

# Lucy Mentoring Program 2007 UNSW Mentor Evaluation Report

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Thirty-six mentors participated in the Lucy Mentoring Program in Session 2 in 2007 at UNSW. 8 out of the 36 mentors completed the evaluation questionnaire.

The evaluation questionnaire assessed the following areas of the Program:

1. Participant Outcomes
2. Organisation and Structure of the Program

## Summary of Results

### 1. Participant Outcomes

- Overall, mentors felt that the Program was a worthwhile experience.
- Mentors have benefited from the Program in the following ways:
  - Gaining an insight into issues facing young women today;
  - Being inspired by their students; and
  - Developing a meaningful relationship with their student.
- Mentors have identified the following benefits for participating students:
  - Gaining insight into and first-hand experience in the industry;
  - Developing important skills; and
  - Developing self-confidence.

### 2. Organisation and Structure of the Program

- Overall, mentors were satisfied with the matching of mentors to students, and the information provided about the Program and their students by the Careers and Employment team.
- Mentors were also satisfied with the structure of the Program.

## 1. Participant Outcomes

**1. How would you rate your relationship with UNSW? (Information provided, responsiveness to request, etc.)**

	Very Poor	Poor	Satisfactory	Good	Excellent
<b>Responses</b>			1	3	4
<b>Percentage</b>			12.5	37.5	50.0

**Comments:**

One of the mentors commented that the Careers and Employment team was proactive and responsive in terms of communicating information to mentors.

**2. How would you rate the mentoring experience?**

	Very Poor	Poor	Satisfactory	Good	Excellent
<b>Responses</b>			2	4	2
<b>Percentage</b>			25.0	50.0	25.0

**What do you think you gained from the experience?**

Mentors identified the following benefits from the Program:

- Gaining an insight into issues facing young women today

*“An insight in to Generation Y and the attitudes our potential new employees may exhibit.”*

*“I feel I have been enriched by sharing my experiences with someone younger, from whom I have also learned something. I have also learned about some of the issues facing younger women from a fresh perspective, which I have found valuable.”*

- Being inspired by their students

*“I met a wonderful ambitious young woman who is keen to develop herself and that is inspirational!”*

- Developing a meaningful relationship with their student

*“I think I have developed a relationship with my student that will be maintained into the future.”*

### 3. Did you experience any barriers or difficulties (e.g. time)?

Mentors identified the following difficulties during the Program:

- Mentors found it challenging to find sufficient time to arrange activities for their students due to their busy schedules

*“I tried to organise my days with my mentee in advance so that we used the time efficiently and fully. We had formal and informal time together, which seemed to work well. In an ideal world, I would have exposed her to many more people in my organisation, but that wasn't always possible because of their busy schedules.”*

- Some mentors also found it challenging to schedule meetings with their students – some students needed to be more flexible with their availability

*“Difficulties with inflexibility of mentee timing meant it was difficult to devote full attention to mentoring relationship”*

### 4. How would you rate the learning experience for students?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses				7	1
Percentage				87.5	12.5

#### What do you think your student gained from the experience?

Mentors have identified the following benefits for their students from participating in the Program:

- Gaining insight into the industry, the difference between different size organisations, as well as the diversity of the work involved, which has assisted students in their career decisions

*“Opened her eyes to real life business.”*

- Developing skills e.g. networking, meeting, career development

*“A clear awareness of the role of the organisation and a clearer understanding of the work we do, as well as specific meeting and other skills.”*

- Developing self-confidence and gaining a better understanding of oneself

*“I hope that my mentee learned a little more about herself and her goals and aspirations. I think she is more self confident, and more likely to think strategically about her own goals and how best to position herself to achieve them.”*

**5. How clear was your student about their learning needs and goals before starting the Work Based Activity?**

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		1	3	3	1
Percentage		12.5	37.5	37.5	12.5

**If they were not well prepared how can the Program assist students to clarify their objectives?**

One mentor suggested that students may benefit from spending some time before the Program to reflect on their own goals and ideas.

**6. How well did your student meet the workplace standards of your organisation?**

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses				6	2
Percentage				75.0	25.0

**Comments:**

Overall, mentors were impressed by the ability of their students to meet the standards of their organisations.

