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**The “MentorMatch” Program:
Mentoring in an Undergraduate Pre-Professional
Health Sciences Program using its Alumni**

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ABSTRACT

Purpose: The purpose of this paper is to analyze the efficacy of a mentoring relationship between undergraduate students and their alumni in the Bachelor of Health Sciences (BHSc) (Honours) Program at McMaster University. This program is called “MentorMatch”.

Collection: The analysis was conducted with qualitative and quantitative data gathered through surveys and interview questionnaires executed at timely points of the mentoring relationship.

Findings: Overall, mentors and mentees were pleased with their experience in the MentorMatch program. Approximately 93% of mentors and 89% of mentees said they would recommend the program to their respective peer group.

Implications: This paper showcases the importance of an effective, structured mentoring program for undergraduate students hoping to pursue postgraduate studies and careers.

Value: This study provides unique evidence of the effectiveness of an original program where undergraduate pre-professional health sciences students are mentored by alumni of the same program to help with uncertainties associated with postgraduate life.

INTRODUCTION

Mentoring is a powerful personal development and empowerment tool. Mentoring is a reciprocal partnership between two people and can be formal or informal in nature. A formal mentoring relationship seeks to provide an intimate connection between two individuals in order to exchange information regarding careers and industry, academics and professional school, interests, hobbies and personal life.

Mentoring is unique in that it provides reciprocal learning. In most learning scenarios (e.g. professor-student), learning is unidirectional, almost always one-sided, and often from a senior perspective to a junior perspective. Learning in a mentoring relationship can go in both directions from mentor to mentee, and mentee back to mentor. When different generations come together, the blend of skills and ideas can be highly complementary. Mentorship learning is flat, rather than hierarchical and can take on many forms including peer-to-peer across functions or industries (Arthur and Kram, 1985).

However, the mentoring relationship is ever-evolving and can be defined in different ways based on the goals that are trying to be achieved by the initiation of the relationship. A more fitted definition to the objectives of our mentoring program, termed MentorMatch, is a relationship where both parties are responsible for their own learning and taking responsibility for fulfilling their roles as mentor and mentee by bringing their knowledge, skills and experiences to the table in an honest and open way (Poulsen, 2006). In this way the best possible learning arena can be created for both the mentor and the mentee, resulting in the optimum relationship (Poulsen, 2006) (see Table 1).

In addition to providing insight into the strengths and weaknesses of the MentorMatch program, this study will contribute productively to the current body of mentorship literature. A scoping review of existing research and published evaluations indicates a deficiency in methodological rigor and sound research designs in studies of undergraduate health sciences mentoring programs (Zachary, 2000).

A search also revealed a lack of relevant literature that addressed the same scope of mentorship as the MentorMatch program; undergraduate mentoring for a health sciences program that uses its program alumni to help students explore postgraduate options and career pathways. Authors of one study which reviewed the undergraduate mentoring literature from 2008-2012 emphasized that future studies must strive to strengthen internal (e.g. control groups, pre-tests and post-tests, etc.) and external validity (e.g. multiple research sites), specify key operational features of the program, and assess social validity in their designs (Zachary, 2000). This is where our study will bridge the gap and set a much-needed precedent in the field. As detailed in the MentorMatch program section below, the MentorMatch evaluation has a pre-test and post-test built into its design (unlike many of the studies highlighted in this review), which in turn contributes to its internal validity. Furthermore, our study is high in social validity, given that our surveys and interviews with participants focus on the perceived value and impact of the mentoring intervention. Ultimately, our survey and interview tools include and address all of the operational features of the MentorMatch program, and will provide a model for future studies of undergraduate mentoring programs.

The MentorMatch Program

MentorMatch is the result of a partnership between the Bachelor of Health Sciences (BHSc) (Honours) Program and the Student Success Centre (SSC) at McMaster University (Hamilton, Ontario, Canada). The BHSc team identified an interest and need for a formal mentorship program targeting the needs of level III students. As the SSC is committed to engaging students and alumni

in diverse learning opportunities to support their academic, personal and professional growth, the partnership was ideal. MentorMatch began with the first iteration and completed its second iteration in October of 2015. The first iteration matched 34 current students in one-on-one mentorship relationships with McMaster alumni and community/industry partners in order to support their overall development. As opposed to informal mentorship, MentorMatch employs a structured approach that includes goals, timelines, a formal third-party matching process, mentoring agreements that make explicit the structure and purpose of the relationship, and helpful resources along the way. There are generally four phases in mentorship relationships: preparation, negotiation, enabling, and closure (Gershenfeld, 2014).

