant in-depth experience. *“A lot of newcomers are very transitional; they have no guarantee that they’re going to stay long term in the company.”* Another mentor felt that “experience” referred also to experience within the general community: *“I think it also means being involved in the community and having active hobbies.”*

### ***Credentials not being recognized***

Both the mentors and mentees noted that lack of recognition of their credentials and experiences prior to arriving in Canada was frequently an issue, particularly in seeking appropriate employment. A mentor commented about this, stating, *“In essence, the potential employee has to present and prove that their skills can be transferred as equivalent or aligned with Canadian standards”* and another noted, *“They took all they could take on courses; they spent a lot of money and time to get the designations, but they still couldn’t get a job.”* An issue that surfaced in some conversations with mentors about the question of unrecognized credentials was that mentors are not necessarily able to evaluate foreign qualifications. *“This person is coming from a place I don’t know, I don’t know the quality of their education, and I don’t know the quality of their experience.”*

### ***Isolation and lack of a Canadian network***

It is often remarked that in getting a job, who you know can be at least as critical as what you know. This theme was also evident in some of the comments made by mentors and by mentees in this study. A mentor’s comment illustrates the point. *“I think probably the biggest one is a lack of network. You could feel really isolated and alone.”* Another aspect of this issue is the difficulty that some arrivals may have in fitting into a community where there are few others from his or her homeland, or who speak the same language and share customs. *“If you settle in Prince Rupert, Prince George, Fort St. John, or other [B.C.] interior towns without much of the similar immigrant population, it will be much tougher.”*

### **Topic 3) Mentor views of the functions of mentoring.**

Interviews with mentors around this topic were framed by several questions: *Can you describe the meetings you had with your mentee? What are the roles or functions of*

*the mentor? Did you give advice to your mentee(s)?* The mentor responses were grouped under several themes: (1). Enlightening; (2) Coaching; (3) Guidance and Encouragement; and (4) Networking empowerment.

### ***Enlightening***

This theme was represented by mentor comments indicating that they saw their roles as helping the mentees to find answers for themselves rather than as providing direct instruction or providing the answers to questions. This idea or style of mentoring can be seen in the following comment from a mentor: *“I try to guide my mentees to find the answer by themselves.”*

### ***Coaching***

Some mentors referred fairly directly to their roles as being that of a coach.

*“The mentor is a coach. It is kind of like a job hunting coach.”*

*“I would expose the gaps to him and let him know how he can close the gaps.”*

### ***Guidance and encouragement***

Mentors at times referred directly to offering encouragement and guidance to their mentees, especially in regard to the hiring process. A mentor commented about this as follows.

*“A mentor to me is both a coach and a teacher. He is there to give encouragement for sure, he is there to provide guidance; he is there for introductions.”*

It is interesting to note here the overlap with the need for mentees to develop new network connections—a need that this mentor saw as being addressed by providing introductions. The guidance and encouragement theme is extended in the remarks of other mentors.

*“I see my role as a mentor to continue to provide guidance, support, encouragement, and provide leadership too.”*

*"In general the interview and follow up process is very different here in Canada than it is in China, so any advice about this process that the mentor can give to the mentee is good advice."*

### **Networking empowerment**

In remarks made by mentors in regard to their perceptions of the functions of mentoring, the general theme of the importance of developing connections to social networks and communities of practice emerged in the remarks of the mentors being seen as a significant component of making the transition to Canadian culture and workplaces.

*"Most of the time, I think I fulfil my role as a mentor to provide as much as I can. To educate them, to empower them, to provide them more contacts."*

*"You don't have to be the smartest kid in the class, but what is important is that you are one of the most socially active people in the class. So depending on the job, social networking is important."*

In general, the mentors in this study had a range of ideas about the functions of mentoring and the roles that they performed in the relationship with mentees. However, as one mentor put it, *"It is more than just helping someone to get a job and make a living."*

### **Topic 4) Mentor expectations from the mentorship.**

For this topic, the interviews with EMP mentors were framed by several questions: *Did the mentorship experience fulfill your expectations?; What are the challenges of being a mentor?; and, What did you enjoy the most in the mentoring relationship?* Several themes were found in the responses of the mentors to these questions. They were coded with the following descriptors: (1) Mutual benefit: Getting connected; (2) No clear expectations; and (3) Adjust mentees' attitudes.

#### ***Mutual benefit: getting connected.***

Some mentors expressed a clear desire to help their mentees develop an enhanced social network, to "get connected". At the same time, the mentor expected

that while helping their mentees to get connected to professional networks the mentor's connections might also be enhanced or expanded. This expectation is expressed in the following comment.

*"I think most of the mentors came from different backgrounds, it is nice to have a network, so people (mentors) could know more people, it is a networking opportunity."*

Other mentors were very committed to the mission of helping their mentees find employment and make a good transition to Canada.

*"My expectation [was] that I would really like to hook them up, to help them (mentees) find a job, to help them establish their life in Canada."*

#### ***No clear expectations.***

Some of the mentors stated that they had not entered into service with any particular expectation and did so mainly from a desire to volunteer in a worthy cause. That perspective is seen in the following comments.

*"I had no expectations. I guess I get into the mentorship mainly just to help, I don't expect a return. It is like a volunteer job, if I get paid then I am not volunteering."*

*"To tell the truth, I didn't have any expectations to begin with, just to volunteer my time to help."*

#### ***Adjust the mentees' attitudes.***

Some mentors expressed the view that their mentees could benefit from having a better understanding about Canadian practices in job searches and applying for jobs. As one mentor commented, *"Having the right attitude is not something the mentee will learn from a website, so the mentorship program could act more like an attitude training program."* This comment would seem to express this mentor's view of the importance of the interpersonal aspects of the mentoring relationship. Other mentors felt that their mentees needed to change their ideas about how to succeed in finding appropriate employment in Canada.

*"The newcomers need to change their concepts; you need a part time job to put your foot in the door."*

A number of comments both on the mentee survey and in interviews reflect the notion that some mentees expected that they should neglect or refuse employment in transitional or “stepping stone” jobs while waiting to find the jobs that they ultimately wish to have.

#### **Topic 5) Mentoring experiences.**

In framing the conversations with mentors around this topic two major questions were introduced: *After participating in the mentoring program, have you experienced any changes in your views about the experiences of newcomers;* and, *Do you believe you made a contribution to the mentee’s career development or his/her personal growth?* The responses to these topic/questions were grouped into three themes: (1) Setting up expectations; (2) Understanding newcomer challenges; and (3) Providing guidance and sharing information.

##### ***Setting up expectations***

Some of the mentors expressed the view that at least in the early stages of the mentoring relationship there was a need for them to clarify their roles and help the mentees to appreciate the mentor’s position in the relationship. As one mentor put it, *“Since the first few sessions we put it out of the way by saying there are some things that I can do and some things that I can’t do.”* Other mentors also took the point of view that they needed to understand the mentee’s expectations also: *“I think what I was trying is to know what the mentee’s expectations were.”* (Set up the program’s expectations).

### ***Understanding newcomer challenges***

Mentors often remarked that during the course of the mentoring relationship they felt that they had developed more empathy and a better appreciation of the challenges faced by the new arrivals. That point of view is expressed in the following statement. *“I think I have more understanding in what they have to go through, and challenges they have to overcome.”*

### ***Providing guidance and sharing information***

Mentors referred to the role of providing their mentees with information and direct advice and saw this as also being important in building confidence in the mentee. A mentor’s comment demonstrates this point of view: *“For me it was the notion of providing guidance and giving the person confidence, sharing experiences, and providing direction.”* Another also remarked about this aspect of their mentoring experience in the following.

*“Mentees will expect that we should give them guidance about what needs to be done, because the person obviously doesn’t know, or they might know but they need guidance to tell them “how do I do this”.*

## **Topic 6) Learning outcomes.**

This component of the mentor interviews was concerned with the mentors’ perceptions of the learning outcomes of the mentoring relationship. It was framed by a single question, *“What did you take away from the mentoring relationship?”* To be noted here was that the learning outcomes referred to under this Topic section were those experienced by the mentors. The responses to the question could be clustered into three major themes: (1) Satisfaction; (2) Friendship; and (3) Leadership potential.

### ***Satisfaction (derived from the mentoring experience by mentors)***

Mentors described developing a sense of satisfaction from the work with their mentees. *“I think as much as they [mentees] benefit from it, you [a mentor] also benefit from it in terms of satisfaction.”* Others also saw satisfaction as being associated with



the success of their mentees in finding employment: *“Obviously, if the mentee could eventually find a job after talking to you, that is a satisfaction right?”*

### ***Friendship (developed between the mentor and mentee)***

In the interview phase of this research, some mentors expressed the view that their relationship with their mentee was characterized by being one between equals and also matured into a friendship. *“I would say you should treat your mentee as a friend; I treat my mentee as a friend too, because it is a level playing field. You can’t act superior to the person who looks upon you and tries to trust you that you can help.”* However, the results of the mentor survey questions that related to this topic were more ambiguous or showed some division of opinion. That issue is discussed further in Chapter 7.

### **Topic 7) Additional findings from the mentor interviews.**

Toward the conclusion of the interviews with mentors I asked the participants, “Are there any other comments/program improvement suggestions you want to share?” The responses to this opportunity could be clustered into several themes: (1) Personal Reinvention; (2) Consistent funding and job-shadowing opportunities; (3) Mentoring touch points; (4) Employers looking for trainable persons; (5) Report learning outcomes to the mentor; (6) Mentee-driven mentorships; (7) Multiple mentors; (7) Mentees should know their rights; (8) Emotional intelligence (soft skills); (9) Uncertainty about abilities and loyalty; and (10) Employment readiness.

Table 6.4 summarizes the results of the Interviews with mentees and mentors.

**Table 6.4. Summary Results of the Interviews with Mentees and Mentors**

<b>Mentee Interview Topics</b>		<b>Mentor Interview Topics</b>	
<b>1. Mentee reasons for coming to Canada</b>		<b>1. Mentor perceptions of the reasons that mentees elected to come to Canada</b>	
1. Family reunion, 2. Better future, 3. Better environment and 4. Cultural Diversity.		1. Better life, 2. Better education for the next generation, 3. Family reunion and 4. Ease of immigration.	
<b>2. Mentee challenges and concerns in looking for a job</b>		<b>2. Mentor perceptions of challenges faced by new immigrants</b>	
1. Unable to find employment, 2. Unfamiliar with Canadian culture, 3. Language barrier, 4. Credentials are not recognized, and 5. Lack of networks.		1. Employment difficulties, 2. Language Barriers, 3. Lack of Canadian Experience, 4. Problems in having credentials and former education recognized, and 5. Isolation and lack of networks.	
<b>3. Mentee expectations from the mentorship</b>		<b>3. Mentor Views of the Functions of Mentoring</b>	
1. Direct talk with professionals, 2. Extension of social networks, 3. Extension of professional contacts, & 4. Encouragement.		1. Enlightening, 2. Coaching, 3. Guidance and Encouragement, & 4. Networking empowerment.	
<b>4. Mentoring experiences</b> <i>(As perceived by the mentees as arising for them from their experience in the EMP)</i>		<b>4. Mentor expectations from the Mentorship</b>	
1. Advice and guidance, 2. Preference for 1-on-1 mentoring, 3. Preference for group mentoring with peer support, 4. Learning from the mentor's stories and gaining confidence, and 5. Importance of the EMP Coordinator's role.		1. Mutual benefit: Getting connected, 2. No clear expectations, and 3. Adjust mentees' attitudes.	
<b>Mentee Interview Topics</b>		<b>Mentor Interview Topics</b>	
<b>5. Functions of mentoring</b> <i>(From mentees' experience in the EMP)</i>		<b>5. Mentor perceptions of their Mentoring Experiences</b>	
1. Role modelling, 2. Improved job search skills, 3. Exchange of information and experiences, 4. Presentation opportunities and 5. Friendship.		1. Setting up expectations, 2. Understanding newcomer challenges, and 3. Providing guidance and sharing information.	

<b>Mentee Interview Topics</b>	<b>Mentor Interview Topics</b>
<b>6. Learning outcomes</b> <i>(From mentees' experience in the EMP)</i>	<b>6. Learning outcomes</b> <i>(As perceived by the Mentors as arising for them from their experience in the EMP)</i>
1. Volunteering, 2. Taking initiative, developing a positive outlook, 3. Persistence, 4. Confidence in pursuit of career goals, 5. Mutual benefits of the mentorship, 6. Developing friendship, and 7. Extended personal networks.	1. Satisfaction, 2. Friendship, and 3. Leadership potential.
<b>7. Additional findings from the mentee interviews</b>	<b>7. Additional Findings from the Mentor Interviews.</b>
1. Conflicting information, 2. Luck, 3. Balancing interests, and 4. Time for friendship development.	1. Personal Reinvention, 2. Consistent funding and job-shadowing opportunities, 3. Mentoring touch points, 4. Employers looking for trainable persons, 5. Report learning outcomes to the mentor, 5. Mentee-driven mentorships, 6. Multiple mentors, 7. Mentees should know their rights, 8. Emotional intelligence (soft skills), 9. Uncertainty about abilities and loyalty, and 10. Employment readiness.

I have also clustered the mentor comments into two broad categories: recommendations about the S.U.C.C.E.S.S. EMP and general comments about the mentoring process and relationship.

## **Recommendations and comments from mentors bearing on the S.U.C.C.E.S.S. EMP**

Mentors made a number of comments that might be seen as being in the form of suggestions or recommendations about the structure and operation of the S.U.C.C.E.S.S. EMP. Mentors suggested that they would like to see more data about the success rate of the program, that the mentees might benefit from contact with more than a single mentor, and that there should be scheduled “check ins” or “touch points” in which the progress of mentoring relationships could be reviewed.

Mentors also noted that given better government funding and more corporate sponsorships the program could offer internships or job shadowing to mentees (paid or

unpaid). As one mentor commented, “[In] The ideal mentoring program, first of all we need the government to fund the program or we might do some corporate sponsorships.” This concept was expressed further by another mentor who extended the idea by suggesting more clear involvement in the program by government officials, CEOs or senior managers and noted that this might serve to attract more mentors.

*“[In] The ideal mentoring program, first of all we need the government to fund the program or we might do some corporate sponsorships. • We have individual mentors to help at an individual level; this is like the bottom up approach. And actually we are looking at the top down approach; we would like to see the minister, CEO, senior managers participate in the program, then we would have a bigger pool of mentors.”*

Mentors were also concerned about how the EMP can assist mentees to rise to the challenges of the current job market.

*“As a hiring manager, I read a lot of resumes. I would say if I am hiring a specific role, the applicants should do some homework to understand what the role’s expectation is. And list out their skill set, or academic background to tell me that they are a fit for the role. I am interested to know whether this individual is trainable or not.”*

That thought was expressed further by another mentor, who remarked, “By trainable I mean I do like people to do their homework and know what the role is expected to be and not just a resume that fits all.”

This general theme was extended by comments about Employment Readiness. Some mentors felt that this goal should be stressed from the outset of the EMP and that efforts should be made to help mentees develop mindsets that were likely to be helpful to them in seeking employment.

*“Figure out what the locals are doing and how they talk and how they behave and to learn from them and become more like a local Canadian.”*

*“Canadian employers just want to see people who are integrated and [to] whom they don’t have to teach everything from scratch.”*

### **Comments about the mentoring relationship in general.**

Some mentors remarked about the need of the mentees to be oriented to be prepared to undertake a major change in their mindset as they navigate the transition

from their previous settings into B.C. and Canada. The term “reinvention” was even applied by some mentors.

*“I advise all newcomers to keep an open mind. You might have to totally reinvent yourself and when you move to another country that is part of the whole process.”*

*“Every time when you travel to a new place, you can kind of reinvent who you are. For regular people who know who they are and they are forced to move to a new country, they can really struggle to make a new person out of themselves, because they were really comfortable with who they were in the past.”*

Some mentors also referred to the need to help mentees develop the soft skills required for them to make the transition into Canadian workplace cultures and into the general culture and society.

*“Because a lot of times, part of the success within the workplace, whether you like it or not, is about the personal relationships that you have with people, it is about what we call emotional intelligence: ability to perceive, control and evaluate emotions.”*

Comments were also made that mentees should be helped to understand their rights as workers in the Canadian context and be encouraged to develop more assertiveness.

*“Without knowing your rights, I find that the new immigrants will tend to be shy, timid, not assertive, and not asking what they should be asking and just keep on bowing their heads down and keep on working, whereas they could be more deserving of compensation and recognition. And that is what I found to be very common in other offices.”*

The comments of some mentors also suggested changes to the role of the mentees in the relationship and the overall process of the EMP, with a move toward greater responsibility with the mentees, a shift toward a more “mentee-driven” approach.

*“It is [should be] more mentee driven. So the ownership sometimes is more focused on the mentees’ part, and they figure out where they want to go. I think mentees could get assignments previous to the meetings like, to come up with five questions before you see me. Come up with a topic that you want to discuss. Prepare a resume and show it to me.”*

## **Four Portraits of EMP Mentees - The Qualitative Data in Living Form**

As a summary of to the findings of this chapter I have presented the experiences of four of the mentee interview participants as a set of portraits or narratives. Each of the stories represents an actual participant in the EMP Interview group. The portraits describe their experiences since coming to Canada including their involvement with the EMP program and their relationships with their mentors. They are all now permanent residents of Canada and they have all been in Canada for less than 3 years. To protect their actual identities, their names have been changed. All of the individuals were given a copy of their stories for verification and have provided consent to the use of their stories in this report. It is my intent that this form of presentation will help place the themes that emerged from the interview data and described in the sections above into a more human context.

### **Story 1 - Name: Ken (Gender: Male)**

**Country of origin: South Korea**

**Profession: Civil Engineering**

***This story demonstrates how a mentor used his personal network to assist a newcomer, Ken, to find a professional job and how the mentorship became a friendship.***

Ken is a skilled immigrant who came to Canada from South Korea in November 2011. He immigrated to Canada for the purpose of reuniting with his family and also out of admiration for western culture. He specialized in Civil Engineering back in his home country. When he first arrived in Canada, he tried very hard to find a job in his profession. However, no matter how many resumes he sent out, he was not invited to any interviews. Ken joined the S.U.C.C.E.S.S. EMP in April 2012. At that time the S.U.C.C.E.S.S. EMP, through a connection with the Immigrant Employment Council of BC (IECBC), was able to collaborate with Applied Science Technologists & Technicians of B.C. (ASTT) to run a joint mentoring program where the ASTT provided engineer mentors to be matched with mentees provided by the S.U.C.C.E.S.S. EMP program. Ken registered in the EMP and was then selected to attend the ASTT one-on-one

mentoring sessions. Ken was matched with an ASTT mentor from the North Vancouver District. Even though the meeting venue was far away from where Ken lived, he kept up with the regular bi-weekly meetings with his mentor. In September 2012, after several discussions and practice sessions with his mentor, Ken obtained an interview opportunity through his mentor's networks at FortisBC, the largest investor-owned distribution utility in Canada. The interviewers were very impressed by Ken's local knowledge of the engineering field and the strong recommendation from his mentor. Ken explained to the interviewers that he had a chance to join a Mentoring Program and was connected with an ASTT mentor from April to August 2012 and that he had learned a lot during the mentorship period. The interviewers were also very interested in Ken's mentorship training and found that the mentoring assignments given by his mentor had really helped Ken to extend his local engineering knowledge. As a result, Ken was able to make a very good impression on the FortisBC's interviewers and he eventually he got a job offer from FortisBC. At the end of September 2012 he started to work as a part-time operational engineer.

However, Ken's story was not yet finished. Last year, in June 2013, I invited Ken to be a guest speaker to share his success story with newcomers, and he updated me about his career progress. Ken said his part-time operational engineer contract was completed in May 2013 and he was able to transfer to the geographic information systems (GIS) department at FortisBC with full-time employment as a GIS specialist. He felt so lucky that he got his foot in the door first, and then had a chance to expand his career with FortisBC. Ken is now in the progress of applying for certification as a Professional Engineer (P.Eng.) in Canada. He could obtain the P.Eng. designation by the end of 2014. When I talked with Ken, he was very excited about this and he remarked that without the EMP's network, he would not have connected with such a good ASTT mentor. He felt that without the mentor's support, he would still be struggling with his career. He said, "To find a job in Canada, you need to have a good mentality and be persistent. There are a lot of frustrations that might make you give up easily, but talk to the people who have positive energy, like the mentoring coordinator and mentors. You will be influenced by them and will gain more positive perspective and energy." Ken still keeps in touch with his mentor and the mentor has noted that their mentorship has now turned into a friendship.

## **Story 2 - Name: Kelly (Gender: Female)**

**Country of origin: Malaysia**

**Profession: Business and Risk Management**

***This story reveals that the EMP has a number of components in addition to the one-to-one mentorship to assist newcomers. Kelly, with the help of group mentoring and one-to-one mentorship support was able to pass an insurance exam and eventually obtained a full-time job as a sales advisor in an insurance company.***

Kelly is a Malaysian. She is a family-class immigrant who came to BC from Shanghai, China in 2011 after she had been married to a Canadian man for about 4.5 years. In Shanghai she had worked in the financial and banking industries. When she first arrived in Canada, she felt disoriented in her job search. She sent numerous job applications and received responses but she had received no job offers although she had been through all levels of the interview processes. She felt very frustrated. One day she found a flyer promoting the EMP in one of the S.U.C.C.E.S.S. service centres and decided to seek assistance from the mentorship program in order to enhance her job search skills. As Program Coordinator I enrolled her in the EMP and explained the program details. The S.U.C.C.E.S.S. EMP has a number of components in addition to one-on-one mentorship. I conducted an intake assessment on Kelly and, based on her skills and experience and the availability of resources, I recommended different types of supporting activities including group mentoring, one-on-one mentoring, and special mentoring projects in partnership with the S.U.C.C.E.S.S. EMP as described below.

