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Facilitators and Barriers to Mentoring Newcomers to Canada

2022

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FACILITATORS AND BARRIERS TO MENTORING NEWCOMERS TO CANADA

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In Collaboration with TRIEC Mentoring Partnership

2022

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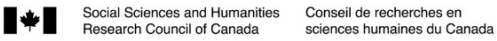

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TABLE OF CONTENTS

1 INTRODUCTION 8

1.1 THE IMPORTANCE OF EMPLOYMENT MENTORING 8
1.2 TRIEC MENTORING PARTNERSHIP 9
1.3 RATIONALE FOR THIS STUDY 9

2 METHODOLOGY 10

2.1 RECRUITMENT: 10
2.2 DATA COLLECTION: 10
2.3 DATA ANALYSIS: 10
2.4 LIMITATIONS: 10

3 FINDINGS 11

3.1 SURVEY RESULTS 11
I. Profile of Respondents 11
II. Respondents with Mentoring Experience 16
III. Respondents without Mentoring Experience 21
3.2 INTERVIEW AND FOCUS GROUP FINDINGS 24
I. Participants who had never mentored/not mentored with TMP before 24
II. Participants who had mentored with TMP 34
III. TMP Coaches 46
IV. Perceptions about TMP 49

4 RECOMMENDATIONS AND CONCLUSION 58

I. Key Findings Related to Barriers to Mentoring 58
II. Recommendations 59

5 REFERENCES 61

List of Tables

Table 1 Racial or Cultural Group Membership 12
Table 2 Gender 12
Table 3 Education 13
Table 4 Field of work 14
Table 5 : Current employment level 15
Table 6 Motivating factors to become a mentor 16
Table 7 Factors that help continue to motivate respondents to mentor 17
Table 8 Areas of support most important for mentors 18
Table 9 Gains from being a mentor 18
Table 10 Factors crucial for the success of the mentoring relationship 19

Table 11 Factors prevented potential mentors from mentoring 20
Table 12 Factors likely to help/motivate respondents who had never mentored to become a mentor to newcomers to Canada 21
Table 13 Factors preventing respondents from being professional mentors to newcomers 22
Table 14 Profile of Participants who had never mentored/not mentored with TMP before 24
Table 15 Profile of participants who mentored with TMP 35
Table 16 Recommendations from participants to improve TMP functioning 50
Table 17 Facilitators to mentorship, by respondent type 58
Table 18 Barriers to mentorship, by respondent type 59

List of Figures

Figure 1 Type of Respondents 11
Figure 2 Age Groups 11
Figure 3 Length of time working in the current profession in Canada 14
Figure 4 How respondents became mentors to newcomers 16
Figure 5 Likelihood of mentoring newcomers in the next year 22

EXECUTIVE SUMMARY

Employment mentoring has been found to have many benefits to newcomer mentees. Toronto Region Immigrant Employment Council (TRIEC) Mentoring Partnership (TMP) is an occupation-specific mentoring program for skilled newcomers that has successfully helped thousands of newcomers build their professional networks and learn more about the Canadian workplace and the labour market. The demand for TMP programs currently far outweighs the supply. While TMP has had great success in recruiting mentors in some professions, it has had limited success in recruiting mentors from other professions. This research, funded by a Social Sciences and Humanities Research Council's (SSHRC) Partnership Engage Grant sought to understand:

- What are the factors that facilitate being a professional mentor to newcomers?
- What are the factors that pose challenges to being a professional mentor to newcomers?

The study involved a mixed method design using surveys, interviews, and focus groups. 388 professionals participated in the online survey. Interviews and focus groups were conducted with 15 professionals who had never mentored/mentored with TMP, and 25 individuals who had been mentors or currently were mentors with TMP. Additionally, we interviewed four TMP coaches to understand facilitators and barriers to mentoring. Data was analysed using SPSS and qualitative analysis techniques.

Key Findings

Key Facilitators to Mentoring

- The desire to help newcomers
- The desire to give back to society
- Being an immigrant/ child of immigrants and wanting to pay it forward by helping a skilled immigrant reconnect with their career
- The experience of being mentored themselves
- Enhanced and diversified social and professional networks
- Professional development
- Incentives
- Having a better understanding of the mentoring program and what it entailed
- Mentees' potential and motivation to succeed
- Personal values and beliefs about mentoring

Additionally, participants who have mentored informed us that mentoring was an extremely rewarding and fulfilling experience that kept them motivated to continue mentoring.

Key Barriers to Mentoring

- Time
- A belief that such mentoring is not necessary for newcomers
- Not feeling confident or competent of being a mentor or of helping newcomers find work
- Not getting encouragement or recognition to do so from the workplace
- Apprehensions around imposing on networks
- Not knowing what is involved in mentoring and what a mentor is supposed to do
- Not knowing how to go about becoming a mentor
- Apprehensions about the mentee they might be matched up with
- Location of service

Mentor and coach participants provided many recommendations on ways in which TMP could be even further strengthened. These views broadly related to recommendations to support mentors; recommendations to support mentees; and recommendations to modify/enhance current program elements.

As TMP is interested in the findings of this research to help them understand how to encourage more persons to mentor and to address barriers to mentoring, the research team draws on the EAST [Easy, Attractive, Social and Timely] framework of behaviour change to frame study recommendations which include:

- Make it easy to understand mentorship and its benefits and support offered
- Make it attractive to mentor
- Make mentoring a social experience
- Timely information and support

1 INTRODUCTION

While thousands of skilled newcomers enter the country each year, these immigrants; racialized newcomers in particular, continue to face numerous barriers to securing employment commensurate with their skills and experience (Ng & Gagnon, 2020; Premji & Shakya, 2017). Barriers include the nonrecognition of credentials, the lack of work experience in Canada, language-related disadvantages, racial or ethnic discrimination, and the lack of information about the Canadian labour market (George & Chaze, 2009). Due to these numerous barriers that newcomers face in securing employment, they are often forced to look for work outside of their fields or apply for jobs at entry or lower-level positions (Lai et al., 2017). Immigrant underemployment and unemployment has been found to be associated with deskilling (Creese & Wiebe, 2012), negative health outcomes, a reduced sense of well-being (Asanin Dean & Wilson, 2009; Premji & Sakhya, 2017) and satisfaction with life (George et al, 2012). Additional impacts include "brain waste" (Bannerjee et al, 2019) and economic loss to Canada (Reitz et al., 2014).

To succeed, newcomer professionals need to learn how to function effectively in a completely new environment with different ways of thinking, feeling, and acting (Reeves, 2017). Immigrants require to demonstrate not only "hard skills" (technical abilities) but also "soft skills" such as the ability to navigate workplace norms and cultures and understanding of unwritten rules of the workplace (Sakamoto et. al, 2010; Lai et al, 2017; Bartel, 2018).

Mentoring programs provide newcomers with information about Canadian work norms and culture. They have the potential to guide newcomers in new ways of functioning and in turn to impact the integration of skilled immigrants into the Canadian economy (Reeves, 2017). By mentoring we mean a relationship where established professionals volunteer to share their knowledge and insights and guide newcomers in relation to working in their fields in Canada. Mentoring in this study does not refer to informal mentoring relationships (e.g., friends, family members), nor does it refer to paid professional mentoring or coaching. The impact of the mentorship program has been found to be most profound on newcomer women and those who are unemployed (TRIEC, 2020). Mentorship programs also benefit the employing organization.

1.1 The Importance of Employment Mentoring

Mentoring is not a new concept and exists in different forms in diverse contexts. Informal mentorships are often found in environments like foster care (Gowdy & Hogan 2021), academia (Detsky & Baerlocher, 2007), and peer mentoring (Nixon, 2020). Employment mentoring includes a mentoring relationship where two parties work in partnership towards a common goal of refining the skills of the mentee by drawing on the years of experience and expertise of the mentor (Kram, 1983).

Employment mentoring has been found to have many benefits to newcomer mentees such as soft skill development; increased networks; help in preparation for job interviews; psychological support and access to information and access to jobs (Lai et al., 2017; Arruti, 2021; Zikic, 2015; Reeves, 2017; TRIEC, 2020; Cai et al., 2021).

Less is known about the benefits of such programs to mentors. The limited research on the topic indicates that participation in mentorship can help mentors gain psychological benefits (Zikic, 2015; Shan & Butterwick, 2017), improved social and communication skills (Lentz & Allen, 2009; Zikic, 2015; Shan & Butterwick, 2017), professional development (Ehrich et al., 2004; Zikic, 2015; TRIEC, 2020), and higher workplace success (Allen et al., 2006; Bozionelos, 2004).

Mentoring provides an opportunity for mentors to get first-hand insight and knowledge about what barriers newcomers are experiencing in the local job market (Zikic, 2015). It is also a chance for mentors

to re-assess their preconceived assumptions about the new immigrants and to unlearn certain social stereotypes (Shan & Butterwick, 2017). Some mentors may become advocates for the newcomers and value the international experience of the newcomer instead of just looking for Canadian experience (Shan & Butterwick, 2017). Mentors facilitate the socialization of newcomers, and this can lead to a lasting contribution to future generations (Arruti, 2021).

Employing companies can find that mentorship programs can be a way to enhance coaching, cross-cultural communication, and leadership skills of their employees. It is also a way to build a brand image of good corporate citizenship, to provide an opportunity for their staff to give back to the community and help attract diverse talent (TRIEC, 2020). Furthermore, employers can take advantage of the mentees' global perspective when problem solving.

1.2 TRIEC Mentoring Partnership

The mission of TRIEC (Toronto Region Immigrant Employment Council) is to create and champion solutions to better integrate skilled immigrants in the Greater Toronto Region labour market. TRIEC Mentoring Partnership (TMP) is an occupation-specific mentoring program for skilled newcomers that has successfully helped thousands of newcomers build their professional networks and learn more about the Canadian workplace and the labour market. The purpose of TRIEC mentorship program is to establish a partnership between a newcomer professional to Canada, and a mentor in the same field of work as the newcomer. Within this partnership, both parties work towards the goal of the development of the mentee's professional networks, job search skills, and career development (TRIEC, 2020). Mentors are established professionals, who are willing to commit to TMP for 18 hours over a three-month period and have a minimum of two years of work-related experience within their industry. Mentees are individuals who are legally entitled to work in Canada, have two years of international work experience within their professions, and are currently unemployed or under-employed.

1.3 Rationale For This Study

The demand for TMP programs currently far outweighs the supply. While TMP has had great success in recruiting mentors in some professions, it has had limited success in recruiting mentors from other professions such as IT, Engineering and Marketing.

The research seeks to understand:

- What are the factors that facilitate being a professional mentor to newcomers?
- What are the factors that pose challenges to being a professional mentor to newcomers?

This research is funded by a Social Sciences and Humanities Research Council's (SSHRC) Partnership Engage Grant (#892-2021-2002) that allow researchers to partner with a not-for profit organization to respond to a pressing challenge experienced by the partner organization.

2 METHODOLOGY

The study received ethics approval from Sheridan College Research Ethics Board (#SREB No 2022-02-001-003). It involved a convergent mixed method design using surveys, interviews, and focus groups.

2.1 Recruitment:

An anonymous online survey was administered using Qualtrics XM with professionals who had both mentored and never mentored newcomers to Canada. Flyers with a link to the survey were shared through social media and through the researchers' networks. Survey respondents who were mentors were asked if they wished to participate in a follow-up focus group discussion. Survey participants who have never mentored were asked if they would like to participate in a follow-up interview. Respondents who agreed, were asked to provide their names and email addresses so that the information and consent form for the interviews/focus groups could be sent to them.

2.2 Data Collection:

The survey remained open from March to May 2022. After cleaning the survey data for incomplete, duplicate, and spurious responses we had 388 survey respondents. The first 100 survey respondents were sent a $10 gift card as a token of appreciation for participating in the survey.

We conducted 15 interviews with participants who had never mentored/never mentored with TMP before. While we had initially planned to conduct only focus groups with TMP mentors, scheduling challenges required us to modify our design and interview the mentors who were unable to make it to focus groups. We conducted five focus groups and 15 interviews to collect information from 25 individuals who had been mentors or currently were mentors with TMP. Additionally, one focus group and two individual interviews were conducted with four TRIEC coaches who volunteered to participate in the study. Each interview/focus group participant received a $30 gift card as an honorarium. All interviews/focus groups were video recorded over Webex and transcribed.

2.3 Data Analysis:

The quantitative data collected from the survey was analyzed using SPSS. We recorded the frequencies of each response and did crosstab analysis to compare the results between respondents who had mentored and respondents who had not mentored. All ranking questions were analyzed by calculating the mean score of each response using the Nonparametric Tests function in SPSS.

Steps were taken to ensure the confidentiality of all participants. During the design of the Qualtrics XM tool, protections were set in place to ensure IP addresses of participants were not collected, in adherence to research ethic guidelines. All identifying information was removed and each participant was given a unique identifying number. The qualitative data generated from these interviews was analyzed using open coding.

2.4 Limitations:

This study relied on non-random sampling procedures for the online survey and the findings cannot be generalized to the larger population. Additionally, interview/focus group participants were selected from among those who volunteered to participate in the interviews/focus groups after filling in the survey. As such, it is possible these participants may have been more positively inclined towards mentorship than those who do not see the merit in mentorship programs and chose not to complete the survey or participate in interviews/focus groups. Though we had initially planned to focus our qualitative data collection on those from the IT, Engineering and Marketing fields, we were unable to get the number of participants we had hoped for from these fields, which required us to include professionals from outside these fields in our interviews and focus groups.

