

## 30 March 2023 Meeting notes

### **Impact of mentoring**

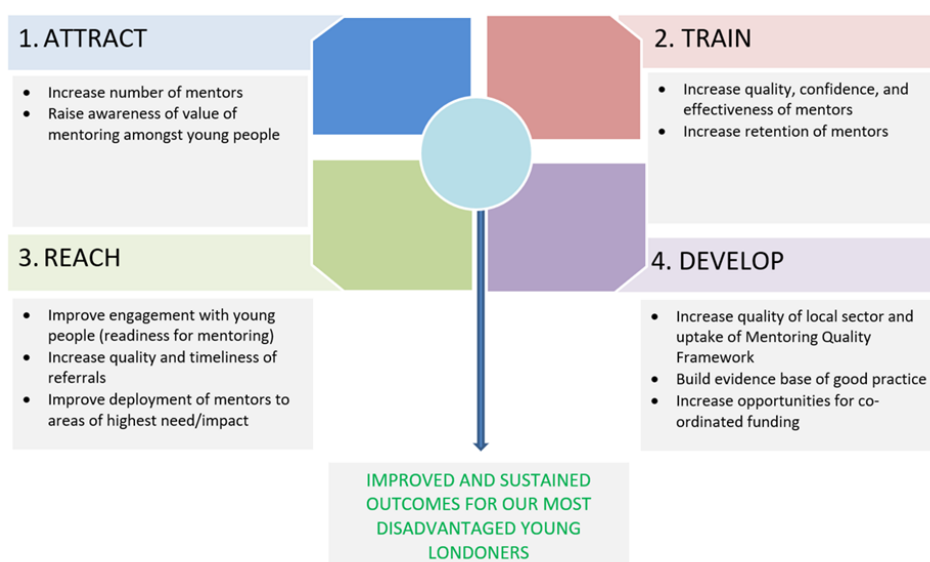
To demonstrate the impact of mentoring young people Tasnia's story was introduced and shared to the group. To watch the Tasnia's story, [click here](#).

### **Mentoring Academy**

Research has shown that recruiting, training and deploying volunteer mentors to the young people that need them most can be challenging for mentoring organisations.

The plan currently being developed is our Mentoring Academy Pilot – to address those challenges described, and act as a catalyst to system change across the local sector. The vision is shown in the diagram below:

#### NDYP Mentoring Academy Pilot



There are three main parts to the Mentoring Academy:

**PART ONE:** development of mentoring academy platform that:

1. allows an easy way for volunteer mentors to sign up – and be given all the information and support that they need
2. Within this platform developing and delivering a core training offer so that we know those mentors are of a real high quality and feel committed and supported
3. Through the platform creating a simple process that allows new mentors to be matched with the excellent mentoring providers we have funded.

**PART TWO:** is adopting a system change approach in and with our pilot boroughs that:

1. Improves referrals/deployment of mentors to YP that need them most
2. Creates a pathway of mentoring opportunity for mentors and mentees
3. Builds the skills and the confidence of the local sector, increasing numbers of organisations aligned with and using the MQF to eventually be able to take referrals

(once this infrastructure is in place) **PART THREE:** is attracting and inspiring new mentors

1. Key is that this is done in a phased and targeted way
2. Here is where we hope to use our partnerships to support this at scale
3. At the heart of this is an impactful film raising the profile of the value and impact of mentoring on both a young person and their mentor.

Testing this:

- Initially focused in 5 boroughs (we are just engaging with boroughs now so hope to confirm shortly)

We hope the pilot will lead to:

- Increased numbers of high-quality mentors matched with young people that need them.
- A robust model and approach that is potentially scalable pan London ( should we wish to develop) – with evaluation and learning to support this
- Ultimately about driving quality, and sustainability of sector

In the interim the process for finding mentor opportunities can be found here: [Team London\\*](#)

\*This site is still being updated to reflecting the mentoring ask and should be ready by end of May.

## Value mapping


The values mapping method helps to identify shared experience, areas of development (gaps) and agreed desired outcomes.

- Garrett discussed values mapping, which gave the group the opportunity to share their thoughts and contribute to the values mapping board, which can be found here: [Link to our Values Mapping Miro Board](#)

Please let us know if you would like to contribute to the values mapping board.

- [Workstream Preparation Sheet](#) (attached)
  - Workstream preparation will cover the following steps:
    - Step 1 – Define desired outcome
    - Step 2 – Define milestones
    - Step 3 – Who owns this?
    - Step 4 – What do you need to do right now?
  - The above steps and plans will be discussed at anchors 121 meetings. Anchors should refer to the working group work plan in preparation for their upcoming 121's.
  - By completing this activity, we will establish shared WG practices and identify roles and responsibilities for our respective institutions. Furthermore, we will have defined critical milestones, the first steps needed to get there, and the people and resources needed to execute the plan.
    - 👉 What's captured here can then be translated into our WG Work Plan for the Year
- [Workplace-Supplement pdf](#) (attached)

- The workplace supplement report outlines the benefits of workplace mentoring for young people and provides guidance on recruitment, matching mentor & mentee and support.


 Notes to Consider from the Report

. Benefits to Mentors

- The intrinsic satisfaction of helping improve the lives of young people, having a larger sense of purpose and fulfillment at work through sharing their knowledge and expertise with others, and contributing to improving the quality of education available in one's own community through providing on-the-job training and mentoring are all potential benefits to volunteers<sup>1,2,3,4</sup>
- Mentors can learn a lot about their own company and coworkers from introducing their mentees to both other jobs and functions within the company, as well as to other coworkers, colleagues, and collaborators<sup>5,6</sup>
- Being a mentor can positively effect mentors' perceptions of their career success, increase their commitment to their company, and potentially enhance their own job performance.<sup>7</sup>

. Benefits to Companies

- Individuals who mentor and whose employer supports youth mentoring in some way were significantly more likely to have higher career and job satisfaction than those who work at places where the employer does not support mentoring.<sup>8</sup>

 Furthermore, the happiest employees in that same study, both in their careers and in their commitment to their employers, were individuals who mentored with the backing of their employer showing that supporting mentoring programs addresses both individual and collective motivations.

- There are many studies that demonstrate how mentors can grow their communication and supervision skills—as well as soft skills such as cultural understanding, teamwork, patience, and empathy—through the mentoring experience.




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<sup>1</sup> Banko, 2010.

<sup>2</sup> Connecticut State Department of Education, 2000.

<sup>3</sup> Eby, L. T., Durley, J. R., Evans, S. C., & Ragins, B. R. (2006). The relationship between short-term mentoring benefits and longterm mentor outcomes. *Journal of Vocational Behavior*, 69, 424–444.

<sup>4</sup> McAdams, D. P., Diamond, A., Aubin, E. de S., & Mansfield, E. (1997). Stories of commitment: The psychosocial construction of generative lives. *Journal of Personality and Social Psychology*, 72, 678–694.

<sup>5</sup> Banko, 2010.

<sup>6</sup> Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. *Academy of Management Journal*, 44(2), 219–237

<sup>7</sup> Ghosh, R., & Reio, T. G. J. (2013). Career benefits associated with mentoring for mentors: A meta-analysis. *Journal of Vocational Behavior*, 83, 106–116.

<sup>8</sup> Garringer, M., & Benning, C. (2018). *The power of relationships: How and why American adults step up to mentor the Nation's youth*. Boston, MA: MENTOR: The National Mentoring Partnership.