Mentoring: moulding the future of science

Churchill Fellowship, 2018

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2017/2018 was an incredible year because, I was stretched in many directions, the most I have ever been, until I travelled to the USA in 2018. First, I lost one of my brothers, Mr Adetayo Adelodun and even in his passing; he is still a big inspiration for me, to pursue my dreams of developing young minds.

To my family and friends, your continued love and support is priceless! Thank you so much! To my amazing Mentors – Sir Professor Simon Lovestone and Dr Ambily Banerjee who believe in me and constantly encourage me to reach for the stars. I’m very thankful.
Background

As a Neuroscientist, Founder of MindTorch and Host of ‘Behind the Science with Dr Beth’, my journey so far incorporates my mission, to inform, inspire, enlighten, encourage and develop minds. After a stellar educational experience, I was fortunate to find mentors who gave me guidance and helped me navigate unchartered waters in the real world. It was their support and guidance after 18 months of confusion (post PhD) that helped me find my professional path, and inspired me to set up MindTorch. MindTorch’s mission is to help young people develop their professional portfolio in parallel to their educational pursuits. We have successfully executed mentoring forums and events at King’s College London, Uni. Of Southampton, Brunel University London, University of Northampton, University College London and Pimlico Academy; that featured renowned leaders including Professor Susan Standring, Ms Emily Cummins and Mr Ricky Martin, the BBC’s ‘The Apprentice’ 2012 Winner.

The philosophy of ‘Behind the Science with Dr Beth’ is to make science more accessible by showcasing the diverse talent, skill and personality of the people at the forefront of the search to understand how the world works. It is a witty mix of science, personality, interests, habits and advice from Scientists, Doctors and Pharmaceutical experts among others. This work inspired my Churchill Fellowship documentary – *is mentoring a predictor of success?*

Having experienced the benefits of mentoring, as a Mentee/Mentor, I believe Mentors are essential for success. However, for many students mentoring is an afterthought. In the UK, young people are encouraged to go to University to increase their chances of finding good jobs upon graduation, but they are left with little information/real-world experience about how to translate academic knowledge into a career. However, the USA has mentoring organisations with over 100 years’ experience and impact. Ultimately, my goal was to travel to the USA to learn how to develop and sustain a mentoring programme that can be modelled in UK Universities.
Executive summary

Part 1 – the current situation in the UK

In 2013, Dr Camille Kandiko and Dr Matt Mawer from the King’s Learning Institute (KLI) published a white paper on student expectations and perception in Higher Education. The conclusion was that:

“The primary purpose for students entering higher education was to improve their career prospects, as a pathway for career enhancement, across all subjects of study”.

Upon graduation many young people feel unprepared for the world of work; citing a lack of awareness, timely information and tools they need to succeed in the real world. In addition, students want on how to develop their future careers - within and beyond their formal course - especially to gain the skills and experience they would need for employment. This leads to the ongoing conversation around the importance of internships, work placement and extra-curricular activities.

Furthermore, the report recommended that institutions need to offer more course-level information and better organisation for internships, placements, work experience and skills support (tailored to specific subjects where support is available from Professionals in related industries/fields). This is the essence of MindTorch, to empower students and bridge the gap between education and employment, through tailored mentoring that provides access to Professionals. Moreover, Employers have identified a skills gap in graduates because “they want skills that students are not providing”.

In 2016, Professor Sir William Wakeham’s report on graduate employability, emphasised the need for Higher Education providers to ensure that students have access to work experience opportunities and employers, so that they can develop ‘soft skills’ they need to thrive in the work environment. Moreover, the UK government has confirmed that student employment outcomes will be an integral part of the government’s higher education reform going forward.
Although the Wakeham report found extensive variation in employment outcomes and employability, the Department of Business Innovation and Skills found that for most students, the most important outcome for higher education is finding employment. Also, the critical issue of access to information is emphasised as a criterion for improving student outcomes and employability.

For many students in the UK, mentoring is an afterthought. Young people have a desire to improve their career prospects through higher education by studying a plethora of innovative subjects, but they struggle to translate their technical knowledge into a career because many young people are unaware – they do not know how to develop skills that are integral to their future success, especially career management skills that will enable them prepare for jobs that do not yet exist – which results in the mismatch between the skills required by Employers and the skills provided by graduates. My quest is to contribute to the solution of these critical issues inspired me to learn more about how to develop and sustain successful mentoring programmes for young people in the UK.

Part 2 – inspiration, learnings and our proposed way forward

It was a delight to learn from Leaders focused on youth empowerment and development in the USA where mentoring organisations have over 100 years experience and impact. I visited 7 states - New York, Connecticut, Boston, Buffalo, Toronto, Washington, DC, and New Mexico – and met with over 40 Leaders. These leaders work within mentoring organisations and the lessons from my meetings will influence the future of MindTorch especially the different models we are now developing to support young people at Schools and Universities through advocacy, mentoring and access.

MindTorch’s work focuses on empowering young people at Universities (and Schools) to develop their professional portfolio in parallel to their educational pursuit, through knowledge sharing; access to timely information; guidance and support from Mentors (Professionals) in the young person’s field of interest. MindTorch’s model is built as a positive feedback platform. The model was inspired by Dr Elizabeth Adelodun, whose empowering
and impactful academic training/experience at several educational institutions in the UK led her to solve a recurring issue in our quest to develop global citizens for our global society. Dr Adelodun acknowledges that Teachers, Professors, Lecturers and Researchers who are already inundated with teaching, research, grant applications, public engagement and other responsibilities, have little or no time to take on the additional responsibility of providing professional development resources for young people – nor should they have to. MindTorch is equipped to take on this responsibility in collaboration with Leaders within Government, Universities, Colleges, Schools, Employers and organisations within the third sector.

Part 3 – implementation

On a strategic level, MindTorch is positioned as an organisation that oversees mentoring (via Mentor Hubs) of young people - with resources, access, information and people. On an operational level, we will provide resources and support for mentoring programmes at Universities and Schools. This will be achieved through collaboration with educational institutions (Universities, Colleges and Schools), mentoring organisations, Employers and Professionals (Mentors) and Student Leaders.

Dr Elizabeth Adelodun - Churchill Fellowship 2018
About this report

This report examines how mentoring is used as a tool for solving challenges that young people are facing in the USA. It highlights how some youth-serving mentoring organisations are engaging, empowering and supporting youth in America. Different models are used, depending on the demographic of the young people, the proposed solution and available resources. The information provided here is based on lessons, insight and knowledge about mentoring from 15 leading Mentoring organisations in the USA. In addition, I recorded a documentary on Mentoring, Leadership and Successs (*Is mentoring a predictor of success?*) where I interviewed about 40 Leaders. In this report, I:

- Provide an overview of mentoring
- Highlight the diverse models used at mentoring agencies in the USA
- Highlight how mentoring programmes work with Corporations
- Highlight the funding streams used by mentoring agencies
- Highlight the challenges (and considerations) for setting up a successful mentoring organisation or programme
- Emphasise different models for developing a sustainable mentoring organisation
- Emphasise existing mentor recruitment, training and retention strategies
- Highlight how to effectively manage mentor-mentee relationships
- Highlight how Corporate organisations engage in mentoring programmes including what motivates them
- Highlight the challenges and successes of running a mentoring programme
- Explore the mentoring landscape in the UK
- Provide an updated model that MindTorch will use to implement lessons garnered from my Churchill Fellowship, to empower young people (at Schools and Universities) in the UK and build their professional portfolio in parallel to their education pursuits.