3 FINDINGS

3.1 Survey Results

In this section we report on findings from the survey. We start by providing an overview of the profile of all respondents. We then present the findings related to questions posed to persons who have mentored before and lastly, the findings from questions related to persons who had never mentored before.

I. Profile of Respondents

1. Type of respondents

Of the 388 respondents 59.0% indicated they had mentored before while 40.7% had not mentored before. One participant (0.3%) did not indicate whether they had mentored before.

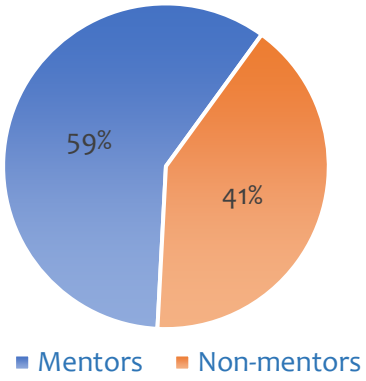


Figure 1 Type of Respondents

2. Age of the respondents

Most of the respondents were aged 35-44 years old, followed by 25-34 years old and 45-54 years old. There were a greater number of mentors than non-mentors in the age groups 45- 54 years and older, and more non-mentors than mentors in the age groups 35-44 and younger.

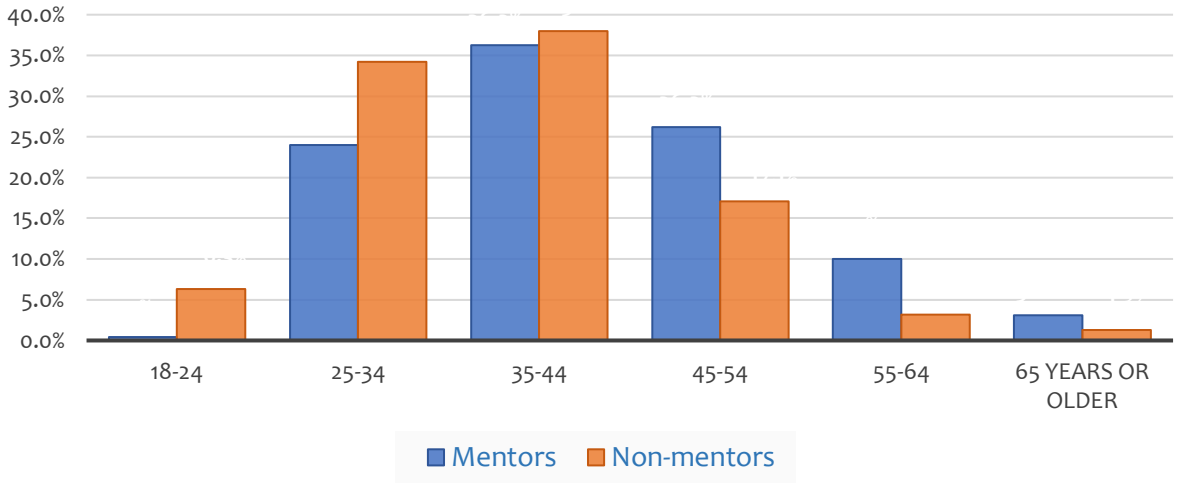


Figure 2 Age Groups

3. Racial or cultural group membership

Participants were asked which racial or cultural group best described them, 48.8% of non-mentors and 30.5% of mentors identified as White. A second set of mentors (21.9%) and non-mentors (16.7%) indicated they were South Asian. Non-mentors from the Black community comprised 8.6 % while10.6% were mentors. Latin American non-mentors comprised 6.8% while mentors comprised of 4.7%.

Table 1 Racial or Cultural Group Membership

Racial or Cultural Group Membership	Mentors	Non-Mentors
Indigenous person from North America	1.60%	6.80%
Arabic (e.g., Middle East, North Africa)	4.70%	1.20%
Black (e.g., African American, Caribbean, etc.)	10.60%	8.60%
East Asian (e.g., Chinese, Japanese, Korean, etc.)	8.60%	4.90%
Indian-Caribbean (e.g., Caribbean with origins in India)	2.00%	0.60%
Indigenous person from outside North America	1.20%	0.60%
Latin American (e.g., Mexican, Chilean, Costa Rican, etc.)	4.70%	6.80%
South Asian (e.g., East Indian, Pakistani, Sri Lankan, Bangladeshi, etc.)	21.90%	16.70%
Southeast Asian (e.g., Cambodian, Malaysian, Vietnamese, Filipino, etc.)	5.90%	2.50%
Pacific Islander (e.g., Fijian, Micronesian, French Polynesian, etc.)	1.60%	0.00%
West Asian (e.g., Afghan, Iranian, etc.)	2.30%	1.20%
White	30.50%	48.80%
Prefer not to answer	1.20%	0.60%
I would like to specify an identity not listed	4.30%	0.60%

4. Gender

Of the survey respondents who had mentored before, 39.6% identified as women, while 53.3% identified as men. It should be noted that these categories include cisgender and transgendered persons. Conversely, of the group of respondents who had never mentored, 45.2% identified as women and 51.0% as men. In addition, 1.3% of survey respondents identified as non-binary, genderqueer or gender non-conforming within each of the mentored and never mentored groups. While a total of 0.9% mentor respondents identified as questioning or unsure, respondents who had never mentored made up 1.3% of this category. Just 4.0% of mentors preferred not to answer this question, while 1.3% of non-mentors chose to do the same.

Table 2 Gender

Gender	Mentors	Non-mentors
Woman (cisgender/transgender)	39.60%	45.20%
Man (cisgender/transgender)	53.30%	51.00%
Non-binary, genderqueer, or gender non-conforming	1.30%	1.30%
Questioning/unsure	0.90%	1.30%
Prefer not to answer	4.00%	1.30%
Prefer to self-describe	0.90%	0.00%

5. Whether born in Canada

It is interesting to note that there are only fractional differences between Canadian-born respondents compared to those that are not born in Canada, in both the mentored and never mentored groups. Canadian-born persons made up 48.9% of mentors and 48.1% non-mentors. In contrast, respondents who are not Canadian born made up 49.3% of mentors and 50.0% non-mentors.

6. Country of birth

For the respondents who were not born in Canada, country of birth included India (34.0%), Pakistan (6.6%), Jamaica (5.7%), Philippines (4.7%), USA (3.8%) and China (3.8%). Respondents who have not mentored before were born in USA (33.3%), India (21.3%), China (5.3%), Pakistan (4.0%), Jamaica (2.7%), Bangladesh (2.7%) and Armenia (2.7%).

7. Length of time in Canada

For the respondents who were not born in Canada, mentors made up 33.9% of respondents who have lived in Canada for over a decade (11-20 years) while non-mentors comprised 18.8% of this group. The trend was opposite as non-mentors, 33.8 % have been in Canada for less than 5 years and 15.7 % of mentors had been in Canada for the same time period. Mentors who have been in Canada for over two decades comprised of 23.5% and non-mentors were 12.5%.

8. Parents born outside Canada

Of those who mentored 91.3% had parents born outside Canada, while of non-mentors 71.6% had parents born outside Canada.

9. Education

Of the mentors, 70.6% had advanced degrees beyond an undergraduate, while 64.6% of those who did not mentor had advanced degrees. A higher percentage of non-mentors (27.2%) had undergraduate degrees as compared to 21.9% of mentors with undergraduate degrees. Less than 10.0% of both mentors and non-mentors had less than an undergraduate degree.

Table 3 Education

Education	Mentors	Non-Mentors
University Doctorate (e.g., Ph.D., D.Phil.)	10.10%	5.70%
University Master's degree (e.g., M.A., M.Sc. M.Ed.)	40.40%	31.60%
Degree in Medicine/Dentistry/Veterinary Medicine/Optometry/Podiatry/Chiropract-ic Medicine/Pharmacy	2.60%	8.20%
Degree in Engineering	9.20%	14.60%
Degree in Law	8.30%	4.40%
Other Bachelor's or Undergraduate University Degree or Teacher's College	21.90%	27.20%
Diploma or certificate from community college or nursing school	3.90%	4.40%
Diploma or certificate from trade, technical or vocational school or business college	2.60%	2.50%
Other	0.90%	1.30%

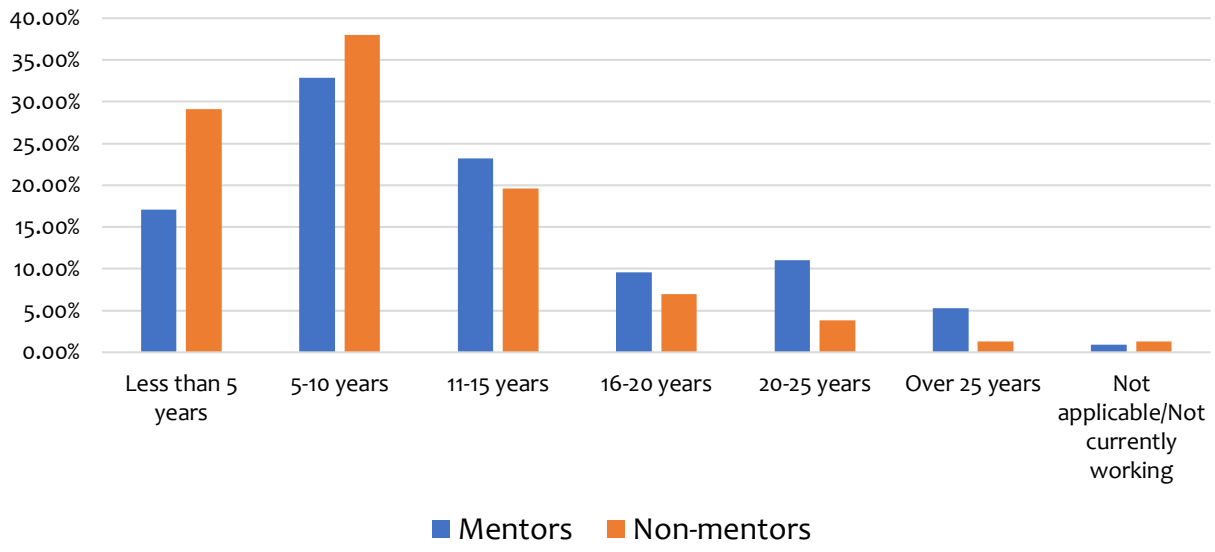
10. Work status

Of the survey respondents, a vast majority of both groups (86.4% of mentors and 88.0% of non-mentors) were employed full-time.

11. Length of time working in the current profession in Canada

Less than 50.0% of mentors have been working in the same profession for 10 years or less as compared to 67.1% of non-mentors for the same time-period. Among mentors 16.2% have been working for 20 years and over, while just 5.1% of non-mentors were in the same profession for 20 or more years.

Figure 3 Length of time working in the current profession in Canada



12. Field of work

In comparing the professions of interest to TMP, 14.1% of mentors were from the Information Technology and Software sector. The percentage of mentors in Business Development, Sales and Marketing was 12.3% while mentors from the Engineering sector were 9.7%. On the other hand, 14.6% of non-mentors were from the Information Technology and Software sector and Business Development, Sales and Marketing, and 7.6% were from Engineering fields.

Table 4 Field of work

Field of Work	Mentors	Non-mentors
Information Technology and Software	14.10%	14.60%
Business Development, Sales and Marketing	12.30%	14.60%
Architecture and Interior Design	4.40%	10.10%
Employment and Social Services	8.40%	8.90%
Banking and Financial Services	15.90%	7.60%
Engineering	9.70%	7.60%
Project Management	6.20%	7.60%
Legal Services	10.60%	7.00%
Post-Secondary Academics	4.40%	6.30%
Healthcare	4.40%	6.30%
Other	9.30%	7.00%
Prefer not to answer	0.40%	2.50%

13. Current employment level

More mentor respondents worked at the level of Management (53.9%) compared to non-mentors (32.5%). More non-mentors (45.2%) worked in technical positions where they produced advanced work but did not supervise others compared to mentors (29.4%). There were marginal differences in the number of mentors (5.3%) and non-mentors (4.5%) working at the Executive level.

Table 5 : Current employment level

Employment Level	Mentors	Non-mentors
Executive - CEO/ CFO, VP. SVP	5.30%	4.50%
Management - Director, Manager, Supervisor	53.90%	32.50%
Technical - produce advanced level work but does not supervise	29.40%	45.20%
Entry Level - Basic or beginner level	5.30%	11.50%
Other	4.40%	0.60%
Prefer not to answer	1.30%	2.50%
Not applicable/currently not employed	0.40%	3.20%

14. Whether respondents had heard about mentoring for newcomers

As expected, almost all of the mentors (95.2%) reported knowing about mentoring for newcomers. On the other hand, of those who had never mentored before 74.7% reported knowing about mentoring for newcomers.

15. Where the respondents heard about mentoring for newcomers

About 24.1% of mentors heard about mentoring for newcomers from the TRIEC website, while 14.7% heard of the programme from their employer or colleague, followed by 13.4% from employment service agencies, and 7.9% from Professional Immigrant Network (PINs) organizations. Only 6.5% of mentors learned about mentoring from Facebook.

It was interesting to identify that 17.8% of non-mentors heard about mentoring programs from employment service agencies and 12.7% were made aware by family members or friends. Facebook was a source of information for 10.2% of the non-mentors to learn about the mentoring program, and Professional Immigrant Networks (PINs) were responsible for 8.5% of non-mentors learning about mentoring.

