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AN ORGANIZATONAL APPROACH TO MEAURSING THE IMPACT OF MENTORING ON MENTORS: A RESEARCH STUDY WITH BIG BROTHERS BIG SISTERS OF CENTRAL MASSACHUSETTS/ METROWEST

Shala Murray
Clark University

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AN ORGANIZATONAL APPROACH TO MEAURSING THE IMPACT OF
MENTORING ON MENTORS: A RESEARCH STUDY WITH BIG BROTHERS BIG
SISTERS OF CENTRAL MASSACHUSETTS/METROWEST

SHALA MURRAY

May 2015

A MASTER'S PROJECT

Submitted to the faculty of Clark University, Worcester, Massachusetts, in partial
fulfillment of the requirements for the degree of Master of Arts in the department of
International Development, Community, and Environment

And accepted on the recommendation of

Laurie Ross, Chief Instructor

ABSTRACT

AN ORGANIZATONAL APPROACH TO MEAURSING THE IMPACT OF MENTORING ON MENTORS: A RESEARCH STUDY WITH BIG BROTHERS BIG SISTERS OF CENTRAL MASSACHUSETTS/METROWEST

SHALA MURRAY

This Master's paper is an approach to assessing the impact of mentoring on volunteers at the mentoring agency Big Brothers Big Sisters of Central Massachusetts/Metrowest (BBBS). The mentoring research field is one in which the focus has solely been on the mentee and their developmental changes. Entities have not taken into consideration the developmental changes of the mentor; however, Bronfenbrenner's theory on reciprocal dyads serves as the overarching rationale for why this is critical. A literature review was conducted to provide a framework in understanding why an organization would take on mentoring, exploring specifically the ways in which mentoring transforms the mentor. A mentor outcomes survey was designed based on relevant literature and best practices and implemented in a pilot program with BBBS.

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- Dr. Ramon Borges-Mendez and Dr. Donna Gallo for their guidance throughout the capstone process and their roles as Second Readers
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- My family and friends who have been understanding of the many sacrificed social events for long homework nights and have supported me for the last five years as I pursued graduate school full-time while working full-time.

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EXECUTIVE SUMMARY

The purpose of this paper is to explore the impact of mentoring on volunteers, specifically at the mentoring agency Big Brothers Big Sisters of Central Massachusetts/Metrowest (BBBS). BBBS is a 501(c)(3) mid-size direct service agency that has been providing one-on-one mentoring programs since 1963. In January 2013, the agency had a change in leadership with the retirement of CEO, Ben Ticho who led the agency for thirty-four years. This major transition period coincided with the release of the new Big Brothers Big Sisters of America (BBBSA) National Standards that were to go into effect in January 2014 as well as the strategic planning process, which began in August 2013 for years 2014-2016.

As part of the three-year strategic plan, the agency identified the development of a measurement tool to assess the impact of mentoring on volunteers as part of two larger agency goals: 1.) Expand programs by identifying potential partner corporations or institutions within new untapped/underserved service regions and 2.) Perform as the gold standard of mentoring. Ideally, this measurement tool would be incorporated into training programs and service procedures and effectively communicated to stakeholders and partners. The tool would then be used for recruitment, solicitation, and partnership activities and retaining volunteers.

In spring 2014, a team of students from Clark University's Community Development and Planning (CDP) Graduate Program worked with myself who served the dual role of a graduate student and a BBBS staff member on the team in developing a

mentor outcomes survey in Professor Laurie Ross' Program Evaluation course. The group completed a literature review on the benefits of mentoring as well as best practices on mentor program evaluation tools in developing a mentor outcomes survey. A literature review was then conducted to provide a framework in understanding why a corporation would consider mentoring, focusing specifically on the ways in which mentoring transforms the mentor.

The mentor outcomes survey was rolled out in a pilot program in May 2014 with the BBBS community-based mentoring program. The survey was then administered again at the three-month mark of the mentoring relationship to all mentors in the sample.

Although the results of the study are inconclusive with the tool not being able to capture the developmental areas, this does not signify that there is no impact on the mentor. As the literature has outlined, there are positive benefits accrued to the mentor in mentoring relationships. Adjustments need to be made in order to complete the assessment more effectively, both logistically and methodically.

BACKGROUND

Bronfenbrenner's bio-ecological theory provides a valuable theoretical framework for understanding mentoring relationships. His theory considers how a child's relationships in specific environments influence his/her development. Applicable to this project is Bronfenbrenner's discussion of the dyad, a two-person system. According to Bronfenbrenner, there are bi-directional influences in a dyad, which are strongest in the microsystem, a child's most immediate environment. These structures include his/her family, school, neighborhood, and childcare environments. Given that the microsystem is comprised of structures with which the child has direct contact, mentoring relationships are a part of this environment.

Bronfenbrenner discusses how typically in data collection, studies focus on one person at a time; however, the collection of dyadic data reveals the dynamic possibilities for both involved in the relationship. Dyadic data illustrates that if one party experiences development the other party does as well. Thus, following Bronfenbrenner's theory, a mentoring relationship is a reciprocal dyad where the mentor affects the mentee's beliefs and behaviors and likewise the child affects the beliefs and behaviors of the mentor. Mentoring research, however, has solely focused on the development of the mentee without considering the developmental changes of the mentor. In 1995, Public/Private Ventures (P/PV) conducted an eight-year initiative to study mentoring and formulated 5 overarching questions with this initiative. All of these questions focused on the mentee with the most important question being, "Will participation in a mentoring program result

in important, observable changes in the attitudes, perceptions and behaviors of at-risk young people?”¹ P/PV conducted an impact study with Big Brothers Big Sisters, the nations premiere mentoring agency in order to answer this question. Even today with Big Brothers Big Sisters of America (BBBSA) celebrating 110 years of history, all of the BBBSA research initiatives and evaluation tools are focused on the mentee. Bronfenbrenner points out however the importance of dyadic data in a reciprocal dyad such as a mentoring relationship. Bronfenbrenner’s theory thus provides the foundation for this project in exploring the dyadic nature of mentoring relationships, focusing on the ways in which mentoring positively influences the mentor in this dynamic relationship. This project investigates mentoring relationships specifically at the mentoring agency, Big Brothers Big Sisters of Central Massachusetts/Metrowest.²

¹ Public Private Ventures. *Making a Difference: An Impact Study of Big Brothers Big Sisters*. 1995.

² Bronfenbrenner, Urie. *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard UP, 1979.

AGENCY OVERVIEW

Big Brothers Big Sisters of Central Massachusetts/Metrowest, Inc. (BBBS) is a direct service organization that has been providing one-on-one mentoring programs since 1963. BBBS vision is to “never say 'no'” to a child in need of its services. This is at the heart of the agency’s stated mission, which is, "to enhance the quality of life of children at-risk primarily by matching these children in professionally supported mentoring relationships with responsible and caring adult volunteers." Collaborations and volunteers are critical to the program’s success. BBBS has strategic partnerships with local schools and youth development programs. In 2013-2014, the agency had twenty-four partnerships in the Central Massachusetts/Metrowest region that were supported by hundreds of volunteers from local colleges and corporations in this service region. The agency’s Stakeholders include the Board of Directors, Corporators, Funders, Alumni & Friends Association, Community Partnerships, Big Brothers Big Sisters of America (BBBSA), CEO, Management Team, Program Staff, Interns, Mentors and Mentees.

BBBS uses three program strategies to make the greatest impact in their service region. The first, community-based, matches children with community volunteers after their parents or guardians have referred them. The community-based matches meet an average of 3x a month for 3-4 hours per interaction. The other two strategies, school-based and site-based mentoring, rely upon professional staff to refer children in need of additional adult support. Matching one mentor with one child, volunteers meet with

referred youth one-to-one weekly for at least an hour per week, with some matches meeting up to two or three hours. For all program models, the agency asks for at least a year commitment to the mentoring relationship. The BBBS program tailors activities to the needs of the child by matching each child with a mentor that can best foster his/her personal growth and development. Mentors undergo a rigorous screening process and training program, and are supported in their work with the children.

What separates BBBS from other mentoring programs is that all of their matches are professionally developed and supported by trained specialists using a mentoring model that is nationally recognized. BBBS National operational standards bring uniformity to recruitment, screening, matching, and supervision practices. The strictest standards are around volunteer screening for child safety reasons. These guidelines are meant to screen out applicants who may be a safety risk, unlikely to make the commitment, or unlikely to develop a positive relationship with the mentee. An orientation is provided to all volunteers explaining program requirements/rules as well as trainings focused on identifying and reporting sexual abuse, youth developmental stages, communication and limit-setting skills, tips on relationship building, and recommendations on how to best interact with a mentee.

