

Centre for Newcomers

**Multicultural Peer Mentorship
for Professionals**

Program Design

September 2013

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1.0 Introduction

The Centre for Newcomers Society of Calgary (Centre for Newcomers) welcomes newcomers, and supports their adjustment in Canada through services and initiatives that promote diversity, participation and citizenship. Newcomers learn the language, employment skills and cultural practices that characterize life in Canada. Settlement and integration, employment and English language services are delivered by diverse multicultural professionals in English and many other languages.

Although Canadian immigration policy is designed to attract well educated professionals to Canada, immigrants who are professionally trained face numerous employment challenges in the Canadian workplace. Many have not had experience with common interviewing techniques, industry specific English language and norms in the Canadian context and may be struggling to become connected with professional networks and organizations. Facing difficulties obtaining employment in their professional fields, internationally trained professionals may become discouraged and experience financial strain and loss of professional confidence. A significant body of research evidence shows that participation in a professional mentorship program is an opportunity for one-on-one guidance and exposure to a wider industry-specific peer support network. Professional mentorship programs improve knowledge, skills and understanding of the Canadian workplace culture and the environment, and have long term positive outcomes for newcomers, their families and communities.

The Government of Alberta and the City of Calgary are committed to reducing employment barriers, improving foreign credential recognition processes and channels for obtaining Canadian work experience in addition to supporting English language learning.¹ The Government of Alberta identified the importance of fairness and inclusivity among the guiding principles for immigration services in order that policy, services and supports will promote “access to employment opportunities and remove barriers to immigrants’ full participation as equal citizens in all aspects of community life.”² The guiding principles for immigration services also emphasize that communities have unique needs and immigration services and supports should use a community-based, Alberta approach while underlining that immigration services and supports should be collaborative, holistic, sustainable and accountable, promoting inter-agency and cross-sectoral partnerships.³

At Centre for Newcomers, the **Multicultural Peer Mentorship for Professionals (MPMP)** is a four-month program that matches mentors who have themselves immigrated to Canada but are now established and working as professionals in their industry, with mentees who are immigrant professionals new to Calgary and looking for employment in their fields. Community partners involved with the mentorship program include the

¹ Government of Alberta. (n.d.) Supporting immigrants and immigration to Alberta. Page 3.

² Government of Alberta. (n.d.) Supporting immigrants and immigration to Alberta. Page 11.

³ Government of Alberta. (n.d.) Supporting immigrants and immigration to Alberta.. Page 11. Sept. 25, 2013

Association of Colombian-Canadian Professionals of Alberta (ACCPA), the Chinese Professionals Entrepreneurs Association of Calgary (CPEAC) and the Nigerian Canadian Association of Calgary (NCAC).

2.0 The Need

According to Statistics Canada, as of 2011 the immigration sector was expected to “account for 100% of Canada’s net labour force growth and all net population growth in the next 25 years.”⁴ Internationally educated professionals make up a significant proportion of immigrants to Canada. The 2006 census revealed that “58% of recent male immigrants and 49% of recent female immigrants had at least a bachelor’s degree.”⁵ These high levels of education among immigrants show immigrants to be two-times more likely to hold a university degree than native-born Canadians.⁶ However, employment outcomes for internationally educated professionals are poorer than for native-born Canadians with equivalent education. Rates of employment in one’s professional field are much lower, earnings are lower and unemployment is higher for newcomer professionals compared to native-born Canadians.⁷ These patterns appear to hold constant over time, with researchers highlighting that “even after 15 years [in Canada], immigrants with a university degree are still more likely than the native-born to be in low-skilled jobs.”⁸ In fact, the representation of highly educated recent and established immigrants in occupations with low educational requirements has increased between 1991 and 2006.⁹ Canadian census data is showing a widening gap between immigrants and native-born Canadians in accessing employment in one’s professional field.¹⁰

Canadian statistics show that Calgary consistently maintains a low unemployment rate, leads the country in labour force growth and boasts one of the highest rates of personal income per capita among Canadian cities.¹¹ Calgary is expected to be home to more than one third of all new jobs in Alberta, and to require the highest number of workers of any economic region in Canada over the next 10 years.¹²

Calgary receives the largest proportion of immigrants to Canada after Toronto, Vancouver and Montreal.¹³ More than 80 percent of the total population growth in Calgary between 2001 and 2006 can be attributed to immigration.¹⁴ In 2006 immigrant

⁴ Ikura, 2007, cited in HRP (2010) Page 10.

⁵ Galarneau & Morissette (2008). Page 6.

⁶ Galarneau & Morissette (2008). Page 5.

⁷ Galarneau & Morissette (2008). Page 5, citing (Frenette and Morissette 2003, Picot et al. 2007, and Statistics Canada 2008).

⁸ Galarneau & Morissette (2008). Page 5.

⁹ Galarneau & Morissette (2008). Page 9.

¹⁰ Galarneau & Morissette (2008). Page 9.

¹¹ The Alliance of Sector Councils (TASC). (2012). Page 7.

¹² Calgary Economic Development, cited in The Alliance of Sector Councils (TASC). (2012).

¹³ Citizenship and Immigration Canada, 2008 cited in The Alliance of Sector Councils (TASC). (2012).

¹⁴ Calgary Economic Development, cited in The Alliance of Sector Councils (TASC). (2012).

Calgarians represented about one quarter of Calgary's population, and this proportion is expected to reach 30% by 2031.¹⁵ Newcomers to Calgary have high levels of education and training with more than half of newcomers aged 25-54 holding university degrees.¹⁶

Immigrants coming to Canada as skilled workers are "generally expected to perform best in the labour market since they are accepted based on their [professional] qualifications."¹⁷ Points-based immigration application processes, such as the federal skilled worker program,¹⁸ assess educational attainment and work experience as selection criteria for immigration. However, researchers highlight that such immigration procedures are "discordant with the realities of the labour market in Canada."¹⁹ Canadian statistics have shown that immigrants arriving as skilled workers do not fare better in the labour market and frequently encounter low-income living situations.²⁰

The literature about employment and integration of internationally educated immigrant professionals (EIPs) has found that professional regulatory bodies frequently are unable "to assess and recognize foreign credentials, which unfairly restricts EIPs' entry into the regulated professions." The representation of immigrants "with degrees in medicine, nursing, engineering, accounting and law [working] in occupations with low educational requirements is generally higher [than Canadian born professionals], especially for recent immigrants."²¹ The rate of representation in occupations with low educational requirements for recent female immigrants has consistently been high, and is increasing especially in medicine and engineering.²² This is in contrast with a stable 10% of native-born Canadians (both men and women) with a university degree who find themselves in low educational requirement jobs.²³ However, these difficulties extend beyond the regulated professions. Case study research in Calgary has demonstrated that non-regulated professions also experience significant barriers to professional labour force entry, and that these issues may be compounded for women who additionally face the barrier of the "glass wall".²⁴

¹⁵ The Alliance of Sector Councils (TASC). (2012). Page 7.