III. Respondents with Mentoring Experience

1) How the respondents became mentors to newcomers?

Of the persons who indicated they had mentored before, a significant 65.0% of respondents mentioned that they became mentors through the TRIEC Mentoring Partnership programme. 20.4% became mentors through the mentoring programme from another agency, while 14.6% reported the experience of being a mentor informally.

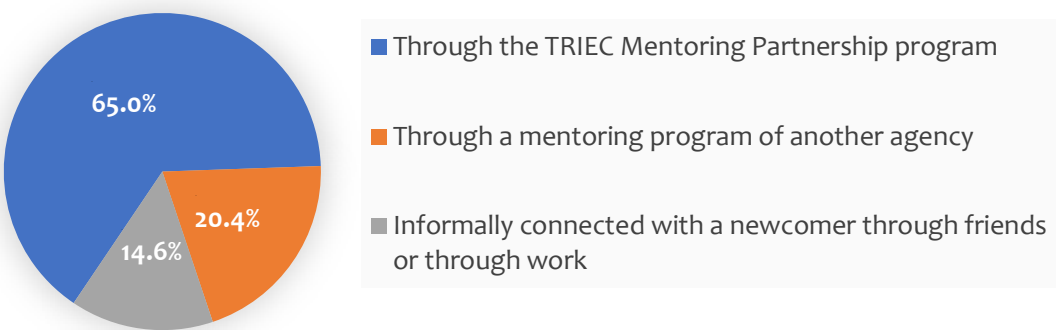


Figure 4 How respondents became mentors to newcomers

2) Motivating factors to become a mentor

The top five motivating factors to become a mentor were: a desire to help newcomers (65.5%), a desire to give back to society (62.9%), being an immigrant/ child of immigrants and wanting to pay it forward by helping a skilled immigrant reconnect with their career (53.3%), a desire to increase one's ability to coach and mentor others, including skilled immigrants (47.2%), and having the personal experience of being helped as a mentee in the past (33.6%).

Table 6 Motivating factors to become a mentor

Motivating factors to become a mentor	Percent
A desire to help newcomers	65.50%
A desire to give back to society	62.90%
I am an immigrant/child of immigrants and want to pay it forward by helping a skilled immigrant reconnect with their career.	53.30%
A desire to increase my ability to coach and mentor others, including skilled immigrants.	47.20%
Personal experience of being helped as a mentee in the past	33.60%
A desire to gain new practical skills (e.g., cross-cultural communication) that I can apply in the workplace when opportunity arises.	25.30%
A friend or family member's experience of being a mentor to newcomer	18.80%
Encouragement/recognition provided by the workplace for such mentoring	17.90%
Being approached by an organization to be a mentor	16.60%
Time Availability	16.20%
Being asked by a colleague/friend/family member to be a mentor	14.00%
Others	0.40%
Prefer not to answer	0.00%

3) Whether the respondents had mentored more than once

Of the respondents who indicated that they had mentored before, almost 86.6% confirmed that they had mentored more than one person, with just 12.9% reporting they had only engaged in one mentoring partnership.

4) Number of newcomers mentored

Over 58% of respondents had mentored between 1-5 persons while 19.2% had mentored between 6-10 mentees. Almost 16% of respondents had mentored between 11-20 mentees, and less than 1% had mentored over 21 mentees.

5) Reasons for not mentoring again

We asked the respondents what their reasons were for not mentoring again after completion of their previous mentorship. The most common reasons were:

Time (n=30). Participants either felt the time required for mentoring was more than anticipated or that they did not currently have the time to undertake mentoring.
Waiting for a new match (n=13). Participants were not mentoring currently as they were waiting to be matched to a new mentee.
Career demands (n=7). Respondents' careers demanded their attention and so they were not able to volunteer for mentoring.
COVID (n=6). Respondents mentioned the pandemic, and the resultant changes such as busier schedules, prevented them from mentoring. One respondent mentioned stopping face-to-face mentoring due to the pandemic.
Other reasons (n=4). Other reasons included communication problems, and lack of encouragement from friends and family.

6) Factors that continue to motivate respondents to mentor

Among the factors that help continue to motivate the respondents to mentor, "a desire to give back to society" was ranked as the most important factor (mean score 1.9*). The next important factors were "a desire to help newcomers" (mean score 2.5*) and "personal experience of being helped as a mentee in the past" (mean score 3.8*).

Table 7 Factors that help continue to motivate respondents to mentor

Factors	Mean Rank
A desire to give back to society	1.9*
A desire to help newcomers	2.5*
Personal experience of being helped as a mentee in the past	3.8*
Time availability	4.2*
The satisfaction of seeing the difference your mentorship made in the life of an immigrant	4.9*
Time/encouragement/recognition provided by the workplace for such mentoring	5.1*
Recognition received from others	5.7*

[1.] *The mean scores were calculated on a scale of 1 to 7, with 1 being the most important and 7 as the least important.*

[2.] **There is significant difference within the mean rank factors. (p<.001)*

7) Other factors that help motivate respondents to mentor

Respondents shared insight regarding other factors that helped motivate them to mentor newcomers. The most significant factor was to support others and share their experiences (n=31). Yet other respondents felt that the positive results they saw of the TMP program in terms of mentee success (n=10) was an important factor that motivated them to contribute to date. For some other respondents, societal recognition, and feelings of accomplishment (n=9) were important factors.

8) Areas of support most important for mentees

For the respondents who have mentored before, "industry trends and insights" (mean score 2.3*) was ranked as the most important area of support for mentees, followed by "understanding of Canadian workplace norms" (mean score 2.9*) and "value of networking" (mean score 2.9*).

Table 8 Areas of support most important for mentors

Areas of Support	Mean Rank
Industry trends and insights	2.3*
Understanding of Canadian workplace norms such as how much or how little direction to expect from a manager or to give to staff as a manager	2.9*
Value of Networking	2.9*
Support with job search tools (includes resume review)	3.3*
Interviewing skills	3.6*

[1] *The mean scores were calculated on a scale of 1 to 5, with 1 being the most important and 5 as the least important.*
[2] ** There is significant difference within the mean rank factors. (p<.001)*

9) Other benefits to mentees

The other benefits respondents felt mentees receive from their mentorship included: Professional development & increased knowledge (n=40), understanding of Canadian culture & job market (n=23), relationships & emotional support (n=17) and developing communication and job search skills (n=7).

10) Gains from being a mentor

Most mentors ranked "Increased professional networks" (mean score 2.9*), followed by "Enhanced leadership skills" (mean score 3.0*) and "Personal satisfaction" (mean score 3.1*) as the top gains from mentoring.

Table 9 Gains from being a mentor

Gains	Mean Rank
Increased professional networks	2.9*
Enhanced leadership skills	3.0*
Personal satisfaction	3.1*
Increased understanding about the job market	4.9*
Increased understanding about the difficulties experienced by newcomers in finding work	4.9*
Public recognition	5.4*
Enhanced intercultural communication	5.5*
Increased self-awareness	6.3*

1. *The mean scores were calculated on a scale of 1 to 8, with 1 being the most important and 8 as the least important.*
2. ** There is significant difference within the mean rank factors. (p<.001)*

11) Other benefits from being a mentor

Other benefits that respondents gained from being a mentor were: satisfaction/recognition (n=20), shared experiences (n=13), self-development (n=12), and relationship building (n=9).

12) Factors crucial for the success of the mentoring relationship

When asked about which factors in the mentoring relationship are crucial, a significant proportion of the people who have mentored ranked "Mentors and mentees have the same education/professional qualifications" (mean score 2.1*) as the most important, followed by "Mentor work experience in the field the mentee wants to enter" (mean score 3.1*) and "Mentors and mentees having the same ethnic background" (mean score 3.6*).

Table 10 Factors crucial for the success of the mentoring relationship

Factors	Mean Rank
Mentors and Mentees have the same educational/professional qualifications	2.1*
Mentor work experience in the field the mentee wants to enter	3.1*
Mentors and Mentees having the same ethnic background	3.6*
Mentors and Mentees being of the same sex	3.8*
Mentor's work experience in the industry/sector the mentee wants to enter	3.8*
Mentors and Mentees having the same country of origin	4.7*

[1] *The mean scores were calculated on a scale of 1 to 6, with 1 being the most important and 6 as the least important.*

[2] ** There is significant difference within the mean rank factors. (p<.001)*

13) Other factors crucial for the success of the mentoring relationship

Respondents indicated that the other factor that was crucial for the mentoring relationship to succeed included a trusting, helpful and respectful relationship between the mentor and mentee (n=36). For some respondents it was important that mentors understood the professional or personal backgrounds of the mentees and their own biases/assumptions (n=11).

14) Whether respondents have encouraged others to become mentors?

When mentor respondents were asked if they had encouraged others to engage in mentorship, 85.7% confirmed they had, whereas 13.4% disclosed they had not. Less than 1% of respondents preferred not to answer.

15) Reasons for not asking others to mentor

Respondents who indicated they had not asked others to become mentors were asked what prevented them from encouraging persons in their network to consider becoming mentors to newcomers. Some respondents believed that it was not their responsibility to interfere with others' lives (n=7), others were also not sure if TRIEC needed more mentors or did not stop to think about it before (n=7). A few respondents mentioned they were new to mentoring/country (n=3) and so they did not feel comfortable recommending mentoring to others, while yet others stated time constraints (n=1) or that nothing has prevented them from mentoring (n=1).

16) Factors that prevented potential mentors from mentoring

We asked respondents to think of people in their networks who they think would be good professional mentors to newcomers and asked them to rank what they felt were factors that prevented these people from mentoring. In the opinion of the respondents who have mentored, the top three factors that prevent people from mentoring are: "not having the time" (mean score 2.4*), "a belief that such mentoring is not necessary for newcomers" (mean score 3.2*), and "not feeling confident of being a mentor or of helping newcomers find work" (mean score 3.4*).

We conducted additional analysis to understand if the there were any differences in these answer categories for persons from the IT, Engineering and Marketing field and found that mentors from the Engineering field ranked the factor "a belief that such mentoring is not necessary for newcomers" as more important (mean score 2.59*) than other mentors.

Table 11 Factors prevented potential mentors from mentoring

Factors	Mean Rank
Not having the time	2.4*
A belief that such mentoring is not necessary for newcomers	3.2*
Not feeling confident of being a mentor or of helping newcomers find work	3.4*
Not getting encouragement or recognition to do so from the workplace	3.6*
Not knowing how to go about becoming a mentor	3.9*
Not having a good understanding of what being a mentor involves	4.5*

[1.] *The mean scores were calculated on a scale of 1 to 6, with 1 being the most important and 6 as the least important.*

[2.] ** There is significant difference within the mean rank factors. (p<.001).*

17) Other reasons people may have to not mentor newcomers

An open-ended question invited respondents to indicate other reasons for individuals not mentoring newcomers. The reasons most cited were not having the time to commit to the program (n=18), and a lack of knowledge about mentorship and what it involved (n=17). Negative beliefs about newcomers or mentoring newcomers (n=11), not being interested in mentoring (n=8), language barriers (n=2), a lack of support for mentoring (n=2), and lack of monetary incentives (n=1) were some other reasons respondents provided for people not mentoring newcomers.

18) Impact of COVID

We asked respondents to describe how, if at all, COVID-19 impacted their mentoring relationship. Of the 138 respondents who answered this question, 22% felt that the pandemic had no impact at all on their mentoring. Others identified that the biggest impact of the pandemic was the shift from face-to-face to virtual mentoring (n=63). Some respondents (n= 15) felt that the shift to online mentoring had been for the better as it allowed more flexibility and convenience. A few respondents mentioned that mentoring opportunities were more limited due to the reduced flow of new immigrants into the country (n=4) during the pandemic.

19) Support needed by mentors through the pandemic

Some participants (n=15) mentioned that they were satisfied with the current supports provided by TMP during the pandemic. Others mentioned the kinds of supports they would like to receive, including resources and supports to connect virtually with mentees (n=23), financial or material help

(n=8), a safe environment (n=5), health supports for self and family (n=5), more information for mentors on supports available for mentees and check-ins from coaches (n=2). A few participants (n=3) stressed that mentees, rather than mentors, needed more support during the pandemic.

IV. Respondents without Mentoring Experience

1) Factors likely to help/motivate respondents who had never mentored to become a mentor to newcomers to Canada

Of the 158 persons who had never mentored before, 59.5% of the respondents indicated that a "desire to help newcomers" was the major motivating factor for mentoring, followed by 46.2% with the "desire to give back to society." 38.6% of respondents stated that as immigrants or children of immigrants, they wanted to pay it forward by mentoring newcomers.

Table 12 Factors likely to help/motivate respondents who had never mentored to become a mentor to newcomers to Canada

Factors	Percent
A desire to help newcomers	59.50%
A desire to give back to society	46.20%
I am an immigrant/child of immigrants and want to pay it forward by helping a skilled immigrant reconnect with their career	38.60%
A desire to increase my ability to coach and mentor others, including skilled immigrants	37.30%
Time availability	33.50%
Personal experience as being helped as a mentee in the past	32.90%
A desire to gain new practical skills (e.g., cross-cultural communication) that I can apply in the workplace when opportunity arises	31.00%
Encouragement/recognition provided by the workplace for such mentoring	27.80%
Being asked by a colleague/friend/family member to be a mentor	21.50%
A friend or family member's experience of being a mentor to newcomers	20.90%
Being approached by an organization to be a mentor	17.70%
Prefer not to answer	1.90%

2) Other factors likely to help/motivate respondents to become a professional mentor to newcomers to Canada

Open-ended responses indicated that other factors that are likely to motivate persons to become mentors to newcomers included: a desire to share experiences to help others in society (n=11), recognition, encouragement and support from friends and family (n=5), financial incentives (n=3), a desire to help integrate newcomers (n=3), information/support on how to become a mentor (n=2), and information about how mentorship helps newcomers (n=1).