My hope is that these lessons, will equip and empower others in the UK, to expand the impact of mentoring for young people. Ultimately, my hope is to galvanise, inspire and encourage Leaders and Professionals (in Government, Schools, Universities, Fortune 500 companies and local businesses) to get involved, with expertise, resources and mutual goals to mould the next generation with the tools, information, guidance and support they need.

Dr Elizabeth Adelodun - Churchill Fellowship 2018
Introduction: Mentoring

Mentoring is essential for human development, in the form of investment in time, energy, resources and personal expertise that supports the growth and capability of someone else, towards achieving their goals. It began centuries ago with Homer’s *Odyssey*; before Odysseus left to fight in the Trojan War, he entrusted the care of his home to Mentor who served as a Teacher for Odysseus’ son Telemachus.

“We don’t know what we don’t know”

*Unknown*

Most people have mentors – supporters, sponsors, encouragers, cheerleaders etc. However, the definition of a Mentor has evolved to mean a trusted friend, teacher, advisor and ally; usually, a more experienced person willing to train, advise and guide a younger, less experienced person.
Mentoring in the USA

Successful mentoring programmes or relationships start by identifying a need and then recruiting Mentors who have a wealth of knowledge, experience and information that can help a young person. Nevertheless, the focus of the mentoring relationship is set by the Mentee. This is an essential part of mentoring because although a mentor has an ‘ocean’ of knowledge and experience, the mentee only requires a ‘bucket from the ocean’ – and as such sets the agenda and goals for the relationship. Building a relationship with this understanding will enthuse the mentee to take ownership of their own growth, learn and implement lessons from the Mentor.

“Mentoring is contextual, it lives in the culture. It should be seen as a strategy to solve a problem but it cannot work alone”.

Dr Nora Dominguez

Informal mentoring happens in everyday life while formal mentoring is engineered through a structured programme. Dr Nora Dominguez, Director of the Mentoring Institute, at the University of New Mexico said “Informal mentoring relationships are more successful than formal mentoring because they happen naturally and have all the elements required to succeed: proximity, affinity and interest”. Many students find mentors informally. For example, a Student that is wellrounded, plays a role in student government, is part of a choir, and plays in a band or is part of a football team, already has many informal mentors in their life.

Dr Susan Weinberger, President, Mentor Consulting Group said “formal mentoring ensures maximum protection of children, screening of Mentors and provides evidence of evaluation and impact”. Moreover, the need for formal mentoring programmes for young people, is an ethnic issue (in the USA). In many situations, formal mentoring programmes are created to provide access to networks, organisations or opportunities that minority groups of the population do not have. Predictably, these formal mentoring programmes where strangers are bought together to form a pseudo-relationship is not always straightforward, and thus requires effective coordination, management and support.
Mentoring Agencies with different models

Mentoring organisations in the USA focus on supporting young people, so that they feel valued, safe and empowered. The young people supported are mostly from a defined demographic for which different mentoring agencies provide their own tailored model to address the issues facing the young people they serve.

MENTOR – the National Mentoring Partnership

MENTOR is an advocacy group for mentoring in America. Since its inception 20 years ago, MENTOR have championed all kinds of mentoring and are regarded as the gold standard mentoring organisation, playing the role of a Mentor for mentoring organisations. MENTOR has state partnerships based in all 50 states in the USA. Annually, they organise The National Mentoring Summit - the only national conference of youth mentoring professionals, researchers, MENTOR affiliates, Philanthropic investors, government and civic leaders. The aim of the conference is to strengthen and expand quality mentoring relationships and partnerships for the benefit of young people in the USA. The Mentoring summit is scheduled for the end of January, which coincides with the end of National Mentoring Month that aims to promote youth mentoring in the USA.

Although they don’t deliver grassroot technical support and training, MENTOR provides toolkits for mentoring via their website: mentoring.org. This includes:

- Standard (acceptable) infrastructure for setting up a mentoring organisation or programme
- The essential steps from recruitment to screening, training, support, recognition and evaluation; on the MENTOR’s website
- Commissioning Coaches to go into the community to support mentoring organisations through training, technical support or consultancy
- Creating research oriented materials for affiliates to use
- Building Corporate partnerships and Employee Engagement Programmes
MENTOR published *Elements of Effect Practice for Mentoring* – a mentoring encyclopaedia that many youth serving organisations refer to for guidance on setting up, managing and evaluating mentoring programmes. It also contains resources and toolkits that are also available on MENTOR’s website – mentoring.org.
MENTOR New York

Over 25 years ago, 9 business men wanted to make an impact in the lives of young people with their money, so they started Mentor, New York, to offer training and support for existing mentoring programmes and help them establish new initiatives. They work with over 600 mentoring programmes and serve around 64,000 youth. Initially, the goal was for students to graduate from High school. Now, the mission is for young people to go to college or university, which contributes a high number of first-generation university students – a hot-topic, in the USA where mentoring is playing a major part to improve retention of these group of young people at University.

“Mentor a child, change two lives”

Jean Lahage Cohen, Executive Director, Mentor New York

“Every child needs a Mentor to grow up healthy”

Jean Lahage Cohen, Executive Director, Mentor New York
1. Effective recruitment, training and management

- **Mentor recruitment**: Mentors come from all walks of life and Programme Managers are encouraged to expand their search for Mentors to include Retirees, Senior Citizens, Corporate Employees, Community groups (Police Officers, Firefighters etc.), Teachers, and Professionals among others. In addition, a peer mentoring model can be implemented, at the Community college level where seniors and juniors, mentor High School students. This type of mentoring is beneficial to the both Mentor and Mentee because it looks good on the Mentor’s CV and College application as a leader/influencer. Nevertheless, Programme managers are advised to develop a robust recruitment plan as early as possible to ensure that recruited mentors are trained, engaged and retained.

- **Mentee recruitment**: Selecting the right Mentees for a programme ensures that Mentors are not burdened with basic responsibilities that should be provided in the family or school; to narrow down the focus of the mentoring relationship so that a Mentor can add value to a child’s life, to enlighten them.

- **Target population of Mentors**: Mentoring programmes that consider the target population of Mentors that serve their population of young people are building the right foundation for success. For example, when working with students who live in council estates, it would be beneficial, to find professionals who grew up in council housing; or where Students are from a particular background, for example for first generation students at University, to find professionals who have a similar background so that Mentors and Mentees have a stronger affinity, to solve similar issues and challenges; and help the mentee overcome difficulties. However, when a Mentor and Mentee come from different backgrounds, they should be encouraged to teach each other about their cultures – to expand their perspectives.