After the intake assessment, I told Kelly that she needed to extend her social networks, hence it was recommended that she join one of the EMP's special mentoring projects, the Accenture's Career Start Program (CSP). I also suggested that she apply for the one-on-one City of Vancouver (COV) mentorship program. Eventually she was selected to participate in both the Accenture CSP and the COV mentorship programs. Through the Accenture CSP, Kelly gained a lot of valuable contacts and she was also extremely surprised when she learned that she was also selected for the COV mentorship program. In that program Kelly was assigned a mentor from the City of Vancouver who worked in the financial department and specialized in financial risk



management. This was exactly what Kelly wanted in a mentor. The City's mentor was very generous in giving her advice and provided very good guidance about her job search. The mentor was also a very good listener and was always there to listen. The mentor also found out more about Kelly's strengths and weaknesses and gave her a lot of feedback and advice. With the City mentor's encouragement, Kelly undertook the General Insurance (G.I.) Level One licensing exam and passed it. This G.I. qualification also helped her to land a job in the insurance industry where she has become a full-time sales advisor. Kelly has benefited and learned much through the mentorship program. She treats her mentor as a role model and when she faces any difficulties she always thinks of a statement she heard from her mentor, "If there is a will, there's a way". Kelly knows that never giving up and persistence are keys to success. Kelly and her mentor have now become friends and even though they do not meet as often as before, they keep in contact.

### **Story 3 - Name: Carrie (Gender: Female)**

**Country of origin: Taiwan**

**Profession: Legal**

***This story shows how mentoring can provide career and psychosocial support to a mentee. Through the support of multiple mentors, Carrie eventually became a qualified lawyer in B.C. Wishing to give back to the community, she was happy to share her story with the newcomers.***

Carrie is a skilled immigrant who originally came from Taiwan. She has a very diverse background: she earned a Bachelor's degree in Chemistry, a Master's degree in Translation and Interpretation as well as a Law degree from the University of London. After marriage she moved to Hong Kong and lived there for over eight years. She also speaks fluent English, Mandarin and Cantonese. In Hong Kong she worked in one of the top five law firms and had a good compensation package. When she arrived in Canada, however, she realized that her foreign credentials and working experience did not seem to be recognized in Canada. She tried to apply for some office administration jobs but was not invited to any interviews. Carrie checked with the Law Society of B.C. and discovered that the only way for her to practice law in Canada was to either study for

another law degree at UBC or take the Challenge Exams from the National Committee of Accreditations (NCA). At that time, Carrie wasn't confident that she could pass the Challenge Exam, although she did not want to spend three years studying for a further law degree either. Carrie doubted whether she could ever practice law in Canada. After being referred by her employment counsellor, Carrie was registered with the EMP mentoring program and was introduced to a several lawyers who gave her a lot of useful advice and encouragement. As a result, Carrie felt more confident to establish a legal career in Canada. Eventually she passed the all the NCA exams, obtained an articulated position, passed the bar exam and became a qualified lawyer in B.C. Carrie believes she benefited much from the mentoring program and she feels that all her mentors were also good listeners. In fact she said that she believes that while most of the skilled immigrants are good enough to make career decisions by themselves in a new environment and uncertain situation, they sometimes just lose confidence and don't know how to make the right decisions for their future career paths in Canada. With a mentor's encouragement and psychosocial support, all these issues become easier to handle. In a safe and trusting environment and with encouragement from a mentor, mentees can be willing take some risks and venture into unfamiliar ways of relating to the world of work. Carrie said that the fantastic thing about mentoring is being accepted and recognized. Further, connecting with someone in the profession made her feel closer to the profession and gave her the necessary confidence so that she could become one of them. Carrie hopes that one day she can also become a mentor and can give back to the community by helping new immigrants. Even now, Carrie said that when she is facing some difficulties she always thinks of her mentors and she knows she can just pick up the phone to contact them. She has found that she has smoothly integrated into the Canadian society, and all her mentors have now become her friends. In 2013, Carrie contacted me again to say that she would like to become one of my mentoring guest speakers and to share her success stories and experiences with the newcomers. She thinks of this as a kind of giving back to the community.

## **Story 4 - Name: Mark (Gender: Male)**

**Country of origin: China**

**Profession: Finance and Banking**

***In this story the interviewee, Mark, talks about how the mentoring coordinator went an extra mile to assist him to find his dream job in the banking sector.***

Mark is a skilled immigrant who came from China. He had graduated with a Bachelor's degree in Commerce and Economics from an Australian university. In 2010, Mark came to Canada in order to reunite with family members who were already living in B.C. He hoped to start a new life in Canada. Mark is interested in Finance and Banking and he hopes that one day he will work in a world-class bank. However, Mark found that his job search was full of challenges, which made him feel disappointed and frustrated. Mark is a very well-organized young man who started to participate in job search programs in Burnaby at the end of 2011. During his job search period, one of his employment consultants referred him to the S.U.C.C.E.S.S. Employment Mentoring Program. In April 2012, I received a case file from Mark's employment consultant, and in my role as EMP coordinator, I analyzed Mark's case and started helping him to make a Mentoring Action Plan. Mark also started to do volunteer work as well as attending one-on-one mentoring sessions from April to August 2012. At the end of August 2012 he got an entry level job in a supermarket. During that period he sometimes thought he would spend the rest of his life working in a supermarket. That thought left him so depressed that he almost gave up on his entire career plan. In September 2012, before I closed Mark's case file, I met with him again for the last EMP follow-up meeting. Mark expressed how hopeless he felt about his career prospects. He mentioned that despite the fact that he had learned lots of skills through mentoring, he had not had a chance to show them to prospective employers. He was frustrated about himself. Eventually I decided to make an extra effort to assist him, and extended his mentorship period for two more months until November 2012. In order to widen Mark's professional network, I encouraged him to attend an HSBC bank seminar in Vancouver. At first, Mark refused to extend the mentorship by two months and also refused to join any job search seminars. Eventually, and with a lot of encouragement on my part, he was willing to extend the mentorship and

attend the seminar. This proved to be a turning point. During the seminar, I helped Mark meet with the featured HSBC seminar speaker and the speaker was willing to become a second mentor during his extended mentorship period (October-November 2012). With the help of and connection from the second mentor, Mark got a chance to meet with a recruiter with the HSBC, gained an interview opportunity, and finally got a job with the HSBC as a personal banker. He was very excited about the job, and was very grateful to S.U.C.C.E.S.S. and his mentors from the EMP. He didn't give up on himself and found that the EMP mentorship program and the coordinator had really helped him extend his network and provided coaching as well as encouragement for him. Without that help, he might not have been able to get such a good offer from the HSBC.

This story illustrates the important role of the mentoring coordinator, before finding a mentor for the mentee, the mentoring coordinator also plays a part of mentor role to provide support and encouragement to the mentee. Although the coordinator might not focus on the mentee's career development, to some extent the coordinator provides emotional support to the mentees.

## **Summary**

In this chapter, I have attempted to synthesise and present the results of the themes identified from the analysis of the data from the one-on-one interviews with mentees and mentors. The interview participants were recruited from the larger group of mentees and mentors who completed the online surveys. I have summarized the interview data, the themes emergent from it, and the meanings assigned in Tables 6.3 and 6.4. As researcher I have used an analytic lens to identify patterns (similarity, difference, frequency, sequence, correspondence and causation). In addition, I included four stories from the mentees to illustrate their experiences in Canada and personify the overall interview results.

## **Chapter 7.**

# **Overview and Discussion of the Study's Findings and Implications for Policy and Application**

### **Chapter Outline**

This chapter revisits the purposes of the research, and discusses the application of the theoretical framework to the study findings. The chapter also reviews and assesses the implications arising from the themes that emerged from the survey and interview data as presented in Chapters 5 and 6. The chapter includes recommendations that arise from the findings and discusses the implications of the research for mentoring stakeholders, program developers, human resources professionals/employers and policy-makers. The chapter closes with a discussion of the study's limitations, and offers suggestions for further research.

### **Introduction**

The research for this thesis used a case study as a means to explore the effects of an employment mentorship program on the job searches and employment expectations of a group of Internationally-Trained Professionals (ITPs). The main benefit of conducting a case study lies in the rich details and holistic understanding a researcher can gain from an in-depth inquiry into a specific case. A case study also allows the researcher to more fully understand the interactions and relationships among the actors and elements of an on-going program or organization.

This thesis presents the findings of a case study of an Employment Mentoring Program (EMP) which was offered to a cohort of recently-arrived Internationally-Trained Professionals (ITPs) by the S.U.C.C.E.S.S. agency in Vancouver, British Columbia, during 2012. The EMP is designed to aid ITPs in making the transition to the Canadian workplace and to find employment appropriate to their prior levels of education and

experience. The research examines the experiences of the recent arrivals who were engaged in mentoring relationships with S.U.C.C.E.S.S. mentors who helped them understand the Canadian job market and make connections with networks that could be of assistance to their job searches and employment expectations.

## **Theoretical Framework and Methodologies Used**

Kram's (1985) workplace mentoring model was used as a theoretical framework for this study. Kram's model was applied to the design of the study because it focuses on mentoring in workplace settings as distinct from more therapeutic or instructional applications. Additionally, Kram's constructs of mentoring are widely cited and applied. A number of scholars (Allen, Eby, Poteet, Lentz, and Lima, 2004; Clutterbuck and Ragins, 2002; Noe, Greenberger, and Wang, 2002; Ragins, 1999; Wanberg, Welsh, and Hezlett, 2003) have spent about 30 years grappling with the myths and meaning of mentoring. Kram proposes that mentoring has two main components which address career and psychosocial functions. The career functions are described as aiding a mentee's career advancement and as consisting of sponsorship, exposure-and-visibility, coaching, protection, and the application of challenging assignments. The psychosocial functions are proposed to enhance the mentee's sense of competence, clarity of identity, and effectiveness in the job through role modeling, acceptance-and-confirmation, counselling, and friendship.

The study design was based on a mixed method approach within a Case Study context (Creswell, and Plano, 2011). All participants (mentees and mentors) in the research were recruited from a cohort of mentees who were enrolled in the S.U.C.C.E.S.S. organization's EMP in the period from April 2012 to September 2012. Both mentees and mentors were well-educated professionals. All the mentees had attained at least one undergraduate degree prior to coming to Canada, while the mentors had generally received their higher educational qualifications in Canada and had at least twenty years of relevant Canadian experience. The majority of the mentees were from engineering, I.T. and business fields who had moved to Canada within three years. About half of the mentors had technical backgrounds while the other half had strong business backgrounds. The distribution of genders was fairly even, with 54% female and 46% male in the mentee groups and fifty-fifty in the mentor groups. The

research used an online survey to collect quantitative data from both mentors and mentees. The completion rate for the survey of mentees was 70% (42 out of 60 mentees completed) and 80% for mentors (12 out of 15 mentors completed). Qualitative data was gathered by individual interviews with mentees and mentors. A total of 20 one-on-one interviews were conducted involving 11 mentees and 9 mentors. To describe details of the structure and procedures of the mentoring program, the research also made some use of documentary records obtained from the S.U.C.C.E.S.S. organization.

## **Research Questions and Findings**

The general research question addressed by this research was, "*What are the experiences and perceptions of Mentees in the S.U.C.C.E.S.S. Agency's Employment Mentoring Program (EMP) with regard to the impacts of the program to their career development goals?*" The study was guided by three major objectives: first, the research sought to explore the current situations of ITPs who were engaged in the S.U.C.C.E.S.S. EMP as mentees with respect to their career development and expectations. Second, the research gathered and described the mentees' and mentors' experiences with the S.U.C.C.E.S.S. EMP as designed and delivered. Finally, the research sought to understand the outcomes of the EMP from the perspectives of the mentees and mentors. The five sub-questions listed below were designed to achieve the three major objectives and to help resolve the general question of the research.

1. What challenges and concerns did the ITPs who were engaged in the S.U.C.C.E.S.S. EMP (mentees) believe they faced in terms of achieving their career goals?
2. What were the mentees' expectations for the EMP at the time of their enrolment in the program and did these expectations change while they participated in the program?
3. From the perspective of the mentees, did the mentors in the EMP facilitate their career development and personal growth?
4. How did the mentors in the EMP perceive their roles and the effectiveness of their work in mentoring the program's participants (mentees)?

5. Did the S.U.C.C.E.S.S. EMP meet the mentees' expectations? What reasons were given by the mentees as to whether their expectations were, or were not, met?

## **Findings of the Research**

### **General research question.**

What are the experiences and perceptions of Mentees in the S.U.C.C.E.S.S. Agency's Employment Mentoring Program (EMP) with regard to the impacts of the program to their career development goals?

Both mentors' and mentees' responses to the survey statements and open questions and to interview topics indicated that they were generally of the view that they had gained valuable experiences through the S.U.C.C.E.S.S. Employment Mentoring Program. Mentors and mentees felt that they had learned from each other in terms of developing an understanding of cultural and value differences between Canada and their home cultures, as well as an appreciation of their respective life situations and Canadian practices. This understanding was seen as important in helping the mentees to develop their careers and achieve their goals. The relationship between mentors and mentees in the S.U.C.C.E.S.S. EMP could be best described as a "Win-Win Relationship" in which the mentors and mentees gained "Mutual Benefits".

### **Findings in respect to the five research sub-questions.**

1. What challenges and concerns did the ITPs who were engaged in the S.U.C.C.E.S.S. EMP (mentees) believe they faced in terms of achieving their career goals?

The EMP mentees in this study identified four important challenges that they faced in achieving their career goals in Canada. The challenges included first, a lack of connections to appropriate Canadian social networks; second, a lack of local Canadian experience; third, a lack of good English language communication skills; and fourth, a lack of recognition of their foreign credentials. The findings coincide with Statistics Canada's 2007 official study titled Canadian Social Trends that stated that immigrants



aged 25 to 44 who were seeking employment encountered major difficulties, including: 1) No connections in the job market; 2) Not enough Canadian job experience; 3) Language problems; and 4) Foreign qualifications not accepted (p.8). Regrettably, based on the results of this study, the situation has not improved after seven years, as the new immigrants reported still experiencing these challenges.

The mentors who worked with the EMP mentees in this study also recognized several challenges that they believed were faced by their mentees in finding appropriate professional jobs in Canada. Specifically, the mentors described four major challenges, with lack of connection to Canadian social networks being recognized as the greatest challenge for the newcomers. However, the mentors also identified lack of effective English communication skills as being second in importance among the challenges. A majority of the mentors also agreed that foreign credentials are not well-recognized in Canada. However, 50% of the mentors believed that a lack of Canadian experience was not a crucial factor in finding employment in Canada. This view differed from that of the mentees who considered the lack of Canadian experience to be the second most significant challenge they faced.

2. What were the mentees' expectations for the EMP at the time of their enrolment in the program and did these expectations change while they participated in the program?

The mentees in this study entered into the EMP expecting that the mentoring relationship would be helpful in extending their social networks. Further, they expected that the mentors would help them review or revise their Canadian resumes, do mock job interviews, write cover letters, and improve their understanding of the Canadian job market in their professional or occupational fields. As the mentees participated in the EMP, many realized that the mentorship entailed more than these technical skills and tips. Although they appreciated the value and relevance of the career-related components of the mentorship, some mentees' comments show that they benefited from some psychosocial elements of their relationships with the mentors. These comments are reflected in the following examples of mentee feedback.

*"[Mentoring] Expanding network of professionals, sharing experiences, getting feedback on my job search process.", "My mentor explained to me*

*how to write a Canadian Resume and do an interview.” (Response to open-ended survey question)*

*“He was always ready to support me and spend his time to help me.” (Response to open-ended survey question)*

*“My mentor gave me in every moment advice, support, and friendship.” (Response to open-ended survey question)*

*“Encouragement: Never stop applying [for the jobs].” (Response to open-ended survey question)*

Overall, the original expectations of the mentees were in seeking career support and advice from the mentors. However, after the mentees participated in the program, they realized that the EMP provided not just the career advice but also psychosocial support. This was not their original expectation. The EMP mentors gave lots of useful advice and feedback to the mentees in regard to the job search process and also shared their own stories to encourage the mentees not to give up. The mentors changed the mentees’ feelings about the job-search process and influenced their general attitudes in a positive direction.

3. From the perspective of the mentees, did the mentors in the EMP facilitate their career development and personal growth?

From the mentees’ perspective, the research findings indicate that the mentors in the EMP facilitated their career development and personal growth. In addition, some mentees expressed views that the mentoring coordinator (a role performed by me during the time of the study) also played an important role in the mentorship. This finding is reflected in the following comments from the mentees’ responses to the survey and interview.

*“The program did help me change my mentality towards my career advancement in Canada. We as newcomers need to have a positive mind to keep going until we find a job.” (Response to interview question)*

*“The mentorship program will have a long-term impact on my life in Canada. The time spent on this mentorship was valuable, I learned a lot during this period.” (Response to interview question)*

*“For me as a newcomer, it is really hard to find connections in the local industry. I really thank [mentoring coordinator] for giving me this opportunity to participate in the mentoring program.” (Response to open-ended survey question)*

Table 7.1 summarizes the functions of the Employment Mentoring Program, based on data from Chapter 5: Survey findings, and Chapter 6: Interview findings. Table 7.1 incorporates some literature support from Chapter 2. Table 7.1 also shows that six of Kram’s nine proposed mentoring functions have relevance in the Employment Mentoring Program as described in this study. Besides, Table 7.1 lists 12 mentoring functions as found within the EMP. Those listed under the category of Career Development can be seen as congruent with Kram’s concept of the Career functions of mentoring while those included under the listing of Personal Growth fit within Kram’s category of the Psychosocial functions of mentoring. Table 7.1 incorporates the functions performed largely by the EMP Coordinator as a separate category. The Coordinator’s functions might be seen as Human Resource Management elements of the EMP program’s operation because the Coordinator’s direct interactions with participants in the program often include aspects of both the Career and Psychosocial components as well as addressing operational and administrative program requirements.

**Career Development** (*Career Functions*): 1) Professional and Social networking; 2) Feedback, Advice and Guidance; 3) Preparation; and 4) Labour Market Information.

**Personal Growth** (*Psychosocial Functions*): 5) Role Modeling; 6) Encouragement and Confidence; 7) Friendship; and 8) Rapport.

**Human Resource Management** (Function of EMP Coordinator): 9) Coordinating and Matching; 10) Follow Up; 11) Community Resources; and 12) Referral.

In the Employment Mentoring Program, mentee, mentor and coordinator work as a team. The mentors and coordinator give feedback, advice, guidance and encouragement to the mentees in order to help them keep positive attitudes. The Preparation aspect of Career Development (i.e. assignment) also provides opportunities for mentees to revise their resumes, do market research for their industry sectors and find data about the recent labour market situation. The mentors build rapport with the mentees and act as a role model for them. The mentorship also has the potential to turn

into a longer-term friendship. In this study, the EMP Coordinator plays a bridging role in matching the mentees and mentors in one-on-one and group-based mentoring situations. The coordinator needs to be resourceful and to find different opportunities or provide referrals to the mentees so that they can accumulate local work experience through volunteering or various forms of community service or work experience.