3) Factors preventing respondents from being professional mentors to newcomers to date

According to respondents who have not mentored, the topmost factor that have prevented them from being a mentor to newcomers was "a belief that such mentoring is not necessary for newcomers" (mean score 2.28*). Additional analysis revealed that mean scores for this answer category were even lower, and hence more important, for professionals from the IT (mean score 1.87*), Engineering (mean score 1.83*) and Marketing (mean score 1.68*) fields. The second most important factor that prevented professionals from mentoring were "not having the time" (mean score 2.58*). Additional analysis revealed that mean scores for IT professionals for this answer category were lower (mean score 2.17*) than other professionals, indicating this answer was more likely to be important for IT professionals. The third most important factor that prevented professionals for mentoring was "not getting encouragement or recognition to do so from the workplace" (mean score 3.43*).

Table 13 Factors preventing respondents from being professional mentors to newcomers

Factors	Mean Rank
A belief that such mentoring is not necessary for newcomers	2.3*
Not having the time	2.6*
Not getting encouragement or recognition to do so from the workplace	3.4*
Not feeling confident of being a mentor or of helping newcomers find work	3.7*
Not knowing how to go about becoming a mentor	4.2*
Not having a good understanding of what being a mentor involves	4.8*

[1] *The mean scores were calculated on a scale of 1 to 6, with 1 being the most important and 6 as the least important.*

[2] ** There is significant difference within the mean rank factors. (p<.001).*

4) Likelihood of mentoring newcomers in the next year

Of all the respondents 42.6% saw themselves as somewhat likely to be involved in a mentoring program in the next year, while 24.5% of the participants were highly likely to mentor soon. The percentage of respondents who were unsure about mentoring was 21.9%. A few respondents were either unlikely (5.8%) or very unlikely (5.2%) to mentor in the next year.

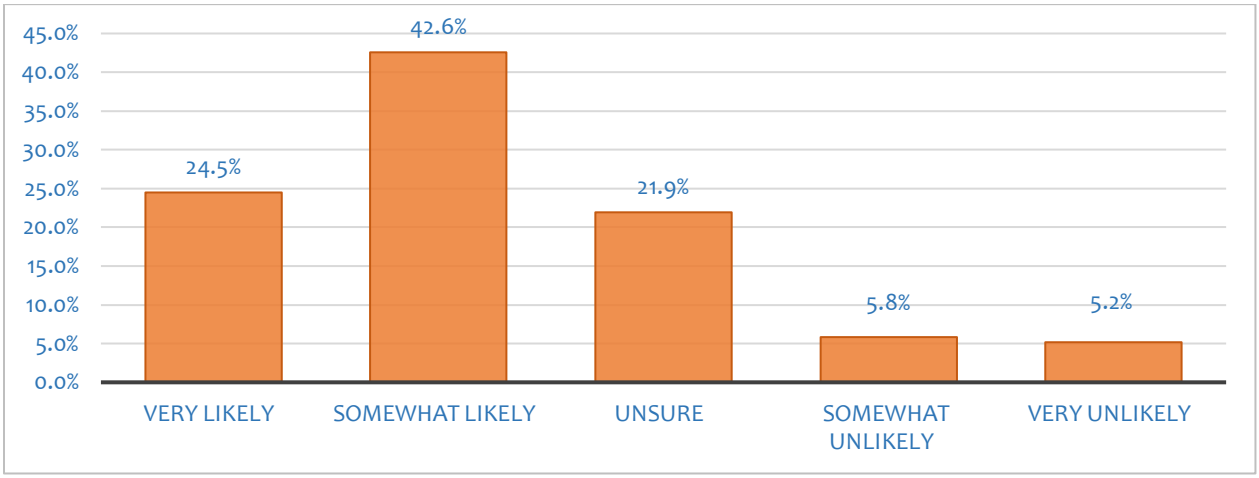


Figure 5 Likelihood of mentoring newcomers in the next year

5) Other thoughts on facilitators and barriers to mentoring

We asked respondents if there was anything else they would like to share that might help us understand what helps and prevents people from being professional mentors to newcomers. Some respondents (n=18) felt that an increased awareness of what mentoring involves and support from their organizations would go a long way in facilitating mentoring. Other respondents reiterated that time was a barrier to mentorship (n=11). A few respondents (n=4) noted the role of bias against immigrants, either by persons who were not familiar with working with diverse individuals or by immigrants themselves, that contributed to lack of mentoring. Two other respondents spoke to lack of confidence as a barrier to mentorship. A few other respondents noted that the mentorship relationship can be an extremely rewarding experience, and this was a facilitator to mentoring (n=4).

6) Recommendations to encourage more professionals to become mentors

- More advertising on social media platforms and through word of mouth to spread information, particularly among large organizations about the importance of mentorship and the mentorship program (n=24).
- Increased communication around what mentoring involves (n=9)
- Recognition and incentives for mentors, including recognition by Professional Organizations and senior leadership (n=13)
- Mobilize previous mentors and mentees to share their experiences and the impact the program has had on their lives (n=8).

3.2 Interview and Focus Group Findings

I. Participants who had never mentored/not mentored with TMP before

We interviewed 15 persons who had never mentored before or had not mentored with TMP before to understand their perspectives on mentoring newcomers. This section provides insights into a profile of these participants, their own experiences of receiving mentorship in the past, their perceptions about mentoring and about facilitators and barriers to mentoring newcomers.

a) Profile of participants who had never mentored /not mentored with TRIEC before

As seen in Table 14, eight participants were male and seven were female. Four were from the Engineering field, four from IT and three from the Sales/Marketing fields. One participant each was from the Legal, HR, Non-profit and Office Administration fields. All participants were employed full time and had worked between 2-25 years in their current fields. A majority of the participants were immigrants themselves.

Table 14 Profile of Participants who had never mentored/not mentored with TMP before

Identifier	Gender	Field of Work	Work Title	Level of employment	Number of years of work experience in current field
NM1	Male	IT	Development Business Analyst	Full-time	12 years
NM2	Male	Engineering	Petroleum and Petrochemical Engineer	Full-time	20 years
NM3	Male	Engineering	Technical Support Engineer.	Full-time	5 years
NM4	Male	Engineering	Stationary Engineer	Full-time	2 years
NM5	Female	IT	Salesforce QA specialist.	Full-time	8 years
NM6	Male	Marketing	Assistant Director for Partnerships and External Relations	Full-time	4 years
NM7	Female	Engineering	Waste-Water Engineer	Full-time	17 years
NM8	Female	Law	Lawyer	Full-time	18 years
NM9	Female	HR	Senior Manager - Global Mobility Strategy Consulting	Full-time	11 years
NM10	Male	IT	Manager – technical support and customer service	Full-time	5 years
NM11	Male	Sales	Student Sales	Full-time	2 years
NM12	Male	Sales and Marketing	Analytics and Insights Manager	Full-time	5 years
NM13	Female	IT	Co-Founder and Producer	Full-time	20 years
NM14	Female	Office Administration	Administrative Assistant	Full-time	25 years
NM15	Female	Non-profit	Manager	Full time	3 years

b) Participants experiences with receiving mentorship

We asked participants about their own experiences of receiving mentorship. Participants who had received mentorship described the many benefits they received from informal, formal, or workplace mentorship.

Informal mentorship:

A few participants [NM3, NM5, NM8, NM9] had received mentorship through their informal networks in looking for their first job in Canada and even after they had gotten their first job. Participants found these informal networks among family, friends, connections on LinkedIn, or colleagues. Mentors shared knowledge with participants and helped them to understand what was required to find work in their fields and understand Canadian workplace practices. In some cases, the mentors extended their networks as sources of information and also served as sources of referrals.

"So, she [mentor] said that she would talk to her team members like people who work as a QA within her organization. She reached out to them to find some information about you know, how to get a job in QA? Like, what are the technologies that you have to brush up on? You know, for preparing for the interviews, and what's the current market like in QA? What are the technologies that the teams are using right now? So, she got those kinds of information for me, so that I can prepare myself in that direction… Yes, she did introduce me with her friends who were working as a QA or senior QA and I did get a chance to talk to them and understand like how they were able to find a job initially and most of them got a job from back home." [NM5]

A few participants spoke of how their informal mentors inspired them to grow both personally and professionally through role modeling, or by providing alternate ways of thinking about issues that helped participants broaden their thinking.

"He was a very calm, quiet, but very respectable lawyer who would open his arguments with lots of respect for the other side and people would actually come to the courtrooms to listen to his arguments. So just observing him, working with him and learning from what he was following as a path I think it calmed me down. It allowed me to focus myself on productive things, and, of course, to acknowledge that systemic challenges are always going to be there, but how to work with that. So, I think that this mentoring was much more in depth, I would say guidance. Not only professionally, but even as a person, he had a lot of impact on the way I started." [NM8]

Formal mentorship:

Two participants [NM10, NM11] who had been mentees themselves in a mentoring partnership program, shared that their mentors had been helpful in them understanding the Canadian job landscape, how to write resumes, prepare for interviews, set expectations for salaries, and use other strategies to approach the job search process.

"I think we had sessions every probably couple of weeks. And we would discuss a bit around the resume part. You know, the interviews I practiced a few mock interviews with her. I showed her my resume, she told me how you can better correct it. And the experience was pretty good. I got to know the Canadian landscape. When they say, you know, how does a Canadian resume look like, what you should highlight, what you should not highlight." [NM11]

"The mentor was actually working as a recruiter, and she gave me very, very important tips and tricks and how to approach the market, what the expectations search should be in terms of salary expectations, because back in 2010, we didn't have that many available channels to search and see what actually the salary rates are." [NM10]

Workplace mentorship:

One participant had access to a mentor through their workplace "buddy system" where new employees were guided on what was expected in their role and how to perform their job effectively by senior employees.

"Basically, my manager was also an informal mentor or sorts for me. At [company name], we also had something called a "buddy system" wherein a senior person walks you, at least for the first year, they walk you through what is expected of your role and how to efficiently perform your role. But it was still at an informal level. That was not a formal mentor type or else to anybody." [NM1]

Mentorship not received:

A few participants [NM2, NM7, NM12, NM15] shared that they had never had a mentor to guide them. That awareness prompted NM12 to get involved and become a mentor with a group in the community. Not having received mentorship themselves made it difficult for some participants to understand what mentoring involved. As NM7 describes:

"So, but I had come across people that your peers, or maybe back in the university, my supervisors who like you know, helped me to land my summer job first. You know, I had people who helped me with that, but not to a point where somebody who actually guided me to give me pointers and all that. This whole mentoring is a concept that I personally would have never benefited from and not the same that I you know, so I don't really know what a mentor entails because I've never been there before." [NM7]

c) Perception of mentoring

In this section we present what participants perceived as the importance of mentoring and what it involves, their recognition of systemic bias in the Canadian workplaces and reservations about mentoring.

The importance of mentoring and what it involves:

All the participants felt that mentorship was important for newcomers to Canada. A few participants were already mentoring newcomers informally and intended to continue doing so in future. Others like NM11 were open to the idea of mentoring with a more structured program, if not currently, then when they had more time to commit in the future.

Participants [NM4, NM5, NM8] saw mentoring as an activity that benefits not only the newcomers, but also benefits mentors, the workplace, and Canadian society on the whole.

"So that is one of the main things about mentorship I believe and also it will help us in improving the networking. Maybe, if we find the resume to be good, and we are seeing any positions in our company, we can refer them [if]we think they are a good fit." [NM5]

Mentoring as a helping activity:

A few participants [NM4, NM6, NM7, NM8] identified mentoring as a helping activity. According to NM6 "*There's always stuff that you know that can that they [newcomers] need help with. So, offer to help ...this is broadly my formula.*"

Participants perceived that mentors help newcomers by providing advice, talking to that person, providing information and support. NM6, who has mentored in other programs, observed that every mentee might have different objectives that they want to meet. Walking alongside the mentee can help address the individual mentee's concerns.

"What I've done is the people that have reached out to me or the people that have been introduced to me, and I've had multiple sessions with them till the time the objective was met. So, for some people it might be that "I find a job" for some people it might be that "look, I'm getting interviews, but I'm not converting those jobs". What's going wrong, for some people is like "I don't know how to network professionally within LinkedIn. What do I do?" So different objectives, different people have different objectives that I kind of walked alongside with them to solve that." [NM6]

Mentoring involves sharing one's own experiences:

Some participants [NM5, NM7, NM8, NM15] recognized that by sharing their experiences and past challenges with a mentee, mentors can provide solutions to certain situations and/or help mentees find a job more quickly. Participants felt that making the process of finding work easier for newcomers would be a rewarding experience.

NM8's narrative below describes the many questions newcomer professionals may have and the important role a mentor can play in sharing their experiences and guiding the newcomer in understanding options and the outcomes of different choices.