In terms of matching, the agency considers practical factors (gender, geographic proximity and availability) as well as volunteers' preferences (age, race, type of activities to partake in with youth), youth/parent preferences for volunteer (age, race, religion) and youth's preference for activities. Additionally, National mandates a contact schedule for

Interview & Match Support Specialists to follow. This entails contacting parent, youth and volunteer within two weeks of match, monthly telephone contact with parent and volunteer during the first year and contacting the youth directly four times throughout this year. After the first year, required contact drops down to once per quarter with all involved parties and during these contacts the case manager provides guidance in solving any problems and developing healthy relationships. This extensive infrastructure enables the BBBS mentoring program to successfully meet the documented need of providing youth with an unrelated adult who provides support and guidance in their development, and this ultimately positively impacts the mentor as he/she is trained and supported as a mentor.

As part of the BBBS Central Massachusetts/Metrowest 2014-2016 Strategic Plan, the agency set a goal of engaging in strategic partnerships and with that seeking to execute sustainable growth in services. Success metrics the agency identified include expanding site-based programs, identifying new populations and service regions in need of its services; however only increasing and broadening its services with corresponding sustainable funding sources for all program models. Specifically, the agency identified the Metrowest region as a key area of growing need, with few mentoring services available beyond BBBS. Additionally, this is an area where the agency's presence has slowly decreased since the merger with BBBS of Worcester County ten years ago. The agency serves 40 towns in Central Massachusetts/Metrowest; however, 75% of the agency's

mentoring relationships are in Worcester. Because of this, the agency has a special interest in expanding programs in the Metrowest area specifically.

One of the key results for this identified goal is that the agency's Board of Directors will form a Strategic Partnerships and Outreach (SPO) Committee. The SPO Subcommittee will be in charge of designing and implementing a policy, procedure, and formula for determining new service populations and or service regions. The larger goal for this project is to expand programs by identifying potential partner corporations or institutions within new untapped/underserved service regions. Additionally, a key result that fits within this goal as well as the agency's strategic goal of performing as the gold standard of mentoring is the development of a measurement tool to assess the impact of mentoring on volunteers in 2014. This measurement tool will ideally be incorporated into training programs and service procedures and effectively communicated to stakeholders and partners in 2015. The tool would also eventually serve to attract and retain volunteers by way of the information it will provide. The agency's ultimate goal is to use the information from this tool in 2016 to augment recruitment, solicitation, and partnership activities and lastly retain these volunteers who have committed to the agency. Further, the agency seeks to utilize this instrument in depicting benefits of mentoring for employees (to recruit potential corporate partners) who are often able to supply funding for the program.

This past year the agency served 1174 matches with approximately 100 youth on the waitlist. There is a high need for mentors to continue serving about 1200 youth and to

in turn help decrease the amount of time children spend on the waitlist. Additionally, there is even more of a need for mentors as the agency has identified a goal of expanding programs in the strategic plan.

LITERATURE REVIEW

Mentor Recruitment

People volunteer in order to meet their needs, goals and motivations. People have different underlying motivations for volunteering as well as expectations for what they seek to gain from the experience. There are those who have more altruistic motivations (selfless concern for others- Values; Community) and those who have more egoistic (self-interested- Career; Understanding of oneself and children).³ Recruitment efforts should be persuasive and tailor their messages to the array of motivations.

According to a Volunteer Functions Inventory (VFI), there are six major reasons why people volunteer:

- Values- to put their values into action
- Career- to explore career options, increase the likelihood of pursuing particular paths
- Understanding- to gain a greater understanding of the world, the people in it (including their own children) and themselves
- Enhancement- to feel important, to form new friendships, and to boost their own self-esteem
- Protective- to distract themselves from work or personal problems
- Social- to satisfy expectations of friends, spouse or others who are close to them⁴

An additional reason that was identified on a similar questionnaire developed included:

- Community concern⁵

³ Rhodes, Jean. "From Intention to Action: Strategies for Recruiting and Retaining Today's Volunteers." *National Mentoring Partnership*. N.p., Apr. 2006. Web. <http://www.mentoring.org/downloads/mentoring_1312.pdf>.

⁴ Ibid.

⁵ Ibid.

For youth development organizations, however, studies have shown that volunteers are most motivated by understanding. Following this, in level of importance was social, protective and career. Additionally, specific volunteer audiences tend to have similar motivations for volunteering. A 2003 study found that older people have higher social motives and lower career and understanding motives than younger volunteers. Thus, in targeting older adults, an agency may ask their current volunteers to persuade family members and friends whereas in targeting college students, an agency may focus on the secondary benefits of mentoring, namely increased perspective on youth and career benefits. Further, a person's perception of social norms as well as perceived expectations of significant others can impact their self-concept and sustained commitment. People are more likely to get involved with a particular organization/activity, if they believe that society places a high value on it and expects their involvement. Studies by National Mentoring Partnership, Research Corner: Strategies for Recruiting and Retaining Volunteers have also shown that volunteers who have more altruistic motivations are more likely to perceive their mentoring relationship positively and participate longer.⁶

While there are underlying motivations for why people volunteer, studies conducted by Big Brothers Big Sisters of America and other mentoring agencies have also identified the types of people who are most likely to volunteer and commit to sustaining mentoring relationships. These agencies presented the following findings:⁷

⁶ Ibid.

⁷ "How to Build A Successful Mentoring Program Using the Elements of Effective Practice" *National Mentoring Partnership*. N.p., 2005. Web. <http://www.mentoring.org/downloads/mentoring_413.pdf>.

- Women are more likely than men to volunteer as mentors;
- Senior citizens are more likely to volunteer for school-based programs;
- Adults cite lack of time as the biggest barrier to mentoring, followed by the perception that they lack the necessary expertise to help a child;
- Individuals with higher incomes tend to sustain longer commitments than those with lower incomes, most likely because they have adequate resources to overcome barriers such as transportation;
- College students, while likely to volunteer, are more likely to have less stable mentoring relationships because of holiday schedules, exams and so on;
- Married volunteers ages 26 to 30 are more likely to terminate the relationship prematurely, probably because of the demands of their own family situations;
- Corporate, municipal and state employees often prefer school-based mentoring and make sustained commitments because their employers support their involvement; and
- Flexible models—such as “buddy mentoring,” in which two mentors share a mentee—make it easier for employed volunteers to mentor.⁸

An agency wants to attract volunteers who are a right fit for the organization and retain these volunteers because ultimately recruiting and training volunteers is a big investment. Agencies should do their part in providing potential mentors with a realistic picture of expectations and commitment upfront and provide them with the necessary time to reflect on whether the schedule and duration is something he/she can fully commit to. Thus, an understanding of what motivates their volunteers is essential to recruitment efforts as well as tailoring the experience to meet their needs.

Overall, research indicates that adults are more likely to participate in sustained mentoring relationships given the following:

- Perceive that the experience is addressing their underlying expectations and needs;
- Are made aware of the potential benefits mentoring offers to themselves (particularly enhanced understanding), their mentees and to the community;

⁸ "How to Build A Successful Mentoring Program Using the Elements of Effective Practice" *National Mentoring Partnership*. N.p., 2005. Web. <http://www.mentoring.org/downloads/mentoring_413.pdf>.

- Feel a connection with other volunteers or with the community in which the mentoring will occur;
- Feel confident that they can master logistics of the mentoring experience and can both find the time and energy to volunteer;
- Are provided with opportunities to internalize their role as volunteers; and
- Feel greater social norms and pressure to authentically engage in the lives of today's youth⁹

Benefits of Mentoring

While mentoring research focuses on the time, energy, and talent a volunteer puts into a mentoring relationship and the benefits accrued for the mentee, there are tangible benefits for the mentor as well. For one, mentors have reported feeling better about themselves as well as learning more about themselves. According to a national survey completed by adult volunteers who mentored children, 83% reported that they “learned or gained something personally from their mentoring experience,” namely that they had “become a better person, developed more patience, developed new friendships, felt more effective and acquired new skills.”¹⁰ From this experience, mentors gain new knowledge and skills; feel a psychological fulfillment and an increased sense of responsibility and accomplishment. Mentors gain new social connections and support, and this foundation/support network helps them to have better existing relationships with their friends, family, co-workers, etc.