MentorMatch condenses the preparation and negotiation phases into the first month, with enablement lasting 6 months, and closure happening in the last month of the program. The goals of the MentorMatch program include: knowledge acquisition, integration, construction, and application; the development of cognitive complexity; intra/interpersonal development; and, practical competence. Through participation in this program, students are given the opportunity to further develop their competencies in relation to self-reflection, goal-setting, goal-pursuit, and career awareness and development. Participants are also encouraged to reflect on and identify personal, professional, and academic areas for development. MentorMatch also allows for an experiential dimension of mentorship that allows mentees the opportunity to observe their mentor in action in his or her workplace (see Figure 1).

METHODS

Recruitment

Participants in the MentorMatch program were recruited in two ways. Mentors were recruited through outreach emails sent to alumni. Mentees were recruited through LearnLink, the learning management system used by the BHSc (Honours) Program. Mentor to Mentee matching was initiated through an online registration form which gathered a vast amount of information; logistical details such as connection type (e.g. in person, virtually), ideal number of conversations per month, vision of a mentorship relationship, and career and career goals were assessed and considered. An Openness to New Experiences Inventory and a Proactivity Inventory (see Appendix 1; Crant, 1996; John and Srivastava, 1999) were used with a numerical value being assigned to answers.

The Openness to New Experiences Inventory comes from the Big Five Inventory, or the BFI. The BFI measures five “big” dimensions, in which ‘openness’ versus ‘closedness’ to experience is one

of the big five dimensions. Openness to experience, also called intellect or imagination, includes traits like having wide interests, and being imaginative and insightful. Statements are presented and then you must respond with a number on a scale of 1 to 5, 1 being disagrees strongly and 5 being agree strongly. The scoring of these numbers indicates whether you are open or closed to new experiences. The Proactivity Inventory functions to measure how proactive a person is, leading to career and personal success. Proactive behavior can be identified as someone that is constantly looking to make a change and improve their lives. There are statements presented that you can agree or disagree with. The more statements you agree with, the more proactive you actually are (see Appendix 1).

Both inventories create a profile or example of how a person is likely to proceed in their career, risks that they are willing to take, potential types of careers in which they might have success and their relative flexibility and openness to changes. Mentors and mentees who align closely on these 2 inventories have successful relationship because the mentee is able to relate to stories, challenges and experiences from a similar perspective. Career choices and professional development resonate more closely to the momentum and direction of the mentees career journey.

The final match was based on the numerical match, logistical similarities and the career and career goal assessment. Where matches were not made objectively using the inventory, a more subjective and personalized approach was taken by the program coordinator to ensure effective and meaningful matching.

Resources

There were many resources provided to ensure all participants were prepared for their roles and could make the best of the opportunity provided to them by the MentorMatch program. Mentees attended a mandatory orientation session where they were given informational material that would benefit them during their mentorship relation; how to contact their mentors, how to give and receive feedback for reflection, and sample questions to ask during informational interactions were all among these materials. Mentors were given information packages that included documents related to being a good mentor and how to provide feedback to their mentees. Furthermore, there were timely points of contact with the program coordinator throughout the duration of the program to offer ideas and suggestions intended to facilitate meaningful conversation between the mentors and their mentees.

Data Collection

A combination of qualitative and quantitative data was collected through voluntary online surveys and interviews. The first iteration of the program collected data through a post-survey which was conducted following the conclusion of the formal mentoring relationship. A follow-up interview was also conducted with interested participants. As a measure to increase internal validity and to produce a meaningful comparison, a pre-survey was implemented at the beginning of the program. The post-survey and interview with interested individuals was also conducted in this first iteration.

With respect to study design, a mixed-methods approach was employed for program evaluation. This type of design allows for the collection of both quantitative and qualitative data, either concurrently or sequentially, to best understand a long-term program goal (Mazzone et al., 2007). The rationale for choosing this approach is based on the assumption that the combination of both approaches provides a more complete understanding of a research problem than either approach alone (Mazzone et al., 2007).

For both pre- and post-surveys, participants were recruited via an email which was circulated by the researcher to all mentors and mentees. Participants were given approximately two weeks to complete the survey, with one follow-up reminder sent before the survey deadline. In the post-survey, participants were asked to indicate their interest in participating in a follow-up interview. Only those who expressed interest in doing so were approached regarding the interview.