¹⁶ The Alliance of Sector Councils (TASC). (2012). Page 7.

¹⁷ Galarneau & Morissette (2008). Page 12.

¹⁸ The federal skilled worker program accords a total maximum of 46 points for educational attainment and work experience, which is more than two-thirds of the points needed to qualify; an applicant must obtain at least 67 out of 100 total possible points to qualify. The selection factors are: education (maximum 25 points for master's degree or higher), proficiency in English and/or French (maximum 24 points); years of work experience (maximum 21 points); age (maximum 10 points for age between 21 and 49 years); arranged employment in Canada (maximum 10 points); adaptability (maximum 10 points for spouse's education attainment and Canadian work experience or family connections). Visit the CIC website for more information <http://www.cic.gc.ca/english/immigrate/skilled/apply-factors.asp>; See also the Alberta Immigration website <http://www.albertacanada.com/immigration/audience/employers-retention-federal-skilled-worker-program.aspx>

¹⁹ HRP (2010).

²⁰ Galarneau, D., & Morissette, R. (2008). Page 12.

²¹ Galarneau & Morissette (2008). Page 14.

²² Galarneau & Morissette (2008). Page 15.

²³ Galarneau & Morissette (2008). Page 15.

²⁴ McCoy & Masuch (2007), cited in HRP (2010) page 11.

Employers also note that English language proficiency for internationally educated professionals can be a barrier for hiring and promotion, and these decisions may also reflect a bias to avoid potential cultural differences perceived to be more “challenging or unfamiliar to work with.”²⁵ Importantly, according to the Canadian statistics these inter-locking difficulties facing immigrants around obtaining employment in one’s professional field are not temporary, and continue to challenge long established immigrants to Canada and their families over the length of their working careers.²⁶

The result is that Calgary receives a highly educated, highly experienced inflow of newcomers who are disadvantaged by hiring and promotion biases, difficulties obtaining credential recognition including expensive and onerous retraining and Canadian experience requirements, and are less likely to find work in their professional field even after many years of calling Calgary home. Internationally educated professionals’ skills may be underutilized and professional development compromised if they are not hired and promoted in accordance with their professional experience and capability.²⁷ Moreover, professional skills that are unused may become eroded/degraded over time if newcomer professionals cannot obtain credential recognition or find work in their field and are instead forced to take low-skilled, unrelated positions to cover daily living costs.²⁸ Research about newcomer professionals in Canada has found that these barriers lead to “lower wages among immigrant professionals, both at the point of entry into their chosen profession, and throughout the span of their career.”²⁹ *“While their educational attainment exceeds that of other Canadians, their levels of income and occupational status is lower than that of the comparable cohort.”*³⁰

²⁵ HRP (2010).

²⁶ Galarneau & Morissette (2008). Page 15.

²⁷ Galarneau & Morissette, page 15.

²⁸ Galarneau & Morissette, page 15.

²⁹ HRP (2010).

³⁰ Teelucksingh & Galabuzi (2005).

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3.0 Challenges

A literature review about the integration of internationally educated professionals identified six key barriers to finding employment in one's professional field:³¹

1. Language proficiency
2. Cultural barriers
3. Lack of foreign credential recognition among professional regulatory bodies
4. Under-utilization of professional skills
5. Immigration procedures and immigrant expectations
6. Lack of collaboration among stakeholders

Language: Employers and immigrants both identify language proficiency as a determining factor in the evaluation of credentials and experience. A 2005 longitudinal study by Statistics Canada determined that immigrants who reported fluency in an official language “were more likely to find an ‘appropriate’ job within their first four years of immigration – and their earnings were higher.”³² Research has emphasized language proficiency as a factor limiting licensure as a professional engineer in Canada.³³ International research and human capital research supports these findings and indicates that fluency in the host country's language is associated with higher rates of employment and incomes.³⁴ In addition, low language proficiency can be associated with loss of confidence, onset of depression, and social isolation and withdrawal.³⁵

Cultural barriers: Workplace research has found negative perceptions about the ability of internationally educated professionals to understand and demonstrate “‘soft skills’ of professional practice” and to understand “the cultural context of Canadian business and professional ethics.”³⁶

Regulatory Bodies: Professional regulatory bodies are tasked with ensuring an “appropriate level of professionalism among practitioners” to protect the public, and therefore establish rigorous procedures for professionals to demonstrate that they meet a profession's standards of education and experience.³⁷ However, for some professions the process for obtaining credential recognition may be very costly and require years of re-training, examinations and Canadian experience. Other issues such as difficulty providing professional documentation from the country of origin, and lack

³¹ HRP (2010).

³² HRP (2010) Page 9.

³³ Girard & Bauder (2005), cited in HRP (2010).

³⁴ HRP (2010) Page 9.

³⁵ Tran, V. (n.d.) Potential Barriers to Employment for Immigrant Job Seekers. Employment Transition Program, VIRCS.

³⁶ HRP (2010) Page 9.

³⁷ HRP (2010) Page 10.

of Canadian basic training and upgrading opportunities also create barriers to accreditation.³⁸

Non-recognition or underutilization of immigrants' skills: Professional credential non-recognition and the consequent underutilization of professional skills is directly associated with earnings deficits for immigrants.³⁹ The Conference Board of Canada stresses that Canada will benefit from improved credential recognition because the country's human resources would be better used. This would improve "the initial matching between vacancies and job applicants and... [ensure] that many Canadians are not locked into low-value jobs."⁴⁰

Longitudinal research in Calgary based on six case studies of immigrant women with post-secondary degrees found that there is significant "skill waste" in spite of help through employment services for skilled immigrants.⁴¹ These case studies focused on non-regulated professions, demonstrating that barriers to hiring and promotion in professional positions extends beyond the regulated and technical fields.

Immigration practices and immigrant expectations: Citizenship and Immigration Canada uses a points based system for assessing immigration applications and this system is intended to select applicants with high levels of education and experience. This emphasis in the immigration selection process communicates a core value for education and professional experience and leads to an understandable expectation on the part of successful applicants that having qualified to immigrate on the basis of these criteria, they should also be qualified to find work commensurate with these credentials. Unfortunately the experience of professionally skilled immigrants does not support this expectation and "immigrants are often dissatisfied with the situation they find themselves in upon arrival in Canada."⁴²

Lack of collaboration among stakeholders: The literature calls for collaboration between stakeholders across sectors to design programs that support immigrant professionals to better integrate into the Canadian labour market.⁴³ Programs and services are needed "which expose immigrant professionals to the social, cultural and language proficiency criteria upon which licensing and hiring decisions are based."⁴⁴

Personal Impact: Another challenge documented in the literature is the personal impact experienced by newcomers who are unable to find employment in their profession. Internationally trained professionals often find that their "educational attainment [fails to translate] into comparable occupational status and compensation" which results in

³⁸ Tran (n.d.).

³⁹ HRP (2010) Page 11.

⁴⁰ HRP (2010) Page 11.

⁴¹ McCoy & Masuch (2007) HRP (2010) Page 11.

⁴² HRP (2010) Page 12.