"I think it is very important to be offering information and support needed for any newcomer who wants to be part of the profession and given my own experiences, I think I always valued someone quickly guiding the path forward in that direction if people wanted to take that, so I think mentor is important to guide where to apply. What does the process look like? What's the cost? What are the alternatives? What's better? Going to law school or writing the exam on your own. What are the supports available in each of the process and even after call to the bar you don't really know what options are available. Like, are you going to open your own law practice? You are going to be partnered with someone, or you are going to apply for employment? Are you going to be offered any employment positions? So, lots of paths that are available and having a mentor, is always a good idea so that someone who has seen the profession can share their perspectives. And of course, I think that the ultimate choice has to be the mentees, because ultimately the choice has to be made by the person who wants to choose their own path, but a mentor can guide and be the support." [NM8]

Mentoring involves helping mentees understand and navigate the job market:

Based on their own experiences of being mentees or of mentoring informally, participants [NM3, NM7, NM10, NM11, NM15] stressed that an important component of mentoring was helping the mentee understand and navigate the job market. One participant talked about the importance of the mentor being able to "*to fill in the gaps on some of your understanding about the field*" [NM7] as it was practiced in Canada. Navigating the job market involved understanding what to include in and how to structure a resume, how to write cover letters, what interviewing skills were needed, dress codes, knowing where to look for resources, understanding how to connect with recruiters, and what reasonable timelines were for a response.

"It definitely helped. It gave me an idea how to structure my resume. How to write a cover letter. What's the best way to you know, reach out to recruiters. If you don't get a response, then you should reach out to them again. So yeah, it kind of gave me a good insight into the job market here, specifically North America because it might be different from other parts of the world. And the way the report is done. What are the timelines in general to hear response back and everything? So yeah, yeah, it did help me out, for sure." [NM11]

"That starts with even just working on a resume. You know, how does it look like? You don't need to put a photo, or it's illegal to ask someone about their age, all of the things that may be for someone it's really common sense … you know, even just cultural things. From how or no dress code or things like that, and

what's appropriate or not to talk in an office space, and or what's probably not in an interview or kind of things like that." [NM15]

Furthermore, as NM3 pointed out, a mentor can help recognize what a mentee might be doing incorrectly in searching for a job in Canada and help them develop more appropriate strategies.

Recognition of challenges experienced by newcomers in finding work and the role of systemic barriers:

All participants recognized there were many barriers that prevented newcomers from finding suitable work in Canada. The challenges mentioned by participants included: a lack of "Canadian work experience;" a lack of familiarity with local terminology and contexts; challenges posed by professional association requirements; the devaluation of immigrant skills and experience; employers' inability to assess immigrant skill; lack of value for a diverse workforce; employers being unwilling to take a chance on newcomers; cultural differences; and language barriers. Encountering systemic biases within the Canadian workforce was perceived as a continual uphill battle for immigrants. As one participant said:

"I mean, to be fair, immigration laws aren't meant to keep you to bring you in, they're meant to keep you out. So, the context will always be someone wants you to match the job requirements that are in that country. And we have created a system where we fundamentally believe that the only way that you can be part of an organization is to have that same level of experience and skill and fit for that organization. And I think that it's just a systemic barrier that has existed and has been allowed to foster and that has completely eroded the lack of progress that some immigrants can make to society." [NM9]

Three participants [NM5, NM6, NM13] highlighted the unique challenges experienced by immigrant women. NM6 discussed the way gendered expectations of being a primary caregiver without social supports, such as universal daycare, impact newcomer women's pathways to employment.

"… [Women] have more barriers towards pathways to employment and career development because of many reasons, one of which is [lack of] mentoring, but there's other things with women being the primary caregiver, when I'm talking of woman because a lot of immigration that is happening here is people who come under family visa with five, six years of experience often with a child. So, there is a barrier because they have to have daycare. They have to have childcare. And a whole bunch of things to sort out." [NM6]

NM5 shared their own struggles to find work as a newcomer and about the bias they experienced as a racialized woman and a newcomer in the IT field. They describe how their "lack of local experience" as a newcomer combined with gender, ethnicity and religion created unique challenges in finding work.

"I realized that maybe because of the community like I'm [name of ethnicity] so that could be one of the filter criteria in which ... like some recruiters might be filtering me out. And the other could be based on the faith. Maybe my name gives them a certain impression with which I'm getting filtered out. And then I also hear a lot about women in tech. So, they are trying to bring the women into tech that means they are putting in conscious efforts to do that. So, which means that there is some kind of bias going on against women. So, I feel that is also one of the criteria because of not getting filtered. So, I'm saying I'm getting filtered out." [NM5]

NM6 and NM13 provided an example of the barrier that cultural differences can pose to newcomers in finding work and NM6 alluded to the role of a mentor in helping navigate such challenges.

"So, if I were to now look at new people coming into this country, they have absolutely no networks, right? So, they don't know people in this country. So a lot of people end up reaching out on LinkedIn. And

they probably don't know or they come from different cultures and in different cultures. LinkedIn is used differently. So, when they come and ask for like they probably ask too much too soon. And they don't get the mentoring that's happening, then they request coaching, so they don't know how to reach people. Like even when I when I came and tried. I was trying to run a business. I reached out to a lot of people over emails, crafted emails to say would you have a coffee chat with me? And I was not getting any response. Because the lay of the land is also in this country who knows who and if you get introduced, they don't have warm introductions, or lack of networks, right? So that's a that's a major barrier for newcomers to find out." [NM6]

Reservations about mentoring:

Most participants did not indicate any reservations about mentoring. For NM5, while ethnicity and cultural background were not factors that determined who they would be willing to mentor, they stated that as a woman, they might have experiences and insights that might be more helpful to female mentees.

"I don't have any reservations. If I can help someone that is definitely a great thing, I would say. If I could definitely help them. If they can a job, if at least one of my points they're able to implement and finding if they feel that my mentorship was really helpful for them that's that would be great... Any ethnicity or culture persons will be I can imagine them as my mentee. And I will say maybe giving preference to women, because that's because I can share more details about my personal experiences and so it might help them." [NM5]

d) Facilitators to mentorship

We asked participants who had never mentored what their views were on factors that motivated people to mentor. Their answers provided insights into some key facilitators for mentoring including: a desire to help others; personal values and beliefs; perceived personal or professional development; and monetary compensation. Each of these factors has been detailed below.

Desire to help others:

Some individuals seem to be naturally drawn to mentorship. Such people look for ways to help and support those around them, whether it be friends, family, or colleagues. A few participants [NM5, NM6, NM14] shared that they informally mentored not only newcomers but also friends, family, and colleagues on an ongoing basis on finances, personal issues or in any area a person needed help and support. NM14 felt it was part of their personality to be helpful. For such natural mentors, watching people succeed and playing a part in that success is a motivator.

"Maybe I'm weird but I like to really help connect people with things and help them see success, and all that kind of stuff...I just I want to see people collectively succeed. And if there's something I can do to help you succeed in whatever you're trying to do, then that's a pretty easy motivation for me to help you out." [NM14]

Personal values/beliefs:

For some participants spirituality and personal beliefs about the value of helping others were facilitators for mentorship. Participants like NM2 believed that it was their "responsibility" to help newcomers work in their own fields. Other participants like NM3 found it very satisfying if they were able to "give a little bit back to someone else who needs or has like a similar need" (NM3). For NM8, helping others was useful if it allowed others to reach their potential as it benefitted the individual, society, and country.

"Just the feeling that it should be easier for people to reach their best potential. It's good for an individual and it, it's good for the society, it's good for Canada, so it's a win-win for both if they succeed. And if I

could be a catalyst or some way be the support or accelerate their journey to right path and the way they can approach things, it's useful." [NM8]

The personal experience of being mentored:

Having a positive experience as a mentee could also be a facilitator for mentorship. NM11 spoke about the ways in which they had been helped in the past and wanted to pay it forward by providing similar support to newcomers.

Perceived benefits to mentors:

When the professional perceives benefits they may receive through the mentoring relationship, it can serve as a facilitator. These benefits may be by way of enhanced professional networks, personal or professional development or social and monetary incentives.

Enhanced professional networks:

Participants shared that mentoring was an attractive proposition due to the enhanced networks that it provided to the mentor. NM5 talked about how difficult it was to meet with others during the pandemic, particularly if they were immigrants themselves. For this participant, mentoring allowed them an opportunity to increase connections with others.

For NM6, who had mentored informally, mentoring newcomers was an investment that resulted in high quality networks once the newcomers had established themselves.

"There are people that I've mentored who have been like fresh newcomers, no network, no contacts. These are the same people currently that are senior managers and directors in organizations, right. So, next time I need something I have a ready talent pool of people in senior roles who are more than happy to support me in whichever ways that I need so that's another thing that people miss completely, when they think that just because somebody hasn't got a job - it's not that they've left the skills in their country, they will get the job they will rise up. And it's almost like a vested interest for you to make the investment early. So, when they are in the senior roles, you have a lot of friends in a lot of large companies and in senior roles." [NM6]

For yet another participant, mentoring newcomers resulted in diversified networks that benefited them in their role at their company.

"I am so confident with exporting at my company. And the nice thing is I have like I want to export to Brazil. I realized we're very similar culturally so I don't have to find a third-party partner but I need help with marketing. I need help with some translation. I know so many Brazilians that are here and in Brazil, that I'm like, I'm just gonna open my rolodex and they're connecting me with their friends." [NM13]

Personal and professional development:

Two participants [NM5, NM13] felt that mentoring might provide an opportunity to develop their own leadership skills. Mentoring diverse newcomers was seen as something that would provide them with different perspectives from around the world. Mentoring newcomers informally has made NM13 a better leader, confident of leading diverse teams.

"And so mentoring people from other countries does a lot to help improve your inclusive leadership skills, because it exposes you to other cultures, other faiths… and so learning about these differences, how they lead to certain behaviors, it's actually made me a better leader and more confident when I'm dealing with, you know, diverse team members." [NM13]

When asked if they would consider mentoring newcomers, NM1 stated that though it might be a new challenge it was one they could take on as they perceived benefits for both the mentee and the mentor apart from the intrinsic satisfaction of seeing someone succeed.

"It will be like a new challenge for me, which is okay because I like to solve problems. And it is not a one-way transaction. Most of the time, mentor and mentee relationship, mentors also get a lot of confidence when they see their mentee succeed. So, there will be something for me as well which I can take away from it. I mean, better communication skills, better organization skills, and seeing somebody succeed ..." [NM1]

Social or monetary incentives:

NM12 felt that social recognition might be a motivator to sign up for mentoring.

"But I think it would be nice and would probably encourage more people like social recognition of people who does that is formal as a form of incentive. It doesn't need to be financial, but it could be like, I don't know of a politician giving you a configuration or doing something. I don't know something symbolic, that would show, hey, this guy is not only helping the economy, but he's also making Canada a more welcoming and inviting place so we can continue to be a country that grows with immigration." [NM12]

Another participant mentioned that monetary compensation might be a facilitator to mentoring as it would provide an incentive for the work done by the mentor.

"So, term additional compensation would also be good too because it is going to take time out of your day to properly educate whoever you're mentoring as well. I'm not only because I think it'd be a full-time job sort of thing in compensation but just something a little bit to help you out." [NM4]

Mentee potential and motivation to succeed:

The desire to mentor could also be contingent on the potential and the drive to succeed that mentors see in potential mentees. NM1 explains:

"I mean, there are few people who expect help, but they're not willing to work on themselves to fill their own skills gap. That would not be a motivating factor. I mean, yeah, I would try to help them but then at the end of the day, they might not meet with a lot of success. So, what I look for is somebody who is driven to succeed by themselves." [NM1]

Better understanding of what is involved in mentoring:

NM10 felt that they would be more likely to mentor if they understood the process and time commitment better.

"I think I have the desire is just the one thing that would encourage me would be to actually start the process and see if I when I see what will be involved, how long how much time I will spend so it's basically getting the info the right info about the amount of time that needed for this particular task. So, it's all back to being informed and seeing how much time you can spend on this." [NM10]

e) Barriers to mentorship

This section describes the barriers to mentorship as identified by persons who had never mentored/mentored with TMP. These barriers included: time; lack of information about mentoring; apprehensions around imposing upon networks and on the responsibility of finding work for the mentee; apprehensions about mentees' lack of interest/lack of engagement; not feeling qualified/competent to mentor; apprehensions about the person they might be matched up with; and location of service.

Time:

Most of the participants stated that time was the main barrier to mentorship. All the participants worked full-time and when combined with household responsibilities, commitment to mentorship could take a back seat.

"I work a full-time job. I have a daughter that goes to daycare, and I barely find stuff to work out myself like to care about my health. And that is my priority right now. I would consider mentoring. But I just feel like it would be another responsibility right now that would it was just over." [NM12]

NM1 and NM10 both felt that using technology to do part of the mentoring online could be a way around the barrier of time.

"*It's the time and the fact that you're busy at work and then you're busy at home, but it depends on how often and you will have to meet with that person and now we have the technology, and we don't necessarily have to meet in person would be great to also have an in-person session." [NM10]*

NM13 and NM14 suggested that to mentor one must have the capacity to manage time and the desire to find time in one's busy schedule. NM6 shared that they currently mentor persons informally as the results are quick and immediate with minimum time commitment.

"*That my calendar is typically filled with people that that have reached out to me, and I do that and I instead of just committing like 18 hours to somebody I commit on what is it that we need to move the needle today?" [NM6]*

Lack of information about mentoring:

Lack of information regarding mentorship programmes was another barrier to mentoring according to some participants [NM5, NM8, NM10, NM14]. NM5 shared how not knowing where to start volunteering as a mentor was a challenge and suggested that creating more awareness regarding mentorship programmes would be helpful.