⁹ Rhodes, Jean. "From Intention to Action: Strategies for Recruiting and Retaining Today's Volunteers." *National Mentoring Partnership*. N.p., Apr. 2006. Web. <http://www.mentoring.org/downloads/mentoring_1312.pdf>.

¹⁰ "How to Build A Successful Mentoring Program Using the Elements of Effective Practice" *National Mentoring Partnership*. N.p., 2005. Web. <http://www.mentoring.org/downloads/mentoring_413.pdf>.

In a study of 30 mentees, aged 13 to 18, and 30 adult mentors, it was found that mentors acquire a form of “cultural capital” from their experience of mentoring youth. This “cultural capital” helps mentors to “make sense of their own past (sometimes difficult) experiences and current challenges; gain insight into the day-to-day lives of youth; and develop positive, more reciprocal relationships with youth.” This capital helps mentors to deal with day-to-day challenges such as difficulties in relationships with their own children and others, and surviving on few resources. Mentors in this study perceived the primary benefits of mentoring to be: 1) Putting them in touch with the realities of young people’s experiences within a community/neighborhood; 2) Offering the potential to redefine adult/young person relationships; and 3) Providing acceptable support and challenge, meeting young people as equals.¹¹

Baldino, MSW, LCSW summarized Jean Rhode’s findings. She says that mentors experience a sense of feeling valued and appreciated, of feeling competent and accomplished, of spiritual fulfillment, of satisfaction from “giving back to the community,” of feeling needed, of helping oneself through helping others; an improved sense of health and well-being, an enhanced self-image and sense of self-worth, a feeling of having gained deeper insights into one’s own childhood experiences, a deeper understanding of and appreciation for one’s own children, and a feeling of being respected by others for contributing to society in a very important way. In their personal lives, they

¹¹ Murray, Shala, Abby Petkov, Natalia Salazar, Alana Schaffman, and Sami Vadakin. "Big Brothers Big Sisters of Central MA/Metrowest: The Positive Impact on Mentors." Report. Clark University, 2014.

experience personal growth and increased self-esteem, as well as a feeling of satisfaction and fulfillment from affecting the development of a young person. They receive recognition from peers and superiors for being a mentor. Working with young people, they may experience self-rejuvenation from the creativity and youthfulness of their mentees.¹²

In a study of 1,504 mentors, 73% of mentors said their experience has been very positive; 97% said their experience has been somewhat or very positive. 83% of the mentors said they learned or gained something from their mentoring experience such as feeling that they were a better person, increased patience, friendship, a feeling of effectiveness, and an opportunity to learn new skills such as listening and working with other people. In other studies, mentors have also gained supervisory skills.¹³

Mentoring can impact mentors' experience as community members. Adults who have mentored tend to be involved in other community volunteer activities with children and young people. In one study, adults who had mentored were 50% more likely to participate in community volunteer activities than those who had never mentored. Mentors can also gain valuable professional experience, skills, and networking. Their experience can help them improve communication, patience, interpersonal, and supervisory skills. Their involvement with an organization as a mentor helps them create a network of volunteers and other community members.¹⁴

¹² Ibid.

¹³ Ibid.

¹⁴ Ibid.

While the literature on the benefits of mentoring is slim, this project seeks to take these findings and capture this data within the BBBS mentoring agency. The goal is to bring more quantitative data to the anecdotal, observation, and perception that mentoring has a positive impact on the mentor.

Workplace Mentoring

Successful formal mentoring programs are often an integrated component of the talent management system, which typically includes, “overall talent evaluation (performance evaluations, reviews, 360-degree feedback); training; succession management (slates, succession planning); networking or other career functions.”¹⁵ Mentoring is viewed as a part of the overall career development portfolio, and has both organizational and individual outcomes.

Mentoring benefits for the organization include, “increased organizational commitment, reduced turnover, enhanced recruitment efforts, improved company performance, increased promotion opportunities, and increased knowledge transfer.”¹⁶ A benefit for both the organization and the individual is “increased support for diversity and inclusion.”¹⁷ For the individual, benefits are “decreased stress, increased job satisfaction, improved individual performance, increased skill, increased exposure to and decreased bias

¹⁵ Dinolfo, Sarah, and Julie Nugent. "Making Mentoring Work." (2010): Catalyst. Print.

¹⁶ Ibid.

¹⁷ Ibid.

against those who are different.”¹⁸ Organizations are able to measure ROI for formal mentoring programs through softer measures such as the benefits identified above. In addition, organizations use harder measures such as calculating ROI using regretted loss turnover costs as a comparison or comparing cost of mentoring to cost of traditional training that would reach same outcomes, amongst others.¹⁹ For example, Sodexo has a number of mentoring programs that are a part of their employees development program. In measuring ROI, Sodexo looks at the ratio of the cost to run the programs to the financial gains for participants. In 2009, the company had a ROI of 2 to 1, which was largely due to increased productivity and employee retention. The company also looks at qualitative measures such as “job satisfaction, organizational commitment, diversity awareness, teamwork, and decisiveness.”²⁰ All participants, mentor and mentees as well as the teams they are on have shown increases in the previously mentioned areas.

Workplace mentoring is a relatively new area of research, and even more so the perspective of the mentor in this dyadic, complex relationship. It has been cited that the earliest empirical research that focused on the mentor may have been Ragins and Cotton’s (1993) article, which examined willingness to mentor. Through this research it was found that previous experience as a mentor as well as a mentee relates to future willingness to mentor. While the perspective of the mentor has been identified as a “research area in a

¹⁸Ibid.

¹⁹ Ibid.

²⁰ Ibid.

neophyte stage of development,” there are some conclusions that have been reached based on the existing research.²¹

According to studies, motivation for workplace mentoring breaks down into two categories. The first being self-interest where one looks to “improve the welfare of the self such as the desire to increase personal learning and the gratification of developing others.”²² The second motivation being other-focused motives, which entail “improving the welfare of others and included the desire to help others and to help the organization succeed.”²³ A study that examined the benefits of mentoring for a group of executives identified five categories of benefits for workplace mentoring. These include: “rewarding experience, improved job performance, loyal base of support, recognition by others, and generativity (that is, leaving a legacy to future generations).”²⁴ Qualitative studies on workplace mentoring have similarly found that benefits for the mentor include “personal satisfaction from passing knowledge and skills on to others, exhilaration from the fresh energy provided by protégés, improved job performance by receiving a new perspective on the organization from the protégés, loyalty and support from protégés, and organizational recognition.”²⁵ In addition, other qualitative studies have cited learning as the most identified benefit.

A major benefit for both organizations and employees is that mentoring can help prevent job plateauing. Research has found that “those with experience as mentors

²¹ Allen, Tammy. "Mentoring Relationships From the Perspective of the Mentor." Sept. 2007.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

²⁵ Ibid.

reported greater job satisfaction, greater affective organizational commitment, and fewer intentions to turnover than did those with no experience as mentors.”²⁶ Those who mentor have a more positive attitude towards their job and are overall more satisfied at their workplace. While these benefits are identified for mentoring a protégé at the workplace, these benefits could also translate to serving as a mentor for a youth in the community. By an organization encouraging and supporting employees to participate in a program such as BBBS, they are providing benefits to the employee as well as the organization as a whole.

Personal Life Experiences Developing Leaders

Contrary to the *scarcity* hypothesis, which suggests, “people have fixed pools of physical and psychological resources at their disposal” some sociologists have argued that these resources are in fact expandable via *role accumulation*. According to this view, time and energy spent on activities outside of the workplace can produce such resources as “psychological vitality, skills, and support from others” and “these skills are then transferred to the work setting, strengthening managerial skills, problem-solving abilities, and overall work performance.”²⁷ This *enhancement* whereby a person brings the resources

²⁶ Ibid.

²⁷ Ruderman, Marian, Laura Graves, and Patricia Ohlott. "Family Ties: Managers Can Benefit from Personal Lives." *LIA* 26.6 (2007): 8-11. Print.

gained from personal experiences to the workplace can ultimately “strengthen managers’ skills and abilities at work and make them better-rounded leaders.”²⁸

Recent research suggests that a person’s involvement in family roles improves their attitude towards work as well as their task and interpersonal skills. A Center for Creative Leadership study published in an issue of the *Journal of Applied Psychology* (2007) supports the notion that work and family can be complementary. “The study suggests that family-work enhancement lowers psychological strain on managers and that family-work interference increase such strain. This is important because higher strain results in lower performance and reduced psychological well-being.”²⁹ Whereas overwhelmingly family roles have been viewed in a negative light, this study shows that the two can facilitate one another, enhancing a person’s psychological well being and their performance at work.³⁰

Specifically, this study found that a person’s commitment to the parental role had direct positive effects on their job performance as seen through performance ratings. In becoming committed parents, adults undergo psychological and behavioral changes, whereby they develop skills that are transferable to the managerial role. As a parent, one develops the skills of “feedback, empathy, listening, and coaching- all of which are helpful in developing talent at work. Helping a child succeed by building on strengths and improving weaknesses is good preparation for managers who want to develop direct reports or engage in mentoring relationships.” A change that occurs in the parental role

²⁸ Ibid.