- **Male Mentors**: A major challenge for mentoring programmes is the recruitment of Male mentors. Although parents bring their boys to mentoring organisations for support, more Male Mentors are required so that Bigs and
Littles can be matched by gender. Currently, there are more Female mentors than Male mentors. In a survey done by MENTOR, New York, of 1800 people, including mentors and non-mentors (both male and female), they found that male mentors are involved (mostly), in informal mentoring while female mentors tend to join formal mentoring programmes. It also highlighted the difference in the way male and female mentors see mentoring. For example, men prefer to do tasks and solve problems, while women enjoy building relationships.

2. **Managing expectations**: This must be discussed at the point of recruitment, for example, with Mentors, to correct any wrong ideas of what ‘impact’ for a young person looks like; where a mentor must consider what the child really needs and manage their own expectation. In addition, the expectations of all parties involved needs to be discussed, at regular intervals; e.g. mentor, mentee and family; to maintain a realistic perspective.

3. **Effective communication channels**: To monitor progress and measure success, mentoring programmes need effective communication channels between the coordinators, families, mentors and mentees; especially for Programme Managers to empower mentors to model positive behaviour.

4. **Behaviour and role-modelling**: A key factor for mentor retention is the realisation that when working with children of school age, the relationship is not 50-50; but more of an 80-20 relationship. For example, a form of positive-role modelling is for a Mentor to thank their student, share insight into lessons learned since they started working with their mentee, and what they enjoy about the mentoring relationship. These behaviours (models) serve as an example to the mentee of how things should be done.

5. **Age appropriate behaviour** is essential. Some Mentors don’t have children and are in their late 20s to early 40s. Therefore, Mentors need to be aware of the changes in personality, character and behaviour as a young person grows. It will ensure that mentors are sympathetic to their mentee, and exercise patience during the transition from childhood to adolescence – because behaviours are rarely about the mentor but
more about the young person’s perspective and what’s going on in the mentee’s personal life.

6. Awareness of the time commitment required for a successful mentoring relationship - for Mentors and Mentees

7. To ensure sustainability, monitoring (collecting data), evaluation (measuring success) and evidence of impact (indicators of change) are essential.

8. Funding for growth and sustainability

9. Mentor retention requires new strategies; innovative ways to mentor and coach Mentors for longevity. Ultimately, innovative strategies can be developed to ensure that Mentors don’t quit because of:
   - A lack of training
   - A lack of awareness of what mentors will get out of the mentoring relationship and what is required of them
   - Inadequacy - feeling that they are not prepared to work, with a young person
   - A lack of effective supervision
   - A lack of feedback to Mentors especially about the progress their mentee is making (at regular intervals)
Big Brother Big Sister, New York City

Big Brother Big Sister New York City, BBBS NYC has served over 100,000 children since its inception in 1904. Every year, over 5,500 youth (7–18 year olds) are supported by BBBS NYC – in ‘Little Moments’ that lead to a ‘Big Reach’ where the young people being served are supported and empowered to reach their potential. To achieve this, they collaborate with Families, Volunteers, Corporate Partners, the community and Staff members. Moreover, successful mentoring relationships focus on effective relationship management. For example, managing the expectations of Mentors, Families and the young person. Also, a School Coordinator is appointed to help identify young people who have a ‘plan’ after high school – and need mentoring to achieve their goals. Ultimately, the young people that benefit the most from the mentoring relationship, are those that are engaged and enthusiastic.

BBBS, NYC offers:

- 1 to 1 mentoring
- Academic enrichment programmes
- Mentoring for career and college readiness
- Support services for volunteers and parents
**Mentor and Mentee recruitment**

BBBS NYC has a recruitment team that partners with Individuals and Public figures - Councillors, Political figures, Community advocates, Community boards and grassroots level organisations - who have links in the community; to feed information to - and support - young people. These types of partnerships are effective because community leaders are keen to inform their constituents about beneficial services available to them. The recruitment team also attend community events to speak about BBBS initiatives, and engage with young people.

BBBS, NYC receive about 300 Mentor Volunteer enquires in a month. However, Mentor recruitment is arranged for the summer months in preparation for the beginning of a new mentoring cycle in October. As part of the extensive recruitment, screening and enrollement processes, Mentors (Bigs), Mentees (Littles) and their families meet with a Masters level Social Worker, who prioritise the child/young person’s safety; identify the best Big/Little match to maximise the impact on the Little. For example, Mentors are asked to commit 12 months to the mentoring relationship; but the average match length is 20 months. This is a result of the emphasis placed on compatibility during the match process.
A mentor/big screening process involves:

- An orientation is attended
- Multi-layered background checks
- Interview with a BBBS (NYC Masters level Social worker) to assess the experience and quality of each candidate

A mentee/little/family screening process involves:

- Identify interests – for matching with Big (common interests)
- Identify the goals of the child
- Each child and parent undergo separate interviews with the Programme Manager to identify what they want to gain from the programme
BBBS, NYC Model

For every child, BBBS aims to provide support and guidance from an adult friend that is reliable, consistent and outside their immediate network of family and friends. This gives the young person an opportunity to learn about responsibility and life choices from a role model that can explain life to them in a way they can understand. BBBS NYC uses different models for mentoring:

1. **Community based mentoring:**

   In this model, mentoring happens in the community. The *Big*, picks up the *Little* from their home at a prearranged date and time for a day of fun activities around the city (at the expense of the Mentor). This model has proven to be more successful in terms of the length of the *match* because there are fewer challenges in terms of the day-day operations and logistics.

2. **Workplace mentoring:**

   In this model, High Schools students attend group mentoring sessions at a Partner organisation’s premises where Employees are keen to get involved in high impact volunteering opportunities but are ‘time-poor’. Here, a Programme Manager picks up a group of students from school (after 4pm) and takes them via public transportation to a company, to spend 1 or 2 hours engaging in group activities; once a week for 15 weeks. These include skills building activities, activities around CV/resume building, preparation for SATs, writing personal statements and job interview preparation.

**How to sustain mentoring relationships**

From experience, BBBS, have found that Mentors commit to supporting a young person when they have specific goals (e.g. 2 or 3 goals). When goals are set from the beginning, Mentors work with their Mentees with a focus on supporting the young person to achieve their goal which takes them to the end of High school and feeds into a 2-3-year programme. Planting this seed early, during enrolment/recruitment gives the Mentor and Mentee a purpose for their relationship and helps them measure progress/success.
In general, Mentors will commit if they:

- Have a clear goal and understand the value of that goal
- Get to share their experiences with other mentors during tough times
- Have group mentoring activities that offer Mentors the opportunity to meet other people, get connected and network
- Can meet other Bigs and Littles; which provides an opportunity to see other matches

**Mentor training**

**Mandatory Mentor Training Sessions**

- Basics of mentoring (inc. child safety)
- Setting boundaries
- How to help the Little achieve SMART goals
- The rules of mentoring relationships
- How to build a positive relationship with the Little's family
What’s in it for the Mentors?