⁴³ HRP (2010) Page 12.

⁴⁴ Girard & Bauder (2005), cited in HRP (2010) Page 12.

income and employment inequity.⁴⁵ The experience of this inequity leads to loss of confidence over time which can have considerable repercussions for mental health and supportive relationships.⁴⁶ In addition to limiting avenues for establishing professional relationships and belongingness, skills erosion and loss of self-confidence affect a newcomer's perception of being settled and secure as a contributing member of their community. This was acknowledged in a court case before the Supreme Court of Canada in 2001:

*"Work is one of the most fundamental aspects in a person's life, providing an individual with a means of financial support and, as importantly, a contributory role in society. A person's employment is an essential component of his or her sense of identity, self worth and emotional well being."*⁴⁷

The psychological and health consequences associated with underemployment can spill over to family members (Dean & Wilson, 2009).⁴⁸ For example, participants in a professional mentorship program for immigrants in the Niagara Region reported concern "that they were losing their partner's respect because they 'couldn't make it in this country.'⁴⁹ Newcomers often express feelings of embarrassment about their "survival jobs."⁵⁰

⁴⁵ Teelucksingh & Galabuzi (2005).

⁴⁶ See e.g. Hamilton (2011); Tran, V. (n.d.); Crawford (2007).

⁴⁷ Supreme Court of Canada, McKinley v. BC Tel. [2001], 2 S.C.R. 161, cited in Teelucksingh & Galabuzi (2005) Page 5.

⁴⁸ Hamilton (2011) 2.

⁴⁹ Crawford (2007): The Employment Help Centre in the Niagara region implemented a mentorship program for immigrant professionals in YEAR following identification of a need to try to retain and benefit from professional talents.

⁵⁰ Crawford (2007).

4.0 What Works

Mentorship programs and bridging programs have been proposed as one component of a systemic approach to addressing these complex and inter-locking employment issues.⁵¹ The Maytree Foundation identified employee mentorship programs as one of eight action items that would contribute towards achieving practical solutions to immigrants' disadvantaged position in the Canadian labour market.⁵² For immigrant professionals in non-regulated professions researchers have identified a need for coordinated policy attention, improved bridging programs, job search strategies, and employer education.⁵³ It is well within the scope of professional mentorship programs to provide professional bridging, and labour market and job search strategies, and employer education about the employment potential and specialized skills of immigrant professionals.

The Centre for Internationally Trained Professionals and Trades People in Toronto Ontario has found that connecting the mentorship program with other employment support elements such as job search, self marketing, goal setting, workplace culture and enhances (workplace-specific) language training. Participants in the COST mentorship program stressed that the job skills programs combined with the mentoring program offers ideal assistance and support to skilled immigrants to help facilitate their effective labour market integration in their intended profession.

Some of the specific benefits of the COSTI Mentoring Partnership program⁵⁴ as noted by mentees, include:⁵⁵

- increased social capital
- exposure and access to social and professional networks
- career counseling and advice from mentor
- building confidence
- learning about industry and labour market standards and norms
- understanding and recognizing cultural norms
- facilitating personal and professional integration
- coaching with job search and interviewing norms and expectations
- support with job-specific technical language, and expression in English about professional skills and experience

⁵¹ Maytree Foundation (2002); McCoy and Masuch (2007) cited in HRP (2010) Page 11.

⁵² HRP (2010) Page 13.

⁵³ Galarneau & Morrisette (2008) Page 15.

⁵⁴ Mentoring Partnership. 2008. p 60-72 www.thementoringpartnership.com

⁵⁵ TRIEC (p 138-140)

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5.0 Models

In a literature review of mentorship in the organizational setting entitled *Developing Leaders Through Mentoring*, Carol Leavitt emphasized the diverse modalities which mentorship can assume in putting forth the following definition: “Mentoring is a personal relationship in which a more experienced and/or knowledgeable individual (mentor) acts as a counselor, role model, teacher, and champion of a less experienced or knowledgeable individual (protégé), sharing advice, knowledge, and guidance and offering support and challenge in behalf of the protégé’s personal and professional development.”⁵⁶

Mentorship relationships may include both formal and informal mentoring. Formal mentoring relationships “are organization-initiated programs in which program administrators, after assessing needs, competencies, and compatibilities, pair available mentors with protégés.”⁵⁷ Formal mentoring relationships are often more targeted, with specific guidelines for time commitment, subject matter to be covered, length of relationship, and reporting procedures. Informal mentoring relationships begin organically through interaction, with format, goals, and length of relationship determined informally between the parties.

Leavitt identified two predominant theoretical frameworks that support mentoring. The first, **social learning theory**, views the mentorship relationship to be consistent with individual development “within a scope of social relationships consisting of a core group that influences the individual’s new behaviour and evolution of self-confidence.”⁵⁸ Social learning theory emphasizes the role of hierarchical mentors, such as managers, as role models for subordinates and in thereby enabling acquisition of technical and interpersonal skills for employment advancement. According to social learning theory the protégé is likely to be more attentive to, and seek to emulate, the behaviours of a mentor that is admired for a achieving a respected position in the organization, and thus through observation the protégé will improve their own skills by replicating the successful behaviours of the mentor.⁵⁹

The second theoretical framework that supports mentoring draws from **social exchange theory** which “contends that an individual associates with another if he [or she] thinks it will be rewarding for himself.” Perceived benefits may include increased visibility or recognition within the organization or work environment. Social exchange theory recognizes that the benefits in relationships are often reciprocal, and therefore this framework acknowledges that the mentor, mentee and organization can benefit from the mentorship relationship.

⁵⁶ Leavitt (2011) Page 7.

⁵⁷ Mezas & Scandura (2005).

⁵⁸ Kram & Isabella, (1985), cited in Leavitt (2011) Page 8.

⁵⁹ Leavitt (2011) Page 8, citing Eby (1997); Koocher (2002); Lankau & Scandura (2002).
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Mezias & Scandura (2005) developed a '**needs-driven' approach to mentoring** in the context of expatriate workers on an international assignment. A 'needs-driven' approach to mentoring incorporates a dynamic framework that seeks to address the developmental needs of the mentee/protégé at the outset in establishing the relationship as well as to respond to changing needs over the course of the mentorship program.⁶⁰ According to this approach, "protégé needs drive the mentoring relationships before, during, and after the international assignment". Mezias & Scandura (2005) focus on three distinct adjustment dimensions, namely **host-country adjustment, work role adjustment, and host-country office culture**. Formal peer mentoring relationships have been found to more effectively address host-country office culture adjustment needs among expatriates.⁶¹

The MENTOR/National Mentoring Partnership (2005) identifies five types of mentoring relationships:

1. One-to-One Mentoring. This is the more traditional mentorship pairing with one mentor and one mentee. The main consideration for this mentorship structure type is that there be regular meetings and that both parties know from the outset how long the mentoring relationship will last and what will be the time commitments is that they can ensure their commitment, anticipate and adjust schedules as needed. The traditional concept of mentoring often involves an adult mentoring a young adult or youth.