²⁹ Ibid.

³⁰ Ibid.

that's directly applicable to workplace performance is "the ability to see others' views," which may in turn improve one's "ability to supervise others, work in teams, or relate to superiors."³¹ These same traits are developed and/or strengthened in mentoring a young child as in the case of BBBS, whereby one's focus becomes the other and helping them develop. Ultimately, these skills are directly applicable to the workplace, helping managers become better leaders.³²

In recognizing that "work and family roles can build on each other, creating a synergy that can actually enhance and strengthen managers' performance at work," an employee's family roles should be seen as a source of leadership development.³³ Parental experiences "may provide an opportunity to develop job-relevant skills and perspectives, including skills in multitasking and understanding, motivating, respecting and developing others. Finally, family experiences may create positive feelings that transfer to the work domain."³⁴ Given the positive effects on manager's attitudes and performance from family roles, organizations can enhance their employees' by being supportive of these outside roles. This of course would require an "organizational culture that acknowledges, values, and supports employees' family roles." In doing so, a new approach to leadership development will be taken whereby organizations respect "the whole person and

³¹ Graves, Laura, Patricia Ohlott, and Marian Ruderman. "Commitment to Family Roles: Effects on Managers' Attitudes and Performance." *Journal of Applied Psychology* 92.1 (2007): 44-56. Print.

³² Ibid.

³³ Ibid.

³⁴ Ibid.

recognizes the benefits of personal life roles for leader development.”³⁵ One way organizations can do this is through participating in mentoring programs such as BBBS where a mentoring role can help facilitate employee’s development as leaders.

Corporate Social Responsibility (CSR)

A company can support an employee’s work and family balance through a commitment to Corporate Social Responsibility (CSR). Research shows that employees feel less stressed when they “interpret their employers’ socially responsible behavior as an indication that the company places the same importance on personal values that they do themselves.”³⁶ An employee feels better about integrating these two aspects of their lives, and as a result their life as a whole is enhanced.

While CSR is widely known for its positive social and environmental impact, it can also bring financial benefits to a company “in the areas of human resources and talent management, reputation and branding, and operational cost savings.”³⁷ Professor Kellie McElhaney defines CSR as the following: “A business strategy that is integrated with core business objectives and core competencies of the firm, and from the outset is designed to

³⁵ Ruderman, Marian, Laura Graves, and Patricia Ohlott. "Family Ties: Managers Can Benefit from Personal Lives." *LIA* 26.6 (2007): 8-11. Print.

³⁶ Bhattacharya, C.B., Sankar Sen, and Daniel Korschun. "Using Corporate Social Responsibility to Win the War for Talent." *Using Corporate Social Responsibility to Win the War for Talent* 49.2 (2009): 37-44. *MIT Sloan Management Review*.

³⁷ McElhaney, Kellie. "A Strategic Approach to Corporate Social Responsibility." *Leader to Leader* 2009.52 (2009): 30-36.

create business value and positive social change, and is embedded in day-to-day business culture and operations.”³⁸ Based on a IBM Institute for Business Value survey completed by 250 business leaders worldwide, IBM made the following statement: “When aligned with business objectives, companies are beginning to see that CSR can bring competitive differentiation, permission to enter new markets, and favorable positioning in the talent wars.”³⁹ A company can really differentiate itself with its CSR strategy. Companies however need to be strategic about the social and/or environmental causes that they support and should choose ones in which the company is part of the solution.

In terms of human resource and talent management, employees are more satisfied and loyal to companies that exhibit a commit to CSR. A company’s CSR activities can serve as a recruitment tool as well as a training resource, ultimately helping the company attract and retain good employees. Through a commitment to CSR, a company humanizes itself in ways that cannot be achieved through other means. The company is seen as a “contributor to society rather than as an entity concerned solely with maximizing profits,” and as research has shown, “a paycheck may keep a person on the job physically, but it alone will not keep a person on the job emotionally.”⁴⁰ The potential internal psychological outcomes for a employee at a socially responsible company include “feeling satisfaction in their job, a sense of pride and a feeling of well-being” and this ultimately leads to external behavioral outcomes such as, “loyalty, productivity, less absenteeism, helping behaviors,

³⁸ Ibid.

³⁹ Bhattacharya, C.B., Sankar Sen, and Daniel Korschun. "Using Corporate Social Responsibility to Win the War for Talent." *Using Corporate Social Responsibility to Win the War for Talent* 49.2 (2009): 37-44. *MIT Sloan Management Review*.

⁴⁰ Ibid.

and advocacy,” thus benefitting the company and their bottom line.⁴¹

At the end of the day, “consumers today are looking for a relationship, not just a transaction,” and this is even truer at the workplace as the Millennials seek out companies that have effective CSR strategies.⁴²

Corporate Volunteering

Socially responsible companies often have their employees partake in volunteer initiatives. Corporate volunteering provides a new pool of volunteers for non-profits, one that can be an important and sustainable resource for an agency. As the pool for funding is tight for non-profits, agencies often seek out corporate partnerships as they have the capacity to provide both human resources and financial resources. On the other hand, expectations are going to come from businesses that sponsor their employees- the employees are encouraged and supported by their employers to volunteer and serve the community during the workday. The business case for corporate volunteering consists of the following: “good for the community; good for those who volunteer; good for the company itself.”⁴³ In the end, both non-profits and businesses are looking to partake in partnerships that will be mutually beneficial.⁴⁴

⁴¹ Ibid.

⁴² Mcelhaney, Kellie. "A Strategic Approach to Corporate Social Responsibility." *Leader to Leader* 2009.52 (2009): 30-36.

⁴³ Allen, Kenn. "The Social Case for Corporate Volunteering." *Australian Journal on Volunteering* 8.1 (2003): 57-62. Web. <<http://www.sosyalinovasyonmerkezi.com.tr/yayin/3020030001.pdf>>.

⁴⁴ Ibid.

In terms of the business case, it is good for the community because corporate volunteers are a resource to the community. This volunteer pool is made up of people who are skilled and can share their know how of how to work productively. Secondly, it is good for those who volunteer because they receive the same benefit as any volunteer in addition to developing skills that directly translate to the workplace, such as leadership and interpersonal skills. Corporate volunteers increase their worth in the company as well as their professional skills in ways that could not be at the workplace. Lastly, it is good for the company itself because companies reap the benefits of “a more loyal, more productive workforce; a positive public image; and, addition of a new resource to help meet strategic business goals, most often in human resource development and management, public relations and public affairs, and marketing.”⁴⁵

When a business commits to a worthwhile cause, the company has goodwill and this often translates to better business. Additionally, by having employees volunteer in the community, a company gains a greater understanding of the community as well as deeper community connections. This too leads to better business because the community is often the company’s customer, and through employee volunteer initiatives, a company gains valuable knowledge. Overall, businesses receive a ‘return on investment’ because their business gets positive recognition for their contribution to the community, better business, and their employees are given opportunities for teambuilding, fulfillment and personal development, which leads to increased employee morale and productivity. Further,

⁴⁵ ibid

businesses can use these benefits, which in a sense serve as an enhanced training for their employees as a recruitment tool for better employees.⁴⁶

For non-profits, the benefit of corporate volunteers goes beyond human capital. Namely, companies are more likely to support non-profits where their employees volunteer with money and corporate resources. Companies tend to invest in these agencies via matching gift programs or outright donations. There is also the potential of in-kind services, equipment and/or products from the corporation. Further, corporate volunteers bring much needed professional or technical capacity where they can add value to the agency through small projects, fund-raising or even public awareness events. An additional advantage to recruiting corporate volunteers is that an agency now has “access to a group of people who have some important shared values, with whom it is possible to communicate through established and legitimized systems, and who may command support from their institution.”⁴⁷ These corporate volunteers can play both an Ambassador role for the agency back at the workplace as well as in the greater community. The hope is that participation of corporate volunteers is the first piece in a domino effect: “Involvement leads to education; education to understanding; understanding to a new kind of action, one that results in changed conditions of life, not just the amelioration of the effects of current conditions.”⁴⁸ This potential change from involvement to action however is not a given, nor one that happens spontaneously, but rather one that takes conscious effort on behalf on the nonprofit. Leadership will most likely need to come from the non-profit; however,

⁴⁶ *ibid.*

⁴⁷ *ibid.*

⁴⁸ *ibid.*

given the capacity constraints of most non-profits, a smart tactic will be to utilize people within a corporate who already understand and behold this value.⁴⁹

Volunteer Training: Andragogy (Adult Learning)

In order to maximize a volunteer's value to a non-profit and have them play this Ambassador role at the workplace and/or in the greater community, the agency must effectively engage their volunteers. The nonprofit will need to dedicate resources to educate volunteers about the mission and issues the agency is tackling, provide volunteers with additional opportunities for learning and reflection as well as opportunities to bring the mission and work of the agency to the wider community. In doing so, however, non-profits have to be attuned to adults' unique needs and motivations as well as how adults best learn in order to design the best training experiences.