"I wanted to be a mentor. So, I was asking my sister like, what's the procedure? I have never seen like- how did you find out about the TRIEC program? Because I never heard about it. Initially, I never heard about the TRIEC program. And I am active on LinkedIn a lot, but I never saw their advertisement or any job positions where I can volunteer. So, I was asking her like, how to find out. So that's one of the challenges I face I think because I'm very interested in mentoring. But I don't know how to start the process, where to start the journey from or whom to reach out to." [NM5]

NM10 similarly felt that they did not have the information they needed about the process to mentor but felt that they would like to learn by undergoing the process and getting a taste of what is involved.

Apprehensions around imposing upon networks and on the responsibility of finding work for the mentee:

Participants [NM1, NM7, NM13] shared that some professionals might be worried about the responsibility of finding mentees work. NM1 expressed how setting clear expectations in the beginning of a mentorship program could help both mentee and mentor smoothly reach the goal.

"But the thing is, setting the expectations is very important. Because sometimes what happens is mentees when they come in, they expect you to find them a job right away. If there are any openings in my corporate sector, I will be very glad to forward it to them. But sometimes the process is not that straightforward. Sometimes there is a skill gap. Sometimes, the gap can be easily filled by taking a few courses." [NM1]

According to NM13, fear of imposing on networks could be a barrier to mentoring.

"But I do think some Canadians are very careful with their network and it's like, I don't want it for anyone, I don't want to upset my people. And it's like, then don't send them to someone who's going to be upset about it." [NM13]

Apprehensions about mentee lack of interest/lack of engagement:

Some participants [NM1, NM2, NM3, NM9] felt that professionals may not want to mentor when they are matched up with mentees who are unwilling to engage in the work required.

"In the same way in which I'm coming to this [mentorship] conversation prepared. I'm expecting you [the mentee] to do the same. If you're not prepared to do the work and I think it's something that we often forget to listen, I will hustle till the cows come home because I am not going broke. But if you come to the conversation and you're not prepared, I am sadly going to be biased because I think you're not going to be prepared to do the work that is required. Job hunting is not easy. Networking is not easy. If I didn't come by this in a day. I did this for years and I did this consistently for years. So, I want people to understand when you go into a mentor mentee relationship that you have to make a sacrifice as to how dedicated you want this relationship to be what you're actually trying to get out of it. If you're simply looking for someone to hand over your resume, that's a very different exercise. And when you're looking to build a relationship with someone who you believe has sufficient networking or relationship maps that can probably get you to where you ultimately want to go. But if you've not thought further than how do I get through tomorrow, then it may not be the best relationship for you to consider and some of those things I worry about when I put my hand up to mentor." [NM9]

Not feeling qualified/competent to mentor:

Not feeling qualified or competent to mentor was yet another barrier. Mentors like NM12 felt that they had not reached a level in their career in Canada where they felt qualified to mentor others.

"I would consider it, but I don't feel like I could mentor it because I don't feel like I have done it myself yet. I work, I was able to buy my house, I have a salary. I've got to consider it a good salary. Here I made almost $100,000 a year. But I don't feel like I'm there yet. When I was in [country name], I was responsible for a business unit that was bigger than the entire company that I work today. And it's I don't feel like I got there. I feel like I could teach someone, but I don't feel like I have the badges or the medals to position myself in a situation like that. I will eventually get there but I just don't feel confident that I have all the answers for everything questions. I'm still walking through that process myself." [NM12]

NM13 suggested that many people don't mentor because they feel they need to know all the answers to questions the mentee may have. They felt that some mentees are desperate for help and the mentor could feel pressure to help when they may not have all the answers. They suggested that the mentor's role was not to have all the answers but to help the mentee with ideas.

"The only [reservation] that I had is like it's that fear that I have to know everything. Because especially some of them are just depending on when you connect with them. Some of them are just so afraid and so desperate that you want to do more. I think that's also why a lot of people don't do it. Is that the fear that they're not going to have all the answers and I think that's okay, I think it's like we don't have to have all the answers, but we have to just help them with ideas." [NM13]

NM5 and NM11 felt that mentoring someone from outside their field might prove to be challenging. NM14, on the other hand, worried about not having the cultural understanding of a mentee from another culture and of inadvertently offending them. However, they felt that they could overcome this barrier by asking the mentee to educate them about their culture.

"So, I would have to make sure that I'm very clear and concise in what I'm explaining. And I also want to respect and honor their cultures from wherever they're coming from. So, I want to make sure I don't do anything foolish or stupid and say something incorrect and not really have an idea that I've horribly offended them. And so, I just want to be sensitive to that. So, it's just a matter of, of educating myself a

bit about their culture and background and that would be probably something I would ask them to, I would probably ask them to educate me." [NM14]

Apprehension about the person they might be matched up with:

NM9 describes the challenges they faced in previous mentoring relationships where culture proved to be a barrier. According to them there is a perception that mentees want to be matched with mentors from the same background as the mentee, and this can pose a challenge.

"Some of the experiences I've had with someone who I formerly mentored, and the challenge becomes me not understanding them or them not understanding me. And that came from a space of I want to be mentored by someone who looks like me or has gone through a similar experience." [NM9]

In addition to culture, NM13 felt that it was important to finding a match in terms of personality as well in terms of expectations of the mentoring program.

"Also, personalities, right? I'm talking about culture, but then there's still like, the interpersonal thing. I don't click with everyone. So, for me, that's always my reservation, it's making sure that's the right personality fits. Because if the person is expecting me to get them the job or make them the connections, and it's like no, oh, no, just give me good advice." [NM13]

Location of service:

NM14, who lived outside the Greater Toronto Area (GTA), expressed dismay that the majority of settlement services are primarily contained within the region. Persons outside the GTA would either have to make a long commute or mentor virtually and this can be a barrier.

"It is unfortunate that a lot of the services for settlements for that kind of stuff are often based in the GTA, and therefore, anyone outside of that area has to either travel two plus hours to the GTA or is doing everything remotely and stuff like that. So, it's one of those things where I'd love to certainly support people and help them out. But if there's no opportunities being presented, then I'll just keep doing my thing, over here." [NM14]

II. Participants who had mentored with TMP

This section describes findings from interviews and focus groups with participants who had mentored/continue to mentor with TMP. We begin by providing an overview of the profile of the participants, then share findings related to their reasons for mentoring, and reasons for mentoring/continuing to mentor with TMP. Participants informed us what mentoring involves; benefits derived from mentoring; and greatest satisfaction they derive from mentoring. We also asked mentor participants what reservations they had prior to mentoring, whether they had experienced any negative experiences during mentoring and if they had asked others to become a mentor. Mentors also spoke about the impact of the pandemic on their work.

a) Profile of participants who mentored with TMP

Table 15 provides a brief profile of the interview/focus group participants who had mentored with TMP. The 25 participants were diverse in gender, fields of work, number of years of experience and in their mentoring experiences. A majority of the participants were immigrants themselves.

Table 15 Profile of participants who mentored with TMP

Identifier	Gender	Field of Work	Work Title	# of years in current field	Length of time mentoring	# of Mentees through TMP till date
ME1	Male	Engineering	Electrical Engineer	21 years	28 years	Not indicated
ME2	Male	Engineering	Civil Engineer- Senior Estimator (Construction)	20-25 years	2 years	5
ME3	Female	Engineering	Wastewater/ Environment Engineer	17-18 Years	2.5 year	5
ME4	Male	Engineering	Consumer Package good	11 years	5 years	15
MMK1	Male	Marketing	Product Marketing Manager	< 5 years	Not indicated	4
MMK2	Male	Marketing	Business Owner – Marketing & Consultancy	20-25 years	Not indicated	Not indicated
MMK3	Female	Marketing	Senior Marketing Manager	5-10 years	2 years	2
MMK4	Female	Marketing	Digital Marketing Consultant	40 years	Not indicated	Not indicated
MI1	Female	IT	Manager	11 years	1 year	2
MI2	Male	IT	IT Analytics	7 years	< 2 years	2
MI3	Male	IT/HR	Senior Consultant	8 years	1 year	5
MI4	Male	IT	Manager	20 years	5-6 years	8
MI5	Female	IT	Software Development – Project Management	40 years retired 4 years ago	16 years	Not indicated
MI6	Female	IT	Manger Position -Practice Lead	30 years	4 years	2
MI7	Male	IT	CTO	< 5 years	4 years	17
MI8	Male	IT	Financial	40 years	10 years	11
MM1	Female	Finance	Senior Manager, Financial Analysis	4 years	4 years	6
MM2	Female	Banking	Senior Manger	12 years	6 months	2
MM3	Male	IT	Cybersecurity	21 years	13 years	30
MM4	Male	Finance	Accountant (CPA)	21+ years	10 years	12
MM5	Female	Finance	Asset Management	20 years	Not indicated	4
MM6	Male	Sales/ Software	Applications Sales Manager	< 5 years	3-4 years	3
MM7	Female	Banking / Financial Services	Manager of business analysis	5.5 years	4 years	4
MM8	Female	Banking / Financial Services	Chief Financial Officer	Over 25 years	< 3 months	1
MM9	Male	Finance	Sr. Procurement Manager (Banking)	5-10 years	5 years	6

b) Reasons for mentoring

Giving back:

The most common reason for mentoring was to give back to society [ME1, ME3, MMK1, MMK2, MMK4, MI3, MM2]. Participants like M13 stated that they mentored because they had received similar help before: "*So, my story was that I received help. And so, I want to give back to the community.*" [MI3]

Desire or obligation to help newcomers:

Another common reason for mentoring was the obligation to help newcomers. One participant ME1 felt that it was their "*job to help them.*" Another respondent MM4 similarly felt it was their responsibility to help newcomers, in order to pay back for help they themselves received.

"I felt this was my responsibility to pay back to the next generation of people who come into this country and who might need ultimate assistance in understanding how to navigate the job market." [MM4]

Many participants recognized the challenges newcomers had to deal with in the settlement process and that it is often not easy for newcomers to find work in their own field. Participants [MM1, MM4, MMK2] felt that through mentoring they were able to help newcomers overcome some of these challenges.

"I recognize how hard it was for new immigrants to Canada to find an opportunity to find work in their own field. This country is not at all welcoming. At least it wasn't when I started off in at least even meeting potential candidates, to find out what it is that they knew, and what it is that they could offer to the organization. It was a fear of the unknown and they wanted to stick with what they had and like you have no idea but tremendous amount of talent and skills and knowledge and education that the new immigrants can bring to your organization. But the organizations would completely oblivious and didn't even want to, you know engage in any dialogue. So, my objective was, at least with the organization that I worked in, I personally introduced them to my hiring managers to own supervisors, you need to speak to this person, you know what, I'll buy you lunch, sit down to this person, let them talk to you let them tell you what they know." [MM4]

Other participants [MM9, MMK1] described the obligation to help newcomers from a macro-perspective, and felt it was important to help newcomers make best use of the resources that newcomers represent for the country.

"I would say the same as what I mentioned earlier, the fact that it's the time like we like we say in on the business side, right, like when you have a product, time to market is important, right? You don't want it to be sitting on the shelf, right so since immigration is recognized as a major pillar of the economy in Canada. We need to make good use of you now people, do not waste your time. Because they have left something that they were doing, and I mean not everybody is desperate to come over here." [MM9]

Meet people/diverse professionals:

Some participants [MMK1, ME2, MM3] thought that mentoring is a good opportunity to meet with diverse professionals.

"It is an opportunity to meet with some very, very extraordinary people who are like I said many in most cases, I learned more from them than I believe I actually helped them extraordinary people, highly qualified, very, very well educated, who needed an opportunity to get into the job market in Canada." [MM3]

Mentorship not received:

Another reason for mentoring was to provide newcomers with the kind of support that some mentors [MM2, MM3] wished they had received themselves as newcomers. One participant shared that having

such a mentor when they graduated from university would have made it so much easier in the early stages of their career.

"No such a person as I call as a mentor. And had I had one I feel like it would be so much easier for me to just navigate through the first two years of my career." [MM2]

To be a role model:

MM8, who is a female immigrant and who worked as a CFO, spoke about the lack of diversity in the finance industry at senior levels, and shared that they felt motivated to mentor newcomers to provide both a role model and an alternate perspective to newcomers who may be struggling to find persons they can identify with in the sector.

"...[in] many industries that they don't see anybody that looks like them. Okay, you know, certain areas and particularly, in a senior, I just said, it's a senior business area, and for me, I don't see that as well. I worked at [Name of the company], white Anglo Saxon males predominantly, the more senior level that I'm at…. I wanted to be able to do that for somebody [who] might be working in, in finance, predominantly white, Anglo-Saxon male, I want to share our perspective." [MM8]

c) Reasons for mentoring with TMP

Participants started mentoring with TMP after they came to know about the program either by: attending presentations on the program (MM1, MM8, MI8); through other organizations they were volunteering with (MI6, ME3); after being introduced to the program through a past mentee (MI7) or another mentor (MI2); learning about the program through information flyers in their workplace which had a partnership with TMP (MI1, MI3); through an article in the newspaper (MI5); or on coming across advertisements or flyers about TMP (ME2, MM7). For MMI3, having been a mentee in TRIEC mentoring program was a reason to start mentoring, while two participants [ME1, MMK2] said that they joined TMP as they were invited by the organization to become mentors.