2. Group Mentoring. The group mentoring context includes one adult mentor who works to develop the mentoring relationship with a group of mentees. In literature about mentoring models it is thought that one mentor to a group of up to four people is an appropriate ratio. The mentor normally provides leadership and direction for the mentoring relationship, although with a group of adults the mentor may decide to share this responsibility and the group may be structured so as to capture the benefits of peer-mentoring as well with structural input encouraged from all participants. Typically group mentoring session structure will provide time for personal sharing and group activities which may have educational, practical goal, or social goals or a combination thereof.

3. Team Mentoring. The term "Team Mentoring" denotes a team of mentors that work with a group of individuals within a mentoring relationship. Team mentoring can help capitalize on the unique skills of different individuals, support team building and mutual competency by developing a spirit of giving and requesting help among the team members, building strong peer to peer relationships.

4. Peer Mentoring. The peer mentoring relationship seeks to build upon the benefits of learning from a more experienced peer. This may be a formal relationship established 'on-site' for a specific purpose, for example, when taking a new job a new employee is

⁶⁰ Mezias & Scandura (2005).

⁶¹ Mezias & Scandura (2005). Page 528.

paired with a more experienced employee at the same or higher rank in the organization to support with orientation and initial acclimatization, or as when a high school student provides extra learning support for an elementary school student. Many community programs also use this format. The mentor provides a positive role model and supports the mentee's engagement in the organization or programming. Normally meetings are fairly frequent within the peer-mentoring relationship because it is more skills-focused. These mentors should receive close and supportive supervision from within the organization or program.

5. E-mentoring or online mentoring: This format for the mentoring relationship relies upon the internet for connecting mentor with mentee. Both one-on-one and group e-mentoring structures have been successfully implemented. Generally, meetings take place over the internet weekly, and some programs make arrangements for certain events such as orientation or larger program activities which take place in person. The mentor often serves as a guide or an advisor on educational or career related topic areas. For example, one study investigated the potential of e-mentoring for medical students in India who received expert guidance in their specialization from a mentor based in the United States.⁶² The National Mentoring Partnership (2005) notes that this format can also be useful for the completion of specific projects, as in a research or school project or for discussing future education and career possibilities in a particular field. Additionally, the e-mentoring format can provide a bridge for initiating the traditional one-on-one mentoring relationship or for during transition in preparation for relocation of employment.

Ethno-cultural Considerations in Mentoring Matches

Researchers have identified the importance of cultural sensitivity and awareness for developing strong mentorship relationships and positive outcomes. Mentorship researcher Dr. Bernadette Sanchez has explored the effects of individual differences between mentor and mentee for the outcomes of the mentorship relationship. Dr. Sanchez's research emphasizes "the **importance of considering the background of each individual in a mentoring relationship.**"⁶³ The MENTOR/ National Mentorship Initiative recognizes that cultural values can influence "mentees' level of initiative, and result in the miscommunication or misinterpretation of social cues by culturally unaware mentors."⁶⁴ For this reason it is recommended that mentees be assessed to **determine whether matching based on ethno-cultural dimensions is important to them.** This may influence which mentors are recruited and what information is collected about the quality of the mentoring relationship connection. It also brings attention to what ethno-cultural attributes may be perceived as the most relevant, and recognizes a diversity of

⁶² Obura et al., (2011).

⁶³ Search Institute (n.d.).

⁶⁴ Liang, B., & West, J. (YEAR). Page 6.
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preferences and perceptions about similarities and differences within ethno-cultural groups.⁶⁵

6.0 Best Practices from Research Literature

The following best practice information has been summarized from research.

Research about mentorship program effectiveness has identified the two most definitive characteristics of successful mentorship programs:⁶⁶

- **Duration.** Because duration tends to imply strong relationships and programs, it may be the single best benchmark of program effectiveness. Across several studies, longer durations have been associated with stronger effects.
- **Relationship quality.** Although duration is probably the single best benchmark, research found that the quality of a mentoring relationship can predict positive outcomes above and beyond how long the relationship lasts.

In addition, the MENTOR Research Alliance for evidence-based mentoring has identified four program practices that make mentoring work.⁶⁷

- **Reasonably intensive screening of mentors.** Mentees are generally impressionable in the context of a mentorship relationship and therefore it is important that mentors are screened to ensure that they understand the potential of their influence and that they are committed to being a positive role model. Additionally, a 2007 program evaluation of a Mentorship Program for Internationally Trained Professionals⁶⁸ found that an integral part of designing a successful program is undertaking a needs assessment of the known potential mentees in order to target the mentor search to specific employment sectors and occupations.
- **Matching based on shared interests.** While there are many criteria to consider for mentorship program matching purposes, matching which includes shared interests provides a strong basis for relationship building and effective positive role modelling. Research about mentoring further recommends that mentors and mentees be asked what they would like to see in their mentorship counterpart(s) to take account of personality preferences, gender, language, cultural and other considerations that can promote the quality of the relationship.

⁶⁵ Search Institute (n.d.).

⁶⁶ MENTOR/National Mentoring Partnership (2005). Page 165.

⁶⁷ MENTOR/National Mentoring Partnership (2005). Page 67.

⁶⁸ Crawford (2007).

- **Provide training for mentors.** It is recommended that more than six hours of mentor training/development be provided before the program starts.
- **Post-match support.** Mentor training workshops and ongoing support for mentors and mentees is recommended to continue after participants are matched and for the duration of the mentorship relationship. Providing training workshops and comprehensive orientation helps to ensure that mentors and mentees do not become over-extended and to highlight how mentees can be confidently re-directed for additional supports or referrals when mentors cannot answer questions or are not the most appropriate person to address certain topics (i.e. for housing/immigration/personal concerns).⁶⁹

The following best practices are adapted from the Strategies for Effective Mentoring Relationships set out in the MENTOR National Mentoring Partnership Toolkit:⁷⁰

- **Steady presence.** Maintain a steady presence in the mentee's life for the duration of the program. Telephone calls and email contacts can bridge time periods when face-to-face meeting isn't possible.
- **Punctuality and commitment.** Be on time for scheduled meetings and provide advance notice when rescheduling is necessary.
- **Goal focused.** The mentorship relationship should focus on the mentee's goals and needs and perspectives on reaching these goals.
- **Affirming, supportive mentor attitude.** The mentor should seek to engage with the mentee in a non-judgmental and affirming manner, respecting the person's life circumstances and perspective.
- **Respect appropriate boundaries.** Appropriate boundaries and expectations about the mentorship relationship should be clarified at the beginning of the program. The mentor should seek to get to know the mentee thoughtfully, setting and respecting appropriate boundaries for the level of involvement on a personal level. Appropriate boundaries should be clarified with the mentee in the recruitment process in order that expectations for the mentoring relationship are understood from the outset.
- **Ongoing program administration support.** Mentors and mentees should be encouraged to seek the help and support of mentoring program staff if complex interpersonal situations or other issues arise and for advice and guidance.