In 1978, Malcolm Knowles made a distinction between pedagogy (teaching of children) and andragogy (instruction of adults). Knowles theory is summarized in the following:

Adult learners are self-directed and independent, with a wealth of experience from which to draw when learning, and a need to see immediate relevance in their education as it relates to their current social roles. They benefit from being directly involved in the development of their learning activities and often seek help from others they see as more knowledgeable when they approach new tasks.⁵⁰

⁴⁹ *ibid.*

⁵⁰ Davis, Hope. "Discussion as a Bridge: Strategies That Engage Adolescent and Adult Learning Styles in the Postsecondary Classroom." *JoSoTL* 13.1 (2013): 68-76. Web.

With adult learning, the goal is to make the learning experience as valuable to the adult as possible. Adults are intrinsically motivated, come to the classroom with a readiness to learn, and have a problem-centered orientation to learning. Adults will pursue knowledge that will help them “progress mentally, provide workplace advancement, improve social aspects of their life, justify their beliefs or behaviors, or change their beliefs and behaviors. Adult learning is the result of adults seeking answers to life’s challenges and to their own personal needs and desires.”⁵¹ Adults want to increase their self-esteem, their quality of life, and their job satisfaction and are ultimately looking for ways to effectively manage their real life situations.⁵²

At the onset, the purpose, goals and objectives of a training need to be identified and the rationale behind why and how a topic is being learned needs to be clear to the adult. Adults are relevancy-oriented and need to see the usefulness behind gaining new knowledge and skills. They are also are practical and want to be able to apply what they learn in the classroom here and now in order to improve their lives in some capacity. Given that adults are autonomous and self-directed learners, the learning process needs to be a collaborative one. The instructor fills the role of a facilitator, enabling adults to receive the knowledge they desire. The environment needs to be one of mutual respect where the facilitator and learners share authority and are treated as equals. While they want their instructors to be knowledgeable, they also want the freedom to self-direct their learning.

⁵¹ Moore, Kyle. "The Three-Part Harmony of Adult Learning, Critical Thinking, and Decision-Making." *Journal of Adult Education* 39.1 (2010): 1-10. Web. <<http://eric.ed.gov/?id=EJ917394>>.

⁵² *ibid.*

Adult learning is complex, multi-faceted with adults having an array of motivations and experiences that they bring to the classroom. Adults have a reservoir of experiences that include previous education, work-related and family responsibilities. The instructor wants to draw and build upon this foundation with relevant topics. Adults also have strong values and beliefs. The instructor needs to provide opportunities for adults to examine and reflect on their values, beliefs, and habits. This will enable them to assess or reassess their assumptions and biases and come to a more nuanced understanding. This is however a fine line here because if an adult's sense of self-concept and understanding of the way in which the world works is threatened then they are likely to resist, become defensive and/or shut down.⁵³

Adults are more open to learning in contexts that are less traditional and do not resemble a school environment because the perception is that traditional schooling is for children. In terms of the learning environment, the teacher needs to take into consideration physical factors such as, "room size, temperature, lighting, acoustics, seating type and arrangements, and how technology is arranged and used in the learning space" in order to create a setting where learners feel most comfortable and are free from distractions as much as possible. Secondly, the psychological environment needs to be accounted for and one in which teachers and learners "can engage in genuine exchange in a welcoming and supportive environment that addresses the doubts and fears of learners as well as their previous life experiences which can serve as a learning resource." Lastly, the social

⁵³ O'Toole, Sean, and Belinda Essex. "The Adult Learner May Really Be a Neglected Species." *Australian Journal of Adult Learning* 52.1 (2012): 184-91. *ERIC*. Web. <<http://eric.ed.gov/?id=EJ972837>>.

environment needs to be taken into consideration, which focuses on the culture of the learning setting and “recognizes the importance of factors such as race and sex in relation to how adult educators work with learners.”⁵⁴

In designing appropriate mentor training programs, it is critical that agencies take these widely accepted assumptions to andragogy into consideration:

1. Adults are self-directed
2. Adults draw from life experiences
3. Social roles help to determine an adult’s readiness to learn
4. Adults are problem-centered than subject-centered
5. Adults are internally motivated to learn
6. Adults need to know why they need to learn what they need to learn what they are learning⁵⁵

Appropriate trainings will also take into account the learning environment, learner’s experiences as well as the relevance of the topics to the mentors.

⁵⁴ Finn, Donald. "Principles of Adult Learning: An ESL Context." *Jornal of Adult Education* 40.1 (2011): 34-39. *ERIC*. Web. <<http://eric.ed.gov/?id=EJ960967>>.

⁵⁵ Ibid.

METHODOLOGY

As a graduate student in Clark University's dual degree program, Master of Business Administration/Master of Arts, Community Development and Planning, and a full-time staff member at Big Brothers Big Sisters, I took advantage of my dual role, connecting academics and practice throughout my time at Clark. As the Assistant Director of Operations at BBBS, I was responsible for a number of the success metrics identified in the BBBS 2014-2016 Strategic Plan. Specifically, I was charged with the key result of developing a measurement tool to assess the impact of mentoring on volunteers in 2014. An opportunity arose with Professor Laurie Ross Spring 2014 course offering- Program Evaluation to have students from Clark University's Community Development and Planning (CDP) Graduate Program design this BBBS program evaluation tool. In this class, I wore both hats of a BBBS staff member and a graduate student in working with a team to develop a tool that measures the impact of mentoring on volunteers.

The team first conducted a literature review to determine the proven impact of mentoring on volunteers to support this research. The goal of the research team was to identify or develop evaluation tools that could be used for measuring mentor outcomes. The central question guiding the development and implementation of the program

evaluation is, “*In what ways does mentoring positively impact the mentors involved in Big Brothers Big Sisters?*” The team first reviewed literature on the benefits of mentoring as well as mentor program evaluation tools. Five distinct categories of positive impact emerged from the research; *supervisory skills, patience, communication skills, self-confidence, and personal growth*. Research informed both the development of evaluation tools as well as a new version of the BBBS logic model that includes BBBS mentor benefits.⁵⁶

Illustration 1: Original BBBS Logic Model

⁵⁶ Murray, Shala, Abby Petkov, Natalia Salazar, Alana Schaffman, and Sami Vadakin. "Big Brothers Big Sisters of Central MA/Metrowest: The Positive Impact on Mentors." Report. Clark University, 2014.