**Table 7.1. Functions of Employment Mentoring Program**

<i><b>Mentor-Mentee Relationship</b></i>	<i><b>Mentor-Mentee Relationship</b></i>	<i><b>Coordinator Functions</b></i>
<b>Career Development</b> (Congruent with Kram's Career Functions)	<b>Personal Growth</b> (Congruent with Kram's Psychosocial Functions)	<b>Human Resource Management</b> (Specific to the S.U.C.C.E.S.S. EMP in this study)
<b>Professional and Social networking</b> <ul style="list-style-type: none"> <li>• (Kram 1985, Exposure-and-Visibility)</li> <li>• Kanter, 1977</li> <li>• Phillips-Jones, 1982</li> </ul>	<b>Role Modeling</b> <ul style="list-style-type: none"> <li>• (Kram 1985, Role Modeling)</li> <li>• Levinson et al, 1978</li> <li>• Nieva &amp; Gutek, 1981</li> <li>• Phillips-Jones, 1982</li> <li>• Black-well, 1989</li> </ul>	<b>Coordinating and Matching</b> <ul style="list-style-type: none"> <li>• New findings from this research:  <i>(The coordinator plays an important role in matching, coordinating and guiding the mentoring relationship between the mentees and mentors.)</i> </li> </ul>
<b>Feedback, Advice and Guidance</b> <ul style="list-style-type: none"> <li>• (Kram 1985, Coaching)</li> <li>• Levinson et al, 1978</li> <li>• Nieva and Gutek, 1981</li> <li>• Phillips-Jones, 1982</li> <li>• Zey, 1984</li> <li>• Black-well, 1989</li> </ul>	<b>Encouragement and Confidence</b> <ul style="list-style-type: none"> <li>• (Kram 1985, Acceptance-and-Confirmation)</li> <li>• Levinson et al, 1978</li> <li>• Phillips-Jones, 1982</li> <li>• Zey, 1984</li> <li>• Black-well, 1989</li> </ul>	<b>Follow Up</b> <ul style="list-style-type: none"> <li>• New findings from this research:  <i>(The coordinator plays an important role in matching, coordinating and guiding the mentoring relationship between the mentees and mentors.)</i> </li> </ul>
<b>Preparation</b> <ul style="list-style-type: none"> <li>• (Kram 1985, Challenging Assignments)</li> <li>• Phillips-Jones, 1982</li> <li>• Burke, 1984</li> </ul>	<b>Friendship</b> <ul style="list-style-type: none"> <li>• (Kram 1985, Friendship)</li> <li>• Levinson et al, 1978</li> <li>• Phillips-Jones, 1982</li> <li>• Zey, 1984</li> <li>• Black-well, 1989</li> </ul>	<b>Community Resources</b> <ul style="list-style-type: none"> <li>• Kanter, 1977, Information</li> <li>• Nieva and Gutek, 1981</li> <li>• Zey, 1984</li> </ul>
<b>Labour Market Information</b> <ul style="list-style-type: none"> <li>• Kanter, 1977</li> <li>• Nieva &amp; Gutek, 1981</li> <li>• Burke, 1984</li> <li>• Black-well, 1989</li> </ul>	<b>Rapport</b> <ul style="list-style-type: none"> <li>• New findings from this research  <i>(The mentors build rapport with the mentees.)</i> </li> </ul>	<b>Referral</b> <ul style="list-style-type: none"> <li>• New findings from this research:  <i>(The coordinator plays an important role in matching, coordinating and guiding the mentoring relationship between the mentees and mentors.)</i> </li> </ul>

Note: The above mentoring functions were consolidated from the findings of mentee and mentor surveys and interviews. Seventy-five percent of the mentoring functions are also supported by literature referenced in the table and included in Chapter 2—Literature Review.

4. How did the mentors in the EMP perceive their roles and the effectiveness of their work in mentoring the program's participants (mentees)?

The research findings suggest that some mentors perceived that they were addressing both the career and psychosocial aspects of the relationship with their mentees and providing coaching, feedback, and challenging assignments, while attempting to serve as role models in friendly, respectful, and supportive relationships. Regarding role modeling, some mentees felt that their mentors were role models and provided lots of inspiration and encouragement. This perception is reflected in the following comment.

*"She [my mentor] talked about when she started as a cashier part-time at HSBC, and eventually she worked her way up to the manager role. I found that really inspiring." (Response to interview question)*

Some mentors realized that they were acting as a career coaches in teaching, guiding and providing advice to their ITPs and were helping to get them connected with different professions. As one mentor remarked, "The mentor is a coach. It is kind of like a job-hunting coach." (This is a direct quote from a mentor in response to interview question)

A number of the mentees made comments about the value they assigned to the mentor's role in providing advice and guidance, offering encouragement, and giving authentic advice. This perspective is seen in the following mentee comment.

*"My mentors can actually pinpoint what I have actually done right and wrong and what I could do better next time." "I enjoy finding a very professional person to [give me] honest advice." (Responses to interview question)*

The mentors generally recognized that the mentoring relationship in the S.U.C.C.E.S.S. EMP allowed both the mentors and mentees to gain valuable experiences and skills and also to make new connections to social networks. Empowerment through networking is also reflected by the following comments from a mentor:

*"Most of the time, I [the mentor] think I fulfill my role as a mentor to provide as much as I can to educate them, to empower them, to provide them more contacts." (Response to interview question)*

In addition, almost all the mentors in this study were of the opinion that they had provided their mentees with advice and guidance about Canadian culture, including developing an understanding of the unwritten rules in the various industries. The following comments are representative of mentor views.

*"It is a win/win situation. Both of us [mentor and mentee] have the benefits of learning from each other's culture and building friendship."  
(Response to open-ended survey question)*

*"I also have learnt about engineering in different countries and their cultures."  
(Response to open-ended survey question)*

*"There are a lot of rules in the culture that are not written down [unwritten rules]. They're just the way people interact. If you are not aware of those rules, you might come across the wrong way."  
(Response to interview question)*

The mentors clearly agreed that the mentorship process was of benefit to both parties and was not a simple one-way tutoring or experience guide-to-novice interaction. Given these attributes and characteristics, the relationship between mentors and mentees might be characterized more as collegial or even as a modified peer interaction rather than as a prototypical mentorship involving a novice and an experienced mentor.

Some mentors also suggested changes to the role of the mentees in the relationship and the overall process of the EMP, with a move towards greater responsibility being placed with the mentees in a shift toward a more "mentee-driven" approach.

*"It is [should be] more mentee-driven. So the ownership sometimes is more focused on the mentees' part, and they figure out where they want to go. I think mentees could get assignments previous to the meetings like, to come up with five questions before you see me. Come up with a topic that you want to discuss. Prepare a resume and show it to me."  
(Response to interview question)*

In general, the EMP mentors felt that they were working effectively with the mentees in the program. Some mentors expected that the mentees should take more active roles in the mentoring program, and that the mentorship could be more "mentee-driven".

5. Did the S.U.C.C.E.S.S. EMP meet the mentees' expectations? What reasons were given by the mentees as to whether their expectations were, or were not, met?

A majority of the mentees felt that the EMP mentorship program was useful and had met their expectations. Both mentees and mentors appeared to have enjoyed their mentorship experience. The research identified four major challenges facing the ITPs in making their transition to Canada and finding employment. The challenges were: first, a lack of social networks; second, a lack of Canadian experience; third, a lack of good communication skills; and fourth, a lack of recognition of foreign credentials. The EMP may ease some of these challenges. In particular, the results suggest that mentors can enhance the mentees' connections to social networks and improve their communication skills. Some mentees commented on these areas.

*"[My mentor] extended my social network, [gave me] better knowledge of marketplace in Vancouver." (Response to open-ended survey question)*

*"I [the mentee] have better communication skills to build the social networks." (Response to open-ended survey question)*

With the mentors' encouragement, some mentees obtained more confidence and developed the persistence to carry on their job searches.

*"I have received ongoing support [from my mentors] and respect which strengthened my self-confidence and self-image." (Response to open-ended survey question)*

*"She [the mentor] gave me confidence from her experience." (Response to open-ended survey question)*

*"Mentor gave me confidence and hope for the future." (Response to open-ended survey question)*

These remarks appear clearly to refer to the psychosocial dimension of mentoring.

These gains in confidence and enhanced self-image may not be obtained in the short period of a four-month mentorship, as in the EMP in this study. A mentor suggested that, "For those mentees who were not successful in getting jobs within [four]



months of mentorship, the mentorship should be extended until such time as the mentee is confident to be independent in his/her job search.” The comments were echoed in some of the mentees’ suggestions: “More time [with mentors]”, “More mentors, and more hours with mentors”, “More contact time with mentor(s)”. “If at all possible, contact more than one mentor for a balanced view of the career choices”. However, the short time frame may also limit the development of significant problems in the mentoring relationship.

## **Summary of the Research Results**

The relationship between mentors and mentees in the S.U.C.C.E.S.S. EMP could be best described as a “Win-Win Relationship” in which the mentors and mentees gained mutual benefits. That is, both the mentors and mentees learned from each other in terms of some specific skills and through developing enhanced understanding of cultural differences and perspectives and an appreciation of their respective life situations.

### **Mentee perceptions.**

The majority of the mentees in this study described at least four main challenges in making the transition to finding a job in Canada. A majority of the mentees felt that the EMP was useful in terms of helping them to connect with local professionals in their fields, extending their Canadian social networks, and enhancing their knowledge of Canadian culture and B.C. labour market trends—all areas identified as major challenges. The mentees viewed the EMP as being career-oriented and saw the mentors generally as applying their professional experiences to help them develop effective resumes and in practicing their interview skills. The mentees typically enjoyed their mentorship experience and felt that they gained support and guidance in areas associated with both the career and psychosocial aspects of mentoring. Further, mentees expressed the general opinion that the mentorship process helped them to build confidence and the independence needed to find jobs in Canada.

Although most of the mentees appreciated the services provided by the EMP, they also felt that there was still room for potential improvements. There are 16 mentees

who felt that there could be benefits from a longer formal mentoring period rather than the four-month term of the current program. However, some mentees mentioned that they had maintained an informal mentoring relationship after the “official” conclusion of the S.U.C.C.E.S.S. program, effectively increasing the length of the mentorship.

### **Mentor perceptions.**

Among the four major challenges described by the mentees as experienced in finding a professional job in Canada, lack of connections to Canadian social networks was recognized by the mentors as being the biggest challenge for the newcomers. The mentors identified lack of effective English communication skills as being second in importance. A majority of the mentors also agreed that foreign credentials are not well recognized in Canada; however, 50% of the mentors believed that Canadian experience was not a crucial factor in finding employment in Canada. This view differed from that of the mentees who considered it to be the second most significant challenge they faced.

The majority of mentors also agreed that mentoring could help mentees better understand the Canadian job market and extend their social networks. Some mentors expressed the opinion that most Canadian employers are looking for employees who have good communication and people or human relations skills, which are typically referred to as “soft” skills. Further, the mentors stated that employees are expected to be good team-players so that they can “fit” into the team and organisation. A good attitude and the ability to be persistent were also seen by mentors as keys to success.

As to the reasons given for their motivations to serve as mentors, the participants in this study described giving back to the community as one of the major reasons for offering their services to the S.U.C.C.E.S.S. EMP. The mentors clearly agreed that the mentorship process was of benefit to both parties and was not a simple one-way tutoring or experience-guiding relationship. The mentors felt that through the mentoring process, their leadership skills had been enhanced and that their cross-cultural awareness had also increased.

**Employment outcomes.**

While it was not a major purpose of this research to assess whether or not the S.U.C.C.E.S.S. EMP resulted in changes to the employment status of the mentees following their experience in the program, I felt that it might be instructive to seek any information that was available as to the progress of the cohort of mentees who were involved in this study in finding appropriate employment. Based on the last follow-up phone calls made in March 2014, 42 mentees (70%) had successfully found full-time employment, with 36 of 42 mentees (86%) having landed jobs in their professional fields. Four mentees (7%) found volunteering opportunities in order to gain more Canadian work experience. Five mentees (8%) reported going back to school to gain occupation-specific qualifications and nine mentees (15%) were still actively looking for jobs.

**Major outcomes shared by mentees and mentors.**

Both mentors and mentees agreed that the mentorship experience was enjoyable. When the mentees and mentors described their relationship, parts of the description could be categorized into either the career or psychosocial aspects as proposed by Kram (1985). Some mentees and mentors suggested that there was an element of friendship in their relationship, at least in a professional sense. Both mentors and mentees agreed that some progress had been made in the direction of job searches. Furthermore, the mentorship processes seemed to be helpful to the mentees in their searches for employment and for more full participation in Canadian society. To sum up, the mentees widely agreed that through the mentorship program, they had achieved at least six outcomes: 1) improved knowledge of recent labour market conditions; 2) improved ability to find a job independently; 3) enhanced capacity to find and meet with local professionals; 4) gains to self-image and confidence through the success stories shared between mentors and mentees; 5) enhanced encouragement and appreciation of the mentors' experiences as well as their stories; and 6) extended social networks and new friends. My interpretation of the mentees' feedback is that: Points 1), 2), and 3) are focused on the career outcomes and Points 4), 5) and 6) are more focused on the psychosocial outcomes of Kram's mentoring functions. I would like to suggest that the EMP program should promote not only the career functions of mentoring, but also bring positive energy to the mentees in their job search process.

Through encouragement and successful stories, the mentors can help the mentees build confidence.

### **Expressions of opinion from the open-ended sections of the online survey of mentees and mentors.**

The online surveys of both mentors and mentees included spaces for less structured open-ended comments. A number of these comments expressed opinions or ideas that were not representative of larger numbers of respondents or were unique to individuals but are provocative enough to warrant inclusion here outside the major trends identified above. In some cases they reflect divisions of opinion within the mentors, mentees, or both. For example, 16 mentees (38%) felt that the four-month term of the EMP was too short, while only one mentor felt that it should be extended until the mentee successfully found a job. In fact, 11 mentors (92%) expressed that length of the EMP mentorship was sufficient and that extending it was not necessary and would not add particular benefits.

Nine mentees (about 20%) felt they could benefit from having more than one mentor so that they would have contact with more than a single perspective or professional experience. Mentees also suggested that they could benefit if the EMP was to be extended beyond the mentorship into internships, practicums, or job-shadowing where there would be very direct contact with particular workplaces.

### **Comparison of Kram's model of Mentoring with the S.U.C.C.E.S.S. EMP**

It is important to note that the S.U.C.C.E.S.S. EMP was not specifically designed by the organization around a particular theory or model of mentoring. I framed elements of this inquiry around Kram's (1985) model because it seemed applicable to the S.U.C.C.E.S.S. mentoring program and could provide a reasonable basis for analysis. There are, however, four main differences between Kram's model and the EMP structure. Table 3.7 in Chapter 3 offers a detailed comparison of Kram's construct and the S.U.C.C.E.S.S. EMP. The differences are reviewed here.

**The timeframes are different.**

Kram's concept of mentorship envisions a longer mentorship commitment, usually covering a few years, whereas the EMP is designed for a specific duration of four months with the expectation of 24 mentoring hours for each mentoring pair.

**The employment status of the mentors and mentees is different.**

In Kram's model, the mentees and mentors are both seen as having full-time employment in a common workplace and as working in the same occupation or professional category. In the EMP, the mentees are newcomers who are actively looking for full-time jobs. The mentees hope that through mentorship they can gain more Canadian experience in order to gain employment in their original professions. The mentors, on the other hand, are in full-time employment in a variety of occupations/professions and may not belong to the same occupational categories as their mentees nor work in the same organizations. However, the mentors can bring their industry know-how and understanding of the cultural and social conventions of Canadian workplaces or particular job classifications to the relationship.

**The knowledge levels of the mentors and mentees are different.**

In Kram's mentoring model, the mentors are typically seen as senior practitioners and mentees are junior colleagues who are working in the same field and in the same workplace. In the EMP, however, some mentees came into the relationship with very good professional knowledge of their fields but the mentees lack familiarity with Canadian workplace contexts and are struggling to find career paths in Canada. They need the help of a local mentor in their fields. Since most of the EMP mentors were born and raised in Canada and were familiar with Canadian values, beliefs and culture, they were able to share their experiences and take up the mentor's role by giving advice and guidance to the newcomers/mentees regarding how to apply for jobs and understand the cultures of the Canadian workplace.

### **The mentees' motivations are different.**

In Kram's *Mentoring at Work* (1985), the mentees are described as already working in the same organization with their mentors, whereas in the EMP mentees are recent immigrants trying to find their first jobs in Canada.

Even though Kram's model of mentoring is different from the S.U.C.C.E.S.S. EMP in many aspects, the core mentoring concepts are the same in that both are about knowledge transfer where one person helps another person who lacks knowledge in some specific areas. The EMP's mentors also provided both career and psychosocial functions of mentoring to the mentees in order to enhance both their career development and personal growth.

### **Comparisons and Contrasts in the Results from the Surveys and Interviews**

Generally speaking, the on-line Survey results were consistent with the Interview results for both the mentees and mentors. For instance, mentors most strongly agreed with the mentees and among themselves about the importance of the lack of connection to Canadian social networks as an important issue. A majority of the mentors also agreed that most of the mentees' foreign credentials are not well recognized in Canada. Both the mentors and mentees agreed that their mentoring relationships were characterised by career support and personal growth. The mentoring relationship between mentors and mentees might be considered more as collegial or even as a modified peer interaction rather than as a prototypical mentorship involving a novice and a much more experienced mentor.

On the other hand, some tensions were found between the mentees' and mentors' feedback on the Survey and Interviews. The first such tension concerned the concept of time. The program provides 24 mentoring hours over four months plus an additional one-month follow-up by the mentoring coordinator. Some mentees (38%) found that this period was too short and expressed the view that it should be extended, preferably until they find a job. On the other hand, 11 mentors (92%) felt that mentoring hours were reasonable and manageable. Only one mentor thought that the relationship might be maintained until the mentee found a job.

The second area of tension was focused on the format of the mentorship. Mentees were happy about one-on-one sessions and hoped that they could meet different mentors and multiple mentors, whereas some mentors preferred small-group formats, so that the mentees could help each other and create a peer support group environment. The last area of tension concerned dependency or the degree of initiative expected from the mentees in setting up sessions in the relationship. The concern expressed by the mentors was that some mentees might not be proactive enough in taking the initiative to contact their mentors directly, whereas some mentors (16%) seemed to hope that the mentorship could be more in a “mentee-driven” approach. Both sides agreed that the role of the mentorship coordinator was an important in matching, coordinating and guiding the mentoring relationship between the mentees and mentors. In addition, the Coordinator performs a role in follow-up services, identifying community resources and in making referrals. These roles are crucial to the formal mentoring program.

## **Personal Significance of the Research Outcomes**

As an EMP mentoring program Coordinator, including during the time of this research, I have been closely involved with the development and implementation of mentoring programs at S.U.C.C.E.S.S. for the past six years. In that role, I found that mentoring was a valuable process for new immigrants, especially those with professional qualifications, so I entered the research with a positive orientation to mentoring although without detailed understanding of the process as perceived by the mentees and mentors. The findings of this study have strengthened my belief that mentoring is a powerful networking tool for newcomers. The study results, however, also revealed some areas of potential weakness and even of some differences in role expectations on the part of mentees and mentors. The findings have also strengthened my belief that the mentoring Coordinator plays an important role in recruiting local professionals as mentors and matching them with newcomer mentees. The Coordinator also acts as a mentoring coach to provide support and follow-up services to both the mentees and mentors in the EMP.

## **Recommendations Arising from the Study**

The following recommendations arise from the findings of the research. The recommendations have implications for mentoring stakeholders, program developers, human resources professionals, employers and policy-makers. In the sections that follow, recommendations that are very specific to the S.U.C.C.E.S.S. EMP are noted separately from more general recommendations that might apply to mentoring programs in a range of settings.

### **Recommendations particularly applicable to the S.U.C.C.E.S.S. EMP.**

While the study results indicated general support for the EMP on the part of both the participating mentors and mentees, some areas of the S.U.C.C.E.S.S. EMP were identified as being in need of further development or revisions.

1. One of the most commonly suggested changes was for mentors to have more time to spend with mentees so that the mentorship could cover more topics, whether in direct face-to-face sessions or online, or both.
2. A related suggestion was to solicit resumes and questions from mentees before the first meetings between mentors and mentees, so that their time together could be spent more productively.
3. A number of the comments from the mentors suggested the creation of a website, LinkedIn or Facebook page devoted specifically to the EMP so that the mentors and mentees could actively share job search information and success stories.
4. Some mentees suggested that there should be some social networking events so that mentors and mentees could mix and mingle, allowing them to practice their social and communication skills when meeting strangers.
5. Some mentors suggested that they could benefit from meeting with other mentors so that new mentors could learn from those who are experienced and so that the mentor pool would grow and become a sustainable community.
6. Mentors often suggested that they needed a Handbook providing guidelines about mentorship activities and job search resources and to help them improve their mentoring approaches and provide better follow-up services.



7. It was also suggested that mentees should be encouraged to play active, participatory roles (i.e. mentee-driven approach) in the mentoring relationship, and to take more initiative to shape the mentoring process. In order to achieve this objective, effective training and orientation will be required for both the mentors and mentees so that their roles and expectations are clarified as much as possible at the outset of the mentoring relationship.
8. Throughout the whole S.U.C.C.E.S.S. EMP process, the mentoring Coordinator played an important role in helping the mentors/mentees clarify and communicate their expectations and develop strong working relationships. If government or funders are willing to invest, they should be asked to provide more resources to the facilitation training of Coordinators. Since different mentoring programs might have different objectives and learning outcomes, the orientation process should provide clear learning objectives and clarify the expectations, roles and responsibilities of the program participants (mentees and mentors).
9. A number of mentees indicated that they would like to connect with mentors from different professions. In order to recruit more mentors from a wider range of professions (especially IT and Engineering), the S.U.C.C.E.S.S. EMP should contact professional associations and encourage them to recruit volunteer mentors. Finally, employers should recognize the benefits to the employees who volunteer to be mentors and encourage their senior staff to volunteer as mentors helping newcomers.
10. Ideally, employment mentoring should include one-on-one mentorship and group mentoring sessions. The mentor can meet with a group of three to four mentees who have similar professional backgrounds as the mentor. After one or two sessions of ice-breaking and industrial overview, the mentor can work with each individual mentee and provide one-on-one in-depth mentorship to the mentee. By the end of the mentorship period, the group of three to four mentees can be re-joined together and form a supporting group among themselves.