⁶⁹ Crawford (2007).

⁷⁰ MENTOR/National Mentoring Partnership (2005). Page 67-69.

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“Compassion fatigue”⁷¹ can be anticipated and avoided by ensuring that program goals and expectations clearly communicated, re-iterated when necessary, and that appropriate referral processes for external programs/services are available.

- **Clear program protocols.** Protocols are needed to ensure a successful program and should include:
 - Where and when mentoring takes place;
 - How mentors are oriented, trained and screened;
 - How mentors and mentees are matched;
 - Who supervises mentoring pairs and how often that individual is in contact with each mentor/mentee pair;
 - Whom a mentor or a mentee should contact when problems arise;
 - How to handle complaints;
 - How to resolve problems in relationships or bring relationships to closure; and
 - How to evaluate mentoring program success –establish what measurables will be used to indicate success.

- **Regular contact between participants and program staff.** Ensure that program staff maintain regular contact with mentors and mentees and discuss the progression of the mentorship relationships.

- **Regular program evaluation, outcomes reporting and program review.** Beyond simply evaluating program effectiveness, measure whether expected outcomes are realized and ensure the program evaluation process incorporates the learning from the evaluation into program design review. Findings should be shared with stakeholders and the community. Mentorship Program evaluations generally collect data on the following:⁷²
 - Number of new matches;
 - Types of activities;
 - Length of matches;
 - Frequency and duration of meetings; and
 - Perceptions of the relationship

The MENTOR/National Mentoring Partnership (2005)⁷³ suggests it is also useful to collection the following information for outcomes reporting:

- Mentees’ reports of their job applications process and response to applications submitted
- Employment status, employment satisfaction, perceived underemployment (where applicable) and perception of income levels

⁷¹ Crawford (2007).

⁷² MENTOR/National Mentoring Partnership (2005).Page 166.

⁷³ MENTOR/National Mentoring Partnership (2005).Page 166.

- Mentors' reports of the progression of the relationship and most valuable aspects;
- Mentorship program alumni employment rates and household incomes.

7.0 Multicultural Peer Mentorship for Professionals

Vision

The Multicultural Peer Mentorship for Professionals (MPMP) is grounded in the vision of The Centre for Newcomers described as:

A community that values diversity, in which people of all backgrounds find and create opportunities to fulfill their dreams and participate fully as citizens.

Philosophy

The Multicultural Peer Mentorship for Professionals is designed to establish critical linkages between successfully employed immigrant professionals in Calgary and incoming newcomer professionals. The Mentorship Program is bolstered by the shared commitment among program partners to multiculturalism, professional and social relationship building, and meaningful integration and employment in Calgary.

The partnership at the heart of this program between the Chinese Professionals and Entrepreneurs Association of Calgary, the Association of Colombian Canadian Professionals of Alberta, the Nigerian Canadian Association of Calgary, and the Centre for Newcomers was established with a the goal of addressing the employment barriers that internationally educated professionals face as they seek to transition into their professions in Calgary.

Program Assumptions

- That internationally educated newcomers are motivated workers with tremendous skills and knowledge to contribute;
- That newcomer professionals encounter many barriers to a successful labour market integration and obtaining employment commensurate with foreign education and training credentials;
- That labour market integration and employment which recognizes and remunerates the professional skills and experience of newcomers is a central aspect of successful community integration and participation as perceived by newcomers themselves;

- That obtaining employment in one's professional field is a cornerstone of individual, family and community wellbeing as well as in encouraging a feeling that one is able to make a valuable contribution to society and that society value's ones skills and experience;
- That a mentorship program promotes greater awareness on the part of employers about newcomers' professional skills and the newcomer talent pool, and at the same time provides exposure for newcomer professionals to industry working environments and networks;
- That the benefits of a professional peer mentorship program for immigrant professionals reduces barriers and increases Canadian labour market knowledge, expands social and professional networking contacts, enhances job search and interviewing skills and improves chances of obtaining employment in one's professional field;
- That the value of a mentorship relationship includes strengthening resilience for the difficult transition inherent in the newcomer experience including building confidence, enhancing perceived competence, and sharing from the mentor's own experience about the adjustment to Calgary's labour market and society more generally;
- That a mentorship relationship provides an opportunity for individualized support with fine-tuning industry specific technical language in English, guidance in navigating Canadian cultural norms and workplace norms, and maintaining motivation to complete credential recognition processes and/or retraining;
- That a mentorship relationship provides professional, social and emotional support, promotes financial well-being, social inclusion, self-esteem and perseverance through the employment transition;
- That Calgary seeks to be a welcoming and inclusive community that values the skills and experience of newcomers;
- That the Calgary labour market and economy needs professional and highly skilled workers and therefore the Mentorship Program supports Calgary to address this professional skills shortage by facilitating the employment transition;

Theory of Change

If newcomers who are experiencing unemployment or underemployment, social isolation, lack of credential recognition, and/or lack of professional networks in the Canadian workplace, take part in a professional mentorship program they will develop connections with professional peers and employers, gain confidence, labour market knowledge, be more likely to complete credential recognition processes and successfully apply for jobs commensurate with professional qualification/ experience, ultimately improving career outcomes, community engagement, integration and enhanced personal and family wellbeing.

MPMP Goals

The Multicultural Peer Mentorship for Professionals is based on goals for both the mentor and for the mentee.

Mentor: Find fulfillment in being able to help and support fellow members of your community and further develop leadership and facilitation skills.

Mentee: Learn from the stories and experiences of successful immigrant professionals; improve your knowledge, skills and understanding of the Canadian workplace culture and the environment; establish a wider peer support network within and outside your culture.

Key Program Strategies

MPMP is based on several key strategies as follows:

1. Community Partnership Philosophy
2. Peer Mentoring by Immigrant Professionals
3. Group Mentoring Approach
4. Ethno-cultural Mentoring
5. Broad Participation (i.e. participants from over 30 countries)
6. Supplemental Services (field trips, employment services, career planning, etc.)
7. Use of email/online mentoring

Community Partnership

The Peer Mentorship for Professionals Program uses a community-based partnership approach in addressing the barriers related to newcomer employment. MPMP community partners include The Centre for Newcomers, Association of Colombian-Canadian Professionals of Alberta (ACCPA) Chinese Professionals and Entrepreneurs Association of Calgary (CPEAC) Nigerian Canadian Association of Calgary (NCAC). In addition, as part of ongoing program development other cultural organizations have been approached about possible participation including the Pakistani Canadian Association, Mapua Alumni Association, the Bangladeshi Engineers and Geologists Association, the Indian Teachers Association, Filipino Educators and Advocates Council.

Partnering ethno-cultural professional organizations develop and host group activities within the program structure. These group activities include workshops, field trips, and social events, which are intended to offer learning opportunities, increase networks, and develop deeper relationships amongst participants. These partnerships also provide important channels for recruiting the volunteer mentors and mentees as well as qualified speakers from industry and academia who deliver workshops, training, and conferences as part of the Program.