Mentors and mentees received distinct surveys such that their respective surveys were tailored to suit their specific role in the program. However, common elements between surveys included questions seeking motivations for participating in the program, logistical details (including medium and frequency of communication with mentee/mentor), characteristics of their mentor or mentee, outcomes of the program, their perception of program support, as well as general feedback about the program. While the survey prompts were largely quantitative in nature, there were several qualitative questions to elicit less structured feedback, as well as an "Other" option where possible. The pre-survey, circulated to first iteration participants, sought to understand participants' motivations for participating in the program, their definition of mentorship, and their overall vision of the mentorship.

Overall, the surveys were designed to test program goals and outcomes as defined by the MentorMatch team at the start of the program. Additionally, a non-systematic scoping review of the published and grey literature was helpful in identifying traditional questions asked in program

evaluation surveys. The decision to employ the five-point Likert scale to frame the bulk of our questions was also influenced by its widespread use in the mentorship and program evaluation literature more broadly.

Interview recruitment took place with the researcher sending emails out only to participants that indicated they were interested. They could choose to read the terms of the letter of information, provide consent, and complete the interview questions via Google Form, or they could provide their availabilities and request an in-person or Skype interview. The interview questions were all qualitative in nature, and prompted participants to share their thoughts on major themes that emerged in the survey as well as provide any additional feedback for the program. For in-person or Skype interviews, the researcher read out the terms of the letter, obtained informed consent, and posed the interview questions to the participants. Participants' responses were audio recorded and transcribed for analysis.

RESULTS

The data collected is summarized in Tables 2 through 12 in Appendix 2.

To maintain internal validity, only results from the second iteration of the program will be displayed and discussed. Of the 34 mentor-mentee pairs that participated in the second iteration of the MentorMatch program, 23 mentors completed the pre-survey and 14 completed the post-survey. Of the mentees, 24 completed the pre-survey and 27 completed the post-survey. According to both, mentors and mentees, the majority of connections took place on a bimonthly or monthly basis. These connections were most frequently made over email with Skype also being a widely used medium of communication.

In the pre-survey, mentors were asked to assess how prepared they felt to support others in various forms of development. Mentors could respond to the statement: "I feel prepared to support others in (personal, academic or professional) development," on a five-point Likert scale, where 1 = Strongly Disagree, and 5 = Strongly Agree. For personal development 91.30% of respondents agreed/strongly agreed with this statement; academic development had 73.91% agree/strongly agree; professional development had 91.30% agree/strongly agree.

According to Appendix 2, the personal support that was most effectively provided to the most mentees was a reduction of anxiety in what is to come next, with 60% of the mentees indicating that they received the particular support. The provision of this support exceeded expectations of the pre-survey respondents. This is an important finding because increased levels of anxiety have

been negatively associated with school performance (Zachary, 2000). In reducing anxiety, the MentorMatch program works to minimize this negative effect, having great beneficence for students. The provision of insight on graduate and professional school programs was the highest received academic support with about 82% of mentees receiving this support. The largest provided professional support, providing insight into their (mentor) profession, was received by 70% of mentees.

Characteristics of a Positive Mentorship Relationship

The statements regarding the mentor-mentee relationship were based off of five main themes that characterize successful mentoring relationships according to Straus et al. (2013). These themes are: reciprocity, mutual respect, clear expectations, personal connection, and shared values (Straus et al., 2013). Other than setting clear expectations, more than the majority of mentees agreed/strongly agreed with statements addressing the themes of a positive mentorship relationship. Analyzing mentor-provided data shows that a majority or more believed the mutual respect and clear expectation themes of a positive relationship were satisfied. However, the other three themes only had 43% of the mentors agree/strongly agree that they were satisfied over the duration of the MentorMatch program.

Only 30% of mentees believed they were able to set clear expectations with their mentors. When asked about addressing the mismatch in expectations between the mentors and mentees, most mentees stressed the importance of establishing explicit expectations within the relationship at the beginning of the relationships. They proposed several ways of facilitating this. One student suggested having participants complete a pre-program reflection, which would help them consolidate why they are participating and what they want to gain from it. Clarifying these goals for themselves will then make it easier to articulate them to their respective partner. Another mentee highlighted the importance of the initial meeting in which his/her mentor asked him/her about his/her vision for the mentorship and confirmed that he/she would be comfortable speaking to and addressing his/her topics of interest. One mentee suggested the first meeting be facilitated by a mediator, such as the program coordinator, who would help instruct both mentor and mentee to establish their expectations for one another. Having someone direct the conversation towards expectations may make it less awkward as a first meeting may seem too formal for either the mentor or mentee to bring up concerns about what they expect from the relationship.