In addition to meeting new people and developing new networks, Mentors, potential Mentors, Alumni and friends meet through BBBS, NYC’s affinity groups that help expand Mentor recruitment and fundraising efforts. Also, Mentors are recognised in different ways. For example:

1. Programme managers thank Mentors and share the impact they are having on their mentees - every 2 weeks.
2. Supervising managers find ways to point out the progress the mentee is making.
3. Students are encouraged to write notes or cards to their mentor.
4. Pictures taken at match meetings are sent to Bigs via email then after 6 months, a framed picture is sent to the Mentor.
5. Official certificates are given to all Bigs – regardless of the time spent in the programme.
6. Tickets to games or nice restaurants for the Big and Little.
7. At big glamour events for donors where companies buy tables or tickets, Bigs are invited to attend for free.
8. Volunteer appreciation day; once a month, the Programme Manager nominates 2-5 Mentors to two categories: ‘most consistent’ and ‘most change seen in Little’. Thereafter, a Senior/Executive staff e.g. Vice President of BBBS then calls the Big to appreciate them and let them know that the Programme Manager nominated them.
9. At Big Sister Association, Boston, Mentors get to attend parties, to network, talk about their experiences and share their enthusiasm to support the next generation. Also, there is an annual appreciation breakfast for Bigs to attend with their Littles; Mentors are also given tickets from sponsors to attend exciting events around art, culture, music etc.
Marketing Edge

Marketing Edge (ME) is the only national non-profit organisation in the USA to solely acquaint Professors and college Students with businesses in the field of marketing. They work to Educate, Develop, Grow and Employ college students in the field of marketing by providing resources and relationships that students need to ‘see, move and stay ahead’. Ultimately, they work to equip Professors, help students and link talent to corporations. Marketing Edge is supported by corporations and individuals who want to give back.

The model is to bridge the gap between academic theory and practical knowledge, to empower marketing students to develop skills required in the workplace. Marketing Edge students are equipped with tools required in the world of work; and through their interactions with marketing experts; lessons from the classroom become ‘real’.

“The challenges academics face today is a question of how they can make sure students are ready for careers.”

Dr Lerzan Aksoy
Associate Dean of Undergraduate Studies, Professor of Marketing Fordham University

Activities:
ME organises several events, forums and conferences that engage/enthuse their audiences; create opportunities for new relationships and add value to their community of students, academics and corporations. For example:

1. There are 3-4 Career forums where around 200 students (recruited through career advisors) and academics attend.
2. An annual 3.5-day summit: with an intense application process for students to apply and attend.
3. Peer reviewed Journal: These provide cutting edge information and research for Professionals, Academics and Corporations
It can be challenging to prepare for a career that does not exist yet. Nevertheless, ME students have a 3-year head-start because they have experienced real life marketing, and they are aware of what marketing organisations do. During their curriculum, they are empowered to develop skills and tools that equip them to be better leaders in a global society – with a bright start to their careers. The curriculum is also designed to share resources with Professors/Academics to bridge the gap between what is taught at University and how marketing is implemented or practiced. In this model, Professors are exposed to the practical application of their theories, to prepare students for opportunities available to them based on their skills and training.

The opportunity here is for Marketing Edge and Corporations who understand and believe in their ethos and vision to collaborate, to propel marketing students into the future.
BioBus

BioBus is a high-tech science laboratory on wheels – a unique model that provides science education (mainly biology) for young people. BioBus was founded by Dr Ben Dublin-Thaler, a Scientist with a PhD in Biology and a BA in Physics and Mathematics from Columbia University.

BioBus has a mission to help young people from ethnic minority and low-income backgrounds in New York City, to discover, explore and pursue science. BioBus is paving a way to achieve its vision; to provide all people with equal opportunities to reach their full scientific potential; and open the ivory tower.

Over the last five years, BioBus has inspired around 30 000 students by travelling to low-income neighbourhoods.
Mentor Consulting Group

Dr Susan Weinberger is a pioneer in the field of mentoring. Having worked with leaders across the world, and with publication of research articles, books and conference presentations, Dr Weinberger is a respected voice in the field; receiving President Clinton’s Volunteer Action Award in 1993 for her work in mentoring. Her work highlights the importance of evaluation and the impact mentoring has on young people. As a Leader, Consultant and Founder of many mentoring initiatives, she has developed several school-based and community-based mentoring programmes that are now used in over 40 states in the USA, Canada and Bermuda.

As a Consultant, she uses her wealth of experience and expertise to work with Schools, Businesses, Mentoring organisations, and Governments to provide comprehensive quality assurance standards to ensure programme sustainability. This includes benchmarks for Mentor and Mentee recruitment, screening, training, support, recognition and evaluation.

Recently, Dr Weinberger was commissioned to develop the mentoring programme for Connecticut by the Governor of Connecticut- now called Connecticut Mentoring Partnership. This serves as a Public-Private Partnership with half of its funding from the Governor/State of Connecticut and the other half from corporate companies, individual donations and fundraising.

Dr Elizabeth Adelodun - Churchill Fellowship 2018
Suggested mentoring models:

- 1:1 mentoring: 4 hours per month or 1 hour per week
- Group mentoring: 1/2 mentor(s): 4 youth. For example, with STEM activities where more children can get involved with great benefits for all; or where some children require positive interactions to improve their self-esteem.
- E-mentoring programmes: these are attractive to some corporations that are willing to work with young people but are unable to invest in time intensive programmes. Here, Mentors speak with their Mentees on the phone for 3 weeks and then organise a 1:1 meeting in the 4th week. One drawback in this flexible model is the limited personal approach that is crucial for mentoring. Nevertheless, this model offers great benefits for career mentoring.
Big Sister Association of Greater Boston

Big Sister Association of Greater Boston (BSA) was established 70 years ago to support and guide girls (Little Sisters) in the community through intentional one-to-one mentoring, with an older female friend (Big Sister). Although there are about 300 Big Brother Big Sister of America affiliate organisations, BSA is the only gender specific affiliate - with a mission to “ignite girls’ passion and power, to succeed through positive mentoring relationships with women and enrichment programmes that support girls’ healthy development.”

BSA serves over 2500 girls annually in their programmes e.g. one-to-one mentoring, community-based mentoring and site-based mentoring (where mentoring takes place at the Little’s school). The recruitment team go through over 4 000 enquires a year prior to recruitment, screening, training, matching and evaluation. On average the biggest opportunity for positive impact and outcome happens after one year of mentoring.

Like other Big Brother Big Sister affiliates, all Bigs, Littles and their families undergo a thorough enrolment process before the mentoring relationship can begin; from recruitment, screening, matching, management, and evaluation of impact.
In addition, BSA, have a unique model where Bigs and Littles meet at the Little’s school, for site-based mentoring unlike community-based mentoring. Here, BSA partners with about 27 Elementary schools where Little Sisters (from age 7) and Big Sisters meet together and Little sisters get to see other matches in the mentoring programme. Most of the site-based mentors are college students or career women in the community – that have easy access to the school, with minimal travel time.

A prominent feature of this model is that monitoring the relationship occurs at 3 check-in points for all parties involved – the Big, Little and Caregiver. This model lends itself to more supervision and evaluation at the School.