Peer Mentorship Model

The Peer Mentoring model in this instance is characterized by both mentors and mentees self-selecting into the program based on shared interest and participation in an ethno-cultural professional association. The mentors act as role models of successful labour market integration and provide an important informational resource and source of inspiration to mentees working towards achieving professional career success.

Group Mentoring Model

MPMP uses a group-based peer mentorship format where one or two mentors are matched with 3-5 mentees. Mentors, who are established immigrant professionals currently working in their fields in Calgary, are matched in small mentoring groups with mentees who are newcomer professionals struggling to find gainful employment. This creates a group dynamic where mentees gain support from mentors as well as encouragement from one another in their employment search. Mentors provide encouragement and pass on information and skills by sharing their experience and demystifying workplace culture, professional accreditation, and labour market integration. The mentoring groups are supplemented with career development workshops, conferences, and a field trip.

Ethno-Cultural Mentoring Approach

The MPMP Program matches established immigrant mentors with newer immigrant mentees to benefit from the particular experience that established immigrants have in successfully finding employment commensurate with their qualifications. As

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successfully employed professional role models established professional mentors offer inspiration and insights directly relevant to the immigration experience.

This allows for a unique intra-cultural perspective on the transition into the Canadian employment and industry context. This ethno-cultural mentoring approach recognizes that Canadian-born mentors may not be experienced in international contexts of their own professional field or in the challenges of employment transitions faced by immigrants. It also recognizes that there may be specific intra-cultural challenges and strategies, for example with linguistic or ethno-cultural behavioural norms or technical translations with which a mentor of the same ethno-cultural community will be familiar.

The mixed ethno-cultural composition of mentoring groups provides opportunities for cross cultural skill development. Mentees are encouraged to use the mentoring experience as an opportunity to practice and develop their English language skills. In particular, it is important for mentees to have strong understanding of the English technical language of their profession.

Mentoring strategies range from one-on-one sessions, peer support group meetings and workshops/activities that supplement learning. Mentees learn from the vast experience and stories of mentors who have overcome many of the same challenges mentees are currently facing, and offer encouragement to each other in their employment pursuit.

Supplementary Service Elements

The Centre for Newcomers also offers complementary supports through existing employment and settlement services including career development counselling and workshops. The MPMP application process includes screening for language ability, profession, country of origin, time in Canada, and employment status among criteria which help determine at the outset which participants may be in need of complementary services through the Centre for Newcomers or referrals to other agencies. Some mentees may access ESL classes through the Centre for Newcomers for English upgrading.

Program Organization

The MPMP provides two mentoring group sessions per year with one session running from October to February and a second session from March to June each year. Applications for Mentors and Mentees are accepted in the two month period prior to the session, followed by an orientation and matching session for selected participants.

Capacity

The maximum participants per mentoring cycle is 100, consisting of approximately 20 mentors and 80 mentees for a match of approximately 1:4.

Program Fees

The program is offered free of charge. There are no program fees.

Admission Criteria

To be accepted into the Peer Mentorship for Professionals Program, applicants are pre-screened using a formal application form and follow up on educational and work history, career goals and job search experience. This level of detail also supports the matching process. Admission criteria include the following:

Mentors:

- Professionally trained and previous or currently working in your profession in Canada
- Willing to commit to 2 mentoring meetings a month for 4 months and join program activities

Mentees:

- Willing to commit to 2 mentoring meetings per month for 4 months and join program activities
- 10 years or less in Canada
 - Note: on average mentees have been in the country 3 years or less
- Legally entitled to work in Canada
- Unemployed or underemployed and looking for a job or training
- Level 4 or 5 English benchmark

Mentorship Group Matching Criteria

The first consideration for matching mentors and mentees is the professional background and/or occupation. Same ethnicity matches are only made at the request of the mentor, otherwise there is no specific strategy to match within the same ethno-cultural group. Some mentors are agreeable to accepting mentees from other professions within their group.

Research suggests that the most important factors for strong matches are whether the mentee perceives the mentor to be culturally sensitive and to have characteristics in common which the mentee values.

Recruitment/Intake

The recruitment process includes wide distribution of posters and emails in partner communities and through community partners. A diverse pool of talented professionals is recruited as mentors and mentees. Past applicants have included engineers, accountants, social workers, counsellors, project managers, supply chain and procurement specialists, technicians, business analysts, and others.

Application Process

Interested parties make inquiries about the program, are supported to complete an application form and given next steps instructions. Interested applicants attend a large group orientation session. One week after the application deadline, the program coordinator informs everyone if they have been accepted.

Orientation

The orientation event is a three-hour information and social meet for mentors and mentees geared to familiarize participants with the different components of the mentoring program. Guest speakers and program staff provide an overview of the program, outlining program objectives, the definition, roles and responsibilities of mentors and mentees, and leadership development. The orientation provides a communicative space to share experiences with each other and to listen to each others' stories. Surveys are distributed following the session to provide organizers with feedback.

The mentorship groups are formally introduced and ice-breaker activities are facilitated. Breakout sessions are organized separately for mentors and mentees. This format allows mentors the opportunity to share experiences and also get advice from former mentors while mentees are able to discuss concerns and ask questions with program staff in a comfortable environment.

MPMP Program Sessions

Mentor groups meet twice a month over a four month period. Individual support/mentoring occurs between the month group sessions depending on need.

Topics covered in the MPMP Program generally include:

- Getting to know each other
- Developing an action plan based on strengths and challenges
- Using the action plan to set goals and establish priorities for the group and for individual participants
- Interview practice and job search advice, practice, and updates over the course of the program
- Professional development including accreditation process and requirements and engagement with professional associations
- Industry specific terminologies and work cultures
- Communication and networking in light of workplace cultural and industry norms
- Review of action plan, discussion of what is working, what are challenges, how the process is evolving and how to go forward following conclusion of the program

Follow Up

Mentors report monthly to the program coordinator and submit a mentor/mentee meeting record. The mentors formal commitment to the program is for the four month duration of the program cycle. It is up to the mentors and mentees if they want to maintain a relationship after the formal program is complete.

The partner organizations often invite former mentors and mentees to their activities and networking events.