The MentorMatch program employs various support methods throughout the duration of the program; periodic newsletters as well as check-ins with the program coordinator ensure an open dialogue between the program and its participants. More than the majority of mentors (71%) and

mentees (59%) felt that there was enough support provided by the program. A divided result is seen between mentors and mentees in relation to the organization of more social events. The lack of interest from the mentors regarding this issue can possibly be attributed to. Many mentors no longer reside in Hamilton, so in-person commitments may be difficult and unreasonable. The results show a lack of belief that the student portfolio is an effective way of keeping track.

Mentee's thoughts on the student portfolio were reflective of this survey finding which indicated that 4% of students felt the portfolio was an effective way of tracking progress throughout the program. Students felt it artificial and uncomfortable to share what they felt were personal questions and conversations on their portfolio. Others stated that the portfolio was not conducive to capturing the development of a relationship with someone, which is a fluid process that occurs on a more intrinsic level. Furthermore, it was mentioned that having to add to the portfolio regularly was not practical considering that many of their meetings with their mentors were not regular, and happened more often in waves. However, students acknowledge that some level of reflection is valuable, and propose having students write one less structured reflection per semester. A reflection of this sort would allow students to think holistically about their experience thus far, and identify strengths and areas of improvement as they move forward. Other suggested alternatives include checking in regularly with participants through online surveys such as the one administered for this evaluation, and integrating the MentorMatch program with a different online platform.

Characteristics of a Good Mentor

The statements describing the mentors were based on the characteristics of a good mentor as described by Straus et al. (2013). Identified characteristics of a good mentor include being: altruistic, honest, trustworthy, accessible active listeners, supportive, and knowledgeable (Straus et al., 2013). The majority of mentees agreed/strongly agreed with all of the statements with the least agreed statements still having 63% of the mentees agree. Participants that embody the characteristics of a good mentor being a part of the MentorMatch program are one of the factors which make it a successful and effective mentorship program. These results also compliment the training processes used by the SSC when preparing mentors for their roles.

Characteristics of a Good Mentee

Strauss et al. describes developed and effective mentees as individuals that will: communicate well, demonstrate positive attitudes and behaviors, be responsible, be adaptable, work well with others, and participate fully (Straus et al., 2013). The majority of mentors agreed/strongly agreed

with all of the statements which speaks to the quality of preparation provided by the SSC to participants in the MentorMatch program.

Arguably the best people to evaluate the program are individuals who participated as the mentors and mentees. With 93% of mentors and 89% of mentees saying they would recommend the program to their respective peer group it can be established that the MentorMatch program was effective in reaching its goals.

When asked to rate the MentorMatch program overall, 78.57% of mentors rated the program as good or very good while 70.37% of mentees did the same.

DISCUSSION

Qualitative data collected through interviews that was not incorporated into the results is summarized in this section.

Mentees

In the post-survey 11 mentees indicated that they would be interested in participating in the follow-up interview. Only 6 of the mentees completed the interview questions, all via Google Forms.

What does Mentorship Mean to You

When asked for their definition of mentorship, the words “guidance”, “support”, “knowledge”, and “experience”, emerged consistently in mentee responses. Guidance involved being willing to share one’s experience and provide advice based on knowledge. An important aspect of support was being able to connect with someone who had once been in their position, who could therefore empathize with their concerns. Out of 6 mentees, 2 commented on the bi-directional nature of a mentorship in which both parties are equally invested in the relationship and have something unique to offer to help one another grow professionally as well as academically. They emphasized the importance of building trust and rapport, and developing strategies to address the needs of both parties.

Having Access to or Meeting Other Mentors in the MentorMatch Program

The majority of respondents had personal opinions about having access to other mentors, but almost all of them acknowledged the benefits and challenges to implementing this suggestion. The strongest deterrent from providing access to multiple mentors was the difficulty in cultivating strong and personal relationships with many mentors. Students believed that this would require a lot of time and effort from both mentors and mentees, and would limit relationships to being emotionally superficial. However, students acknowledged that having the opportunity to meet and contact other mentors would be beneficial for networking purposes as well as being able to know more alumni would be helpful.