**Big Sister Association Volunteer (Mentor) training**

I was fortunate to attend the compulsory 6-hour training for BSA Mentors. The training covered 3 parts:

1. **Understanding your role as a Mentor:** managing expectations; qualities of a mentor; Skills for mentors – listening, communication, connection and boundaries
2. **Why girls?:** “inspire a girl, inspire a community” How girls see themselves (identity); Girl’s development, and Girl’s body image.
3. **The match experience** Match challenges, scenarios, boundaries, match closure, and the rules for safety guidelines – including home visit policy, overnight policy, weapons and firearm policy.

Also, a Big Sister within the programme shared her journey and experiences with the group: why she became a Big Sister; the benefits and impact that she and her Little sister have achieved over the last 7 years – and her family’s legacy with 3 generations of Big Sisters –her mum, herself and her daughter.
Minds Matter Boston

Minds Matter Boston (MMB) has been in existence since 2003 and although its activities have been coordinated by volunteers for 13 years, in the last 2 years, operational activities are now being organised by MMB Staff. MMB provides an intensive programme that empowers highly motivated students in High Schools – especially those from low-income communities to achieve academic excellence, and to overcome barriers in pursuing opportunities after secondary school e.g. to attend college. The focus of their programmes is to equip high achieving underprivileged High School students with the tools to gain acceptance to top tier academic summer programmes and 4-year university degrees. To date, MMB have achieved 100% success in supporting graduating seniors to be accepted to 4-year Undergraduate institutions.

MMB’s model is centred on ACT Test preparations and mentoring; where over 200 volunteer Mentors support 94 students in a 2:1 ratio. Each student receives about 400 hours of learning outside school learning from 2 Mentors. When selecting 2 Mentors for each student, some factors are taken into consideration – for example, backgrounds, industries of practice, career journey, diversity, experience, race, languages spoken etc. all of which contribute to building a successful mentoring relationship.

**Key features of the MMB programme:**
The programme runs from October to May of the academic year. Mentor recruitment starts in June of each academic year and ends in September. The recruitment strategy builds on the existing group of about 200 Mentors who are currently in the programme. On average, MMB receives about 120 Mentor applications per year. Existing Mentors serve as champions for the programme, and are asked to refer a friend, expand the network and lead within the Board of the charity.

Every Saturday from 9 am - 2 pm, Mentors and students meet at Massachusetts Institute of Technology, MIT (in-kind donation of space from MIT). The curriculum includes a syllabus with part-time instructors that are commissioned to teach students how to excel in the standardised tests (ACT), coupled with strong writing and critical thinking skills that will help
them gain admission into 4-year college programmes. In addition, Mentors support students by sharing their experiences and tips on how to be successful when they get there.

Young professionals with less personal responsibility and those who are keen to build a community with other Mentors are recruited (~ 25 years old). To ensure sustainability, Mentors are required to commit to a minimum of 2 years to the mentoring programme. The model works on having two mentors per student to ensure that there is flexibility for a mentor’s availability during weekends. Mentors are also encouraged to advance their own Minds Matter Volunteer career. For example, they can join the Young Professionals Associate Board or get involved in fundraising and mentor recruitment to deepen their relationship with the programme, and develop/realise leadership potentials.

Mentees (Students) are recruited through guidance counsellors (at schools) and must qualify for food vouchers under the government guidelines. MMB then verifies their claim before students proceed in the recruitment process, to ensure that they can commit the time and work required to excel in the programme.

**Training**

After screening and background checks, Mentors undergo a 2-hour training about child abuse and neglect. In October, all mentors are required to attend a 6-hour training on a Saturday, with role plays, learning about mentoring, boundary setting etc. Mentees also attend a compulsory 3-hour training.
Representation: “it is hard to become what you cannot see”

Representation is a priority at MMB. For many young people, success is defined by what they ‘see’. For a young person in a deprived community, having an older friend that looks like them and who takes them under their wing is priceless. When a Mentor looks like a young person, it makes success real in their mind – it makes success possible and within reach.

In the past, the population of Mentors from African, Asian, Latino or minority backgrounds (BAME) backgrounds was only 3% although most Mentees come from these communities. Currently, the population of BAME Mentors is 33% and there is a bigger drive to engage and recruit Mentors from Historically Black Colleges and Universities (HBCU) as they graduate from college and secure jobs or move to Boston. For Mentors that are new to the city, the Mentor cohort provides a sense of belonging and community to engage, network and socialise.

Mass Mentoring Partnerships

MMP has a vision to ‘empower young people to engage in youth-adult relationships that create vibrant and resilient communities’ using Relationships in Action Framework. In addition, they provide resources for training Mentors and evaluation of mentoring programmes. For example, how to use a logic model to measure impact of a programme, including the design, planning, monitoring and evaluation. The Relationship in Action Framework has four pillars: accessibility; building networks; maintaining connections and advocacy to create a platform that identifies and meets the needs in communities. They deliver training and technical assistance for programmes at the idea stage, and support organisations that are working with young people to expand the capacity of youth empowering programmes in the USA. They also connect non-profit organisations, businesses, and schools to create opportunities for young people whilst utilising MMP’s network to make a case for the need of grants for mentoring programmes.
TGR Foundation – a Tiger Woods Charity

The TGR Foundation encourages students to use education to pursue their passion. Since their inception in 1996, TGR Foundation have delivered initiatives that point to their focus of creating a world where young people’s potential is unlimited and opportunity is available for all.

“Our programmes foster a growth mindset, instilling in students the strength and skills to persevere and define their own path.”

TGR Foundation

The foundation provides programmes on how to secure college scholarships (e.g. Earl Woods Scholar Programme); admission counselling; securing specialised internships as well as a variety of workshops and dedicated mentors.

They offer underrepresented students, the resources and support needed to thrive in school and beyond. For example, Earl Wood Scholars are mostly first-generation college students, who after graduation from high school, demonstrate a need for financial assistance; are committed to community service and have a high academic achievement record. These students are ear-marked at an early academic stage by TGR Foundation staff, who provide support for them through admissions counselling, critical thinking and writing before they get to college. In addition, when they arrive in college, TGR Foundation finds mentors for them in their College/City through their existing network of over 80 000 Professionals.

Most first-generation scholars need support to problem-solve, and adapt to college life by creating a social support network. TFR Foundation Mentors support their Mentees in various ways based on their year of study. For example, in the freshman year, the focus is for the mentee to utilise resources available on campus and excel in their academic subjects, so that they can progress and move to the next year. However, in the junior year, the focus is on career readiness – equipping mentees with tools for CV and interview preparation.

Dr Elizabeth Adelodun - Churchill Fellowship 2018
Internships are highly recommended for all Mentees and 100% of Mentees find internships; either independently, through corporate partners or at the TGR foundation. Internships are a high priority to expand their mind-set through work experience, even if the internship does not align with the scholar’s area of interest – gaining experience is the goal.