**Recommendations concerning the development of government policies to encourage workplace mentoring programs, especially those directed at newly-arrived immigrant professionals.**

The following recommendations reflect the comments made by both mentors and mentees in the interviews and in some of the responses to the open-ended items in the online survey. The recommendations generally suggest that governments should recognize the benefits that mentoring activities can bring to recently-arrived internationally-trained professionals by helping them to become productive members of the society. Governments at all levels could support mentoring activities through various actions and policies as listed below:

- The provision of consistent funding to social service organizations would be an incentive for the design and implementation of mentoring programs;
- If the funding and resources are available, during the extended mentorship period the mentees can meet with other mentors and join other mentorship sessions, so that they can expand their social networks and obtain more different labour market information;
- The staff of government agencies (as seen in the City of Vancouver's Mentorship Program) would be encouraged to volunteer as mentors by providing some incentives such as granting time off for the time spent by volunteer mentors; and
- Governments might consider granting tax reductions or other subsidies to encourage employers to provide opportunities for internships, practicums, or job shadowing opportunities for newcomers.

To summarize, based on the needs of mentees and mentor availability, mentorship programs might be extended until the mentees found jobs or were able to find jobs independently. Since most of the mentors are will be busy with full-time regular employment, the mentees should be oriented to take more initiative and be well-prepared before each mentorship meeting. For example, advance preparation of sample resumes or questions for discussion would make the meetings with mentors more productive. Communication between mentors and mentees should not be limited only to face-to-face meetings. Telephone and online connections can serve as effective vehicles for communication. In addition, through social networking events or mingling sessions, mentoring participants may add or extend networking connections and make

contacts with other EMP “alumni” that could continue after the conclusion of the formal program.

In order for any mentoring program to be effective, the mentors need some effective preparation for and orientation to their roles and to the mentoring process. In addition, the mentees need to be oriented about the process and their expected roles in it. This advance orientation is particularly important for newly-arrived internationally-trained professionals who are finding their way into a new culture and often into the nuances of the English language. As a process related to finding appropriate employment or as a part of induction to new jobs, mentoring may be very different from their previous cultural or occupational experiences. An effectively trained and prepared Coordinator can perform a valuable role in the orientation process and also can help to ensure that the mentoring experience is productive and enjoyable for both mentors and mentees.

## **Study Limitations**

The research in this study used a mixed-methods approach to collect and analyze qualitative and quantitative data and also conducted a review of literature relevant to the mentoring process. Given the research design, there are some noteworthy limitations: first, all the data was drawn from the experiences of only one cohort of one agency’s (S.U.C.C.E.S.S. EMP) mentoring program. This suggests the need to exercise caution in generalizing to other mentoring situations. Second, the study was unique to Internationally-Trained Professionals who had arrived recently in British Columbia, in Canada. There were no other studies in the same context with which to compare. Third, the research design was mainly based on Kram’s (1985) mentoring model, which includes Career and Psychosocial elements. Fourth, it is possible, and even likely, that other factors may affect the mentoring relationship including the personality of the mentees and mentors, whether the mentees have family support, the influence of friends or peers, other job search supports, and the mentee’s financial burdens. Finally, pre- and post-mentoring surveys and interviews to evaluate the changes in the mentees might add a new dimension to the research. In this research I conducted an informal follow-up to check with the mentees on their job-finding results. Although this is not a general practice in the S.U.C.C.E.S.S. employment mentoring

program, it might be used as the key performance indicators to evaluate the effectiveness of the mentoring program.

### **The EMP coordinator as both participant and observer in the research**

As a mentoring coordinator of the EMP program, my job duties were to lead the program's development, implementation, and evaluation. Thus, during the research I was both a researcher and a mentoring coordinator. This dual role provided me with opportunities to raise meaningful research questions and observe the behaviours of the participants; however, the dual-role creates a possible perception of bias. For example, applicants to the mentoring program (mentors or mentees) might feel that they had to participate in the research in order to receive the mentoring service, or whether they should offer positive comments on the survey or interviews in order to continue with the program. In order to eliminate the possibility of such bias, I did not mention my research to any of the participants until close to the end of their mentoring session. As a result, the participants would not fear that their decision to join or not to join the research has any impact on the quality of service that they receive.

The letters to the participants inviting them to participate in the research contained the following statement: *"Your [mentee/mentor] decision to participate or decline participation in this research is completely voluntary. It will not affect your mentorship matching and you have the right to withdraw your participation at any time without any negative consequences. If you decide to withdraw, none of the data that you gave will be used in the study reports"*. Besides, regarding the protection of identities of the participants, all personal information provided by the participants will remain strictly confidential and no identity information will be made publically available.

The mentoring program started in April, 2012 and I recruited the participants of this research at the end of August, 2012 when the program was close to the end. All participants were volunteers. In addition to the invitation letter, participants signed a consent form explaining the conditions of their participation before accessing the on-line survey. The consent form made it clear that their survey participation would be treated on an anonymous basis, i.e., the researcher collecting the survey data would not know the identities of the participants who provided the data. This was intended to ensure that the survey respondents were able to feel free from any potential influence on their

program participation based on their survey responses. Finally, during the interview I stressed to the interviewees that the interview was not a form of evaluation of their activities as mentees/mentors and that the decision by mentees and mentors about whether or not to participate in the study would not affect their mentoring process in the EMP. The above procedures were adopted in an attempt to minimize any perception of bias in this research.

However, I was well known to the participants as performing the role of EMP Coordinator and, at the time that they completed the survey and engaged in interviews, they may have allowed their perceptions of me, positive or negative, to influence how they viewed the program and thus their responses to survey or interview questions. However, I had no way of identifying specific participants nor did I select or screen responses to favour favourable (or unfavourable) comments.

## **Suggestions for Further Research**

Reviewing the research for this study, social networking appears to be a potentially important element of a successful job search. Social networking has been used to refer to the set of constructs within the general social capital literature that characterize the social ties among entities (Coleman, 1988, and Woolcock, and Narayan, 2000). The definition of social capital encompasses the structure of an individual's social networks, as well as the cost and benefits stemming from those networks. Social capital research could well be aligned with the concept of mentoring. Further research might examine the potential connections between the concepts of social capital and mentoring. A comprehensive review of social capital theory, however, will be required for further studies.

## Conclusions

The S.U.C.C.E.S.S. Employment Mentoring program is a useful approach for newcomers to Canada in helping them make the transition to a new environment and assist them in finding meaningful career paths and employment relevant to their training and experience. The mentoring process is especially relevant for newcomers with professional qualifications obtained prior to their arrival in Canada: i.e., ITPs. An effective job search strategy, however, cannot rely solely on mentoring. Good labour market research, active participation in social and community activities and a positive attitude combined with persistence and patience are keys to success in finding a job in Canada. Effective and sustained corporate collaborations, e.g. internships or practicums, may powerfully complement mentoring. However, many new immigrants experience some frustrations and become discouraged when their efforts to find appropriate employment are not successful. At those times, a mentor who can offer encouragement and personal support as well as providing constructive suggestions to enhance the mentee's job search process can play a very important role. Last, but not least, service providers like the S.U.C.C.E.S.S. agency can develop effective partnerships with a range of potential employers in the community and help sustain an effective employment mentoring service for newcomers provided that there is more predictable government funding. A learning kit (mentee/mentor's handbook) to support mentoring or a possible web-based resource would be very useful in helping mentees and new mentors to understand the functions of mentoring and facilitate effective practices. A learning support kit and web-based platform could also serve as a learning hub to encourage experienced mentors and successful mentees to share their stories, act as role models, and extend the social networks of newcomers. The results of this study suggest that there is useful employment mentoring approaches to helping newly-arrived immigrants to Canada make a successful transition into the Canadian workplace and also into the general community. Programs like the S.U.C.C.E.S.S. EMP are examples of how mentoring can be particularly helpful in easing the transition to the new culture and work environments. Much more could be done, however, by business and industry to create processes such as internship and practicum experiences that, combined with effective mentoring and partnerships with organizations and agencies like S.U.C.C.E.S.S., could increase the chances for new immigrants to succeed in Canada.

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## Appendix A.

### Definitions of Workplace Mentoring

“A mentor is a person who oversees the career and development of another person, usually junior, through teaching, counseling, providing psychological support, protecting, and at times promoting or sponsoring. The mentor may perform any or all of the above functions during the mentor relationship” (Zey, 1984, p. 7).

“Mentors provide young adults with career-enhancing functions, such as sponsorship, coaching, facilitating exposure and visibility, and offering challenging work or protection, all of which help the younger person to establish a role in the organization, learn the ropes, and prepare for advancement” (Kram & Isabella, 1985, p. 111).

“The mentor is usually a senior, experienced employee who serves as a role model, provides support, direction, and feedback to the younger employee regarding career plans and interpersonal development, and increases the visibility of the protégé to decision-makers in the organization who may influence career opportunities” (Noe, 1988, p. 458).

“We conceptualized supervisory mentoring as a transformational activity involving a mutual commitment by mentor and protégé to the latter's long-term development, as a personal, extra organizational investment in the protégé by the mentor, and as the changing of the protégé by the mentor, accomplished by the sharing of values, knowledge, experience, and so forth” (Scandura & Schriesheim, 1994, p. 1589).

“Mentoring relationships facilitate junior colleagues' (protégés) professional development and career progress” (Tepper, 1995, p. 1191).

“Mentoring is a developmental relationship typically occurring between senior and junior individuals in organizations” (McManus & Russell, 1997, p. 145).

“Traditionally, mentors are defined as individuals with advanced experience and knowledge who are committed to providing upward mobility and support to protégés careers” (Ragins, 1997b, p. 484).



“A mentor is generally defined as a higher-ranking, influential individual in your work environment who has advanced experience and knowledge and is committed to providing upward mobility and support to your career. Your mentor may or may not be in your organization and s/he may or may not be your immediate supervisor” (Ragins, Cotton, & Miller, 2000, p. 1182).

“This study focuses on a more formal type of relationship between a senior member of an organization and a novice, in part, to address the growing emphasis organizations are placing on formal types of mentoring in the socialization and career development of many professionals” (Young & Perrewé, 2000, p. 613).

“Mentoring is an intense long-term relationship between a senior, more experienced individual (the mentor) and a more junior, less experienced individual (the protégé)” (Eby & Allen, 2002, p. 456).

“Mentors as individuals with advanced experience and knowledge who are committed to providing upward support and mobility to their protégés’ careers” (Singh, Bains, & Vinnicombe, 2002, p. 391).

“Mentoring is defined as a developmental relationship that involves organizational members of unequal status or, less frequently, peers” (Bozionelos, 2004, p. 25).

“The term 'mentor' refers to a more senior person who takes an interest in sponsorship of the career of a more junior person” (Smith, Howard, & Harrington, 2005, p. 33).

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Note: Compiled from Bozeman & Feeney, 2007, p. 723. Used by permission from Sage Publications.


## Appendix B.

### Employment Mentoring Program Fact Sheet for Newcomers

Organization	S.U.C.C.E.S.S. - Settlement Services
Program	Employment Mentoring Program (EMP)
Funding Source	Ministry of Jobs, Tourism and Innovation, B.C., Canada
Goal & Objective	<p>EMP aligns with Program Principles of Settlement &amp; Integration Services:</p> <ul style="list-style-type: none"> <li>• <u>Early Intervention</u> – services are made accessible as soon as possible to immigrants</li> <li>• <u>Holistic</u> – taking into account the multiple needs of newcomers and their family members</li> </ul> <p>Skilled professional newcomers are matched with occupation-specific mentors who are established Canadian residents familiar with the social, cultural, labour market and political systems inherent in BC/Canada in order to accelerate their settlement and integration process into Canadian society and BC communities.</p>
Clients' (Mentees) Eligibility	<ul style="list-style-type: none"> <li>• Must be unemployed or underemployed, and lacking commensurate work experience in Canada;</li> <li>• Must possess education, professional training and/or work experience gained outside Canada;</li> <li>• Should be skilled professionals seeking support to secure jobs in their chosen professions.</li> <li>• Must be willing to learn and follow through on commitments, and open to receiving feedback.</li> <li>• Must have Canadian Language Benchmarks (CLB) 5 English and basic understanding of the labour market and job search strategies to enable them to communicate with their Mentor and utilize the information provided.</li> </ul>
Method to Join	EMP: newcomers can join the program by direct referral by settlement staff or our community partners, case managers (no action plan required from case managers), any other agency consultants, or just by walking-in the Centre.
Mentoring Formats	EMP provides 1-to-1 mentoring, group mentoring, peer mentoring and e-mentoring and follow-up services for 4 months.
Website	<a href="http://www.success.bc.ca/emp">www.success.bc.ca/emp</a>


## Appendix C.

### Mentoring Action Plan – Page 1/2

		<b>S.U.C.C.E.S.S.</b> Settlement Services		<b>Mentoring Action Plan (MAP)</b>	
<i>MAP is a mentee-driven tool, which is designed to facilitate mentees in identifying their goals and obtaining structured guidance from the mentors. (All information should be filled by mentees)</i>					
Mentee's name: _____			Mentor's name: _____		
Profession: _____			Profession: _____		
Meeting date: _____			Length of the meeting: _____ hr(s)		
<b>Goal Mapping</b>					
<b>Areas of Knowledge</b> <i>Please rank importance from 1-4, with 1 as most important.</i>		<input type="checkbox"/> Career Planning	<input type="checkbox"/> Industrial Information		
		<input type="checkbox"/> Workplace Culture	<input type="checkbox"/> Professional Network		
<b>Expectations</b> <i>What do you want from a mentoring relationship?</i>					
<b>Discussion with the Mentor</b>					
<b>Advice from the Mentor</b>					
<b>Mentee's Actions</b> <i>List what actions should be taken</i>					
Next Meeting Schedule: Date _____ Time _____ Venue _____					
<b>Acknowledgement:</b> This MAP was mutually developed and agreed upon between the mentee and the mentor. It can be changed if necessary. The mentee will commit to MAP actions above and bring the MAP to mentorship meetings.					
I will commit to be actively engaged in MAP actions. Initial by Mentee: _____			I will assist the mentee with setting up this MAP. Initial by Mentor: _____		

## Appendix D.

### Mentoring Action Plan – Page 2/2

	<b>S.U.C.C.E.S.S.</b> Settlement Services	<b>Mentoring Action Plan (MAP)</b>
<b>Mentee's Progress Review</b> To review actions you have taken since the last meeting with your mentor.		
Meeting date: _____ Length of the meeting: _____ hr(s)		
<b>Progress review (Actions taken)</b>		
<b>Discussion with the Mentor</b>		
<b>Advice from the Mentor</b>		
<b>Current Situation</b> <small>Please <input checked="" type="checkbox"/> the appropriate boxes and complete the answers.</small>	Short-term goal: (3-6 months) _____ Long-term goal: (>6 months) _____ No. of job applications sent: _____ No. of job interviews: _____ Status: <input type="checkbox"/> Looking for a job <input type="checkbox"/> Volunteering <input type="checkbox"/> Schooling <input type="checkbox"/> Working Personal Growth: <input type="checkbox"/> Yes <input type="checkbox"/> Unsure <input type="checkbox"/> No Explanation: _____	
<b>Acknowledgement:</b> This MAP progress review has been discussed and agreed upon between the mentee and the mentor. The mentee will commit to take further actions if necessary.		
I agree with this MAP progress review. Initial by Mentee: _____	I have given the appropriate guidance to the mentee. Initial by Mentor: _____	

## Appendix E.

### A matrix of survey and interview questions linked with the research literature

Finding from the Mentoring Research literature	Authors	Questions to be derived from the findings of the surveys/ interviews for the mentees and the mentors**
<b>Career Development</b>	<i>Kram (1983 &amp; 1985); Lindholm (1985); Noe (1988); Ragins &amp; McFarlin (1990); Dreher and Ash (1990); Scandura (1992); Scandura &amp; Ragins (1993)</i>	<p><b>Career Functions are those aspects of the relationship that enhance career advancement.</b></p> <p><u>Survey Questions (SQ) – Appendix G &amp; H</u>  Mentees: 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 17, 22, 23, 25  Mentors: 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 17, 22, 23, 25, 26, 27</p> <p><u>Interview Questions (IQ) – Appendix M &amp; N</u>  Mentees: 5, 6, 7, 8, 10, 11  Mentors: 5, 6, 7, 8, 9, 10, 11, 13</p>
<b>Sponsorship</b>	<i>Kanter (1977); Levinson et al. (1978); Burke (1984); Zey (1984); Kram (1983 &amp; 1985); Black-well (1989); Ragins &amp; McFarlin (1990)</i>	<p><b>Sponsoring promotions and lateral moves</b></p> <p><u>Survey Questions (SQ) – Appendix G &amp; H</u>  Mentees: 7, 8, 13, 16  Mentors: 7, 8, 13, 16</p> <p><u>Interview Questions (IQ) – Appendix M &amp; N</u>  Mentees: 5, 6, 7, 8, 10, 11  Mentors: 5, 6, 7, 8, 9, 10, 11, 13</p>
<b>Exposure-and-Visibility</b>	<i>Kanter (1977); Phillips-Jones (1982); Kram (1983 &amp; 1985); Ragins &amp; McFarlin (1990)</i>	<p><b>Increasing the mentees exposure and visibility</b></p> <p><u>Survey Questions (SQ) – Appendix G &amp; H</u>  Mentees: 5, 6, 7, 12, 13, 14, 16, 18, 22  Mentors: 5, 6, 7, 12, 13, 14, 16, 18, 22</p> <p><u>Interview Questions (IQ) – Appendix M &amp; N</u>  Mentees: 5, 6, 7, 8, 10, 11  Mentors: 5, 6, 7, 8, 9, 10, 11, 13</p>

Finding from the Mentoring Research literature	Authors	Questions to be derived from the findings of the surveys/ interviews for the mentees and the mentors**
<b>Coaching</b>	<i>Kanter (1977); Burke (1984); Kram (1983 &amp; 1985); Ragins &amp; McFarlin (1990)</i>	<b>Coaching the mentees and provide feedback</b> <u>Survey Questions (SQ) – Appendix G &amp; H</u> Mentees: 5, 6, 7, 8, 9, 12, 13, 15, 17, 18 Mentors: 5, 6, 7, 8, 9, 12, 13, 15, 17, 18, 26 <u>Interview Questions (IQ) – Appendix M &amp; N</u> Mentees: 5, 6, 7, 8, 10, 11 Mentors: 5, 6, 7, 8, 9, 10, 11, 13
<b>Protection</b>	<i>Zey (1984); Kram (1983 &amp; 1985); Black-well (1989); Ragins &amp; McFarlin (1990)</i>	<b>Protecting the mentee from adverse forces</b> <u>Survey Questions (SQ) – Appendix G &amp; H</u> Mentees: 6, 8, 10 Mentors: 6, 8, 10 <u>Interview Questions (IQ) – Appendix M &amp; N</u> Mentees: 5, 6, 7, 8, 10, 11 Mentors: 5, 6, 7, 8, 9, 10, 11, 13
<b>Challenging Assignments</b>	<i>Phillips-Jones (1982); Burke (1984); Kram (1983 &amp; 1985); Ragins &amp; McFarlin (1990)</i>	<b>Providing challenging assignments</b> <u>Survey Questions (SQ) – Appendix G &amp; H</u> Mentees: 5, 6, 7, 15 Mentors: 5, 6, 7, 15 <u>Interview Questions (IQ) – Appendix M &amp; N</u> Mentees: 5, 6, 7, 8, 10, 11 Mentors: 5, 6, 7, 8, 9, 10, 11, 13
<b>Psychosocial Support</b>	<i>Kram (1983 &amp; 1985); Lindholm (1985); Noe (1988); Ragins &amp; McFarlin (1990); Dreher and Ash (1990); Scandura (1992); Scandura &amp; Kattenberg (1988)</i>	<b>Psychosocial Functions are those aspects of the relationship that enhance a sense of competence, identity, and effectiveness in a professional role.</b> <u>Survey Questions (SQ) – Appendix G &amp; H</u> Mentees: 6, 7, 8, 10, 11, 23, 25 Mentors: 6, 7, 8, 10, 11, 23, 25, 27 <u>Interview Questions (IQ) – Appendix M &amp; N</u> Mentees: 5, 6, 7, 8, 10, 11 Mentors: 5, 6, 7, 8, 9, 10, 11, 13

Finding from the Mentoring Research literature	Authors	Questions to be derived from the findings of the surveys/ interviews for the mentees and the mentors**
<b>Role Modeling</b>	<i>Levinson et al. (1978); Nieva &amp; Gutek (1981); Phillips-Jones (1982); Kram (1983 &amp; 1985); Black-well (1989); Ragins &amp; McFarlin (1990)</i>	<b>Providing identification and role modeling</b> <u>Survey Questions (SQ) – Appendix G &amp; H</u> Mentees: 5, 6, 9, 12 Mentors: 5, 6, 9, 12 <u>Interview Questions (IQ) – Appendix M &amp; N</u> Mentees: 5, 6, 7, 8, 10, 11 Mentors: 5, 6, 7, 8, 9, 10, 11, 13
<b>Acceptance-and-Confirmation</b>	<i>Levinson et al. (1978); Phillips-Jones (1982); Zey (1984); Kram (1983 &amp; 1985); Black-well (1989); Ragins &amp; McFarlin (1990)</i>	<b>Helping the mentee develop a sense of professionalism</b> <u>Survey Questions (SQ) – Appendix G &amp; H</u> Mentees: 7, 8, 10, 11, 13, 16 Mentors: 7, 8, 10, 11, 13, 16 <u>Interview Questions (IQ) – Appendix M &amp; N</u> Mentees: 5, 6, 7, 8, 10, 11 Mentors: 5, 6, 7, 8, 9, 10, 11, 13
<b>Counselling</b>	<i>Levinson et al. (1978); Nieva &amp; Gutek (1981); Phillips-Jones (1982); Zey (1984); Kram (1983 &amp; 1985); Black-well (1989); Ragins &amp; McFarlin (1990)</i>	<b>Providing problem-solving and advice</b> <u>Survey Questions (SQ) – Appendix G &amp; H</u> Mentees: 5, 6, 7, 8, 10, 11, 17, 18 Mentors: 5, 6, 7, 8, 10, 11, 17, 18, 26 <u>Interview Questions (IQ) – Appendix M &amp; N</u> Mentees: 5, 6, 7, 8, 10, 11 Mentors: 5, 6, 7, 8, 9, 10, 11, 13
<b>Friendship</b>	<i>Kram (1983 &amp; 1985); Ragins &amp; McFarlin (1990)</i>	<b>Giving respect and support</b> <u>Survey Questions (SQ) – Appendix G &amp; H</u> Mentees: 6, 7, 8, 10, 11, 12, 13, 17, 18, 24 Mentors: 6, 7, 8, 10, 11, 12, 13, 17, 18, 24, 26 <u>Interview Questions (IQ) – Appendix M &amp; N</u> Mentees: 5, 6, 7, 8, 10, 11 Mentors: 5, 6, 7, 8, 9, 10, 11, 13

\*\*Survey Questions =SQ, Interview Questions= IQ, the question is abbreviated as Q and the sub-questions are represented by numbering. The Mentee and Mentor online surveys are attached to the thesis as Appendices G and H and the Interview Questions are attached as Appendix M and Appendix N.