Check-ins with the Program Coordinator

While most students acknowledged the importance of having the program coordinator as a support, they did not feel the need for check-ins with respect to their own mentorship experiences. They suggested presenting the option of having check-ins to students, and scheduling them on a one-on-one basis should a mentee express interest in connecting with the program coordinator. Group check-ins at several points during the mentorship period (2-3times) could be helpful for administrative purposes, as well as provide an opportunity for mentees to meet and share their individual approaches to mentorship.

Mentors

In the post-survey, mentors indicated that they would be interested in participating in the follow-up interview. Only 2 mentors participated in the interviews, both opting to complete the questions via Google Forms.

Both mentors defined mentorship as providing guidance and experiential knowledge to someone seeking support. One mentor was surprised by the finding about unclear expectations and a lack of communication between pairs, as his/her experience was a positive one in which he/she and his/her mentee followed through on what they had agreed on in the mentorship agreement. The other mentor said he/she would appreciate the opportunity to write an evaluation of his/her mentee and describe his/her opinion of their strengths and weaknesses. He/she expressed concern about students using mentors as a resource to help them get into medical school, and not showing interest in developing a relationship. It was said that without motivation and commitment the relationship was a forced exercise.

Limitation

Although the pre and post-survey response rate was high (pre-survey; mentor 68% and mentee 70% and post-survey; mentor 41% and mentee 79%), one of the major drawbacks of the evaluation of the MentorMatch program was the lack of responses to the interview questionnaire. Interview questions were designed to help explain trends in quantitative data and the less data provided by participants, the harder it becomes to draw conclusions.

Future Expansion

The versatility of the MentorMatch program has been exemplified by its adapted use by a McMaster all-women's residence, Wallingford Hall. Residents are matched with women leaders within the community through the same processes as MentorMatch. Furthermore, talks have begun for MentorMatch to be expanded to other educational programs.

CONCLUSION

Overall, the response to the MentorMatch program, from both mentors and mentees, has been a positive one. One aspect of the program which has been particularly well-received is the pairing of current health sciences students with health sciences alumni. Mentees have consistently expressed their appreciation for being able to speak to someone who has once been in their shoes, and mentors have enjoyed the opportunity to reconnect with the program. As demonstrated in the tables summarizing participant motivations, professional development appears to be the most popular motivation for both mentors and mentees (see Tables 2-12). It is encouraging to see that the supports provided by the mentors match this trend as well, with the most support being offered in the professional development category. This is an indication that participant needs are being addressed. Mentee and mentor preferences with respect to the type of mentoring, the amount of time spent on mentoring, and the medium of communication used also coincide. Moving forward, the feedback gathered through this evaluation will be useful in informing changes which will enhance participant experiences and strengthen the program overall. Potential changes could include facilitating the development of clear roles and expectations between pairs, tailoring the student portfolio to better suit the organic nature of a mentoring relationship, providing more opportunities for students to connect with their mentors, and ensuring that participants feel adequately supported through regular check-ins, resources to guide mentorship, and opportunities to provide feedback.

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APPENDIX 1

Each of the 10 statements are presented the respondent must select a number on a scale of 1 to 5: 1 = disagree strongly; 5 = agree strongly.

Proactivity Inventory:

- 1) I am constantly on the lookout for new ways to improve my life.
- 2) Wherever I have been, I have been a powerful force for constructive change.
- 3) Nothing is more exciting than seeing my ideas turn into reality
- 4) If I see something I don't like, I fix it.
- 5) No matter what the odds, if I believe in something, I will make it happen.
- 6) I love being a champion for my ideas, even against others' opposition.
- 7) I excel at identifying opportunities.
- 8) I am always looking for better ways to do things.
- 9) If I believe in an idea, no obstacle will prevent me from making it happen.
- 10) I can spot a good opportunity long before others can.

Openness to Experiences Inventory:

- 1) I prefer to stick with job tasks I do well rather than try new tasks.
- 2) I have structured routines that I like to follow.
- 3) I tend to use the same techniques on each project.
- 4) I like a lot of variety in my job.
- 5) I spend a lot of time dreaming about how things might be.
- 6) I can imagine how something might work without seeing it.
- 7) I think spending fantasizing about projects is a waste of effort.
- 8) I like training in new ways of working
- 9) I find tricky problems more enjoyable than simple ones
- 10) I have a hard time understanding why other people in jobs similar to mine do things differently.