For students that are fortunate to secure an Earl Woods scholarship, they receive $5 000; however, what Mentees value most is the peer - and mentor - network that they develop in addition to the ongoing support they receive from Programme Managers. With a 99% graduation rate, many graduates that have gone through TGR Foundation programmes credit the support network for their success, for working with them before they got into college; while they were at college and in securing their first jobs or next steps. As a testament to the impact of the foundation, most Alumni return to become Mentors while serving as champions for the foundation in the corporate world.
Mentoring at Schools and Universities

Professor Roland Barth, in his book, *Improving Schools from within*, commented on the importance of mentoring young people as early as possible, e.g. from age 7. In an ideal world a child in elementary school will be supported by Mentors who are committed to a long-term mentoring relationship, for healthy development. The concept would be to engage young people through mentoring before there is a need for a mentor in the young person’s life (or when they are experiencing a problem). In this book, there is an illustration that 80% of children feel good about themselves in elementary school. However, by the time they get to middle school, that number decreases to 20%; and by the time they finish High School, it decreases further to 5%.

Although mentoring for University students is still new in the USA, Dr Weinberger commented on the importance of support and career mentoring for Students at Universities. Nevertheless, mentoring at the University level is very attractive to Corporations and organisations that are interested in employing a better workforce; where, mentors are trained to become familiar with resources that are available to students so that they can become advocates for goal setting, financial education, career goals and better peer relationships. In the most impactful mentoring relationships, Mentors are willing to introduce their mentee to people in their network (e.g. colleagues, friends or the recruitment team) to support their Mentee’s search for internships/jobs upon graduation.
Harvard University – a case study

In a conversation with Dr Robin Mount (Director, Career, Research and International opportunities, Office of Career Services (OCS)); I learned about the plethora of opportunities available to Harvard Students on their journey to becoming global citizens. Harvard university students are supported by the OCS, who provide guidance in the form of access to work experience, internships and networks. However, mentoring is not a part of this framework because of students’ workload - who may be unable to commit to a mentoring programme. Nevertheless, Harvard Alumni are keen to engage with students, through guidance, and access to opportunities. In addition, students have access to over 300 educational programmes, 20 Career fairs and over 8 000 jobs/internships. This is achieved in collaboration with Employers who support students in their transition into the world of work as they ‘leave the university bubble’. Dr Mount commented on a big concern expressed by many students in terms of deciding a career path and their comments that, *jobs are not linked to passion.*

In terms of diversity and inclusion among minority students; some students have a fragile sense of belonging and it plays out differently either at university or in the work place. For these students, a *diversity career fair* is organised so that they can engage with Employers and Organisations, and become aware of the opportunities designed specifically for them.
Moreover, Harvard has generous funds to support students that want to pursue summer fellowships: within profit or non-profit organisations as well as those who want to explore the global society, to study or travel overseas. In essence, Harvard invests in a plethora of resource and facilitates opportunities for its students to explore, develop and grow.

‘Next Steps’ after Harvard

According to Dr Mount, it takes about 10 years for undergraduates to see, experience and understand what they want from life, and how to move toward to it. It is in this 10-year window, that young graduates gather skills, lessons and tools into their ‘Career toolkit’. During this time, they are able to explore unique interests/passion; switch disciplines; get training and incorporate their experiences in future careers.
Gaining experience without *experience*

In the USA, internships are essential, and students are made aware of its importance from an early stage, because securing a work experience provides a priceless opportunity to get their foot in the door, and learn first-hand what it means to pursue a career in a particular industry. To this end, the President of Harvard is keen for every student to have research experience, learn about data and information management. Nonetheless, students are encouraged to go at their own pace, and take time to invest in themselves.

In addition, Harvard aims to develop students as global citizens for our global society, to equip them with diverse skills in preparation for a more technological advanced future with artificial intelligence, creative thinking, empathy and caring for others. As new opportunities emerge with artificial intelligence, which will change the world of work in the next decade, there is a new trend in graduate employment where technology companies are pulling talent away from financial and consulting service companies.

Harvard’s *diversity career lunch and fair* is organised in collaboration with Representatives from companies like L’Oréal, Twitter, PepsiCo, KPMG and other non-Profit organisations, from diverse sectors including Law, Renewable energy etc. At the forum, students are given an opportunity to express their concerns and challenges; in terms of access to opportunities, systemic barriers to entry for different sectors and retention of talent (minority groups) within large organisations.

I also attended an inspiring talk (TED style) given by Mr Richard Montanez, Inventor of *Flaming Hot Cheetos* and Executive at PepsiCo. These type of TED style talks are often organised by the OCS, featuring world leaders, innovators and celebrities. In Mr Montanez’ story (which is now being adapted for a movie) he talked about how he went from being a Janitor in PepsiCo to creating a new line of products for PepsiCo that now generates over $1 Billion a year for PepsiCo because of his ethnic background, culture and perspective. I found his story very inspiring, one I can relate to, to keep moving forward, and not be afraid to stand out.
Measuring Impact

Mass Mentoring Partnerships

For many non-profit organisations, mentoring programmes and youth based initiatives, capturing impact is an ongoing process; to measure success/impact. The theory of change and Logic theory are widely used by mentoring organisations – because they provide a project, idea or organisation with a detailed framework and steps that articulate the idea (or problem being solved), the aims/objective, activities, input, outputs, outcomes, evaluation of activities (linked directly to the aims and objectives). Particularly, it provides a framework to express how long-term impact will be achieved/recognised because specific information are captured using surveys (before and after events), to determine what an organisation thinks they accomplished, compared to what the students think about the event. These can be a match and other times, it creates new opportunities and ideas.

For non-profit and mentoring organisations, there are ‘umbrella’ organisations (e.g. MENTOR, Mass Mentoring Partnerships and Mentor, New York), who focus on supporting mentoring organisations with tools for monitoring (collecting data) and evaluation (measuring success), to show the impact with concrete evidence. In addition to collecting and analysing data, effective evaluation enables all stakeholders to gather and use information from a programme, as a learning and management tool to be used throughout the programme lifecycle whilst providing opportunities to improve. For example, using a Logic Model (like Theory of Change) framework allows organisations to prepare and deliver explicit information on the design, plan, monitoring and evaluation of a programme. A high impact logic model highlights the resources, activities, outputs, outcomes (short-, intermediate- and long-term) and impact. It also highlights learning opportunities, with better documentation of outcomes and knowledge about what works; what doesn’t; and why. Moreover, evaluation of a project, activity should begin at the design stage with the intended results/outcomes and impact that are SMART - Specific, Measurable, Action-oriented, Realistic, Timed; including activities that will be carried out to achieve the intended results, with the resources and outputs.
At BSA, a logic theory is used at the start of the mentoring programme calendar, to specify the agency’s objectives and expected outcomes/outputs. Using qualitative and quantitative methods, each mentoring relationship is evaluated to monitor, capture outcomes and highlight impact. For example, Mentors and Mentees write testimonials and share stories about their journey, achievements and concerns using surveys that provide a full perspective of the work done and the impact achieved (mainly for Mentees). For example, during a one year mentoring relationship, the Mentor is given a survey to determine two things:

- The strength of the relationship; which can be inferred from the length of the relationship and the level of expectation reached e.g. achievements based on the initial goals and expectation(s) or whether the Mentee/Mentor’s expectation was exceeded
- The benefits. For example, educational expectation, based on the understanding of educational achievement e.g. mentee progressed to college; got to High School; avoidance of negative behaviour; improvement in self-esteem/self-worth; emotional health; or improved relationships with peers and caregiver

Data is captured using tailored surveys (pre- and post- mentoring programme) tailored for the Mentor and Mentee experience. For example, at BSA an outcomes survey is given to the Big and Little - after 3 months of the mentoring relationship, and at the end of the year – to measure the benefits of the programme. For the Little, success can be measured based on how they feel in terms of their outlook for the future e.g. better body image, self-belief in their own ability, social/emotional learning – using the logic model of growth. The logic theory sets the goals, activities, outputs and expected outcomes for the programme, as well as how impact will be measured. Ultimately, an effective evaluation plan from the onset of the programme allows an organisation to articulate the impact mentoring programme. Moreover, the logic theory results provides a clear output to outcome pathway for Funders and Sponsors.
Engaging employees through volunteerism leads to higher retention and decreased turnover. When employees volunteer in community projects, they are healthier, happier and feel better emotionally, mentally and physically⁴.