Participants [ME2, MMK1, MMK3] expressed that they appreciated the formal or structured process that TMP had, that allowed mentors to offer their time and resources in an effective manner. MMK3 described how TMP met their needs for a formal avenue to help newcomers. They shared that the TMP process was well laid out, that staff were responsive and supportive, and that the process provided valuable experience to the mentor, and these factors made them continue to mentor with TMP. MMK1 added that they chose TRIEC over other similar organizations as *"There's no other organizations out there who do this as well as TRIEC does." [MMK1]*

d) What mentoring involves

Building a relationship:

To some mentors, building a relationship with the mentee was foundational to mentoring. Building relationships involved different things for different mentors. MM1 shared that having conversations with the mentee to ascertain their needs was important as sometimes, the mentee might be looking for information that would help them at the personal, rather than the professional level.

"But you actually might not know what they need until you start to have the conversation with them. Then you will find out that, hey, it might not necessarily be a professional level that they are looking for help. It might be a personal level it might be it might be to them maybe it's a big deal for them. That maybe to us it might be seemed like a simple question. So, I don't think it's important to judge but just be open to go into the experience and see what you can help." [MM1]

Participants like ME1 and ME4 felt that having conversations over an outing, or a coffee in a face-to-face setting was helpful in making a connection with the mentee. They shared that as mentors they sometimes got to know about the mentees' personal challenges as well as professional ones.

"I will take them out for coffee. I would not expect them to pay anything, it would be out of my own expense, but that doesn't matter. I don't really worry about that. It's a small thing, a small gesture, but then I get to meet them face-to-face. In addition to the professional thing, you get to know a lot of other things. And what other issue that I'm not going to get involved in the other issue is consistent debate, right? You're surprised that they want to tell you for a doctor or they're looking for you don't know how to get from this point to that point and then TTC or whatever, all these things very helpful." [ME1]

Another participant [MM8] said that it was difficult to start mentoring if the mentor and mentee did not know each other. Therefore, during the beginning stage of mentoring, MM8 preferred to first build trust with the mentee and share their own personal experiences as a mentee, instead of following the suggested timelines or topics recommended by TMP program.

"When I started the TRIEC I didn't follow the piece [recommended topics/timelines] in front because getting to know the person and building trust was so important. So, I did that. So, I didn't follow. I told her I was gonna follow up because I think it's very difficult for me to sit and start mentoring you based on a list if we don't know each other, and so on. So that's why then it turns into a longer [mentoring relationship]. By no means am I the kind of person that I know everything about your family and your dog. I'm not talking like that. But it's like you have to know a bit about me. I have to know a bit about you and I want to know what you want from this exercise. And then I also like to just give my own personal experiences as a mentee to let them know that I'm not coming from a book." [MM8]

Encouragement and motivation:

Encouragement and motivation were other frequently mentioned elements in mentoring. ME2 motivated mentees to stay on track in their job search, while participants like MM3 encouraged their mentee to change their entire job search approach to become more effective. MM9 encouraged their mentee to ignore the negative comments or advice the mentee received from their circle and instead focus on their career goals while not giving up hope.

"It's just a motivation or some kind of motivation that is possible. Because people lose track. Sometimes they go into different markets, and those kinds of things. And then there's all this Canadian market is very tough. They don't accept any newcomers and all you know the normal thing which goes on in the thing. I said, no, no, you only need one job. And that's all you need. To work on and keep trying." [ME2]

Advice on job search strategy:

Some participants mentioned advising mentees on their job search strategy during mentoring. Participant ME2 suggested that the mentee focus on four or five jobs rather than sending out between 200-500 applications, and this strategy proved successful for the mentee. They also provided their mentee with tips to systematically approach the job search without feeling overwhelmed.

"I tell them all the time that don't feel frustrated because you will feel overwhelmed if you start applying and then lose track who call you sometimes people don't make a list, I have suggested some things that okay, make a list Excel sheet or something, what you have applied and all those things then, then at least you know that you are expecting some phone calls." [ME2]

Providing insight into the Canadian job market and work culture:

Another crucial element of mentoring is providing insight into the Canadian job market and work culture [MM2, ME2, ME4, MMK4]. Participant MM2 felt that newcomers had the education and work

experience to succeed in Canada, what they lacked was an understanding of how business was carried out in the Canadian context.

"They're all university graduates most of the time I have seen that [they are] all educated they all [have work] experience you have to give them what you have been achieved in Canadian market. What how different, like, you know, depends upon person to person have to know about the market. So, you have to provide the Canadian perspective, how market or how the business is running here. So that's what I give them that you know, this is you're already there. And these are the things new skills since you have to learn. So, we have to be smart enough to give them the information that they need. They're not missing much. They're only missing few things, which is Canadian, I would say a specific to Canadian market." [ME2]

Participants MMK4 and ME4 pointed out that the Canadian market operated very differently from what many newcomers might have expected, and the mentor's role involved helping the newcomer understand these differences.

"We think about it, people who are coming with a growth mindset. Canada is not growing. So even though we are getting all these smart people with a growth mindset, there is a friction because the people who are at the top roles and all that, for them they want to maintain their job, they feel threatened. So that is why that is why that is why we are seeing whatever is happening and that becomes the toughest part to help mentees understand that this is different. This is no longer wherever you're coming from. This market operates very differently." [ME4]

In order to help their mentee understand what it took to be employed in Canada, MM2 went through much of the job search journeys with their mentee, including carrying out mock interviews, revising their resumes and job applications.

"And of course, because we're working towards to the common goal, which is getting them settled here in Canada, right. And really, I find that the core elements of this mentorship is helping them find a job, helping them understand what it is to be employed in Canada and build a foundation. So, when they actually got landed on the job, like anywhere between 10 and 11 weeks and I have gone through the all the journeys like going through a mock interview, looking at their resumes together applications. So, it's almost like I've been in the same boat with them through this journey. So, it just made definitely it was like, you know, you feel very accomplished." [MM2]

Helping people make informed decisions:

Participants M13 and MM2 stated that rather than advising mentees, they helped mentees make informed decisions. Mentors provided information that helped the mentee both professionally, as well as to settle in Canada, and this was seen as part of the mentorship process.

"We cannot be the person [that] tells you this is the way you get the job. My perception is that I refer to what we do in our job when we create business intelligence dashboards, we are actually making people informed, to take informed decisions. So, this is the situation, this is what the market is and now it's you need to know where you want to go. Because that's only coming on you and if I tell you my view then you may take a road that maybe it's not what you wanted." [MI3]

e) Benefits received from mentoring

Rewarding and fulfilling experience:

Mentors [MI6, MMK3] described the joy they felt from meeting new people, interacting across cultures, and learning about other countries. When mentors shared their experiences with mentees it

helped these newcomers overcome some of the challenges mentees experienced in the country, which mentors perceived as being a very rewarding and fulfilling experience.

"It was very fulfilling for me as an individual. And encouraging to myself, you know, having gone through what I went through and seeing the difference it makes when you're able to hold someone's hand along their journey in their first years in the country. It was a good experience." [MMK3]

Mentors [MM1, MMK3, ME3, MI8, MM9] spoke about the satisfaction they felt when a mentee got their first job and when they saw their mentees and, indirectly the mentees' families, settle in Canada.

"I would say just what really keeps me mentoring is the satisfaction of being able to help somebody in their settling into Canada, in their employment and not only am I helping them, but I am also you know if they have a partner or a family indirectly, I am helping out their family as well. So that's what, that's why I do it." [MI8]

Mutually beneficial relationship:

When mentees shared the personal stories of their journey with their mentors, mentors reported feeling a sense of connection. Participants spoke about how these connections through the mentoring relationship benefits both mentor and the mentee [MMK4, MI4, MI5, MM1, MM2, MM7, MM8]. This mutually beneficial relationship is described as a two-way street by one mentor.

"But I continue to mentor because I feel that I can help them and share my experience. And I also get something back in return. I interact with these people, and they tell me about their life, their stories, and it gives me interest about and I learned from those experiences about the journey. So, it's a two-way street for me is that I give, and I always get something every interaction." [MI5]

Mentors like MM1 spoke about learning from the mentees' experiences and skillset. Additionally, they felt they were gaining knowledge about a part of the world their mentee came from and which they knew very little about. MI4 describes how they not only learned about their mentees' culture but also leaned on their technical expertise. Having firsthand experience of a mentee's technical expertise allowed MI4 to speak confidently about a mentee's skills when the mentee was being considered for a job.

"It's like a give and take for me right and you know you learn so much about the culture about the other, you get to know their technical skills and all those things but its' the other side how they are as a person right and how they make that connection……As [MI5] said, right some of them they are way more technical skills like I remember one person was so good with Excel. I actually asked her to write macros and stuff for me because it was a give and take, right so if you're so helpful, I was able to, you know, mention her name in one of the meetings and she was able to get the interview and stuff like that. I was able to talk about her. So, for me, again, it's about a give and take. I definitely have learned a lot through these relationships." [MI4]

The ripple effect:

MM8 described the benefits of mentoring in terms of the positive ripple effect it creates in society when mentees in turn, become mentors themselves.

"So, what I get from that is all of those individuals will become mentors themselves. So, it's not about getting that job. I see I know what mentoring has done for me, and so it's not the satisfaction that they have done well, but it's to allow them to sort of see you know, what they can also do for others." [MM8]

Increased social and professional networks:

Mentors [MM1, MMK3, MM7], shared that they had gained friendships or increased their own social or professional networks as a result of the mentorship program. Participants [MI4, MM1, MM5, MM9],

described staying in touch with their mentors after the mentorship had ended, through email, LinkedIn updates, or catchup meetings.

"So, it was good to see that we might not talk like very closely, but I am we are still connected. through LinkedIn to be able to see the update and they will see my update as well. And I think with the TRIEC I have known that the very first one who was a lawyer from China, he finally decided that he wants to go back to school to get his lawyer degree certified in Canada. And he actually told me that he had a baby girl last year in May. So, it was just happy stories at the end to see people be able to find their passion as to what they want to continue to do in Canada. And finally, settle in have a family in Canada." [MM1]

On obtaining their first job, mentees became part of the mentors' professional network, and part of a competent hiring pool mentors could draw from [MI4, MI7]. One mentor described it as a way to offset the incorrect matching occurring between recruiting agencies and their workplace.

"I hired three of my mentees in different companies, because that's also you know, I was a hiring manager in my company, that was some good intention-that we can easily use hire good people. Because sometimes recruiters are not forwarding the correct information…" [MI7]

MI4 felt that it was good to keep in touch with past mentees and follow their career paths, as it was possible that the same mentee could be working with, or even supervising the mentor one day.

"Someone whom you mentored five years ago, good to see what their career path is on LinkedIn right? Because they will become your supervisor or manager one day, right so it goes both ways." [MI4]

Professional development:

While helping guide mentees through the job search process, mentors [MI3, MI5, MM8] described the opportunity they were afforded, to build on their coaching skills. These skills were said to be crucial for any management positions they may want to pursue.

"And I think the second reason why I found what's in it for me, I feel that I feel like there is scope for me to develop my coaching and my leadership skills that I will be able to use in like my workplace or in you know, maybe in a scenario where I've not had any typical manager will experience firsthand. But I've seen that with things like skills or how I handled someone's emotions and all those things in a mentor-mentee relationship actually helped me at my workplace in my job. So, I think that's another reason selfish reason other than satisfied and feeling just generally good." [MM8]

Helping newcomers develop their career also helped MI5 remain more current and identify areas in their own professional development that needed to be refined.

"When I'm helping these mentees with the job search and networking. I'm actually learning to continue to network for my career too you know, like, from, if you want to look at it from your point of view, you're learning to develop your career because you have to stay current and you can see what is needed if you need professional development yourself. Also, by staying on top of how to do resumes, then when you are looking for a job." [MI5]

Another benefit highlighted by a mentor was the ability to use their journey from being a mentee to a mentor to enhance their resume.

"I also use a lot of this stuff for my resume because I still copy the link in my resume and the TRIEC story of me from mentee to mentor. It's a very good thing and this could be a good incentive for many people." [MI3]

Professional recognition and incentives:

Two mentors spoke of the professional recognition and incentives they received for mentoring. MI3 described how volunteering through TMP counted towards Professional Development Units (PDUs) for their Project Management Professional (PMP) certification.

"And also, if anyone has like certification like PMP so I can tell you that TRIEC send me a transcript and my hours that I spend mentoring, they are valued as PDUs." [MI3]

Another participant spoke about their mentoring hours being monetized by the employer and donated to a charity of the mentor's choice.

"So, I just want to add really quickly, in [name of company] the more you mentor, the more you participate in volunteering, we have in our tracking system, so once you have accumulated around 40 hours you actually get a $500 grant that you can donate towards any charity. So, it feels really good to be able to help financially as well, like TRIEC to give back because I think it's a win-win situation there as well." [MI4]

f) Greatest satisfaction from mentoring

Helping newcomers find a job in their field:

Some mentors [ME2, ME3, MI8, MM2, MM7], shared the experience of helping the mentee land the first job in their field, as their greatest satisfaction in mentoring.

"[it] gives me great satisfaction when the mentee is able to find you know, a job in the field that they are that they have. They want to find a job and then also within a reasonable period of time since they've arrived in Canada it gives me like tremendous satisfaction." [MI8]

Another participant expressed the joy they feel when a mentee follows up with them after they have found employment.