APPENDIX 2

Figure 1: The post-MentorMatch relationship process. The MentorMatch program entails a comprehensive follow-up plan after the conclusion of the mentor/mentee relationship. At this point, mentees will either have affirmed their career goals or will have decided to pursue alternatives to their planned career goals. In either circumstance the program offers guidance and resources to support the individual in their future endeavors. The MentorMatch program is designed to help students integrate learned information to ensure growth in their career and future goals.

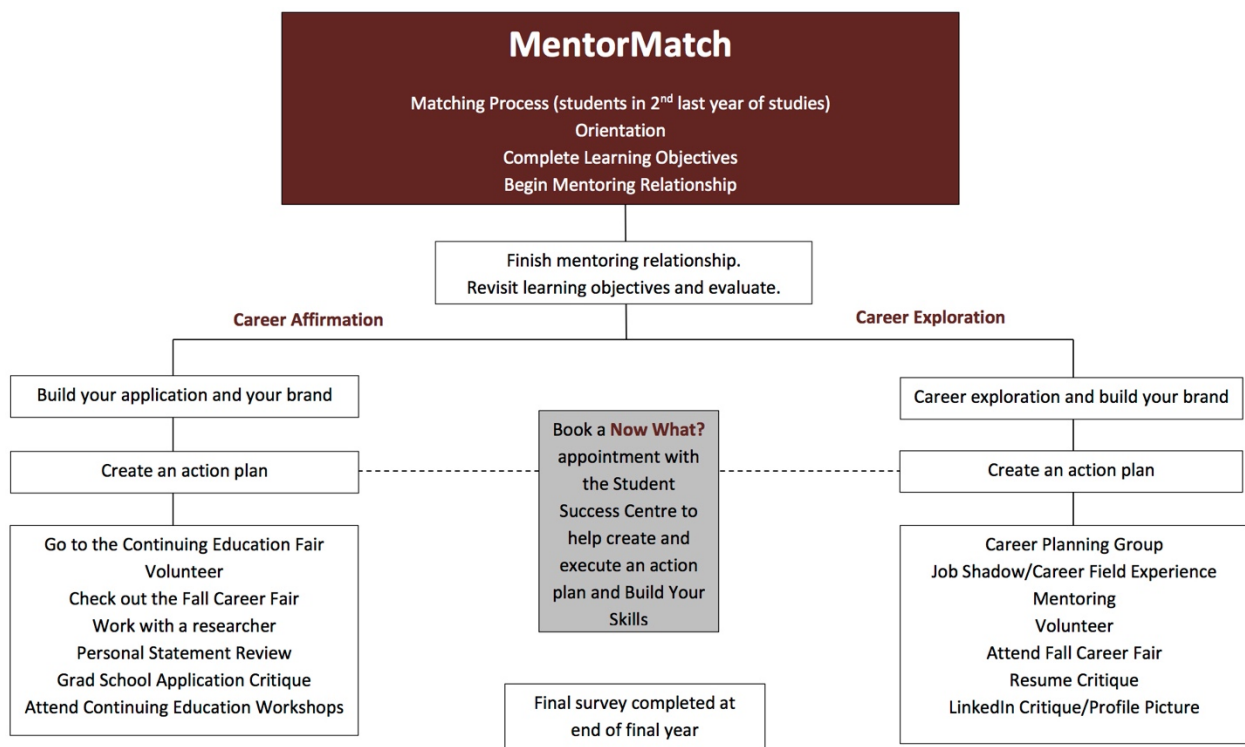


Table 1: The benefits of mentorship for both mentees and mentors.

Benefits for Mentees	Benefits for Mentors
<ul style="list-style-type: none"> ▪ Personal and professional development ▪ Networking skills ▪ Conduct first hand career exploration ▪ Develop a professional network ▪ Get practical advice, encourage and support ▪ Learn from the experiences of others ▪ Enhance communication and interpersonal skills ▪ Increase your confidence ▪ Become empowered to make your own decisions ▪ Learn about real-world experience 	<ul style="list-style-type: none"> ▪ Personal satisfaction ▪ Organizational recognition ▪ Skills development (leadership, communication) ▪ Knowledge transfer ▪ Increased organizational commitment ▪ Job Satisfaction ▪ Give back to industry/community/school ▪ Stay connected ▪ Obtain credentials/experience for your resume ▪ Contribute to change and success ▪ Gain a sense of fulfillment and personal growth

Table 2: Comparison of the percentage of mentees that hoped to receive a certain type of support from their mentors versus the percentage of mentees that indicated they successfully received these supports through the MentorMatch program.