(Sarah Ford, 2018)

Mr Dan Horgan, Senior Director of Corporate Engagement, MENTOR: The National Mentoring Partnership says Mentors think they get more out of the mentoring relationship than their Mentees because they develop skills that translate to other aspects of life; professionally at work and personally at home. In addition, it helps them break assumptions, open and build new networks and relationships. For example, in a survey conducted by EY, on the impact Mentoring had on Volunteer Mentors versus non-Mentors. They found that Mentors are more satisfied, more engaged and advanced on 8 leadership competencies compared to Non-Mentors. To this end, employers, corporate organisations, private companies and institutions are keen to work with organisations that deliver high impact volunteer opportunities for their Employees. They want to know how they would know when a programme is working and especially how it benefits them. For example:

- Employer benefits
- Employee benefits
- Benefits to the Company culture
- High impact volunteer opportunity for employees
- Tangible outcomes from the programme
- Time commitment required e.g 1 hour every two weeks
- Sponsorship opportunities within the community e.g to sponsor Mentor training; or Sponsor a gala
Marketing edge offers 4 key benefits for partnership

- Access to the marketing community: through engagement with academics, professionals & industry leaders
- Access to talent: through engagement with current marketing students - future marketing leaders across the USA
- An elevated profile: an opportunity to raise the profile of the organisation on a large scale among different audiences of leaders and students
- Opportunity for philanthropy: by empowering first-generation marketing students who will become marketing leaders

PwC

Ms Shannon Schuyler is a Principal, Chief Purpose Officer and Corporate Responsibility Leader at PwC who has a commitment to education. PwC provides an opportunity for its employees, who are keen to inspire young people to develop creative and digital skills through coding, and financial literacy; to ensure that they are equipped with skills that help them make informed decisions, about their career and finances – in a way that would positively impact their lives.

A legitimate challenge that arose in our conversation is the fact that Profit organisations/companies want to track progress and impact that non-profit organisations have through their engagement and activities with young people. Ideally, corporations would be keen to invest in programmes that can help many young people, while non-profit organisations provide evidence of reach, change and impact.

For example, PwC recently invested in iMentor - a not-for-profit organization that creates mentoring relationships to empower students from low-income communities, to graduate high school, thrive in college, and achieve their ambitions. Since their inception in 1999, they
have matched more than 29 000 students with mentors who commit to a minimum of three years, to work with a single student. Since then, they have shown progress and impact of improving college outcomes and life opportunities for their cohort of young people. This has been achieved with the support of partners, supporters and mentors to:

- provide tailored support to students as they create opportunities for college entrance and achievement
- increase the number of first-generation students who go to college, graduate with a degree, and become global citizens

On a weekly basis, mentors and their students work through, research-driven college success curriculum and receive adapted case management support from iMentor. Every year, thousands of mentors equip more low-income students with personalized support to enter, persevere, and complete college.

BBBS, NYC

BBBS, NYC provide bespoke corporate engagement initiatives that will engage a Corporate organisation’s Corporate Social Responsibility (CSR) goals and provide tailored initiatives or bespoke or sponsorship opportunities; including benefits for the company, its employees and students.

With corporate companies like Goldman Sachs, the CSR department work with BBBS because they are attracted to high impact volunteer opportunities for their employees. In addition, they have the budget for it and can pay via a grant or check to BBBS. In a city like NYC, the advantage is that there is a good public transport system and there are many companies and schools in the area.
BBBS, NYC runs over 60 programmes (14 Staff members) with organisations in NYC to deliver Workplace Mentoring Programmes (WMP). The WMP is BBBS, NYC’s flagship employee engagement opportunity where Volunteer Mentors (Bigs) are matched with high School Students (Littles) with the opportunity to develop their professional abilities and prepare for their future careers. The mentoring relationship is facilitated by a Masters level Social Worker and meetings are held at the Employee’s offices.

Mentors at BBBS are young adults within the age group of 25-26 years and although they have hectic jobs and schedules, they want to give back. Employees enjoy this programme because it is structured and so they feel comfortable doing it. For each session/day, one social worker, organises the activity with about 15 Bigs and 15 littles (10th, 11th and 12th grades – no 9th grade because it is a big shift to move to high school). The programme calendar runs from October to June with 15 meetings. This involves Social Workers (14 staff for 60 programmes) who:

- recruit of volunteers and students
- interview and match, Bigs and Littles
- and plan activities for each session

A typical session runs from 4:30pm – 6:30pm with an activity plan, including: ice breakers, resume writing, SMART goals, how to apply for internships/Job applications, how to excel at interviews, professionalism at a summer placement/Job as well as fun activities.
Funding

“A big challenge with mentoring is that people don’t associate mentoring with money.”

Kay Schacter, Director, Corporate Engagement, BBBS, NYC

For many non-profit organisations, fundraising is a challenge. Therefore, diversifying the fundraising streams is important; with multiple streams of income, not just the government. For example, 25% of funds can come from the government, 25% from private companies/donors, 25% from individual contributions and 25% from training, coaching or consultancy. Also, when organisations connect with people (Mentors) who believe in their mission, they can be an invaluable resource to their networks. For example: ‘Dollars for Hours’. Some companies give money to organisations where their Employees volunteer their time e.g. TV Bank, Bloomberg, Bank for New York, New York Life, American Express etc.

Raising funds:

1. Once a year, BBBS reach out to Volunteers to raise funds. They highlight the impact and work the Mentors have done and show appreciation for their work. In addition, Mentors who already believe in the mission of BBBS are asked if they would be willing to reach out to their friends and colleagues; to help fundraise and contribute to the progress and success of an organisation they already believe in.

2. Funds raised by Mentors are connected to what they do. For example, letting them know that raising $1 000 would support another Big/Little match for a year.

3. Volunteer week or mentoring month (1st June – 7th June)
   a. Organisations can develop campaigns to introduce their mission
   b. An opportunity to celebrate volunteers around the world/UK
   c. As part of the week, set a goal e.g. to recruit 100 volunteers
   d. What are you asking? E.g. we would like to ask you to recruit 2 or 3 of your friends in honour of this week/month
4. Tickets are sold to a yearly walk – *Walk for the Kids* – that is organised at the start of term where mentors and mentees get together to have fun and raise funds. This provides an opportunity for matches to see each other.