## Appendix F.

### Mentees Online Consent Form

The screenshot shows a web browser window with two tabs, both labeled 'SFU WebSurvey'. The address bar displays the URL: <https://websurvey.sfu.ca/cgi-bin/WebObjects/WebSurvey>. The main content area is titled 'S.U.C.C.E.S.S. EMP Mentee Consent Form' and contains the following sections:

- Instructions:** A list of four bullet points: 'This preview shows all your questions on one page, the actual survey delivery will display one question per page for clarity', 'Answer the required questions and click "Submit" to see what the "submitted" questions look like', 'Click Edit to change an answer', and 'Click Close when you are finished previewing'.
- Basic Information of the Research Project:** A section with the text: 'Principal Investigator (PI): Ziggy HUI | Senior Supervisor: Dr. Milton McClaren | Project no.: 2012s0761'.
- Instruction for Participants:** A paragraph explaining the process: 'Since the Introduction Letter is part of the process by which you agree to participate in the research, please make sure that you have read the introduction letter before starting this informed consent process. This informed consent must be completed before participants accessing the survey. You can participate in the Survey only and NOT participate in the interview phase. However in order to participate in the interview phase, you must complete the survey phase. Once you agree to participate in this research project, you are asked to provide demographic information (e.g. age, gender, education background, working profession and etc.). You will take approximately 15 minutes to complete the research survey.'
- Research Project:** A section with the text: 'The S.U.C.C.E.S.S. Employment Mentoring Program - the Mentees' and Mentors' Perspectives'.
- Purpose of the Study:** A paragraph stating: 'The proposed thesis will use the participants' perspectives to evaluate the outcomes of the Employment Mentoring Program (EMP) at the S.U.C.C.E.S.S. organization. The purpose of the study is to improve the future mentoring programs in B.C. Your input will enable us to more fully understand your experiences in the mentorship program as well as measure the program outcomes. We are selecting you because you are the right kind of candidate in this research.'
- Voluntary Nature of the Research:** A paragraph explaining: 'Your decision to participate or decline participation in this research is completely voluntary. If you refuse to participate in the research project, it will not affect your matching with a mentor. It will have no adverse effects on the program evaluation, your employment opportunities, and mentorship's status in the program. You also have the right to withdraw your participation at any time without any negative consequences. If you decide to withdraw, none of the data that you may have provided will be used in the study reports.'
- Risks or Discomforts:** A paragraph stating: 'No risks or discomforts are anticipated from taking part in this research project. If you feel uncomfortable with some research questions, you can skip those questions (Please put "N/A which means Not applicable" in the open-ended questions) or withdraw from the study altogether. If you decide to quit at any time before you have finished the survey, your answers will NOT be recorded or used in the final research report.'



SFU WebSurvey

SFU WebSurvey

← → ↻

https://websurvey.sfu.ca/cgi-bin/WebObjects/WebSurvey

☆

### Confidentiality

All the data and information will be set with a password protection. The researcher will not transmit any information electronically through email or other web storage server. As a result, the Principal Investigator (PI) believes he has made it clear that there would not be any breach of confidentiality. The research surveys will be conducted electronically. Your participation in this research will be completely confidential and your identity will be completely protected. We will NOT know your IP address when you respond to the online survey. All personal information provided by you will remain strictly confidential and no identifying information will be made publically available. The researcher will not transmit any information electronically through email or other web storage server.

### Storage of Data

These online surveys will fully utilizes the SFU Web Survey application and this is a secure tool for gathering and organizing important information from you. All your data are gathered over a secure and encrypted server housed in Canada. In short, your identities will be protected and any data you contribute will remain anonymous, as a result, you identities can be guaranteed confidential.

### Concerns or Complaints

I would like to assure you that this study has been reviewed and ethics approval has been obtained from the SFU Research Ethics Board. If you have any questions or concerns about this research project, or wish to obtain the research results, you may contact the Principal Investigator (PI): Ziggy HUI at [REDACTED] senior supervisor Dr. Milton McClaren, Faculty of Education, Simon Fraser University at [REDACTED] Address: 250 - 13450, 102 Avenue, Surrey, British Columbia, V3T 0A3. If you have any questions or concerns about your rights as a research subject, you may contact Dr. Hal Weinberg, Director, Office of Research Ethics, Simon Fraser University, Burnaby, B.C. Canada, V5A 1S6 or email at [REDACTED] or call at [REDACTED]

### Consent Statement

I have read the above consent message and by agreeing to these terms by clicking in the "YES" box below, I am consenting to participate in this research project and will proceed to the Survey.

**Click YES means "I wish to participate in the survey". Click NO means "I do not wish to participate in the survey". And then click SUBMIT means "Continue".**

☐ Yes

☐ No

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Session Expires: 2013-09-28 09:57 AM

## Appendix G.

### Mentees Online Survey

#### S.U.C.C.E.S.S. EMP Mentee Survey

- This preview shows all your questions on one page, the actual survey delivery will display one question per page for clarity
- Answer the required questions and click "Submit" to see what the "submitted" questions look like
- Click Edit to change an answer
- Click Close when you are finished previewing

#### Part A ♦ Demographic Information

Your input in this survey will enable an understanding of how you and other mentees have experienced your participation in the Employment Mentoring Program. Your information will be used only for academic research and for the purpose of improving future mentorship programs. The survey will take approximately 15 minutes to complete. The surveys are anonymous and your name or other personal identifying information is not required. Thank you in advance for your time.

##### Q1) What was your profession before you came to Canada?

Select One... \*

##### Q2) If you choose others, please specify...

Answer :

##### Q3) What is the highest level of education that you have completed?

Select One... \*

##### Q4) In which country did you obtain this education?

Answer :

##### Q5) Your sex

Select One... \*

##### Q6) Your age

Answer :  \*

##### Q7) How long have you lived in Canada?

Year(s) of living in Canada :  \*

### Part B ♦ Survey Questions

Q8) Please rate each of the following statements on a scale of 1 (Strongly Agree) to 5 (Strongly Disagree).

	Strongly Agree (1)	( 2 )	( 3 )	( 4 )	Strongly Disagree (5)
1. I worry that my lack of confidence in spoken English might affect how others perceive my abilities. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Many people have told me that I lack Canadian experience. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My foreign education and qualifications are not well recognized in Canada. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Before participating in the mentorship program, I felt that I lacked a Canadian social network. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I expected mentoring could help me better understand the Canadian job market in my field. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I expected my mentor could give me some advice and guidance on my life in Canada. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. During the mentorship, my mentor gave me feedback and advice that improved my performance and potential. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. During the mentorship period, my mentor gave me support and encouragement. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My mentor is my role model, because he/she showed confidence and had a clear professional identity. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My mentor is a good listener. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I can easily built rapport with my mentor. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I feel that my mentor and I were well-matched (My mentor's background matches with my career profession). :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My mentor helped me extend my social networks in order to enhance my career advancement. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My mentor provided me with information about events and associations that enabled me to enhance my career exposure. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My mentor gave me some assignments or tasks in order to stimulate my growth and potential. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My mentor provided me with ongoing support and showed respect which strengthened my self-confidence and self-image. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. I wish I could have had more communication with my mentor. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My mentor helped me to understand Canadian workplace culture. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. After 3 months of mentorship, I have become more capable of exploring career opportunities independently. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. After 3 months of mentoring program, I have more confidence about finding a job in the next few months. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. After the mentorship program, I was able to work independently (e.g. I know how to use available resources to find jobs). :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. After the mentoring program, I knew where to get more support from the community. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The mentorship program was useful. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I developed a friendship with my mentor. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Overall, I enjoyed my mentorship experiences. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Part C ♦ Open-Ended Questions</b>					
Please provide a few personal comments on the following questions. (You can present it in a few sentences/ short statements, or a list of points.)					
Q9) In what ways have you benefited from being mentored?					
Q10) What contributions from your Mentor did you find most valuable?					
Q11) What changes would improve this program?					
<b>Thank you for your time to complete this survey.</b>					
<b>You have now completed the Survey for this part of the research.</b>					
<b>Please click the <u>♦Submit♦</u> button below you will be taken to a new page where you can decide whether you wish to participate in the Interview Phase of the Research.</b>					
<b><i>Please follow the instructions on that page carefully.</i></b>					

## Appendix H.

### Mentors Online Survey

S.U.C.C.E.S.S. EMP Mentor Survey
<ul style="list-style-type: none"><li>• This preview shows all your questions on one page, the actual survey delivery will display one question per page for clarity</li><li>• Answer the required questions and click "Submit" to see what the "submitted" questions look like</li><li>• Click Edit to change an answer</li><li>• Click Close when you are finished previewing</li></ul>
<b>Part A ♦ Demographic Information</b>
Your input in this survey will enable an understanding of how you and other mentees have experienced your participation in the Employment Mentoring Program. Your information will be used only for academic research and for the purpose of improving future mentorship programs. The survey will take approximately 15 minutes to complete. The surveys are anonymous and your name or other personal identifying information is not required. Thank you in advance for your time.
<b>Q1) What is your profession in Canada?</b>
Select One... *
<b>Q2) If you choose others, please specify...</b>
Answer : <input type="text"/>
<b>Q3) What is your current job title?</b>
Answer : <input type="text"/>
<b>Q4) What is the highest level of education that you have completed?</b>
Select One... *
<b>Q5) In which country did you obtain this education?</b>
Answer : <input type="text"/>
<b>Q6) Your sex</b>
Select One... *
<b>Q7) Your age</b>
Answer : <input type="text"/> *
<b>Q8) How long have you lived in Canada?</b>
Year(s) of living in Canada : <input type="text"/> *
<b>Q9) How long have you been involved in the mentoring program? (i.e. years/ months)</b>
Answer : <input type="text"/>

**Part B ♦ Survey Questions**

**Q10) Please rate each of the following statements on a scale of 1 (Strongly Agree) to 5 (Strongly Disagree).**




	<b>Strongly Agree (1)</b>	<b>( 2 )</b>	<b>( 3 )</b>	<b>( 4 )</b>	<b>Strongly Disagree (5)</b>
1. I believe English ability is a crucial factor in a successful job search. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I believe prior Canadian experience is not a crucial factor for finding employment in Canada. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Foreign credentials are not well recognized in Canada. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I believe that most newcomers lack contact with a Canadian social network. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I believe mentoring can help a mentee better understand the Canadian job market in their field. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I give my mentees advice and guidance about Canadian culture. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I give my mentee or mentees assignments or tasks in order to stimulate their growth and develop their potential. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. During the mentorship period, I try to offer support and encouragement. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I try to be a role model to my mentees. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I am a good listener. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I can easily built rapport with my mentee. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I found that my mentee and I were well-matched (i.e. My career profession matches with the mentee's background). :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I helped my mentees extend their social networks in order to enhance their career advancement. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I provided my mentees with information about professional events and associations in order to enhance their career exposure. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I gave some assignments or tasks to the mentee in order to stimulate their growth and potential. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I attempted to provide ongoing support and to show respect, to my mentees, in order to strengthen their self-confidence and self-image. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. I believe I have had sufficient communication with my mentees. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I believe that I have helped my mentees to understand Canadian workplace culture. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. After 3 months of mentorship, my mentees are less dependent on me and they need less guidance. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. After 3 months of the mentoring program, my mentees have more confidence in finding a job. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. After the mentorship program, the mentee able to use available resources to find jobs and work independently. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. My mentees know where to get more support from the community. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The mentorship services were useful to mentees. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I developed a friendship with my mentee. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Overall, I enjoyed my mentorship experiences. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I wish I had more communication with my mentees. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I feel that the mentorship services can benefit both mentees and mentors. :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Part C ♦ Open-Ended Questions</b>					
Please provide a few personal comments on the following questions. (You can present it in a few sentences/ short statements, or a list of points.)					
Q11) In what ways have you benefited from being mentored?					
Q12) What contributions from your Mentee did you find most valuable?					
Q13) What changes would improve this program?					
<b>Thank you for your time to complete this survey.</b>					
<b>You have now completed the Survey for this part of the research.</b>					
Please click the <b>♦Submit♦</b> button below you will be taken to a new page where you can decide whether you wish to participate in the Interview Phase of the Research.					
<i>Please follow the instructions on that page carefully.</i>					



## Appendix I.

### Approval Letter from the S.U.C.C.E.S.S.

 <b>S.U.C.C.E.S.S.</b> <small>Innovatively integrating new Canadians for 35 years</small>	<p><b>Honorary Patron:</b> The Honourable Steven L. Point, O.B.C., Lieutenant Governor of British Columbia</p> <p><b>Patron:</b> The Honourable David C. Lam, C.V.O., C.M., K.St.J., LL. D.H.L., D.Mi. Sc., D.H. Mr. Daniel T.T. Chan, B.Sc.</p>								
<hr/>									
<p>September 5th, 2012</p>									
<p>Dr. Hal Weinberg, Research Ethics Director Office of Research Ethics Simon Fraser University 8888 University Drive Multi-Tenant Facility Burnaby, B.C. V5A 1S6</p>									
<p><b><u>RE: Letter of approval for Mr. Hui, King Chung Ziggy to conduct research on the S.U.C.C.E.S.S. Employment Mentoring Program (EMP)</u></b></p>									
<p>Dear Dr. Weinberg:</p>									
<p>This letter is to grant Mr. Ziggy Hui permission to conduct research on the S.U.C.C.E.S.S. Employment Mentoring Program (EMP). It is my understanding that Ziggy will be conducting surveys and in-depth interviews with EMP participants (mentors and newcomer clients) who will voluntarily sign-up for the research project. Ziggy has informed me of the research outline, interview questions and the design of the survey as well as the targeted population.</p>									
<p>By way of this letter, I declare my support this research and will endeavour to provide assistance where necessary for its success. If you have any questions or require further clarification, please do not hesitate to contact me at [REDACTED]</p>									
<p>Sincerely,</p>									
<p>[REDACTED]</p>									
<p>Luke Liang Settlement Program Manager Pender/Granville Services Center Settlement, Languages, and Community Services Division S.U.C.C.E.S.S.</p>									
<p>[REDACTED]</p>									
<p><a href="http://www.success.bc.ca">www.success.bc.ca</a></p>									
<hr/>									
<p><b>Head Office</b> 28 West Pender Street, Vancouver, B.C. V6B 1R6 Tel.: 604-684-1628 Fax: 604-409-7236 Email: <a href="mailto:info@success.bc.ca">info@success.bc.ca</a></p>	<p><b>Service Locations</b></p> <table border="0" style="width: 100%;"><tr><td>Vancouver</td><td>Richmond</td></tr><tr><td>Burnaby</td><td>New Westminster</td></tr><tr><td>Coquitlam</td><td>Surrey</td></tr><tr><td>Port Moody</td><td>YVR Airport</td></tr></table> <p>Website: <a href="http://www.success.bc.ca">www.success.bc.ca</a></p>	Vancouver	Richmond	Burnaby	New Westminster	Coquitlam	Surrey	Port Moody	YVR Airport
Vancouver	Richmond								
Burnaby	New Westminster								
Coquitlam	Surrey								
Port Moody	YVR Airport								
<div style="display: flex; justify-content: space-between; align-items: center;"><div style="text-align: center;"><p>Accredited Best Practice</p></div><div style="text-align: center;"><p>35th Anniversary Since 1975</p></div></div>									



## Appendix J.

### Consolidated Survey Results for Mentees and Mentors (Numerical and Percentage Data)

Topic	Topic #	Statement	Strongly Agree				Strongly Disagree	Total	Difference Agree-Disagree	Category
			1	2	3	4	5			
<b>MENTEES &amp; MENTORS</b>										
<b>Ability in English</b>	<b>1</b>									
Mentee		I worry that my lack of confidence in spoken English might affect how others perceive my abilities.	4	11	9	9	9	42	-3	EMP
Percent			9.5%	26.2%	21.4%	21.4%	21.4%			
Mentor		I believe English ability is a crucial factor in a successful job search.	7	5	0	0	0	12	12	EMP
Percent			58.3%	41.7%	0.0%	0.0%	0.0%			
<b>Canadian Experience</b>	<b>2</b>									
Mentee		Many people have told me that I lack Canadian experience.	13	6	8	7	8	42	4	EMP
Percent			31.0%	14.3%	19.0%	16.7%	19.0%			
Mentor		I believe prior Canadian experience is not a crucial factor for finding employment in Canada.	2	4	4	2	0	12	4	EMP
Percent			16.7%	33.3%	33.3%	16.7%	0.0%			

<b>Recognition of Credentials</b>	<b>3</b>									
Mentee		My foreign education and qualifications are not well recognized in Canada.	6	10	11	12	3	42	1	EMP
Percent			14.3%	23.8%	26.2%	28.6%	7.1%			
Mentor		Foreign credentials are not well recognized in Canada.	1	9	2	0	0		10	EMP
Percent			8.3%	75.0%	16.7%	0.0%	0.0%	12		
<b>Social Networks</b>	<b>4</b>									
Mentee		Before participating in the mentorship program, I felt that I lacked a Canadian social network.	13	14	8	4	3		20	KRAM & EMP
Percent			31.0%	33.3%	19.0%	9.5%	7.1%	42		
Mentor		I believe that most newcomers lack contact with a Canadian social network.	9	3	0	0	0	12	12	KRAM & EMP
Percent			75.0%	25.0%	0.0%	0.0%	0.0%			
<b>Understanding the Canadian Job Market</b>	<b>5</b>									
Mentee		I expected mentoring could help me better understand the Canadian job market in my field.	20	15	5	1	1	42	33	KRAM & EMP
Percent			47.6%	35.7%	11.9%	2.4%	2.4%			
Mentor		I believe mentoring can help a mentee better understand the Canadian job market in their field.	9	1	2	0	0	12	10	KRAM & EMP
Percent			75.0%	8.3%	16.7%	0.0%	0.0%			
<b>Guidance About Canadian Culture</b>	<b>6</b>									

Mentee		I expected my mentor could give me some advice and guidance on my life in Canada.	18	13	7	3	1	42	27	KRAM & EMP
			42.9%	31.0%	16.7%	7.1%	2.4%			
Mentor		I give my mentees advice and guidance about Canadian culture.	6	6	0	0	0	12	12	KRAM & EMP
Percent			50.0%	50.0%	0.0%	0.0%	0.0%			
<b>Improved Performance &amp; Potential</b>	<b>7</b>									
Mentee		During the mentorship, my mentor gave me feedback and advice that improved my performance and potential.	15	17	5	2	3	42	24	KRAM
Percent			35.7%	40.5%	11.9%	4.8%	7.1%			
Mentor		I give my mentee or mentees assignments or tasks in order to stimulate their growth and develop their potential.	4	3	2	3		12	4	KRAM
Percent			33.3%	25.0%	16.7%	25.0%	0.0%			
<b>Support &amp; Encouragement</b>	<b>8</b>									
Mentee		During the mentorship period, my mentor gave me support and encouragement.	19	17	1	3	1	42	32	KRAM
Percent			45.2%	40.5%	2.4%	7.1%	2.4%			
Mentor		During the mentorship period, I try to offer support and encouragement.	10	2				12	12	KRAM
Percent			83.3%	16.7%						
<b>Mentor as Role Model</b>	<b>9</b>									
Mentee		My mentor is my role model, because he/she showed confidence and had a clear professional identity.	12	14	10	4	1	42	21	KRAM