Pre-Survey		Post-Survey	
Possible Responses	% of Mentees	Possible Responses	% of Mentees
Personal Support			
Provide emotional support	45.83	Provided emotional support	33.33
Help me reduce anxiety regarding what comes next	54.17	Reduced anxiety regarding what comes next	59.26
Help me find a work-life balance	50.00	Helped me find a work-life balance	22.22
Help me increase my confidence	75.00	Increased my confidence	44.44
Help me increase my motivation	58.33	Increased my motivation	51.85
Help me enhance my self-reflection	54.17	Enhanced my self-reflection	44.44
Academic Support			
Provide insight on undergraduate courses to take	25.00	Provided insight on undergraduate courses to take	25.93
Help me find resources for academic projects	29.17	Helped me find resources for academic projects	18.52
Provide feedback on academic assignments	20.83	Provided feedback on academic assignments	11.11
Provide insight on graduate and professional school programs	95.83	Provided insight on graduate and professional school programs	81.48
Help me to integrate knowledge across various experiences	62.50	Helped me to integrate knowledge across various experiences	33.33

Help me to integrate knowledge across various disciplines	45.83	Helped me to integrate knowledge across various disciplines	40.74
Challenge me to think critically	58.33	Helped me think critically	25.93
Professional Support			
Provide feedback on post-graduate applications	66.67	Provided feedback on post-graduate applications	29.63
Help me practice my interview skills	83.33	Helped me practice my interview skills	14.81
Highlight potential job/volunteer opportunities	66.67	Highlighted potential job/volunteer opportunities	33.33
Help me develop strategies to attain my career objectives	83.33	Helped me develop strategies to attain my career objectives	51.85
Act as a personal reference for prospective employment	45.83	Acted as a personal reference for prospective employment	3.70
Review my CV and provide feedback	62.50	Reviewed my CV and provided feedback	11.11
Provide insight into their profession	100.00	Provided insight into their profession	70.37
Helping me manage my stress regarding career choice	75.00	Decreased my stress regarding career choice	44.44

Table 3: The most popular mentee motivations for participating in the MentorMatch program; data gathered through pre-survey.

Most Popular Motivations	% who selected these motivations
Personal	
To address the uncertainty surrounding what happens next.	95.83
To talk to someone I can relate to.	79.17
Academic	
To learn about graduate/professional programs of interest.	87.50
Professional	
To gain insight into potential careers after BHSc.	87.50
To get advice on career planning.	87.50

Table 4: The most popular mentor motivations for participating in the MentorMatch Program; data gathered through pre-survey.

Most Popular Motivations	% who selected these motivations
Personal	
To share my experiences with someone.	100.00
To improve my ability to reflect on my experiences.	65.22
Academic	
To reconnect with academia.	34.78
Professional	
To share information about my field/profession.	95.65
To provide advice on career planning.	78.26

Table 5: The self-assessed level of preparedness of the mentors and mentees.

Characteristic	Mentor		Mentee	
	Average Score on Likert Scale	% who agreed/strongly agreed	Average Score on Likert Scale	% who agreed/strongly agreed
I felt prepared to participate in the MentorMatch Program.	4.14	78.57	3.67	59.26
I read the monthly resources sent to me by the program coordinator.	3.21	42.86	2.81	33.33
I set goals for myself at the start of the mentorship period.	3.00	28.57	3.67	59.26
I knew what I wanted to talk about with my mentor for each meeting.	N/A	N/A	3.56	62.96

Table 6: Comparative data of the mentor-mentee relationship. Questions relating to this category were the same in both the mentee and mentor post-surveys, this allows for a direct comparison of how each group felt about their overall relationship during the MentorMatch program.

Characteristic	Mentor		Mentee	
	Average Score on Likert Scale	% who agreed/strongly agreed	Average score on Likert Scale	% who agreed/strongly agreed
I felt that both my mentor and I benefitted from our relationship	3.21	42.86	3.55	55.56
My mentor and I set clear expectations for each other	3.29	50.00	3.15	29.63
My mentor and I were respectful of each other's time, beliefs, and opinions.	3.86	71.43	4.33	88.89
My mentor and I were able to connect on a personal level.	3.36	42.86	3.63	55.56
My mentor and I shared similar interests.	3.14	42.86	3.59	55.56
My mentors and I shared similar values.	3.21	42.86	3.78	62.96
My mentor and I followed through on the expectations we agreed to on the Mentorship Agreement.	3.29	57.14	3.74	66.67

Table 7: Data on mentor and mentee evaluation regarding program support.