5. Organisations and foundations can fund training of mentors to help the community.

6. Organisations can also pay for resources for mentors e.g. for 300 background checks for mentors.

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At Big Sister Association, the streams of income come from a clothing foundation, grants, event sales, and individual donations – with over $3 million operating budget per year. For example, the annual Big in Boston gala raises about $1 million. Other events include:

- A fashion Show with Celebrities, Bigs and Littles on the runway and models, where designers and artists donate their time
- Celebrity chef event
- Raffles e.g. to win a car; where a sponsor donates a car and raffles raise about $100 000.
Conferences attended:


2. The University of New Mexico: Mentoring Institute Mentoring, Coaching and Leadership for innovation and Entrepreneurship – October 2018.
Mentoring young people in the UK – the implementation

MindTorch (post Churchill Fellowship):

- Advocacy with the Government (Education), Leaders, Educational Institutions and employers and Businesses
- To provide mentoring linked to education, career and professional development through engagement, forums, seminars, and conferences
- Provide career management tools for young people
- **MindTorch Mentor Hubs at UK Universities** - *Marketing edge model on an operations level*

**MindTorch Mentor Hubs**

At each University, Student leaders from different faculties will run and operate *Mentor Hubs* with support from MindTorch.
The issue:

How can young people (15 -25) develop their professional portfolio in parallel to their educational pursuit?

Our goal is to bridge the gap between education and employment for young people using our unique model – at Universities and Schools (developed after my Churchill Fellowship). To increase awareness of opportunities, provide access, tools for skills development and reduce the number of young people that are not in education, employment or training (NEET) in the UK. We aim to increase awareness of opportunities, provide access to opportunities as well as tools for skills development for young people in the UK.

Our solution:

A collaborative effort between Key stakeholders; to first, agree on what is required, and work on providing the tools to support young people’s professional development.

The Key stakeholders - Government, Educators, Career Development Leaders, Mentoring/Coaching Experts, Employers, Partners and Sponsors - who play a vital role in the professional development of young people. In addition we aim to listen to the challenges that young people face – from their own perspective.
Meetings with Mentoring organisations and Career Experts and Leaders in the UK

1. **The Diana Award – mentoring programme**
   - Meeting Tessy Ojo CEO, The Diana Award – January 2019
   - meeting with the Diana Award Mentoring team to share best practices in mentor training, monitoring and evaluation
   - Measuring impact - For new programme

2. **Ms Jan Elis**
   Chief Executive at the Career Development Institute - The UK-wide professional body for the career development sector

3. **Ms Anne Sawyer, Global Corporate Responsibility - Next Generation Leader at EY**

4. **Rt. Hon Anne Milton MP, Minister of State for Apprenticeships and Skills** – acknowledged meeting request; Request a meeting to discuss how MindTorch plans to address the challenge of Jobs/Unemployment among young people (15 - 25); by helping them develop skills they need tomorrow, today. My request follows the motion Baroness Hillary Armstrong raised (December 2018) at the House of Lords on ‘Challenges facing young people' - with Jobs and Unemployment identified as the challenges 'causing the most harm'.

5. **Baroness Hillary Armstrong - acknowledged meeting request**

   Following House of Lords debate on ‘Challenges Facing Young People in the UK – December 2018” Jobs and Unemployment were identified as the challenge causing the most harm.
Documentary: *IS MENTORING A PREDICTOR OF SUCCESS? – Pending post-production*

Research has shown that 91% of leaders with a mentor or some form of coaching emphasise that, the experience had moderate to great benefits to their careers (Paul Bernthal and Richard Wellins; best Practices for tomorrow’s global leaders; DDI 2005).

This documentary (*is mentoring a predictor of success?*) will shed light on the challenges and triumphs that luminaries encountered on their way ‘there’ – as well as support from mentors (formal or informal). In addition, it will give insight to the sometimes haphazard way that they got ‘there’. For young people, just starting their careers and those already on their path – it will encourage them, to know that they are not alone; and inspire them with the belief that ‘IT’ is possible.

You are an inspiration! For young people seeking guidance and insight on what to do, and how to navigate the path ‘there’; sharing a couple of motivating stories from your journey, as well as some wisdom you’ve garnered along the way, would be a huge gift to our audience - students and professionals; your many admirers, and future generations.

I’ve been fortunate to interview people who are luminaries and leaders in their fields and it would be a delight to interview you, to garner insights from your wealth of knowledge and experience. Some people already included are:
USA/Canada (2018)

**Masai Ujiri** - President, Toronto Raptors

**Gillian Zoe Segal** - Author, *New York Characters* and *Getting There – a book of Mentors*

**Professor Steven Pyser** – Lawyer & Lecturer

**Dr Susan Weinberger** – President, Mentor Consulting Group

**Terri L. Bartlett** – President, Marketing Edge

**Dr Nora Dominguez** – Director, Mentoring Institute, University of New Mexico

**Antoinette Oglethorpe** – Consultant: Leadership, Development, Coaching and Mentoring

**Carolyne Ekyarisiima** – Founder/CEO Apps and Girls – Mandela Washington Fellow - Obama Foundation Collaborator

**Dr Ben Dubin-Thaler** - Executive Director, BioBus

**Portia Asli** – Engineer & Executive Coach

**Dr Daniel Popoola** - Neuroscientist and Postdoctoral Fellow

**Jeff Elgart** – Chief Corporate Officer, Big Brothers, Big Sisters of NYC

**Adam Schroeder** – Director, Big Brothers, Big Sisters of NYC

**Kaye Schacter** – Associate Director, Big Brothers, Big Sisters of NYC

**David Shapiro** - CEO, MENTOR: The National Mentor Partnership

**Delia Hagan** - Director, MENTOR: Training and Programming

**Andrew Dunyo** – Founder/CEO, RevMuzik

**Darian James** - Director, Sofitel

**Lisa Z. Fain** – CEO, Centre for Mentoring Excellence

UK (2016)

**Prof Ed Byrne, AC** – President &Principal, King’s College London

**Sir Simon Lovestone** – Renowned Psychiatrist and Professor of Translational Neuroscience

**Professor John Hardy** – First UK Scientist to win the Breakthrough Prize

**Professor Roger Morris** – Professor of Molecular Neurobiology

**Dr Dean Burnette** – Author, *The Idiot Brain & The Happy Brain*

**Dr Sandrine Thuret** – TED global speaker and Neuroscientist

**Dr Shini Somara** – Science/Tech Reporter, BBC

**Dr Ambily Banerjee** – Scientist and Director, GSK

**Professor Elizabeth Tunbridge** – Neuroscientist, University of Oxford

**Dr Robin Knight** – Co-Founder, In-Part

**Dr Selina Wray** – Leading Neuroscientist in Dementia research

**Dr Karen Anthony** – Senior Lecturer, University of Northampton
References


3. Success as a Knowledge economy –


The generous people who shared their insight, time, resources and contacts with me:

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**Jeff Elgart**  
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Director, Big Brothers Big Sisters of New York City

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