BBBS helps children facing adversity achieve measurable outcomes leading to lifelong success

What we do:
mentoring at scale

What we achieve:
measurable outcomes

Why it matters:
impact

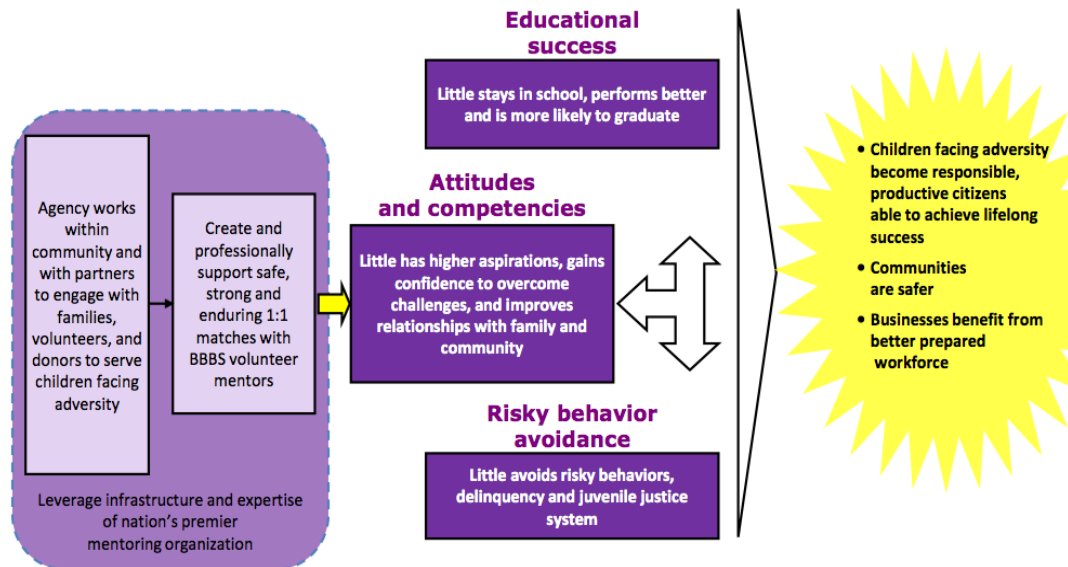


Illustration 2: New BBBS Logic Model



Current program evaluation strategies utilized by Big Brothers Big Sisters involve a pre (administered at enrollment) and post program survey (administered at the annual match anniversary) to capture mentee outcomes. The team determined that a similar strategy for measuring mentor outcomes would be the most appropriate tool to integrate into the BBBS program evaluation. Because the new survey would be a pilot program, it was determined that it would be beneficial to capture the mentor outcomes at the six-month mark of the mentoring relationship as well. Upon researching, it was discovered that few instruments measuring mentor outcomes exist. As a result, the team expanded the program evaluation ‘best practices’ research that would inform the survey design to more general development indicators utilized in volunteer, peer mentoring, and leadership

programming. The team adapted relevant tools to effectively capture changes in the mentor volunteer based on the five constructed categories.⁵⁷

The team developed two versions of the survey tool with different Likert scales in order to pre-test the survey with the Program Evaluation class. Based on the feedback, the team would then pilot that version of the survey with BBBS. One survey tool (APPENDIX A), developed by the team consists of twenty-three short statements in which participants respond on a 0-7 scale (0=No opinion; 1=Not at all like me; 7= Extremely like me). The second survey tool (APPENDIX B), utilizes the same twenty-three short statements, but participants respond on a 0-10 scale (0=No opinion; 1=Not at all like me; 10= Extremely like me). For both versions of the survey, each value would be totaled together for a mentor score. Both individual statement scores and overall total scores are significant to the results. All mentors volunteering at Big Brothers Big Sisters would take the survey at least three times; during enrollment prior to being matched, at the six month point of the mentoring relationship and at the year mark. After the first year, the mentor would complete the survey on the annual match anniversary.⁵⁸

After pre-testing the two versions of the survey tool with the graduate students in the Program Evaluation course as well as staff members at BBBS, feedback was given that the 0-10 scale was too large, and to administer the 0-7 scale version. I then met with my supervisor, the CEO of BBBS, Jeffrey Chin to discuss the instrument as well as a pilot program for the survey. Upon his approval of the mentor outcomes survey, we evaluated

⁵⁷ Ibid.

⁵⁸ Ibid.

which program model, community-based or site-based, we would engage for the pilot program. It was decided that with the community-based being the more renowned model, and given that it was almost the end of the school year and site-based programs were coming to a close until the fall, it was best to pre-test the survey with the community-based program as new matches are made over the summer. I then emailed all of the BBBS staff explaining the development and roll out of the survey, and further discussed this at the next staff meeting.

The pilot program for the survey was rolled out at the end of May 2014 with all new volunteers in the BBBS Community Program completing the survey during enrollment. Due to time constraints with my upcoming completion of the dual degree program, the sample period for the collection of data consisted of two months in which a total of ten participants partook in the pilot program. While the initial plan consisted of administering the widely used traditional pre then post test to measure mentor outcomes, the overall over-inflated self-ratings of the pre-test led to the development of a retrospective survey (APPENDIX C). Based on feedback from the Interview & Match Support Specialists at BBBS, the mid-collection period for this pilot program was changed from the original planned six-months to three-months. At the three-month mark for all mentoring relationships, a Strength of Relationship survey is administered to all matches. Since the database system flags matches whose three-month survey is due, the staff thought it would be easier on their end as well as the mentors to complete these surveys at the same time.

In terms of the traditional pre and post test approach, George Howard identified in 1979 “response shift bias” as the greatest weakness, which is described as “change in the participant’s metric for answering questions from the pre test to the post test due to a new understanding of a concept being taught.”⁵⁹ Critics of this evaluation design state that response shift bias cannot be accounted for and ultimately there is a higher chance that the program’s effectiveness on participants will be underestimated. Because of this limitation, a retrospective pre test, also known as a post then pre design was created. This is a single instrument that is administered at one point, asking participants about program content “then” (pre test) and “now” (post test). The theory being that having completed the program, participants have a standard to assess any changes in knowledge, skills or attitude in a consistent manner versus response shift bias. Further, the retrospective pre test may present more valid findings than the traditional pre test if any of the following hold true during the traditional pre test: “(a) lack familiarity with the dimension of self-rating (i.e., experience limitation) (b) unconsciously exaggerate self-ratings to justify their emotional state (i.e., condition justification) (c) are in a medical state (e.g. drug induced) that prevents accurate self ratings (i.e., altered state) or (d) consciously distort self-ratings to access desired training (i.e., self presentation).”⁶⁰ Additional positives of the retrospective are its

⁵⁹ Colosi, Laura, and Rachel Dunifon. "What's the Difference? "Post Then Pre" & "Pre Then Post"" Cornell University Cooperative Extension, 2006. Web.

⁶⁰ Nimon, K., D. Zigarmi, and J. Allen. "Measures of Program Effectiveness Based on Retrospective Pretest Data: Are All Created Equal?" *American Journal of Evaluation* 32.1 (2011): 8-28. Web.

convenience for both program providers and participants with only being administered once and its ability to reduce incomplete data.⁶¹

While the criticisms of the traditional pre and post test led to the use of the retrospective pre test, there are limitations to this evaluation design as well. The threats to validity as identified by Hill and Betz (2005) include:

Recall: the inability to accurately recall attitudes and behaviors held in the past; **Social desirability bias:** the need for people to report change or improvement to fit program expectations or to inflate perceived improvement on those items that are most important to them personally; **Effort justification bias:** occurs when participants report improvement (many times subconsciously) to justify the time and energy they have invested in program attendance; and **Cognitive dissonance:** occurs when participants report improvement even if it did not occur, to meet their own expectation that they *should* have changed.⁶²

In later publications, social desirability bias has also been called implicit theory of change and cognitive dissonance as self-enhancement.⁶³ Additionally, because the evaluation is administered at program completion thus surveying only those who finish the program, the success of the program may be inflated. Further, as far as program improvement the data may be incomplete, potentially missing feedback from those who did not complete the program.

Ultimately, in choosing which design is most effective for a program, the greatest consideration is the goal of the evaluation. A pre/post design should be used to capture quantifiable outcome data (especially behavioral), as it is more accurately measures change

⁶¹ Colosi, Laura, and Rachel Dunifon. "What's the Difference? "Post Then Pre" & "Pre Then Post"" Cornell University Cooperative Extension, 2006. Web.

⁶² Colosi, Laura, and Rachel Dunifon. "What's the Difference? "Post Then Pre" & "Pre Then Post"" Cornell University Cooperative Extension, 2006. Web.

⁶³ Nimon, K., D. Zigarmi, and J. Allen. "Measures of Program Effectiveness Based on Retrospective Pretest Data: Are All Created Equal?" *American Journal of Evaluation* 32.1 (2011): 8-28. Web.

between two points in time. On the other hand, a retrospective pre test should be used to capture participant's perceived change due to their attendance in a program.