*"My mentee was always on time and very well presented. She struggled on one occasion juggling the demands of her university responsibilities and finishing a task that I had set her as part of the work based activity, but I was able to extend the time for completing that task and I am confident that she will complete it."*

*"She is quite exceptional."*

**7. If your student had difficulty in meeting workplace standards, how could the Program assist students to meet such standards in the future?**

No comments were made.

## 2. Organisation and Structure of the Program

### 8. How well would you rate the matching of mentors to students?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			3	2	3
Percentage			37.5	25.0	37.5

#### Comments:

- Many mentors felt that there was a good match with their students

*“My mentee and I were a very good match, and seemed to get along well from the outset.”*

*“Interest areas were very well matched.”*

- Some mentors suggested that clarifying the goals and personality of students may improve the matching of mentors to students

*“I think if we could clarify earlier the goals the students have we could match the mentors better.”*

### 9. How would you rate the information provided about your student?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	6	
Percentage			25.0	75.0	

#### Comments:

Overall, mentors were satisfied with the information provided about their students. However, as expected, mentors got to know their students better when they met.

*“The written materials were perfectly adequate. Having said that, I learned most about my mentee by talking to her and getting to know her. I arranged a lunch as the first thing we did together after the launch which was a good opportunity to get to know her before starting our work together.”*

**10. How would you rate your understanding of the objectives and requirements of the Work Based Activity prior to commencing the placement?**

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		1	2	4	
Percentage		14.3	28.6	57.1	

**Comments:**

Overall, mentors were satisfied with the information provided about the objectives and requirements of the Work Based Activity. Although some mentors would have preferred having more guidelines for the sort of tasks that they should set, they appreciated the flexibility and scope that they had in arranging different types of activities that they thought would benefit their students.

*“This was very fluid, which gave me considerable scope to involve my mentee in something a little unusual. However, at the beginning, I was concerned that it might not be the right thing for her to be doing (i.e., should she attend a meeting, do a research task, etc - should I make sure I can tick a number of boxes in terms of the tasks I exposed her to?).”*

**11. How would you rate the structure of the Program (i.e. Briefing, Session 1 & 2 and Debriefing) as a framework to support the Work Based Activity and mentoring experience?**

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			1	6	1
Percentage			12.5	75.0	12.5

**Comments:**

Overall, mentors were satisfied with the structure of the Program. Mentors felt that the structure provided good support of the mentor-student relationships.

*“I think a framework is very important for both parties. Without it, the relationship might drift along without the mentee in particular getting much value from it.”*

**12. How would you rate the ‘Participant Manual’?**

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		1	1	5	1
Percentage		12.5	12.5	62.5	12.5

**Comments:**

Overall, mentors were satisfied with the Participant Manual. However, some mentors were not aware of this document.

### 3. Further Comments

#### 13. Please make any further comments or suggestions about the Program.

- Some mentors felt that the match with their student could be improved

*“The mentoring program was a lot more structured as compared to when I first was involved in 2004. It was an enjoyable experience but could have been better if mentor/mentees were more appropriately matched.”*

- Advice for mentees:
  - o Need to understand the time and personal commitment required and schedule accordingly
  - o Need to understand that mentors are very busy and that they need to be flexible

*“Students must be vetted for time commitments prior to commencing the program and must be clear on the expectations that they will have to go out of their way to participate.”*

- Advice for mentors:
  - o Need to understand that it is the mentor’s role to be proactive and make an effort with their mentee
  - o Need to keep their promises and do what they say they will
  - o Should be screened for suitability
  - o Need to use their intuition for what activities are beneficial for their mentees

*“I think it is vital that mentors understand that it is their role to be proactive and make contact and an effort with their mentee. I appreciate that UNSW is grateful for the assistance of mentors, but a mentor that doesn't do what they say they will do is worse than no mentor at all as it can impact the way students feel about themselves. I suggest that UNSW screens mentors to ensure they are truly committed and willing to fulfil their responsibilities under the program.”*

*“As I run a business my time is limited. My mentee seemed to understand this and went with the flow. I wasn't sure exactly if I was doing things that she'd benefit from but I used my intuition - if at the same age I felt I would find a certain experience useful then I'd include her - eg meetings and lunches with some of my clients etc.”*

- Overall, mentors felt that it was a worthwhile experience for both the mentors and the students

*“The programme is very good. Very beneficial to the students. I gained from it too because I valued my experience with my mentee.”*