Statement	Mentor		Mentee	
	Average Score on Likert Scale	% who agreed/strongly agreed	Average Score on Likert Scale	% who agreed/strongly agreed
I felt well supported by the program and program staff throughout the course of the mentorship period.	4.14	71.43	3.56	59.26
I found the monthly resources sent by the program coordinator to be helpful	3.00	28.57	2.96	29.63
I would have liked more social events to be organized for program participants to interact with their mentors/mentees.	2.29	14.29	3.59	59.26
I felt that the student portfolio was an effective way of tracking my learning through the mentorship program.	N/A	N/A	2.41	3.70

Table 8: Self-reported outcomes of the mentees.

Characteristic	Average Score on Likert Scale	% who agreed/strongly agreed
I am more confident in myself as an individual.	3.33	40.74
I am better at reflecting on my experiences.	3.26	37.04
I am better informed about my career of interest.	4.07	74.07
I am more open to other career pathways.	3.78	55.56
I am more comfortable with uncertainty (with respect to a career path).	3.59	51.85
I am better connected to networks within my field of interest.	3.37	51.85
I am doing better in school.	3.11	25.93
I have been able to integrate knowledge across different experiences.	3.41	33.33
I have been able to integrate knowledge across different disciplines.	3.37	37.04
I have developed skills that will support me in my career of interest.	3.41	44.44

Table 9: Self-reported outcomes of the mentors.

Characteristic	Average Score on Likert Scale	% who agreed/strongly agreed
I have strengthened my communication skills.	3.21	42.86
I have strengthened my leadership skills.	3.29	50.00
I am more confident in my own career choices.	3.43	57.14
I feel like I have given back to the BHSc program/McMaster.	3.64	71.43
I feel more connected to the BHSc program/my alma mater.	3.21	50.00
I feel satisfied about helping someone achieve their personal, academic, and/or professional goals.	3.71	64.29
I have gained new perspectives from my mentee.	2.86	28.57
I am better at reflecting on my experiences.	3.21	35.71
I have developed skills that will supports me in my career.	3.43	57.14

Table 10: Characteristics mentees believed their mentors possessed; based on the post-survey.

Characteristic	Average Score on Likert Scale	% who agreed/strongly agreed
My mentor had my best interests in mind.	4.15	77.78
My mentor provided honest feedback to my questions/concerns.	4.37	85.19
I could trust my mentor.	4.33	81.48
My mentor listened to me.	4.37	88.89
My mentor was easily accessible during the course of the mentorship period.	3.81	62.96
My mentor helped me identify my strengths and areas for growth in a supportive manner.	3.85	62.96
My mentor was knowledgeable about post-graduate pathways.	4.11	70.37
My mentor was knowledgeable about my field of interest.	4.19	77.78
I felt that my mentor believed in me.	4.07	66.67
My mentor provided me with constructive feedback.	4.03	74.07
My mentor inspired me to do and be better.	3.85	62.96
My mentor valued my thoughts and opinions.	4.15	81.48
My mentor was enthusiastic about his/her field of interest.	4.52	85.19
I felt comfortable approaching my mentor with a question or a problem.	4.15	77.78

Table 11: Characteristics mentors believed their mentees possessed; based on the post-survey.

Characteristic	Average Score on Likert Scale	% who agreed/strongly agreed
My mentee expressed genuine interest in learning about my experiences.	3.93	71.43
My mentee was open to new learning.	3.93	64.29
My mentee was receptive to feedback.	4.07	78.57
My mentee asked good questions.	3.79	71.43
My mentee took ownership of his/her learning.	3.71	57.14
My mentee accepted his/her responsibilities.	3.71	64.29
My mentee shared his/her successes with me.	3.79	71.43
My mentee confided in me about his/her concerns.	3.07	50.00
My mentee expresses gratitude for my time.	4.21	78.57
I felt that my mentee made the most of this mentorship opportunity.	3.29	50.00

Table 12: Responses regarding the future after the MentorMatch program.

Statement	% who Answered "Yes"	
	Mentor	Mentee
I will continue to seek out mentorship opportunities in the future (as a result of this experience).	92.86	88.88
I plan to maintain contact with my mentor/mentee after the MentorMatch program has ended.	71.43	81.48
I would recommend this program to a fellow alumnus looking to mentor/third year peer looking to be mentored.	92.86	88.88