Percent			28.6%	33.3%	23.8%	9.5%	2.4%			
Mentor		I try to be a role model to my mentees.	7	3	1	0	1	12	9	KRAM
Percent			58.3%	25.0%	8.3%	0.0%	8.3%			
<b>Mentor as Good Listener</b>	<b>10</b>									
Mentee		My mentor is a good listener.	14	16	8	2	2	42	26	EMP
Percent			33.3%	38.1%	19.0%	4.8%	4.8%			
Mentor		I am a good listener.	4	7	1	0	0	12	11	EMP
Percent			33.3%	58.3%	8.3%	0.0%	0.0%			
<b>Rapport between Mentor &amp; Mentee</b>	<b>11</b>									
Mentee		I can easily built rapport with my mentor.	9	19	8	3	1	42	24	KRAM
Percent			21.4%	45.2%	19.0%	7.1%	2.4%			
Mentor		I can easily built rapport with my mentee.	4	7	1	0	0	12	0	KRAM
Percent			33.3%	58.3%	8.3%	0.0%	0.0%			
<b>Mentor/Mentee Match</b>	<b>12</b>									
Mentee		I feel that my mentor and I were well-matched (My mentor's background matches with my career profession).	10	9	17	3	3	42	13	EMP
Percent			23.8%	21.4%	40.5%	7.1%	7.1%			
Mentor		I found that my mentee and I were well-matched (i.e. My career profession matches with the mentee's background).	5	4	3	0	0	12	0	EMP

Percent			41.7%	33.3%	25.0%	0.0%	0.0%			
<b>Extending Social Networks</b>	<b>13</b>									
Mentee		My mentor helped me extend my social networks in order to enhance my career advancement.	9	12	11	7	3	42	11	KRAM & EMP
Percent			21.4%	28.6%	26.2%	16.7%	7.1%			
Mentor		I helped my mentees extend their social networks in order to enhance their career advancement.	3	5	1	2	1	12	5	KRAM & EMP
Percent			25.0%	41.7%	8.3%	16.7%	8.3%			
<b>Information about Professional Events &amp; Associations</b>	<b>14</b>									
Mentee		My mentor provided me with information about events and associations that enabled me to enhance my career exposure.	9	12	12	7	2	42	12	KRAM & EMP
Percent			21.4%	28.6%	28.6%	16.7%	4.8%			
Mentor		I provided my mentees with information about professional events and associations in order to enhance their career exposure.	4	6	1	1	0	12	9	KRAM & EMP
Percent			33.3%	50.0%	8.3%	8.3%	0.0%			
<b>Assignments &amp; Tasks</b>	<b>15</b>									
Mentee		My mentor gave me some assignments or tasks in order to stimulate my growth and potential.	9	8	12	11	2	42	4	KRAM
Percent			21.4%	19.0%	28.6%	26.2%	4.8%			

Mentor		I gave some assignments or tasks to the mentee in order to stimulate their growth and potential.	5	3	1	3	0	12	5	KRAM
Percent			41.7%	25.0%	8.3%	25.0%	0.0%			
<b>Ongoing Support</b>	<b>16</b>									
Mentee		My mentor provided me with ongoing support and showed respect which strengthened my self-confidence and self-image.	11	13	10	7	1	42	16	KRAM
Percent			26.2%	31.0%	23.8%	16.7%	2.4%			
Mentor		I attempted to provide ongoing support and to show respect, to my mentees, in order to strengthen their self-confidence and self-image.	7	5	0	0	0	12	12	KRAM
Percent			58.3%	41.7%	0.0%	0.0%	0.0%			
<b>Communication with Mentor</b>	<b>17</b>									
Mentee		I wish I could have had more communication with my mentor.	18	9	9	4	2	42	21	KRAM
Percent			42.9%	21.4%	21.4%	9.5%	4.8%			
Mentor		I believe I have had sufficient communication with my mentees.	3	6	3	0	0	12	9	KRAM
Percent			25.0%	50.0%	25.0%	0.0%	0.0%			
<b>Understanding Canadian Workplace Culture</b>	<b>18</b>									
Mentee		My mentor helped me to understand Canadian workplace culture.	12	15	8	6	1	42	20	EMP
Percent			28.6%	35.7%	19.0%	14.3%	2.4%			

Mentor		I believe that I have helped my mentees to understand Canadian workplace culture.	4	7	1	0	0	12	11	EMP
Percent			33.3%	58.3%	8.3%	0.0%	0.0%			
<b>Mentees Developing Independence</b>	19									
Mentee		After 3 months of mentorship, I have become more capable of exploring career opportunities independently.	10	17	6	6	2	42	19	EMP
Percent			23.8%	40.5%	14.3%	14.3%	4.8%			
Mentor		After 3 months of mentorship, my mentees are less dependent on me and they need less guidance.	1	3	7	1	0	12	3	EMP
Percent			8.3%	25.0%	58.3%	8.3%	0.0%			
<b>Confidence in Finding a Job</b>	20									
Mentee		After 3 months of mentoring program, I have more confidence about finding a job in the next few months.	11	14	9	6	2	42	17	EMP
Percent			26.2%	33.3%	21.4%	14.3%	4.8%			
Mentor		After 3 months of the mentoring program, my mentees have more confidence in finding a job.	1	6	4	1		12	6	EMP
Percent			8.3%	50.0%	33.3%	8.3%	0.0%			
<b>Using Resources to find jobs</b>	21									
Mentee		After the mentorship program, I was able to work independently (e.g. I know how to use available resources to find jobs).	11	17	8	4	2	42	22	EMP
Percent			26.2%	40.5%	19.0%	9.5%	4.8%			

Mentor		After the mentorship program, the mentee is able to use available resources to find jobs and work independently.	0	8	3	1	0	12	7	EMP
Percent			0.0%	66.7%	25.0%	8.3%	0.0%			
<b>Obtaining Community Support</b>	<b>22</b>									
Mentee		After the mentoring program, I knew where to get more support from the community.	10	16	7	5	3	42	18	EMP
Percent			23.8%	38.1%	16.7%	11.9%	7.1%			
Mentor		My mentees know where to get more support from the community.	0	4	6	1	0	12	3	EMP
Percent			0.0%	33.3%	50.0%	8.3%	0.0%			
<b>The EMP was useful</b>	<b>23</b>									
Mentee		The mentorship program was useful.	17	13	7	4	1	42	25	General
Percent			40.5%	31.0%	16.7%	9.5%	2.4%			
Mentor		The mentorship services were useful to mentees.	9	3	0	0	0	12	0	General
Percent			75.0%	25.0%	0.0%	0.0%	0.0%			
<b>Friendship as a Result</b>	<b>24</b>									
Mentee		I developed a friendship with my mentor.	8	13	10	10	1	42	10	KRAM
Percent			19.0%	31.0%	23.8%	23.8%	2.4%			
Mentor		I developed a friendship with my mentee.	3	4	4	1	0	12	6	KRAM



Percent			25.0%	33.3%	33.3%	8.3%	0.0%			
<b>The Experience was Enjoyable</b>	25									
Mentee		Overall, I enjoyed my mentorship experiences.	19	11	7	4	1	42	25	General
Percent			45.2%	26.2%	16.7%	9.5%	2.4%			
Mentor		Overall, I enjoyed my mentorship experiences.	9	3	0	0	0	12	12	General
			75.0%	25.0%	0.0%	0.0%	0.0%			

MENTORS ONLY										
<b>More Communication with Mentees</b>	26									
Mentor		I wish I had more communication with my mentees.	4	2	4	2	0	12	4	KRAM
Percent			33.3%	16.7%	33.3%	16.7%	0.0%			
<b>Service Benefits both Mentors &amp; Mentees</b>	27									
Mentor		I feel that the mentorship services can benefit both mentees and mentors.	9	3	0	0	0	12	12	General
Percent			75.0%	25.0%	0.0%	0.0%	0.0%			

## Appendix K.

### Mentee—Responses to Open-Ended Survey Questions

#### 1. In what ways have you benefited from being mentored?

- How to find practical information about engineering field, job market and social network.
- Mentor gave me confidence and hope for the future.
- My mentor explained to me how to write a Canadian Resume and do an interview.
- I knew some persons in similar industry.
- Extend my social network -better knowledge of marketplace in Vancouver.
- Canadian culture; how to write cover letters; Tuning up LinkedIn profile; Practicing English.
- More information about Canadian working environment.
- Gained confidence
- 1. Resume Format 2. Preparation for the possible interview questions asked 3. Interview role play
- In this program, I learned many soft skills I am going to use for my interview. I understand Canadian working culture a little bit better.
- Ziggy is a great Organizer. He doesn't push for answers but always raises important questions for the mentees to ponder over their career choices and provides leading questions to better define the mentees' options.
- Honest evaluations and feedbacks from mentors about employers' perspectives
- Expanding network of professionals, sharing experiences, getting feedback on my job search process.
- I think the mentoring programme is encouraging and informative.
- In a way to know that one day my robotic engineering experience as expert in CD/DVD Manufacturing industry at least might help me to work as engineer
- How to write a better resume in the industry I want to start; what kind of work culture in the industry; the mentor's experience encouraged me to pursue the industry
- Learned about the experiences of fellow immigrants and got some tips on life and career in Canada
- In no ways, because I only visited my mentor once in a meeting
- Better understanding to the Canadian culture
- The mentorship program is a valuable opportunity to know the Canadian labor market. As an immigrant I found that it is not easy to find a job in my field. Currently, I am not working in my field, and I have some offers from my country. However, I believe that if I continue my preparation and if I continue improving my skills in English I will be recognized by different employers. I am not surprised when stats show that the Canadian labor productivity is falling, because there are many underemployed immigrants, and the risk for the Canadian economy is that many of them will return home.
- The resume writing part given by Paul Cheng is very insightful.
- I know slightly more about using transferable skills
- Get some useful information about the specific job nature that the mentor does.
- Gained interview skills

- I have better communication skills to build the social networks, and I have been improved my own better resume.
- I had better understanding about how to approach my career path in this country
- I could have practical way of thinking in the interview.
- Encouragement, guidance, information
- I got some valuable idea about the career that I was interested in Canada-Vancouver
- I was practiced in making a resume which fits my qualification since my mentors are of the same profession. The interview phase gave me more insight on how to go over an interview stage.
- In getting to know first-hand the printing industry or business in BC
- Not sure
- Resume and cover letter correction Mock Telephone and in person Interview practices
- The mentorship with Accenture helped me feel confident with my resume and my interview skills. I was also relieved to see that I was not the only one facing this situation.
- Networks and better understanding of Canadian job market in my field
- Only by name (brand) of the City of Vancouver... that was put in my cover letter
- I learned which areas in my job search strategies I can improve on. I met people who are already inside the industry which are very good network/contact.
- My mentor has suggested couple of main career paths that I could focus based on my previous background. This would lead me to be more focus in my career/job search, be able to develop my career in risk management in future
- He gave much information about Canadian workplace culture in my field.
- I have received ongoing support and respect which strengthened my self- confidence and self -image.

## **2. What contributions from your Mentor did you find most valuable?**

- Introduction and ongoing communication about engineering situation, job opportunities and essential qualifications.
- Confidence.
- She gave me confidence from her experience.
- Their experience.
- Presentation of each mentor and share information about other mentor fields -share experiences with other mentees
- Positive attitude --Support in any way possible-- Experience how the job market works
- Shared their own job search experience
- Shared past experiences and mock interview
- How to prepare for interview.
- It was the mindset. I was able to focus on the most important part of my life. and I wasn't that angry and frustrated anymore.
- My mentor is very aware of the problems and took care not to scare away the mentee, but, teaching the mentee one step at a time.
- Sharing employer's point of view. It helps immensely when writing resume and getting ready for interviews.
- Providing useful information, sharing personal experience and giving feedback.
- The info. relating to courses, events, websites etc.
- His encouraging support that I think about engineering work

- The comments on my resume
- Gave me more confidence
- She works for government and said there is no job more for government
- Clear picture for the life in Canada and net working
- My mentor gave me in every moment advice, support, and friendship. I am really grateful to my mentor.
- Ziggy introduced Paul Cheng, a professional engineer, to provide mentorship to engineers. Besides resume writing, Paul also provided us various useful information, for example: APEGBC website, big engineering companies, factors to win a gold,..etc.
- He did provide me with some layout templates for my cover letter, resumes etc
- The way he builds up social network.
- Find a way to improve my English skills
- Listened to his actual experience.
- My mentor provided me better points of view about my communication skills and how to improve them in order to get a job.
- The review of my resume' Information about Human Resources field in Canada
- Talking to interviewer with showing my strong points.
- Information, comments
- I become more familiar with the career that I was looking for in Canadian companies and the courses that I should study.
- Encouragement. Never stop applying.
- Providing me with up-to-date info and insights about the printing industry here in BC, which I doubt I would get from industry player.
- Not sure
- Mock Telephone and in person Interview practices
- The one to one mentorship helped me better understand the leverage regarding a job positions requirements.
- How to improve my network skills and target my career
- N/A
- Being a source of inspiration - because prior to meeting the mentors who are mostly immigrants to Canada, I have already lost hope but seeing how successful they've become brought hope to me.
- My mentor shared with me about her background and ways that she has succeeded in the career that provided me with a good cross references -Encouraged me to continue my study that would help me to stay focus in developing my career towards risk management -my mentor provided relevant information and reference materials about continuous study
- He was always ready to support me and spend his time to help me.I really appreciate about that because I know he's really busy person.
- My mentor gave me assignments in order to stimulate my growth and explore inner potential.

### **3. What changes would improve this program?**

- Field trip to communicate with engineering managers and HR managers about job opportunities and the qualification they want for hiring.
- More mentors, and more hours with mentors.
- More closed match based on the background will be beneficial to mentees.
- I knew how to modify my resume.

- Consider all the mentor wherever they from and discuss of their concerns related to job or study in case they need to go back to school order to be graduated in their fields -The difficulty of finding a job that corresponds to the previous training for your mentor, help your mentor for that, and make a follow-up -Recognize or consider the differences between people, it is cause the division. -Better to be more constructive and to say that the differences are not important. Try to treat everybody in the same way. Will make the employment mentor program more attractive and more valuable. In this sense, the efforts made by the mentor program of Ziggy with the support of his partners like BChydro is to be congratulated, reinforced and encouraged. That means Ziggy, our employment mentoring program, you are doing a good job, keep it up! One day we hope to succeed to find what we are looking for.
- N/A
- N/A
- Guide on interview before the mock interview session
- 1. Provide information how and where to get their professional certification and the related cost involved. --2. Arrange with some corporations to provide job placement for the new immigrant to see if the immigrant suit for the post before converting to a permanent staff. --3. Arrange with the related institutes to conduct certification workshop for the new immigrant to get their professional certification (may need to have funds from Government). --4. Provide information to the mentees how much, how much time and where can they take courses for the certification, any assistance / subsidy by the government.
- More mentors. so people can listen to different people to gain different experience and learn from people from different background.
- More contact time with mentor(s). If at all possible, contact more than one mentor for a balanced view of the career choices.
- More resume examples. More time allocation for mock interviews
- Mentorship would better on one on one basis. Each mentee should have a mentor for at least 2 months to meet every week and as soon as possible.
- I think that it is structured well in that it matches people with similar professions - as opposed to other programmes that are sometimes led by mentors who do not have an understanding of the profession.
- It will be great if mentoring can lead the engineer to present the industry by the fact that going on academic co-op study with University in a way that the financial balance of mentee's family will be established
- More follow-up sessions or one-on-one appointments.
- More time with the mentor, guidance from them
- No change
- Work with the recruiters to give visibility for potential people .
- I know it is not easy to get support from private companies. However, an effective way to promote this program is through internship programs. The immigrant will work in a costless basis for the company, and he/she will have the opportunity to get direct information with experience. Two or three months will be enough to know his/her performance and this experience will constitute an important component in the resume. Also government companies could participate in the program.
- It would be good if there were more engineers like Paul Cheng involved in the mentorship programme. The ideal situation is to have an engineer mentor monitors the progress of 2-3 mentees for a period of 3-6 months.
- It would be good if I can meet up with the mentor once every week. It would be good that the mentor can vet through my resume and correct it word for word and teach me how to

use appropriate words for each sentence instead of giving me a general guideline to work on. If he is able to correct it word for word in relation to the job posting, I will be able to understand more and can based on the example that we both work on to formulate my next resume in relation to another job posting on which appropriate terms and words to use. Cover letter was not touched on during the mentorship program. It would be good if the mentor can sit with me to formulate word for word for my resume and cover letter in relation to the job posting with my inputs and his. As I was late for 2 meetings and the fact that I went back to Singapore for 1 month during the mentorship program due to family emergency, I was not able to spend as much time with my mentor.

- Should give more opportunities for one-to-one mentoring.
- NA
- It would be great to have more chances to meet mentors.
- I think that overall the program is well-developed and good, what to improve is to provide more big visions and specific picture to the mentees to encourage the job interview skills and life direction. Thank you very much!
- I believe this program adds great value to the new professionals who decide to come to this country in order to facilitate their adaptation process
- More matching with same industry mentor.
- More time
- If it becomes more specific, it will be more helpful.
- If this program would help more in networking the mentees.
- I could not think of any.
- Not sure
- This Mentorship program is very useful especially for new immigrants, beside that if you include have on job training that would be great, because everywhere we apply for job the asks for Canadian experience, this on job training will help to gain a Canadian experience.
- I feel the field is not the only point to consider when working with a mentor. I would suggest also taking into account the position. In my case, someone with a higher position, may be not exactly in my field might have been more what I needed.
- More mentors from different companies
- Duration of the program - Mentor's dedication and effort
- I would suggest that in the future, speakers from Recruitment department are invited to speak about job search strategies. This way, mentees get the perspective of HR and the hiring managers too. I would also suggest that the mentees be introduced to head-hunters or recruitment agencies who know a portion of the hidden job market. This would be a great jumpstart for the mentees in terms of their job searching.
- This program has been well run. No further suggestions or feedback from me at this moment
- I think if you prepare some meeting for all mentors and mentees to Pluralisation of information and check the progress must be very effective.
- Marketing and promotion of this wonderful program.

## Appendix L.

### Mentor—Responses to Open-Ended Survey Questions

#### **1. Benefits to the Mentors from the mentoring role**

- I have spent time with my mentees to develop their social and networking working skills that I enjoy very much.
- I am very humbled to meet so many skilled immigrants. I also learned a lot from non-IT immigrants.
- Seeing the success or accomplishment of the mentee. Learning different culture and view point from non-Canadian regarding Canada.
- My mentees are from a variety of engineering disciplines so I have learnt about their work beyond my own specialty. I also have learnt about engineering in different countries and their cultures. I have a better understanding of the real difficulties that new immigrants are facing. Some mentees are now my friends.
- Improved my communication skills. Practiced and enhanced my coaching style. Keeping in touch with the related labour force
- I have learned more about the difficulties of integrating into Vancouver's culture or a new culture in general.
- I felt I provided some helpful advice.
- Mentoring presented an excellent opportunity to learn from others as well as to better understand challenges being faced by skilled immigrants. This exercise also enabled me to further develop my mentoring and coaching skills. On a personal level, I also enjoyed meeting people from other cultures and this experience will enhance my ability to interact with colleagues and other individuals from similar groups.
- I learned about the challenges people face when they come to Canada and try to find a job. I learned about the differences between my culture and those of my mentees. I had a sense of pride in helping someone improve the skills and competencies required to be comfortable in a Canadian workplace.
- It is a win/win situation. Both of us have the benefits of learning from each other's culture and building friendship. It has been a rewarding experience.

#### **2. What contributions from your Mentee did you find most valuable?**

- Their questions and candidness was very insightful. They weren't afraid to ask tough questions and were willing to inquire about any negatives that my job has. They made me think critically about how I can improve as a mentor or at my job for the future.
- I understand what their strengths and weaknesses are and I was able to learn from them as well.
- (I reflected on) my personal experience since I was one of them 8 years ago.
- I found his professional experience to be the most valuable.
- I did group mentoring so the mentees shared information with each other.
- Understanding how educational skills are measured in other countries.
- The contributions I found most valuable from my mentee were:
  - Their perseverance and commitment to create a new life and to find work.

- A different perspective that makes one aware that perhaps we get too complacent and become conditioned to think a particular way.
- A can-do attitude and desire to excel.
- A high level of self-reliance and willingness to take risks.
- Honesty about the challenges she was facing. Willingness to try new ways or approaches even though it was uncomfortable for her as she was very quiet and introverted.
- My Mentee was very enthusiastic, willing to learn, took my advice seriously and took prompt action to improve his job searching skills, registered in insurance courses to acquire the basic skills and accreditations. As a result he found a job within 2 months.