Analysis

In the pilot program, 7 of the 10 participants completed the follow-up three-month mentor outcomes survey. For the BBBS community program, which the pilot program also focused on, the completion rate for one of the agency's measurement tools, the volunteer three-month Strength of Relationship (SOR) survey was 30% this year. The site-based program had higher results with a volunteer completion rate of almost 42%. The staff at the agency reason that the site-based programs have higher completion rates for surveys because the staff are required to be at the site-based programs and thus have weekly in-person interactions with most mentoring matches. The staff, however, has in-person interactions with community matches approximately three times a year at big community events hosted by the agency. This fact is highlighted with the drastic difference in the completion of the annual survey for community versus site-based volunteers. The community-based volunteers have a completion rate of 22% whereas the site-based volunteers more than triple this with almost 71%. In hindsight, the site-based program is a better model to use in terms of survey completion, however, the community-based program was chosen for the pilot program because it is considered the more renowned model. BBBS research has shown the community matches to be more impactful for the mentee because the matches have more flexibility in when and where they meet in

the community, and also have greater potential of longevity with mentoring matches having to officially close when the mentee turns eighteen. With the site-based program, however, particularly the college programs, the majority of matches close after a maximum of four years, once the volunteer graduates.

On the pilot program survey, each of the five distinct categories of positive impact-supervisory skills, patience, communication skills, self-confidence, and personal growth comprised of 4-6 questions on the survey that were mixed up. The least change for participants in the pilot program was seen with self-confidence (Questions # 3, 9, 12, 22) with a before average of 23.57 and an after average of 24 (difference of .43) and supervisory skills (Questions # 1, 4, 5, 8, 14, 15) with a before average of 36.14 and an after average 37 (difference of .86). Next was communication (Questions # 6, 11, 13, 17) with a difference of 1.0 from 23.14 to 24.14. Personal growth (Questions # 7, 18, 20, 21) showed slightly higher growth with 1.28 from 21.29 to 22.57. Lastly, patience (Questions # 7, 18, 20, 21) showed the most growth with a difference of 1.43 from 23.43 to 24.86.

Lastly, while the instrument was calibrated to a 0-7 scale after pre-testing both the 0-7 and 0-10 scale version with Clark graduate students and BBBS staff members, feedback given by survey participants in the pilot program was that the scale was too large. A number of survey participants reported to BBBS staff members that the amount of numeric choices on the survey was overwhelming, and because of this they didn't know which number to choose. A few suggested that a 0-5 scale would be more appropriate and that they would have an easier time identifying themselves and any change on this smaller

scale. BBBS staff members agreed with this 0-5 Likert scale. Based on the feedback from the pilot program, the instrument would be calibrated to a 0-5 scale before implementation with BBBS programs.

Limitations

This research project had several limitations. Foremost, there were longitudinal effects as the time available to conduct the research was constrained to the timeframe of the capstone. This study was also significantly limited by the sample size. The study focused on the community-based program, and the sample period coincided with a reduction in community-based staff members at BBBS. This capacity constraint limited the number of new mentoring relationships established at the agency. In addition to a small sample size, there was a lack of available data with a 7 out of 10 survey return rate for the three-month survey. These limitations contributed to significant relationships not being drawn from the data. In terms of the survey as a research tool, there are limitations with bias in self-reported data as well as participants being limited to the response categories of the survey and no opportunities to ask clarifying questions. Additionally, with participants completing two surveys at the three-month point of the mentoring relationship, the Strength of Relationship (SOR) and the pilot program survey, participants may have felt overwhelmed and this may have lead to participants being less likely to complete the surveys.

CONCLUSION

Although the results of this study are non-conclusive as the mentor outcomes survey was not able to capture the developmental areas, this does not disprove the positive impact on the mentors. As the literature has identified, there are tangible positive benefits for the mentor from this dynamic relationship. The survey itself, which has been developed based on literature reviews and best practices still stands as a valid tool. Adjustments need to be made, however, in order to administer the assessment more effectively, both logistically and methodically.

As mentioned previously, the scale needs to be calibrated to a 0-5 scale versus the 0-7 scale used during the pilot program. Additionally, in order to avoid survey burden on mentors, the agency would benefit from administering the survey at the 6-month mark versus the 3-month mark of the mentoring relationship as was initially planned with this pilot program. Even though the BBBS database system signals to staff members when the three-month survey is due, an excel spreadsheet could be generated for the mentor outcomes survey implementation in order to track the mentoring match start date and the six-month mark for the administration of the survey. Such a document will not be cumbersome, but taking into consideration the limited capacity at BBBS could be completed by one of the interns at the agency. The mentor outcomes survey could then be completed annually after the first year, which will be easy to track as the BBBS database

flags the anniversary of the mentoring match. This change would avoid mentors feeling overwhelmed by the amount of surveys, which will in turn be beneficial for data collection purposes and help to not deter volunteers from the agency with an overload of paperwork so early in their commitment to the agency.

Further, the pilot program illustrated that the three-month mark was too early in the mentoring relationship. Based on feedback from BBBS staff members and mentors, there were a number of logistical factors like work and school schedules, weather, etc. that often prohibited mentoring matches from meeting as often as they should have and/or would have liked. Overall, the feedback was that the mentoring match was in such an early stage of development that it was difficult to notice any real change. Although a number of limitations contributed to the non-conclusive results of the pilot program, changing the first follow-up survey to the six-month mark versus the three-month mark will bring a number of benefits to the agency. Namely, mentors will not feel burdened by surveys and there will be a greater likelihood that the mentor outcomes survey will be able to capture developmental changes in the identified areas.

Lastly, with the focus being on corporate partners at Big Brothers Big Sisters of Central Massachusetts/Metrowest, the agency should pilot this new survey with a small successful corporate site-based program. Currently, the agency has seven corporate partners participating in their site-based corporate programs. These partners include: Avidia Bank, EMC, Hanover Insurance, Math Works, Middlesex Bank, Staples and Unum. Of all the corporate partners, I would identify Unum as the best corporation to roll out the

new mentor outcomes survey as this partnership embodies what every nonprofit can hope a corporate partner will provide. Unum consistently provides a pool of volunteers who commit to the corporate site-based program, and the majority of these matches change to community-based matches once the mentee ages out of the site-based program. Unum is also the most consistent with providing resources for the agency. Each year, Unum participates in the Rodman Ride, the biggest fundraiser for Big Brothers Big Sisters of Central Massachusetts/Metrowest as well as provides fifteen thousand for programs and sponsors all program events. Additionally, Unum gives free tickets to Sharks and Braveheart games for matches, and has an employee who serves on the BBBS board. By strategically implementing the survey with such a strong corporate partner, BBBS will not only be able to share the results from the mentor outcomes survey, but can also have Unum act as an Ambassador for the agency. Corporations are more likely to listen and be influenced by the successes shared by other corporations, and Unum represents a great corporate partner for the agency. Unum is an important sustainable resource for BBBS, providing both committed human capital and financial resources.

Ultimately, the mentor outcomes survey is an instrument that will add value to the mentoring field. The benefit of mentoring for the mentor is an area of research that has been identified as one in a “neophyte stage of development.”⁶⁴ Overwhelmingly, people rely on the perception that mentoring has a positive impact on the mentor as well as qualitative data such as anecdotal and observation. The mentoring field however is

⁶⁴ Allen, Tammy. "Mentoring Relationships From the Perspective of the Mentor." Sept. 2007.

missing an instrument that provides hard data on mentor benefits. The mentor outcomes survey gives Big Brothers Big Sisters of Central Massachusetts/Metrowest the opportunity to pave the way in this field, providing the agency with tangible data to share with all stakeholders. Further, as an affiliate under Big Brothers Big Sisters of America (BBBSA), Big Brothers Big Sisters of Central Massachusetts/Metrowest will bring value added contribution to its own agency as well as the BBBSA network. BBBS as a whole stands are the nation's premier mentoring agency; however, a tool such as the mentor outcomes survey that captures mentor benefits has not been developed. Thus, Big Brothers Big Sisters of Central Massachusetts/Metrowest will take the first step in enhancing the agency's business practices with this tool and eventually sharing this with other BBBS affiliates and non-profits.

Additionally, with CSR being a demand of Millennials, corporations are best suited to employ effective CSR strategies such as mentoring in order to attract and retain the best talent. As mentioned previously, CSR brings financial returns for a company "in the areas of human resources and talent management, reputation and branding, and operational cost savings."⁶⁵ Employees who work at companies that exhibit a commitment to CSR feel better about their work life balance leading them to feel less stressed and more satisfied and loyal to their company. The benefits for an employee at a socially responsible company include "feeling satisfaction in their job, a sense of pride and a feeling of well-being," and this ultimately leads to benefits for the company including, "loyalty,

⁶⁵ Mcelhaney, Kellie. "A Strategic Approach to Corporate Social Responsibility." *Leader to Leader* 2009.52 (2009): 30-36.

productivity, less absenteeism, helping behaviors, and advocacy.”⁶⁶ By partaking in effective CSR strategies, a corporation fosters a happy, satisfied, loyal workforce as well as receiving additional benefits to their bottom line.