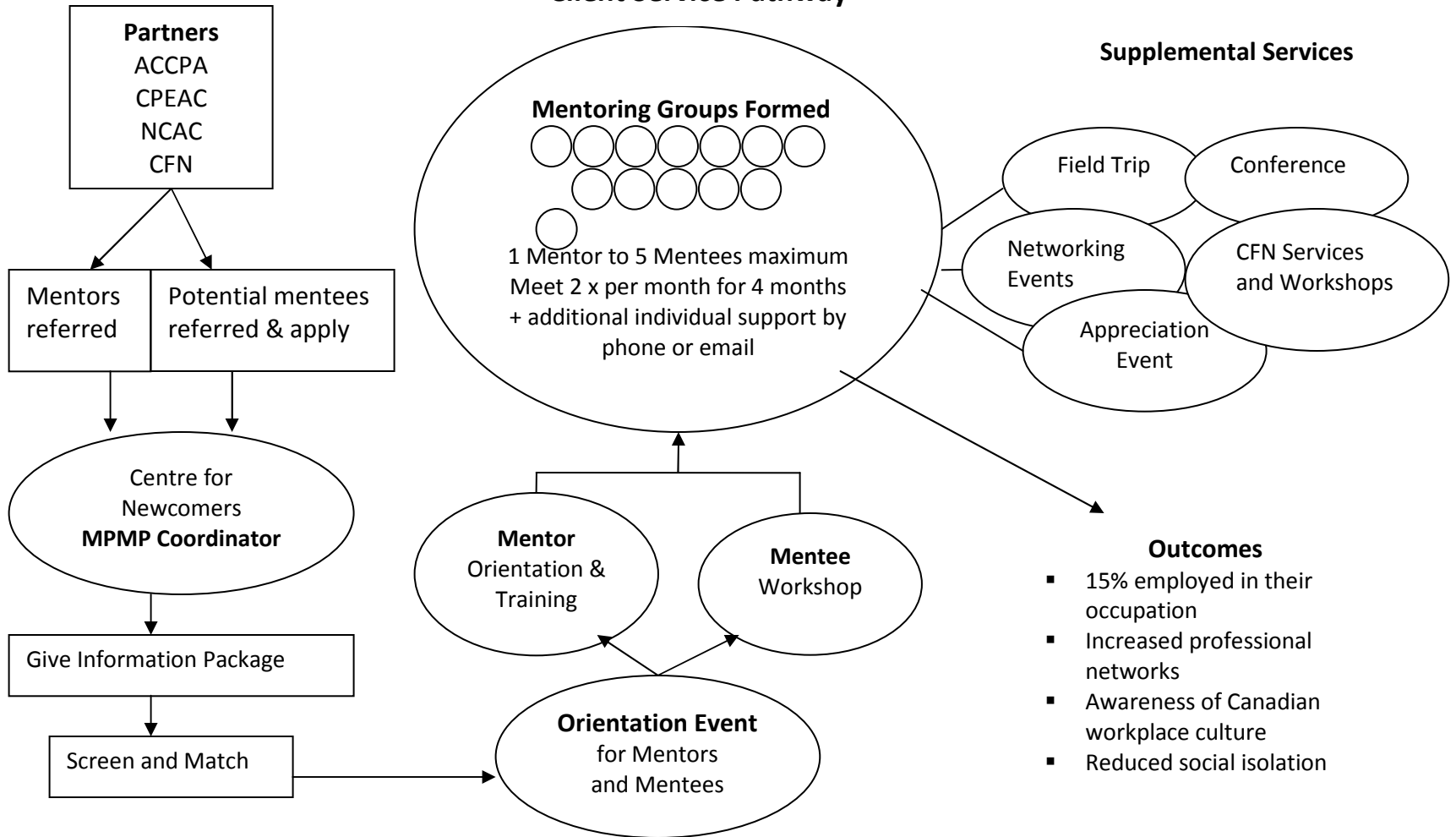
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Multicultural Peer Mentorship for Professionals - Program Structure

MPMP is based on a community partnership model. The following chart outlines key roles and responsibilities among partners and staff in the program.

MPMP Coordinator	Centre for Newcomers	Community Partners
<ul style="list-style-type: none"> ○ Coordinate activities with partners ○ Communication/support with mentors; mentees; CFN staff; community partners ○ Managing mentoring processes - registration and matching ○ Program administration – coordinate program activity ○ Follow up with mentor groups – monthly tracking ○ Monitor budget/expenditures ○ Organize events – orientation; field trips; workshops; conferences; appreciation; networking ○ Evaluation at end of cycle ○ Prepare reports to funders ○ Advocacy – present MPMP to other organizations ○ Help organize and facilitate contact with employers 	<ul style="list-style-type: none"> ○ Fiscal agent – manage budget; monitor program and report to funders ○ Production of communication materials ○ Staff supervision ○ Provide space/equipment ○ Recruit mentees ○ Promote program to recruit mentors ○ Provides access to other support programming at Centre for Newcomers ○ Find resources – financial; new partners; in-kind ○ Recruit new community partners organizations (currently connecting with 3 new organizations) ○ Help promote MPMP to employers 	<ul style="list-style-type: none"> ○ Community Partners provide at least 2 representatives to the MPMP Steering Committee ○ Provide leadership and support MPMP as needed – regular attendance at Steering Committee ○ Promote MPMP to members ○ Recruit volunteer mentors & mentees ○ Plan and organize networking events – for members including mentors/mentees; monthly – tell their own new members about MPMP ○ Provide speakers and facilitate at events ○ Report to Program Coordinator on a regular basis (workshops; conferences; networking events) ○ Receive small amount of budget to support activities ○ Facilitate contact with employers

**Multicultural Peer Mentorship for Professionals
Client Service Pathway**



Centre for Newcomers – Multicultural Peer Mentorship for Professionals

MULTICULTURAL PEER MENTORSHIP FOR PROFESSIONALS (MPMP) PROGRAM LOGIC MODEL				
Activities/Outputs	Short / Medium Term Outcomes	Long Term Outcomes	Indicators	Measurement Tools
<p>Target Group: Professional newcomers who are unemployed or under-employed. Target = 50 mentee & mentor participants per year</p> <p>Peer Mentoring Two rounds of mentoring in spring/summer and fall/winter. Target = 15 mentor/mentee matches/groups</p> <p>Two orientation/training sessions per year for mentors and mentees</p> <p>Two workshops per year on workplace culture, accreditation, and skill development organized in collaboration with community partners. Community partners provide additional member activities and workshops related to peer support and mentoring.</p> <p>One Field trip and one conference/networking event per year in collaboration with partners</p> <p>Two mentor appreciation events</p> <p>Capacity-Building Quarterly coordination meetings (hiring, planning, reporting) and decision-making between the Centre and partner organizations</p> <p>Partner involvement through activities such as open houses, peer mentorship workshops, mentor training, or other Centre activities (e.g. Income Tax Return Sessions)</p>	<p>Mentee Outcomes -Mentees successfully complete the program -Learning from the experiences of successful immigrant professionals -Improved knowledge of Canadian working culture and environment -Wider peer support network among professionals and newcomers, within and outside their own culture -Improved goal-setting and job search skills -Improved knowledge of field-specific terminology in English</p> <p>Mentor Outcomes -Mentors improve their mentoring, leadership and facilitation skills -Mentors use their sphere of influence to advocate and create connections for mentees -Sense of fulfillment through opportunity to give back to community</p> <p>Capacity-Building -Expanded partnerships between Centre for Newcomers and community partner associations -Informal mentoring opportunities for smaller ethno-cultural professional organizations to learn from more established ones -Increased ability of partner organizations to support their members - Partner organizations leadership development</p> <p>Institutional Change - Employers have better understanding of how to engage & support newcomers</p>	<p>Increased employment and participation in Calgary</p> <p>Increased opportunities for newcomers and cultural sensitivity from employers</p>	<p>Performance Indicators -# of mentors (target = 15) -# of mentees (target = 35) -# of mentor-mentee matches formed (target = 15 group matches) # of mentee who successfully complete the program (target = 60%)</p> <p>Mentee Outcomes -% of people who report increasing their knowledge about Canadian workplace culture and environment (target = 80%) -% of participants with improved knowledge of field specific terminology in English (target = 60%) -% of people reporting an increased # of contacts through mentoring and workshops (target = 70%) -#of participants reporting improved job search skills (target = 75%) -# of participants invited for job interviews in their profession (target = 50%) -# of participants finding employment in their field (target = 15%)</p> <p>Mentor Outcomes 85% of mentors complete the program 85% of mentors improve their leadership & facilitation skills -Qualitative reporting of satisfaction in involvement # of new mentors # of mentors who return to the program and/or recruit another mentor to the program</p> <p>Capacity-Building Performance Indicators - # of partner organizations participating - #of joint planning meetings (target = 4 per year)</p> <p>Outcome Indicators -Demonstrated ability of smaller organizations to host networking events</p> <p>Institutional Change - # of employers connected with MPMP</p>	<p>-Registration for workshops</p> <p>-Feedback surveys from mentors, mentees and employers</p> <p>-Focus group feedback</p> <p>- Program statistics</p>