### **3. What changes would improve this program?**

- More interaction. Instead of just a series of talks and Q and A sessions, I think short assignments or a topic of discussion would be good.
- More meeting time spent among mentors to network, dialogue and exchange info.
- Provide more group discussions on employment issues and know-how.
- Have a website or Facebook page so people can share information and success stories!
- Host forums to feature past clients who have successfully found a good job so the new immigrants can learn from these real cases, like case studies. The job search courses are just theory. They need to see many real cases to internalize how to use the job search strategies. Also host forums of mentors and employers so the clients can hear from more than one mentor. There should be a forum for mentors to learn from others. New mentors can learn from seasoned mentors so the mentor pool will grow and it becomes a sustainable community. There should be some social events for mentors and mentees to mix and mingle so the mentees can practise social and communication skills when meeting strangers.
- More flexibility in handling the needs for each mentee. Pre-submission of questions or resumes from the mentees before first meeting.
- The vetting process could be changed to avoid selecting those new comers who are more transient. Select those who show signs that they plan to stay in Vancouver for a longer term. This will allow the mentor a better chance of cultivating an ongoing relationship.
- Maybe more follow up contact with mentees. I think I met each of them only once.
- Overall the program worked well.
- Suggestions
  - Facilitating the ability to connect with other mentors in a particular industry would be useful for providing mentees access to that industry where the current mentor is not able to do so or is in a different industry.
  - Finding successful role models from the same country for mentees to meet and talk to in addition to the mentor may be useful.
- A focus on providing language training and writing skills for the mentees as these are critical skills needed to be successful and often a weakness of new Canadians.
- For those mentees who were not successful in getting jobs within 3 months of mentorship, the mentorship should be extended until such time as the mentee is confident to be independent in his/her job search. Continuous coaching will also be beneficial for those mentees who are either fortunate to find their temporary survival jobs or met their short term goals in their career pursuit by landing on a reasonably good job which would serve as a stepping stone for a better and more fulfilling job in the future.



## Appendix M.

### Semi-Structured Interview Questions for Mentees

1. **Were there any specific reasons for choosing Canada as your residency country?**
2. **Before you came to Canada, did you worry about your career and settlement here?**
3. **Now that you are in Canada, what has been your experience in looking for a job since you arrived?** *Probe: What are the main challenges or concerns for you right now?*
4. **Why were you interested in becoming a mentee?**
5. **What were your expectations from the mentoring relationship?**  
*Probe: Has the mentoring program met your expectations? If not, why?*
6. **Did the mentorship fulfill your expectations?**  
*Probe: Why? - Please explain*
7. **Can you describe the meetings you had with your mentor?**  
*Probe: What kinds of topics have been covered?*
8. **Did the mentors offer you support/ advice?**  
*Probe: What was the advice? Did you follow the advice? If not, why?*
9. **Were there any external factors that limited your ability to meet with your mentor?** *(Probe: Culture differences, Language barriers, Family responsibilities, Transportation, etc.)*
10. **What did you enjoy the most in the mentoring relationship?**  
*Probe: Please explain/ elaborate.*
11. **Did you experience any changes in your career development or job search process after participating in the mentoring program?**
12. **What are your short term (3-6 months) and long term (>6 months) goals right now?**
13. **Are there any other comments / information about your experience as a mentee that you want to share?**  
*Probe: in terms of Employment / volunteering / Schooling / Personal life.*

## Appendix N.

### Semi-Structured Interview Questions for Mentors

1. **Tell me about yourself?** *in terms of education and working experiences*
2. **From your point of view, why do new immigrants choose Canada as their residency country?**
3. **What challenges do you think the new immigrants face after they land in Canada?**
4. **Why were you interested in becoming a mentor?**
5. **As a mentor what do you think you can offer to help newcomers?**
6. **Did the mentorship experience fulfill your expectations?**  
*Probe: Why? - Please explain*
7. **Can you describe the meetings you had with your mentee?**  
*Probe: What kinds of topics were covered? What sort of suggestions did you make?  
What experiences have you arranged for your mentee?*
8. **What are the roles or functions of the mentor?**
9. **Did you give advice to your mentee(s)?**  
*Probe: What was the advice? Did the mentee follow the advice? If not, why?*
10. **What are the challenges of being a mentor?**
11. **What did you enjoy the most in the mentoring relationship?**  
*Probe: Please explain/ elaborate.*
12. **After participating in the mentoring program, have you experienced any changes in your views about the experiences of newcomers?**  
*Probe: in terms of the perspective of the newcomers and your personal growth.*
13. **Do you believe you made a contribution to the mentee's career development or his/her personal growth?** *Probe: Please explain*
14. **Are there any other comments / program improvement suggestions you want to share?**

## Appendix O.

### Categorized the Interview Topics into Six Sections

Interview Questions for EMP Mentees	Interview Questions for EMP Mentors
<b>1st set of questions – Reasons of coming to Canada</b>	<b>1st set of questions – Mentor Backgrounds</b>
<ul style="list-style-type: none"> <li>• Are there any specific reasons for choosing Canada as your residency country?</li> <li>• Before you came to Canada, did you worry about your career and settlement here?</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me about yourself?</li> <li>• Why were you interested in becoming a mentor?</li> <li>• As a mentor what do you think you can offer to help newcomers?</li> </ul>
<b>2nd set of questions – Challenges and concerns in looking for a job</b>	<b>2nd set of questions – Reasons why newcomers choose Canada and their Challenges</b>
<ul style="list-style-type: none"> <li>• Now that you are in Canada, what has been your experience in looking for a job since you arrived?</li> <li>• Why were you interested in becoming a mentee?</li> </ul>	<ul style="list-style-type: none"> <li>• From your point of view, why do new immigrants choose Canada as their residency country?</li> <li>• What challenges do you think the new immigrants face after they land in Canada?</li> </ul>
<b>3rd set of questions*** – Expectations from the mentorship</b>	<b>3rd set of questions^^– Functions of Mentoring</b>
<ul style="list-style-type: none"> <li>• What were your expectations from the mentoring relationship?</li> <li>• Did the mentorship fulfill your expectations?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you describe the meetings you had with your mentee?</li> <li>• What are the roles or functions of the mentor?</li> <li>• Did you give advice to your mentee(s)?</li> </ul>

<b>4th set of questions## – Mentoring Experiences</b>	<b>4th set of questions*** – Expectations from the mentorship</b>
<ul style="list-style-type: none"> <li>• Can you describe the meetings you had with your mentor?</li> <li>• Did the mentors offer you support/ advice?</li> <li>• Were there any external factors that limited your ability to meet with your mentor?</li> </ul>	<ul style="list-style-type: none"> <li>• Did the mentorship experience fulfill your expectations?</li> <li>• What are the challenges of being a mentor?</li> <li>• What did you enjoy the most in the mentoring relationship?</li> </ul>
<b>5th set of questions^^ – Functions of Mentoring</b>	<b>5th set of questions## – Mentoring Experiences</b>
<ul style="list-style-type: none"> <li>• What did you enjoy the most in the mentoring relationship?</li> <li>• Did you experience any changes in your career development or job search process after participating in the mentoring program?</li> </ul>	<ul style="list-style-type: none"> <li>• After participating in the mentoring program, have you experienced any changes in your views about the experiences of newcomers?</li> <li>• Do you believe you made a contribution to the mentee's career development or his/her personal growth?</li> </ul>
<b>6th set of questions@ – Learning Outcomes</b>	<b>6th set of questions@ – Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• What are your short term (3-6 months) and long term (&gt;6 months) goals right now?</li> <li>• Are there any other comments / information about your experience as a mentee that you want to share?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any other comments / program improvement suggestions you want to share?</li> </ul>

## Appendix P.

**Composite Table showing the results of the Interviews with Mentees, grouped by Topic Categories and showing the major or axial codes, with associated text examples from the interview transcripts**

Table 6.2. Mentee Responses to Interview Topics—Coding and Examples				
Semi-Structured Interview Questions for Mentees (Topic Categories)	Interview Topics	Code Group	Assigned Meaning	Example Mentee Responses
<b>1. Reasons for Coming to Canada</b>	<ul style="list-style-type: none"> <li>• Were there any specific reasons for choosing Canada as your residency country?</li> </ul>	<b>1.Family Reunion</b>	The mentee's response indicated a need or desire to keep a family unit together as a factor in making the move to Canada.	<ul style="list-style-type: none"> <li>• <i>I married a Canadian. My husband wants to back home, which is in Vancouver.</i></li> <li>• <i>My siblings and cousins had already migrated to Vancouver.</i></li> <li>• <i>My family decided to choose Canada as our new residence and I needed to stay with them. (Keep family together).</i></li> </ul>
		<b>2. Better Future</b>	The mentee's responses indicated a desire to find better employment or career opportunities, access a good education system, or to provide better futures for the next generation. Some indicate	<ul style="list-style-type: none"> <li>• <i>I am an architect; Canada has lots of potential for me to develop my career. (Employment opportunity)</i></li> <li>• <i>Singapore's education system is great, but it is too harsh and stressful, Canada is better.</i></li> </ul>

			<p>admiration for Western or Canadian society.</p>	<ul style="list-style-type: none"> <li>• <i>To give my kid a chance in a foreign country, and provide them with better opportunities later on.</i></li> <li>• <i>I always admired the Western Society.</i></li> </ul>
		<b>3. Better environment</b>	<p>Some mentees indicated that they chose to come to Canada because immigration was easier, the welfare system was strong, or there was a better general quality of life.</p> <p>Some remarked that they had previously visited BC and had good experiences.</p>	<ul style="list-style-type: none"> <li>• <i>Canada is an immigration-friendly country; it gives lots of immigration support for newcomers.</i></li> <li>• <i>I am in the engineering field and they had a lot of points given to engineers at that time. The chance of getting approval was greater, that's why I choose Canada.</i></li> <li>• <i>Canada has better welfare [systems], closer to U.S. and better economy.</i></li> <li>• <i>Canada is one of the best countries in the world, in terms of high quality of life.</i></li> <li>• <i>I was in Canada in 2001 to study English for 11 months. It was a really good experience in Canada: making new friends, learning new culture, and enjoying the beautiful nature.</i></li> </ul>
		<b>4. Multiculturalism</b>	<p>Some responses to this topic indicated that the mentee had decided to come to BC/Canada because of its cultural diversity, multiculturalism, and Community support.</p>	<ul style="list-style-type: none"> <li>• <i>People who come to Canada can really decide what they want to do; they can decide to keep their own traditions. They can decide to keep their religion, they have whole bunch of options for them and their family.</i></li> <li>• <i>I like the diversity here.</i></li> </ul>

				<ul style="list-style-type: none"> <li>• <i>Multicultural, people are also very helpful; there are people who give orientation on how to adapt to the system here.</i></li> </ul>
<b>2. Challenges &amp; Concerns in Looking for a Job</b>	<ul style="list-style-type: none"> <li>• Before you came to Canada, did you worry about your career and settlement here?</li> <li>• Now that you are in Canada, what has been your experience in looking for a job since you arrived?</li> </ul>	<b>1. Unable to find employment</b>	Mentees referred to reasons that they believed to have been significant factors in their inability to find employment.	<ul style="list-style-type: none"> <li>• <i>I didn't have any kind of local experience. They ask if I have ever worked with Canadian people, do I have the ability to understand their culture, to understand the words they use in their own profession.</i></li> <li>• <i>Having a good resume is not too difficult for me. In Korea, we don't need cover letters to find a job, but Canada is different.</i></li> <li>• <i>In Canada, the only way to get a job is to go through interviews and there is a very specific style of interviewing which is what we called Canadian style.</i></li> </ul>
		<b>2. Unfamiliar with Canadian culture</b>	Mentees referred to their lack of understanding of elements of Canadian culture as a challenge or barrier to success in finding a job.	<ul style="list-style-type: none"> <li>• <i>Because we are Asian, we are used to the authoritarian culture.</i></li> <li>• <i>Coming from Manila and going to Fort St. John, the culture [was] very different.</i></li> <li>• <i>I also wanted to know how the local people think.</i></li> <li>• <i>Even though Australia and Canada both speak English, their culture is different.</i></li> </ul>
		<b>3. Language Barrier</b>	Mentees refer to difficulties with the English	<ul style="list-style-type: none"> <li>• <i>My English language is not so perfect to</i></li> </ul>

			<p>language as a challenge or barrier in seeking employment.</p> <p>Some mentioned that they didn't have as much need to speak English because of the number of people here who spoke their home languages.</p>	<p><i>explain things.</i></p> <ul style="list-style-type: none"> <li>• <i>Over here, the Chinese community is really big and I don't need to speak English anymore.</i></li> <li>• <i>Even though I can speak English, it doesn't mean that I can communicate well with them [local Canadian] in the local terms or fit in with their local culture.</i></li> <li>• <i>Language is another challenge for me</i></li> </ul>
		<b>4. Credentials are not recognized</b>	<p>A number of mentees mentioned that their credentials and professional qualifications from abroad were not well recognized in Canada.</p>	<ul style="list-style-type: none"> <li>• <i>We lack knowledge and information about how to assess our qualifications. My credentials are not being well recognized is another challenge.</i></li> <li>• <i>They asked you to submit lots of documents and certain papers to prove your qualifications. If you don't have all the documents, then your qualifications will not be recognized.</i></li> </ul>
		<b>5. Lack of Networks</b>	<p>Some participants referred to lacking social or professional networks and saw this as a barrier to finding appropriate employment.</p>	<ul style="list-style-type: none"> <li>• <i>I don't have any official networking here.</i></li> <li>• <i>I don't have many friends.</i></li> <li>• <i>In Canada you will need more networking skills, but social networking is difficult for me.</i></li> <li>• <i>I think networking here is very important, but we are the newcomers and we don't have a local network.</i></li> </ul>



<b>3. Expectations</b>	<ul style="list-style-type: none"> <li>• Why were you interested in becoming a mentee?</li> <li>• What were your expectations from the mentoring relationship?</li> </ul>	<b>1. Direct talk with professionals</b>	<p>Mentees referred to the expectation of being able to meet with professionals from their own fields and about talking with people actually working in their fields.</p>	<ul style="list-style-type: none"> <li>• <i>My expectation [was] hoping to meet someone who has good knowledge in my field and is able to help me find a job that I need.</i></li> <li>• <i>Do my education and qualification work in Canada? I want some real information from people not from a website.</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Did the mentorship fulfill your expectations?</li> </ul>	<b>2. Extension of social networks and professional contacts</b>	<p>Mentees spoke of a desire to make contacts with fellow professionals and about a lack of friends in their fields.</p>	<ul style="list-style-type: none"> <li>• <i>I just hope that there is the chance to meet more people. These people are willing to share with you. A teacher can tell a student what he has gone through.</i></li> <li>• <i>As an engineer, I don't have many friends. My expectation was to find people in my industry, to hear experiences from these architect mentors and to get some advice, to network, to get to know people, because they are helpful.</i></li> </ul>
		<b>3. Encouragement</b>	<p>Mentees referred to the importance of encouragement and of having their confidence built through the mentorship.</p>	<ul style="list-style-type: none"> <li>• <i>We as newcomers need to have a positive mind to keep going until we find a job. Through the course, the biggest thing is-- I actually gained quite a bit of confidence, and I wasn't actually having as much frustration as all other new immigrants.</i></li> <li>• <i>I guess encouragement is very important. When I was really down at that time, failing to get a job it was a big thing to me. With mentors who are very supportive who let me know that Canada is a fair society.</i></li> </ul>

<b>4. Mentoring Experiences</b>	<ul style="list-style-type: none"> <li>• Can you describe the meetings you had with your mentor?</li> <li>• Were there any external factors that limited your ability to meet with your mentor?</li> <li>• What did you enjoy the most in the mentoring relationship?</li> </ul>	<b>1. Advice &amp; Guidance</b>	Mentees noted that a Mentor can point out weak points and ways to improve--provide honest guidance and advice.	<ul style="list-style-type: none"> <li>• <i>I enjoy finding a very professional person to [give me] honest advice.</i></li> <li>• <i>[When] Someone is willing to share with me and guide me through and make me feel that I am more blessed than other people.</i></li> <li>• <i>My mentors can actually pin point what I have actually done right and wrong and what I could do better next time.</i></li> </ul>
		<b>2. Preference for 1 on 1 mentoring</b>	Some mentees stated a distinct preference for 1:1 mentoring sessions.	<ul style="list-style-type: none"> <li>• <i>What I enjoyed the most were the private sessions (1-on-1 mentoring)-- I can show my resume and I can ask item by item. I have more time to ask about the engineering field, my situation, my qualifications—[and about] good engineering companies in Canada.</i></li> <li>• <i>When you have one-on-one mentorship, I think you can be more involved in the coaching aspect because you will get your feedback regularly.</i></li> <li>• <i>One-one-one is better because I can talk much more, and I won't be interrupted. I can get the mentor's full focus, so I prefer one-on-one.</i></li> </ul>
		<b>3. Preference for</b>	Some mentees stated a	<ul style="list-style-type: none"> <li>• <i>The relationship with other mentees is helpful</i></li> </ul>

		<b>Group Mentoring with Peer Support</b>	<p>preference for group mentoring sessions and for the opportunities these provided for meeting with other mentees and making new friends.</p>	<p><i>(group mentoring). Even now, there are two or three mentees who still contact me. They ask me to organize some gathering activities on the weekend.</i></p> <ul style="list-style-type: none"> <li><i>• I found it useful to meet other mentees from the engineering field. I remembered some of the mentees are highly qualified; they have Master's degrees and even PhD degree.</i></li> <li><i>• Meeting new people is fun. It actually really opened my eyes to see the community. I am living in this community, but I didn't really know until I met them (other mentees).</i></li> </ul>
		<b>4. Learning from the mentor's stories and gaining confidence.</b>	<p>Mentees noted that they felt that their mentors often had similar experiences to their own and they built a rapport with their mentors as a result of stories that were shared with them.</p>	<ul style="list-style-type: none"> <li><i>• Most of the mentors were 1st generation immigrants. What I told them, they could understand. They don't [need to] copy from a book when they share their life stories. That actually emphasizes the power of real stories, and gave me a lot of confidence.</i></li> <li><i>• Being able to actually know my mentor's past, being able to know the path she had gone through before she reached today's position and management that helps. What it means is that I am not alone in this world, and I am not alone in this situation. Someone is willing to share with me and guide me through and make me feel that I am more blessed than other people.</i></li> </ul>
		<b>5. Importance of the EMP Coordinator's role.</b>	<p>Some mentees commented about the importance of the role</p>	<ul style="list-style-type: none"> <li><i>• I think the role of coordinator is very important.</i></li> </ul>

			performed by the EMP coordinator in the overall program.	<ul style="list-style-type: none"> <li>• <i>I like your coordination; you have a sense of humor and easily let people engage in the meeting. It is a very important communication skill, it doesn't come easy to everybody; I want to have such a sense of humor. Also you can make people feel comfortable, that's what I enjoy from the mentorship.</i></li> </ul>
<b>5. Functions of Mentoring</b>	<ul style="list-style-type: none"> <li>• Did the mentors offer you support/ advice?</li> </ul>	<b>1. Role Modeling</b>	Some mentees referred to their mentor as acting as a role model.	<ul style="list-style-type: none"> <li>• <i>My mentor was like a role model, she was quite inspiring. I want to be successful, so I need to put in extra effort.</i></li> <li>• <i>She [my mentor] talked about when she started as a cashier part-time at HSBC, and eventually she worked her way up to the manager role. I found that really inspiring.</i></li> </ul>
		<b>2. Improved job search skills</b>	Mentees made mention of activities performed by their mentors that were helpful in the development of job search skills.	<ul style="list-style-type: none"> <li>• <i>My mentor recommends focusing on networking and getting certificates or modifications to my resume.</i></li> <li>• <i>The mentors gave us a lot of key information in how to become successful. For example how to correct my resume for a specific position; or how to get information and feedback.</i></li> <li>• <i>My mentor looked at my resume and has given a lot of valuable ideas and comments for me to improve further.</i></li> </ul>
		<b>3. Exchange of Information &amp; Experiences</b>	Mentees remarked about the importance of exchanging experiences	<ul style="list-style-type: none"> <li>• <i>My mentor actually helped me to run some searches based on her experience, going to the Internet and showing me some of the courses that are available, some of the</i></li> </ul>

			with their mentors	<i>certifications that are recognized by Canada and Canadian employers, that was very... very... useful.</i>
		<b>4. Presentation Opportunities.</b>	Some mentees noted that the mentoring experience had provided them with opportunities to present portfolios.	<i>• One thing in group mentoring I found very interesting was the portfolio presentation (assignment) because when you present your portfolio, you present yourself in different prospect &amp; style.</i>
		<b>5. Friendship</b>	Mentees sometimes noted that the relationships with mentors were very relaxed and informal and friendly.	<i>• A mentor is a friend, there's no agenda in mind for the meeting; they just mingle and have food or coffee. Just like friends among friends, mingling and sharing.</i>
<b>6. Learning Outcomes</b>	• Did you experience any changes in your career development or job search process after participating in the mentoring program?	<b>1. Volunteering</b>	Some mentees mentioned that they planned to begin to volunteer in various settings.	<i>• In the next 3 months I will start to volunteer somewhere.</i>
		<b>2. Taking Initiative</b>	Mentees noted that they would actively share their experience with others.	<i>• One more thing, if I get a job at Metro Vancouver, I really want to share the information and good engineer skills and knowledge with my mentees.</i>
		<b>3. Developing a positive outlook</b>	Some mentees noted changes in mental outlook and that they became more positive and assertive.	<i>• The program did help me change my mentality towards my career advancement in Canada. We as newcomers need to have a positive mind to keep going until we find a job.</i>  <i>• You have to be self-driven, you have to be self-motivated; people won't just put something in front of you. You have to go out and look for it yourself, and stay open to opportunities. So</i>

				<i>basically, the attitude of each person.</i>
		<b>4. Persistence</b>	The importance of being persistent in a job search and in updating the resume was remarked by some.	<i>• I will keep monitoring for a job vacancy online, and keep applying for jobs and customizing my resume.</i>
		<b>5. Confidence in Pursuit of Career Goal</b>	Some noted the importance of confidence in an effective job search process.	<i>• I think confidence is important in the job search process, because then you're more clear about what you do and you can express your attitude and explain your work more relevantly.</i>
		<b>6. Mutual Benefits of Mentorships</b>	Mentees were happy to note that in some cases the mentor had also learned from them.	<i>• One thing that I was happy to learn from my mentor is that he or she has also learnt something from me. I always feel good when someone can learn something from me, rather than just taking it. That was a good experience.</i>
		<b>7. Developing Friendship</b>	The mentoring relationship sometimes developed into a friendship.	<i>• Best of all is the friendship we made. Meeting new people and if my mentor could be my friend that is ultimately most important.</i>
		<b>8. Extended professional networks.</b>	The mentor could become an important element of the mentee's professional network.	<i>• Networking is everything in Canada.</i> <i>The mentorship was my first platform to meet professional people; my mentor is my first network.</i>  <i>• The mentorship program does help in networking to connect with other professionals in the same area, to share experiences with these people, and to get information about</i>

				<p><i>some events in the labour market.</i></p> <p>• <i>All the architects I met in the mentorship program, they are very nice and more or less in the same situation as me so, we have a lot of things to discuss and to talk about, exchange experiences.</i></p>
<b>7. Additional Topics &amp; Findings</b>	<p>• Are there any other comments / information about your experience as a mentee that you want to share?</p>	<b>1. Conflicting Information</b>	<p>Mentees mentioned that some of the information they received seemed to be outdated or in conflict with other information sources</p>	<p>• <i>A few years ago, there were lots of I.T. job opportunities but not now.</i></p> <p>• <i>For me, it was difficult to see the big picture, because I received information from one place and different information from another program. (Conflicting information)</i></p>
	<p>• What are your short term (3-6 months) and long term (&gt;6 months) goals right now?</p>	<b>2. Luck</b>	<p>For some, there was an element of luck involved in the job-search process.</p>	<p>• <i>You always tell me I need some luck. I couldn't say it at that time. Now I found that luck (i.e. referral) actually changed my life quite a bit. And also (learn) from people who are lucky enough to get a job. Being able to run into the right person at the right time for the right opportunity.</i></p>
		<b>3. Balancing Interests</b>	<p>Mentees noted that there must be (should be) a balance between the needs of new immigrants and those of established "locals".</p>	<p>• <i>So we as immigrants, when we first come to Canada, we will definitely face this difficulty in finding jobs, great difficulty in doing things, and great difficulty to set up businesses. Because it must be like that. If we get things easy the locals will not be happy, and the immigrants will not feel welcomed.</i></p>

		<b>4. Time for Friendship Development</b>	<p>Developing trust, and eventually a friendship in a mentoring relationship may require more time than is available in the EMP</p>	<p><i>• I think if the mentorship involves more sessions, we could develop a friendship. We could trust each other and talk about our emotions, how I feel and what's my fear. However, I think the time was not enough to develop this relationship. I don't know if in a longer period I could develop a friendship at all.</i></p>
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## Appendix Q.