⁶⁶ Ibid.

APPENDIX A: MENTOR OUTCOMES SURVEY (VERSION 1)


Big Brothers Big Sisters

Name _____

Date _____

To what extent do you agree with the following statements?	Circle One. 0= No opinion/I don't know. 1= Not at all like me. 7= Extremely like me.							
	0							7
1. I feel comfortable managing conflict as it arises	0	1	2	3	4	5	6	7
2. I believe it is important to be honest	0	1	2	3	4	5	6	7
3. I feel comfortable interacting with people I do not know	0	1	2	3	4	5	6	7
4. If plans fall through, I feel comfortable coming up with alternative activities	0	1	2	3	4	5	6	7
5. I know what it means to be appropriate with my interactions	0	1	2	3	4	5	6	7
6. I make a conscious effort to match my body language to the message I want to convey	0	1	2	3	4	5	6	7
7. I get angry, stressed, or overwhelmed in difficult situations	0	1	2	3	4	5	6	7
8. I know when to ask for help	0	1	2	3	4	5	6	7
9. I feel comfortable expressing my opinion to authoritative figures	0	1	2	3	4	5	6	7
10. I understand the issues facing youth today	0	1	2	3	4	5	6	7
11. I find it easy to listen to what other people have to say without interrupting	0	1	2	3	4	5	6	7
12. I feel comfortable giving advice	0	1	2	3	4	5	6	7
13. I tailor my message to suit the person(s) I am talking to	0	1	2	3	4	5	6	7
14. I feel comfortable working with people from a variety of different backgrounds	0	1	2	3	4	5	6	7

15. I feel comfortable planning out activities	0	1	2	3	4	5	6	7
16. I know what my unique contribution to the world might be	0	1	2	3	4	5	6	7
17. I find it easy to concentrate on what others are saying and don't lose my focus	0	1	2	3	4	5	6	7
18. I take the time to assess a situation and weigh pros & cons	0	1	2	3	4	5	6	7
19. I think it is important to help others	0	1	2	3	4	5	6	7
20. I can keep my cool when talking to other people even if I feel angry about what they say	0	1	2	3	4	5	6	7
21. I am understanding and compassionate with others	0	1	2	3	4	5	6	7
22. I make eye contact during a conversation	0	1	2	3	4	5	6	7

APPENDIX B: MENTOR OUTCOMES SURVEY (VERSION 2)



Big Brothers Big Sisters

Name _____

Date _____

MENTOR OUTCOMES SURVEY											
To what extent do you agree with the following statements?	Circle One. 0= No opinion/I don't know. 1= Not at all like me. 10= Extremely like me										
	0	1	2	3	4	5	6	7	8	9	10
23. I feel comfortable managing conflict as it arises	0	1	2	3	4	5	6	7	8	9	10
24. I know when to ask for help	0	1	2	3	4	5	6	7	8	9	10
25. I feel comfortable planning out activities	0	1	2	3	4	5	6	7	8	9	10
26. If plans fall through, I feel comfortable coming up with alternative activities	0	1	2	3	4	5	6	7	8	9	10
27. I know what it means to be appropriate with my interactions with youth	0	1	2	3	4	5	6	7	8	9	10
28. I feel comfortable working with youth from a variety of different backgrounds	0	1	2	3	4	5	6	7	8	9	10
29. I get angry, stressed, or overwhelmed in difficult situations	0	1	2	3	4	5	6	7	8	9	10
30. I can keep my cool when talking to other people even if I feel angry about what they say	0	1	2	3	4	5	6	7	8	9	10
31. When working with youth, I want to know the interests of the child.	0	1	2	3	4	5	6	7	8	9	10
32. I take the time to assess a situation and weigh pros & cons	0	1	2	3	4	5	6	7	8	9	10
33. I am understanding and compassionate with others	0	1	2	3	4	5	6	7	8	9	10
34. I find it easy to listen to what other people have to say without interrupting	0	1	2	3	4	5	6	7	8	9	10

35. I find it easy to concentrate on what others are saying and don't lose my focus	0	1	2	3	4	5	6	7	8	9	10
36. I always tailor my message to suit the person(s) I am talking to	0	1	2	3	4	5	6	7	8	9	10
37. I make a conscious effort to match my body language to the message I want to convey	0	1	2	3	4	5	6	7	8	9	10
38. I feel comfortable interacting with people I do not know	0	1	2	3	4	5	6	7	8	9	10
39. I make eye contact during a conversation	0	1	2	3	4	5	6	7	8	9	10
40. I feel comfortable giving youth advice	0	1	2	3	4	5	6	7	8	9	10
41. I feel comfortable expressing my opinion to authoritative figures	0	1	2	3	4	5	6	7	8	9	10
42. I think it is important to help others	0	1	2	3	4	5	6	7	8	9	10
43. I believe it is important to be honest	0	1	2	3	4	5	6	7	8	9	10
44. I understand the issues facing youth today	0	1	2	3	4	5	6	7	8	9	10
45. I know what my unique contribution to the world might be	0	1	2	3	4	5	6	7	8	9	10

APPENDIX C: RETROSPECTIVE MENTOR OUTCOMES SURVEY



Name: _____

Date: _____

Mentor Outcomes Survey

To what extent do you agree with the following statements?

Circle One. 0= No opinion/I don't know. 1= Not at all like me. 7= Extremely like me.

After being a mentor in the BBBS Program										Before being a mentor in the BBBS Program								
0	1	2	3	4	5	6	7		1. I feel comfortable managing conflict as it arises	0	1	2	3	4	5	6	7	
0	1	2	3	4	5	6	7		2. I believe it is important to be honest	0	1	2	3	4	5	6	7	
0	1	2	3	4	5	6	7		3. I feel comfortable interacting with people I do not know	0	1	2	3	4	5	6	7	
0	1	2	3	4	5	6	7		4. If plans fall through, I feel comfortable coming up with alternative activities	0	1	2	3	4	5	6	7	
0	1	2	3	4	5	6	7		5. I know what it means to be appropriate with my interactions	0	1	2	3	4	5	6	7	
0	1	2	3	4	5	6	7		6. I make a conscious effort to match my body language to the message I want to convey	0	1	2	3	4	5	6	7	
0	1	2	3	4	5	6	7		7. I get angry, stressed, or overwhelmed in difficult situations	0	1	2	3	4	5	6	7	
0	1	2	3	4	5	6	7		8. I know when to ask for help	0	1	2	3	4	5	6	7	
0	1	2	3	4	5	6	7		9. I feel comfortable expressing my opinion to authoritative figures	0	1	2	3	4	5	6	7	

0	1	2	3	4	5	6	7	10. I understand the issues facing youth today	0	1	2	3	4	5	6	7
0	1	2	3	4	5	6	7	11. I find it easy to listen to what other people have to say without interrupting	0	1	2	3	4	5	6	7
<p align="center">To what extent do you agree with the following statements?</p> <p align="center">Circle One. 0= No opinion/I don't know. 1= Not at all like me. 7= Extremely like me.</p>																
After being a mentor in the BBBS Program									Before being a mentor in the BBBS Program							
0	1	2	3	4	5	6	7	12. I feel comfortable giving advice	0	1	2	3	4	5	6	7
0	1	2	3	4	5	6	7	13. I tailor my message to suit the person(s) I am talking to	0	1	2	3	4	5	6	7
0	1	2	3	4	5	6	7	14. I feel comfortable working with people from a variety of different backgrounds	0	1	2	3	4	5	6	7
0	1	2	3	4	5	6	7	15. I feel comfortable planning out activities	0	1	2	3	4	5	6	7
0	1	2	3	4	5	6	7	16. I know what my unique contribution to the world might be	0	1	2	3	4	5	6	7
0	1	2	3	4	5	6	7	17. I find it easy to concentrate on what others are saying and don't lose my focus	0	1	2	3	4	5	6	7
0	1	2	3	4	5	6	7	18. I take the time to assess a situation and weigh pros & cons	0	1	2	3	4	5	6	7
0	1	2	3	4	5	6	7	19. I think it is important to help others	0	1	2	3	4	5	6	7
0	1	2	3	4	5	6	7	20. I can keep my cool when talking to other people even if I feel angry about what they say	0	1	2	3	4	5	6	7
0	1	2	3	4	5	6	7	21. I am understanding and compassionate with others	0	1	2	3	4	5	6	7
0	1	2	3	4	5	6	7	22. I make eye contact during a conversation	0	1	2	3	4	5	6	7

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