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Multicultural Peer Mentorship for Professionals – Data collection Plan – Mentee Outcomes		
Outcomes for Mentees	Indicators of Success	Measurement Tools
Short/Medium Term Outcome Mentees successfully complete the MPMP program	60% of mentees successfully complete the program	Program Stats and Mentor Survey
Short/Medium Term Outcome Improved knowledge of Canadian working culture and environment	80% of mentees report increasing their knowledge about Canadian workplace culture and environment	Mentee Feedback Survey at end of session
Short/Medium Term Outcome Improved knowledge of field-specific terminology in English	60% of mentees report improved knowledge of field specific terminology in English	Mentee Feedback Survey
Short/Medium Term Outcome Wider peer support network among professionals and newcomers, within and outside their own culture	70% of mentees report a wider support network	Mentee Feedback Survey at end of session
Short/Medium Term Outcome Improved job search skills (i.e. CV, interview skills, goal-setting, action-planning)	75% of mentees improve job search skills 50% of mentees invited for job interviews in their professional field	Mentee Feedback Survey at end of session
Long Term Outcome Increased employment in areas related to professional training	15% of mentees find employment in their professional field	Mentee Feedback Survey at end of session

Centre for Newcomers – Multicultural Peer Mentorship for Professionals

Multicultural Peer Mentorship for Professionals – Data collection Plan – Mentor Outcomes		
Outcomes for Mentors	Indicators of Success	Measurement Tools
Short/Medium Term Outcome Mentors have improved mentoring, leadership and facilitation skills	85% of mentors complete the program 85% of mentors improve their leadership and facilitation skills	Mentor Feedback Survey
Short/Medium Term Outcome Mentors use their sphere of influence to advocate and create connections for mentees	# of mentors who are able to create connections for their mentees	Mentor Feedback Survey
Short/Medium Term Outcome Sense of fulfillment through opportunity to give back to community	# of mentors who are satisfied with this opportunity to give back	Mentor Feedback Survey
Long Term Outcome Increased participation in Calgary community	# of new mentors # of mentors who return to the program or recruit another mentor to the program	Mentor Feedback Survey

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Multicultural Peer Mentorship for Professionals – Data collection Plan – Partner Outcomes		
Outcomes for MPMP Partners	Indicators of Success	Measurement Tools
Short/Medium Term Outcome Expanded partnerships between CFN and community partners associations	Community Partner Participation: # of partner organizations 4 joint planning meetings per year	Data sheet
Short/Medium Term Outcome Mentoring opportunities for smaller professional organizations to learn from more established ones	Outcome Indicators Demonstrated ability of smaller organizations to host networking events	Record of networking events
Short/Medium Term Outcome Increased ability of partner organizations to support their members	Not measured	Self report only
Long Term Outcome Organizational leadership development	Not measured	Self report only

Multicultural Peer Mentorship for Professionals – Data collection Plan – Institutional Outcomes		
Outcomes for Employers	Indicators of Success	Measurement Tools
Short/Medium Term Outcome Employers have better understanding of how to engage & support newcomers	# of employers connected with MPMP	Program Statistics Informal feedback from employers

Summary of Annual Performance Indicators for MPMP

Performance Indicators

- Recruit 50 participants (mentors and mentees)
- Establish 15 mentor-mentee matches
- Organize and deliver 2 Orientation Sessions, one in Spring and the other one in Fall
- Organize and deliver 1 Fieldtrip
- Organize and deliver 1 Conference
- Meet quarterly with Partners
- Deliver 2 workshops /activities in coordination with partners
- Program participants completion rate – 70%

Outcome Indicators

- For mentors
 - 85 % completed the program; and improved their leadership and facilitation skills

- For mentees
 - 60 % successfully completed the program
 - 80% improved their knowledge of Canadian working culture and environment
 - 70% developed a wider support network
 - 75% improved their job search skills
 - 60% improved their knowledge of field specific terminology in English
 - 50% had interview(s) in their professional field
 - 15% found employment in their professions

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9.0 Appendix

9.1 Mentee Survey

9.2 Mentor Survey

MPMP Program - Mentee's Evaluation

1. What are the topics that you found most useful in the mentorship group meetings with your mentor?

2. What did you like or dislike about your mentor?

3. What's your opinion about the Multicultural Peer Mentorship Program, including the mentorship group meetings with your mentor, or the events organized by the Program?

4. What knowledge have you gained from the Program?

5. How could the program be improved?

6. Have you:
 - a. Improved your knowledge of Canadian working culture and environment?
 - b. Developed a wider support network?
 - c. Improved your job search skills?
 - d. Improved your knowledge of field specific terminology in English?

7. With the help of this peer mentorship program, have you:
 - a. Had (an) interview(s) in your professional field?
 - b. Found employment in your profession? How?

8. Anything else that you would like to say?

Thank you for your cooperation!

MPMP Program - Mentor's Evaluation

1. What are the topics that you found most useful in the mentorship group meetings with you mentees?
2. What did you like or dislike about being a mentor?
3. What's your opinion about the Multicultural Peer Mentorship Program, including the mentorship group meetings with your mentees, or the events organized by the Program?
4. What have you gained from the Program?
5. How could the program be improved?
6. How many of your mentees do you think:
 - a. Improved their knowledge of Canadian working culture and environment?
 - b. Have developed a wider support network?
 - c. Have improved their job search skills?
 - d. Improved their knowledge of field specific terminology in English?
 - e. Successfully completed the Program?
 - f. Had interview(s) in their professional field?
 - g. Found employment in their professions?
 - h. Were connected to employers through you or your network?
7. Do you have a success story that would like to share?
8. Would you be willing to be a mentor in the future for this Program?
9. Anything else that you would like to say?

Thank you for your cooperation!