**Composite Table showing the results of the Interviews with Mentors, grouped by Topic Categories and showing the major or axial codes, with associated text examples from the interview transcripts**

Table 6.3. Mentor Responses to Interview Topics—Coding and Examples				
Semi-Structured Interview Questions for Mentors (Topic Categories)	Interview Topics	Code Group	Assigned Meaning	Example Mentor Responses
<b>1. Reasons why newcomers chose Canada</b>  (in the views of the Mentors).	<ul style="list-style-type: none"> <li>From your point of view, why do new immigrants choose Canada as their residency country?</li> </ul>	<b>1. Better Life</b>	The mentors believed that many mentees came to Canada/BC seeking better opportunities, a stable and safe environment, and a mild climate. They also believed that it would be easier for them to fit into the Canadian culture/society.	<ul style="list-style-type: none"> <li><i>They may feel conditions in Canada are better (socially, economically, or otherwise) than in their home country.</i></li> <li><i>I would say it is a more friendly country, less cultural discrimination, easier to them and easier to fit in.</i></li> <li><i>New immigrants choose Canada as their residency country because they feel that it is a free, safe, and peaceful country. We want to have a notion of security, political stability, and a safe environment.</i></li> <li><i>Climate wise, it is the mildest climate across Canada. That is why I think people would choose the Lower Mainland.</i></li> </ul>

		<b>2. Better Education for the Next Generation</b>	<p>The mentors believed that the immigrants came to Canada seeking better educational opportunities for their children.</p>	<ul style="list-style-type: none"> <li>• <i>A lot of immigrants and people give up their business and career to come and have their children educated here because the opportunities are broader and better in Canada. As for the children born here, they have a better chance to receive a higher education.</i></li> <li>• <i>Cost of the education is much more affordable in Canada as opposed to other countries.</i></li> </ul>
		<b>3. Family reunion</b>	<p>Mentors claimed that many immigrants came to join family members who had already come to Canada or in order to keep their families together as a unit. Some were also attracted by the BC lifestyle.</p>	<ul style="list-style-type: none"> <li>• <i>If people have ties with people in Canada, for example family members who have already immigrated to Canada, then they are more likely to come here.</i></li> <li>• <i>We have a down to earth and very relaxed West Coast style, and you have more time to spend with your family.</i></li> </ul>
		<b>4. Ease of Immigration</b>	<p>Mentors felt that some immigrants view Canadian immigration policies as being easier to satisfy than those of some other countries.</p>	<ul style="list-style-type: none"> <li>• <i>If [other] countries have a closed immigration policy or they have to wait for a long time to immigrate, then they may look at Canada.</i></li> <li>• <i>People who consider coming to Canada do so by looking at the probability of them being able to immigrate and how easy it is.</i></li> <li>• <i>Canada seems to be trying to recruit certain types of immigrants for some benefit to the</i></li> </ul>

				<p><i>Canadian society.</i></p> <ul style="list-style-type: none"> <li>• <i>Because of the immigration policies in Canada, it is why lots of people are choosing Canada as their residency country.</i></li> </ul>
<b>2. What Challenges do the new immigrants face after they land in nada?</b>	<ul style="list-style-type: none"> <li>• What challenges do you think the new immigrants face after they land in Canada?</li> </ul>	<b>Employment Difficulties</b>	<p>Some mentors described some mentees as lacking commitment to finding a job and worried about sharing their personal contacts and networks with uncommitted mentees. They also noted lack of skill in developing an effective job search.</p> <p>Changes to the economic environment were also identified as an issue.</p>	<ul style="list-style-type: none"> <li>• <i>Some newcomers are not deeply invested in their job; they just work there for the pay cheque. (Lack of commitment to the job)</i></li> <li>• <i>So if you were a mentor and you want to recommend some opportunity to a mentee, you could really put your own network at risk and that mentee doesn't understand what you are doing for them.</i></li> <li>• <i>There are some misconceptions that they want to give everybody a resume and somehow something will get them the job.</i></li> <li>• <i>There are jobs, but not enough decent jobs with a reasonable pay for all the skilled immigrants.</i></li> <li>• <i>Those newcomers came here for better opportunities and are really struggling to get into the labour market.</i></li> </ul>
		<b>Language Barriers</b>	<p>Mentors noted that lack of ability in English was a challenge for mentees and often led to a lack of confidence.</p>	<ul style="list-style-type: none"> <li>• <i>Language, in my experience, has been the biggest barrier in the process of finding a job.</i></li> <li>• <i>He was very quiet and very shy, and his English was so-so. How difficult it is for newcomers to find good jobs here, particularly</i></li> </ul>

				<p><i>if they don't project confidence.</i></p> <ul style="list-style-type: none"> <li>• <i>The way we understand and speak when we write is a little bit different from the North American style of English.</i></li> <li>• <i>If you don't speak the main language then you may have trouble accessing the information that is available in the community.</i></li> <li>• <i>Definitely. Language is the most important, because it is how you communicate. Both oral and written language skills.</i></li> </ul>
		<b>Lack of Canadian Experience</b>	<p>Mentors noted that Canadian experience included not simply skills directly related to their professional work but also experience with workplace cultures and "soft skills".</p>	<ul style="list-style-type: none"> <li>• <i>You can effectively communicate with your co-workers and customers.</i></li> <li>• <i>You need to understand what your customers or coworkers are saying to you; you can communicate and understand what they are trying to do and respond in a professional manner.</i></li> <li>• <i>Canadian experience means somebody who has had experience working in a Canadian context.</i></li> <li>• <i>Canadian experience in terms of work would mean the time spent working with a Canadian employer.</i></li> <li>• <i>Do you know about the workplace culture and your rights?</i></li> <li>• <i>A lot of newcomers are very transitional; they have no guarantee that they're going to stay</i></li> </ul>

				<p><i>long term in the company.</i></p> <ul style="list-style-type: none"> <li><i>• If you have trouble working with someone, or if you or your personality doesn't fit in where you are working, it is going to be tough.</i></li> <li><i>• I think it also means being involved in the community and having active hobbies.</i></li> </ul>
		<b>Credentials Not Recognized</b>	Mentors remarked that some mentees found that their professional and/or academic credentials were not recognized in Canada or were not well-regarded.	<ul style="list-style-type: none"> <li><i>• In essence, the potential employee has to present and prove that their skills can be transferred as equivalent or aligned with Canadian standards.</i></li> <li><i>• They took all they could take on courses; they spent a lot of money and time to get the designations, but they still couldn't get a job.</i></li> <li><i>• This person is coming from a place I don't know, I don't know the quality of their education, and I don't know the quality of their experience.</i></li> </ul>
		<b>Isolation and Lack of a Network</b>	Mentors noted that mentees may lack social networks or contact with useful professional or business networks.	<ul style="list-style-type: none"> <li><i>• I think probably the biggest one is a lack of network. You could feel really isolated and alone.</i></li> <li><i>• If you settle in Prince Rupert, Prince George, Fort St. John, or other interior towns without much of the similar immigrant population, it will be much tougher.</i></li> </ul>
<b>3. Functions of</b>	• Can you describe the meetings you	<b>Enlightening</b>	Mentors described helping the mentee to find	<ul style="list-style-type: none"> <li><i>• I try to guide my mentees to find the answer</i></li> </ul>

<b>Mentoring</b>	had with your mentee?		answers for themselves.	<i>by themselves.</i>
	• What are the roles or functions of the mentor?	<b>Coaching</b>	Mentors refer to their role as that of a coach.	<ul style="list-style-type: none"> <li>• <i>It is more than just helping someone to get a job and make a living.</i></li> <li>• <i>The mentor is a coach. It is kind of like a job hunting coach.</i></li> <li>• <i>I would expose the gaps to him and let him know how he can close the gaps.</i></li> </ul>
	• Did you give advice to your mentee(s)?	<b>Guidance and Encouragement</b>	Mentors describe offering encouragement and guidance in understanding the hiring process.	<ul style="list-style-type: none"> <li>• <i>I think we need to encourage new immigrants.</i></li> <li>• <i>A mentor to me is both a coach and a teacher. He is there to give encouragement for sure, he is there to provide guidance; he is there for introductions.</i></li> <li>• <i>I see my role as a mentor to continue to provide guidance, support, encouragement, and provide leadership too.</i></li> <li>• <i>In general the interview and follow up process is very different here in Canada than it is in China, so any advice about this process that the mentor can give to the mentee is good advice.</i></li> </ul>
		<b>Networking empowerment</b>	Mentors refer to empowering mentees especially by helping them to develop and understand social networking.	<ul style="list-style-type: none"> <li>• <i>Most of the time, I think I fulfill my role as a mentor to provide as much as I can. To educate them, to empower them, to provide them more contacts.</i></li> <li>• <i>You don't have to be the smartest kid in the class, but what is important is that you are one</i></li> </ul>

				<i>of the most socially active people in the class. So depending on the job, social networking is important.</i>
<b>4. Expectations from the Mentorship</b>	<ul style="list-style-type: none"> <li>• Did the mentorship experience fulfill your expectations?</li> <li>• What are the challenges of being a mentor?</li> <li>• What did you enjoy the most in the mentoring relationship?</li> </ul>	<b>Making a positive impact in mentees' life.</b>	Mentors mentioned the desire to make a difference in the lives of their mentees.	<ul style="list-style-type: none"> <li>• <i>I didn't know what I was getting into, and I thought if I could affect this person's life, and this is my personal expectation, I want to make a difference in this person's life.</i></li> <li>• <i>I am looking for someone who is willing to learn from me and that I could make an impact in that person's life.</i></li> </ul>
		<b>Mutual benefit: Getting connected</b>	Some mentors mentioned a desire to help the mentees "get connected" and at the same time appreciated that they might expand their own social and professional networks.	<ul style="list-style-type: none"> <li>• <i>My expectation [was] that I would really like to hook them up, to help them (mentees) find a job, to help them establish their life in Canada.</i></li> <li>• <i>I think most of the mentors came from different backgrounds, it is nice to have a network, so people (mentors) could know more people, it is a networking opportunity.</i></li> </ul>
		<b>No clear expectations</b>	A number of the mentors stated that they had no clearly defined expectations. Some saw the mentorship as an opportunity for volunteer service.	<ul style="list-style-type: none"> <li>• <i>I had no expectations. I guess I get into the mentorship mainly just to help, I don't expect a return. It is like a volunteer job, if I get paid then I am not volunteering.</i></li> <li>• <i>I didn't really have a clear expectation.</i></li> <li>• <i>To tell the truth, I didn't have any expectations to begin with, just to volunteer my time to help.</i></li> <li>• <i>I didn't have much expectation. The only expectation I would have is respect.</i></li> </ul>

		<b>Adjust mentees' attitudes</b>	Mentors remarked on a desire to help their mentees develop in their approach to job search and applications.	<ul style="list-style-type: none"> <li>• <i>Having the right attitude is not something the mentee will learn from a website, so the mentorship program could act more like an attitude training program.</i></li> <li>• <i>The newcomers need to change their concepts; you need a part time job to put your foot in the door.</i></li> </ul>
<b>5. Mentoring Experiences</b>	• After participating in the mentoring program, have you experienced any changes in your views about the experiences of newcomers?	<b>Setting up Expectations</b>	Mentors referred to the need to define and explain their roles while discovering the mentee's expectations.	<ul style="list-style-type: none"> <li>• <i>Since the first few sessions we put it out of the way by saying there are some things that I can do and some things that I can't do.</i></li> <li>• <i>I think what I was trying is to know what the mentee's expectations were. (Set up the program's expectations)</i></li> </ul>
	• Do you believe you made a contribution to the mentee's career development or his/her personal growth?	<b>Understanding Newcomer Challenges</b>	Mentors describe the need to develop empathy about the challenges being experienced by their mentees.	<ul style="list-style-type: none"> <li>• <i>I think I have more empathy.</i></li> <li>• <i>I think I have more understanding in what they have to go through, and challenges they have to overcome.</i></li> </ul>
		<b>Providing Guidance and Sharing Information</b>	Mentors refer to providing information and also helping the mentee to develop confidence.	<ul style="list-style-type: none"> <li>• <i>For me it was the notion of providing guidance and giving the person confidence, sharing experiences, and providing direction.</i></li> <li>• <i>Mentees will expect that we should give them guidance about what needs to be done, because the person obviously doesn't know, or they might know but they need guidance to tell them "how do I do this".</i></li> </ul>
<b>6. Learning</b>	• What did you	<b>Satisfaction</b>	Mentors describe gaining	<ul style="list-style-type: none"> <li>• <i>I think as much as they benefit from it, you</i></li> </ul>



<b>Outcomes</b>	takes away from the mentoring relationship?		a sense of satisfaction through the success of their mentee.	<i>also benefit from it in terms of satisfaction.</i>  • <i>Obviously, if the mentee could eventually find a job after talking to you, that is a satisfaction right?</i>
		<b>Friendship</b>	Mentors state an attitude that the mentoring relationship should be that of a friendship and egalitarian.	• <i>I would say you should treat your mentee as a friend; I treat my mentee as a friend too, because it is a level playing field. You can't act superior to the person who looks upon you and tries to trust you that you can help.</i>
<b>7. Additional Findings</b>	Are there any other comments / program improvement suggestions you want to share?	<b>Personal Reinvention</b>	Mentors suggest that new arrivals be prepared to keep a very open mind and be prepared to re-invent themselves.	• <i>I advise all newcomers to keep an open mind. You might have to totally reinvent yourself and when you move to another country that is part of the whole process.</i>  • <i>Every time when you travel to a new place, you can kind of reinvent who you are. For regular people who know who they are and they are forced to move to a new country, they can really struggle to make a new person out of themselves, because they were really comfortable with who they were in the past.</i>
		<b>Consistent funding and job shadowing opportunity</b>	Mentors suggested a need for more government commitment to funding and or for more involvement of corporations/businesses in providing internships, practicum, or job-shadowing opportunities.	• <i>[In] The ideal mentoring program, first of all we need the government to fund the program or we might do some corporate sponsorships.</i>  • <i>If we have corporate support, the corporation can at least supply an internship or some job shadowing. Even as little as one day, or to provide a practicum to work for a week, a month, or even work for free or with a little honorarium.</i>

				<ul style="list-style-type: none"> <li>• We have individual mentors to help at an individual level; this is like the bottom up approach. And actually we are looking at the top down approach; we would like to see the minister, CEO, senior managers participate in the program, then we would have a bigger pool of mentors.</li> </ul>
		<b>Mentoring touch point</b>	Mentors suggested that there should be touch points for different stages in the process.	<ul style="list-style-type: none"> <li>• Different stages of job search are [require] different touch points.</li> </ul>
		<b>Employers looking for trainable person</b>	Mentors suggested that the mentees need to do some homework to understand the requirements of different jobs or corporations so they can target their resumes and applications to specific job requirements.	<ul style="list-style-type: none"> <li>• As a hiring manager, I read a lot of resumes. I would say if I am hiring a specific role, the applicants should do some homework to understand what the role's expectation is. And list out their skill set, or academic background to tell me that they are a fit for the role. I am interested to know whether this individual is trainable or not.</li> <li>• By trainable I mean I do like people to do their homework and know what the role is expected to be and not just a resume that fits all.</li> </ul>
		<b>Report learning outcomes to the mentor</b>	Mentors would like to see data about the success rate of the program.	<ul style="list-style-type: none"> <li>• There is something as a mentor I would like to know. Because we volunteer our time and we want to know the success ratios. Is it worth it for our time spent or is it just wasting our time and people just don't get the benefit from it?</li> </ul>
		<b>Mentee-driven mentorships</b>	Mentors would like to see more responsibility for the relationship taken on the	<ul style="list-style-type: none"> <li>• It is [should be] more mentee driven. So the ownership sometimes is more focused on the mentees part, and they figure out where they</li> </ul>

			part of the mentees.	<i>want to go. I think mentees could get assignments previous to the meetings like, to come up with five questions before you see me. Come up with a topic that you want to discuss. Prepare a resume and show it to me.</i>
		<b>Multiple mentors</b>	Some mentors suggested that mentees could benefit from contact with more than a single mentor.	<ul style="list-style-type: none"> <li>• <i>A mentee can have a multiple mentors. Because our mentorship only covers 24 mentoring hours and it might not be enough to cover all the topics, if there are other mentors from different industries who would be able to help the mentee, then the mentee will benefit more.</i></li> </ul>
		<b>Mentees should know their rights</b>	Mentees should be encouraged to be more assertive and show more initiative in the workplace.	<ul style="list-style-type: none"> <li>• <i>Without knowing your rights, I find that the new immigrants will tend to be shy, timid, not assertive, and not asking what they should be asking and just keep on bowing their heads down and keep on working, whereas they could be more deserving of compensation and recognition. And that is what I found to be very common in other offices.</i></li> </ul>
		<b>Emotional Intelligence (Soft skills)</b>	There needs to be attention to the development of “soft skills” or emotional intelligence.	<ul style="list-style-type: none"> <li>• <i>Because a lot of times, part of the success within the workplace, whether you like it or not, is about the personal relationships that you have with people, it is about what we call emotional intelligence: ability to perceive, control and evaluate emotions.</i></li> </ul>
		<b>Uncertainty of abilities and loyalty</b>	Potential employers may be reluctant to hire new immigrants because they are unsure of their abilities and are not certain that the newly hired person may leave	<ul style="list-style-type: none"> <li>• <i>The trust of the potential employer is kind of like a restriction, because the potential employer doesn't know if you are able to manage the same people or aspect in Canada if you were a manager in your home country. So they hesitate to employ the newcomers.</i></li> </ul>

			for other jobs after being trained.	<ul style="list-style-type: none"> <li>• <i>If they [the employer] invest that money, [in training] would they stay? Then the risk will go to the employer.</i></li> </ul>
		<b>Employment readiness</b>	New arrivals should start right away to figure out how the local workplaces operate—the routines, the culture.	<ul style="list-style-type: none"> <li>• <i>Figure out what the locals are doing and how they talk and how they behave and to learn from them and become more like a local Canadian.</i></li> <li>• <i>As you get to certain levels of management, there is an expectation; you are going to know how to do the job that you are being asked to do.</i></li> <li>• <i>Canadian employers just want to see people who are integrated and [to] whom they don't have to teach everything from scratch.</i></li> </ul>