"Not everybody does it, but I absolutely love it when they come back to you, no matter how many weeks or months it's been, and they tell you that they found job and your view played however, small but significant role in anything satisfying." [MM7]

Helping mentee understand the system:

One mentor recounted their biggest satisfaction was helping the mentee to understand the system and figure out their journey to establish their career in Canada.

"So, my biggest satisfaction is I've learned through the years you know that it's not about just getting them a job. And it's not about getting another job. It's just about helping them understand the system and figure out the way on their journey. And you know, with four months, you know, sometimes you can get a job within the four months but not always. So, my biggest satisfaction is, I can give somebody a hand to learn the system." [MM8]

Know how their own network responds:

In stating their greatest satisfaction in mentoring, one mentor found satisfaction in the responsiveness of their network to help their mentees. They elaborate:

"And I guess the other thing that that I really find helpful is you know, in my network if I reach out to somebody in my network and I explain what I'm doing, and I ask them to talk to the to the mentee. You know, I would say like almost 100% people will agree to do that and that also the fact that I guess over the years built up a network of people that, you know, I really appreciate these other people willing to talk to the mentee. In terms of other satisfaction, those are really the areas of satisfaction I mean it comes down to you know, knowing that I've been able to help somebody." [MI8]

Helping someone see their potential:

The "*absolute greatest happiness*" according to MM8 came from seeing their mentee realize their potential:

"Throughout my career when the mentee just sees their own potential and gets to wherever they want to get to- that gives like the absolute greatest happiness that you know, that it's just them see their potential because I believe everyone has it in them. And you know, they just need somebody else to encourage them." [MM8]

g) Reservations before becoming a mentor

According to the participants, reservations they had prior to becoming a mentor included: uncertainty about having enough time [MM1]; not knowing what a mentor is supposed to do [MI5]; being uncertain they can be of any help to the mentee [MM1, MM2]; not feeling confident of having a strong enough network that can help [MM9]; or feeling intimidated based on their mentees educational level, skillset, age, or experiences [MM4, MM3].

To overcome their self-doubt and apprehension about mentoring highly skilled professionals, MM4 shared that they adjusted thinking about mentorship and approached it with the mindset of someone who leads the mentees to the path of their first opportunity.

"For me personally, I wasn't sure that I was worthy enough to be a mentor because from what I've learned about the organization. What I thought was, these are going to be extraordinary people, and I'm going to appear to be a small little guy. And they are going to think "you have the audacity to mentor me'; you know? And I went with that mindset that I'm not here to mentor you because you guys are extraordinary in your own way. All I'm trying to do is be someone who introduces you to the organizations or helps you understand how to navigate better the process of you trying to find your first opportunity. And you know, what I found was, the mentees were very, very receptive, very respectful." [MM4]

Others like MM8 did not let reservations about time factor in their decision to mentor, by taking control of their partnership schedule:

"So no, I really didn't have any [reservations about mentoring] because what I do is I control the schedule. … I know when I'm free. I set up the expectations straight away in terms of, you know, meetings every week and I put the meetings for the whole session…. So yeah, no, I didn't. I didn't really have any reservations because I made it work for myself. This was the most important thing that I would be busy." [MM8]

Prior to the pandemic, TMP required the mentor and the mentee to meet in person. Two mentors expressed their initial reservations about signing up related to this. For ME3 it was about scheduling the time for such in-person meetings, while for MM5 the reservation was around whether they would have the right chemistry with the mentee. Speaking about apprehension when embarking on the mentoring role, one mentor gave the following advice:

"Don't judge what value you can bring, just dive in and have the experience. I think at the end, both parties can win or gain something from the experience." [MM1]

h) Negative experiences in mentoring

While a majority of participants had very positive experiences in mentoring, three mentors reported having a negative experience. Two participants [MMK1, MM7] shared that they felt disheartened at the lack of interest and engagement they saw in one of their partnerships.

"They weren't aware as to how a mentor-mentee relationship through TRIEC or otherwise is supposed to work. And I give them the full benefit of the doubt, but it wasn't very pleasant - I guess- It wasn't a good exchange. There was a lot of no shows during scheduled calls, and no response and stuff like that, which I provided feedback to TRIEC for that. You know, "I don't know why it's happening. Is there anything I can do?" And so, I felt like okay, either nobody's telling these mentees these are the rules to remember and just play by in that sense, or because these are free resources these mentees these don't really care and you know, they're not taking it seriously." [MM7]

MI2 spoke of an unusual experience they had with a mentee that caused them to have a disconnect with them:

"I had some disconnect with my last mentee. He had about eight years of experience, three years industrial or manufacturing and suddenly his resume showed he moved to business intelligence. I think I met with him four-five times just to modify his resume but every time we would come back. He would just catch the words in which I would share with him…. He would come back in the next meeting and just use the exact words which I used and put it in his resume. At one point of time, I actually felt that he was faking his resume, I gave him all the benefit of doubt, I spoke to my contact at TRIEC, my guy that you know, I feel there's a disconnect between what he's talking about and what his resume says so if you bring someone else onboard. I don't want to say, the person was bluffing but someone else could validate their experience someone else could you know, maybe we are not able to connect. There's something happening over there later on or during the last stages of our partnership he would come to me." [MI2]

i) Response to inviting others to become mentors

Many of the participants had been enthusiastic in inviting other people to become mentors and received generally positive responses, especially if people they approached were immigrants or children of immigrants themselves. A participant [MM4] introduced TMP to 26 people in a group and successfully influenced some of them to become mentors. This same participant also made their company's HR department aware of TRIEC and the HR in turn offered recruitment help to TRIEC. Another participant [MM5] said that they recruited all the time, and most people were keen to try to be mentors at least once. However, the participant additionally remarked that part of the reason they were successful in encouraging their networks to mentor was that they were very selective about inviting the right people to be mentors:

"I recruit all the time. I am a bit shameless that way, and for you know, most people are you know, they're keen to try it out at least once. ...So, some of them are immigrants themselves, and so they feel that, you know, they can share their own experience, helping newcomers through the program. I haven't had many people say no but I tend to be very selective and who I asked who I think might actually be interested." [MM5]

Though MM1 and MM9 had approached a few people in their networks to consider mentoring, they did not receive a favorable response. This was largely since those they had approached did not have the time to commit to the mentorship. MM9 felt that though most persons were willing to be mentors, they may not prioritize the time to make it happen. They perceived a possible reason for this was that persons who had not been through the immigrant experience themselves may not feel the same drive to help newcomers.

"Yes, I mean, people overall are very, what do you say? You know, keen about it. The only question is time. I think a lot of people struggle with time. Maybe in my case, because I've gone through the newcomer experience, I feel more strongly about it. Right. And I feel that there's a need a certain level of urgency, and it's fair that not everybody feels that way." [MM9]

Another participant [MMK3] asked a friend to sign up. The friend had not yet been matched with a newcomer even though it had been eight months. MM2 shared that some people were hesitated to be mentors either because of other priorities in life or they were already volunteering for other organizations. Participants [ME1, MMK1, MMK2] said that they hadn't invited anyone to be a mentor, and one of them felt there was no demand for mentors until Canada opens up to allow more immigrants to enter. Two participants [ME3, MM9] shared that when others felt motivated to explore mentoring on hearing about their own experiences with mentoring.

j) Impact of the pandemic

The pandemic brought about a shift in the way communication happened between mentors and mentees. Meetings moved from in-person to online and necessitated the adoption of communication technologies. While some participants embraced this new way of communicating and meeting, others found it more challenging given all the impacts of the pandemic on personal and professional lives.

"That's the challenge was you know, switching into the pandemic and everyone was challenged- offices, businesses, everyone but now we are adjusted. You know, I have opened the calendar, and I'm sharing they can book when they want. There are software processes now we have syncing calendars. We learned we'll learn but it was a couple of months it was challenging. It was challenging for mentees too you know how to, and I was really open to do calls into cars, outside you know, in the summers, you know, we feel that this is doable, in the old days, maybe, you know, we were so suspect. Should we do this, do that." [MI7]

Other participants talked about how the program itself was impacted by the pandemic. Participant MM1 observed that presentations on the program had stopped and wondered if it was because of the pandemic and newcomers no longer coming into the country.

"I think in the beginning when it started before the pandemic in 2019 there was a lady from TRIEC coming in to do this to the presentation. She did give a lot of like experience or skill set in how you could accommodate or help newcomers so that was useful. And then once you are in the program, I think it might be because of the pandemic. There was no in person or even live section through WebEx or to Teams to go through that... I don't know if it stopped because of the pandemic or newcomers are not coming in. As much as it used to be because of the immigration changes with the pandemic it could be all part of that, but I think I think if they go back to do the yearly what it will be good." [MM1]

Another participant [MM5] noted that the pandemic and online communication made the current geographic boundaries of the mentoring program redundant which would allow more persons to mentor. However, they felt that there was merit to considering the local experience and networks of mentors.

While ME2 recognized virtual meetings happen in business, they felt that trusting/building relationships requires face-to-face interaction and not being able to do so can impact the mentoring process.

"But it happened that when there was a pandemic, we have we have to come back to pandemic many times. I did not meet my mentee until like, I don't know the end of the session. So, something happened, and we meant this kind of thing was going on. And this [virtual meeting and communicating] does work, you know, in business people know each other and, in my company, we know each other and all the colleagues but to find but when it comes to mentoring, you need to see the person so I have always met at a coffee shop or maybe library or something. So, we need to spend time in front to like one to one. So yeah, this was not a very great experience with that person. I feel bad about it." [ME2]

III. TMP Coaches

In this section we present key findings from interviews and a focus group with TMP coaches. The four coach participants described their work, the challenges they experience in mentoring, and the way the pandemic has impacted the mentoring program.

a) Profile of coaches

Four TMP participated in this study. These coaches had varied levels of experience ranging from eight months to nine years with the program. Although a couple of the coaches were relatively new to the program, they had considerable experience working with newcomers. The coaches worked with TMP partners in employment services and educational institutes.

b) What coaching involves

All the participants mentioned a key role of coaches was recruiting mentees and mentors to the program. This includes making sure that mentees meet qualifications, matching mentors and mentees by profession, and monitoring the relationship so that the partnership goes well. According to C2, one of the factors that contributes to successful mentoring partnerships is to completely understand the need of mentee, and then find an appropriate mentor aligning with the mentee's profile. Two coaches [C1, C4] considered their role included promoting TMP, so that people become aware of the program and its benefits. C3 felt that the coaches' role also involved acting as a mediator as well as creating partnership among different stakeholders.

c) How coaching has evolved

We asked the participants how coaching has evolved and how their role has changed over time. C1 shared that over the years the program has become more streamlined. The changes include a change in the length of the program and in the number of required check-ins. Another change involved providing persons the option to self-report the need for support.

"A few years ago, there were some changes. So, there was a new IT system that came in and some decisions were made at the time. I guess they streamlined the program a little bit. So initially, the program was four months and there were check-ins every month for four months. And so that was the program was shortened and it became a three-month program rather than a four-month. And the number of check-ins was reduced from four across the program to two. So, streamlined a little bit. The other thing that changed is people had the option to self-report if they wanted to. So, people would get a little survey that just said, is it going okay, do you need support? And if they wanted to report that themselves that they could." [C1]

d) How mentors and mentees are recruited

Recruiting mentees and mentors requires a lot of effort. While most coach participants referred to accessing TMP's existing pool of mentors, each coach had their own strategies for recruiting mentors which included:

- Reaching out to past mentees: Participants [C1, C2, C4] mentioned reaching out to past mentees, to ask if they would consider being mentors.
- Networking: Another way to recruit mentors is networking through different channels such as Volunteer Centers or school alumni groups to seek persons who are willing to mentor [C1, C4]. Two participants [C2, C3] reached out to their networks, used cold calling, and social media platforms such as LinkedIn to find mentors.

- Referrals: A significant amount of recruitment is conducted through referrals by partner organizations and postings on their volunteer pages. In some cases, existing TMP mentors refer colleagues to TMP to be considered as mentors.

One coach felt that though recruiting mentors was part of their work, it was not the biggest scope of their work. They saw their role as primarily focused on bringing the mentee to the partnership.

e) Challenges experienced by coaches

Coaches shared a few challenges they experienced in relation to mentors and to the program itself.

1. Challenges related to mentors

Time availability:

Time available to mentor was noted as a challenge [C1, C4]. As participant C4 explained, though people acknowledge mentoring as a great opportunity and are happy to learn about TMP, they are not able to spend the required time for the programme, which becomes a challenge.

Lack of mentors in particular fields:

All four participants expressed concern over the lack of mentors in some fields and subfields and the challenges this posed to their work. They provided their views on why these shortages existed. C1 and C2 discussed the chronic shortage of mentors from engineering profession. C2 felt these shortages existed because of the numerous sub fields in the engineering profession, and the need for mentors within each of these. C3 described healthcare as "a really hard area or industry to match people." They expressed their frustration in not knowing how to access mentors from this field.

Mentor commitment and reasons for mentoring:

One of the coaches expressed concern over not being able to gauge the level of commitment and reason for mentoring while recruiting.

"I think sometimes when you're trying to recruit a mentor, I think maybe we have to do some like a reference check or how it gets kind of hard to try to get that information from like the mentor or, you know, try to be interested because when people when they hear the timeframe or the commitment, they're not really sure if it's something they want to do." [C4]

Mentors want to be paid:

One participant noted that some mentors want to get paid for the time they are spending for TMP. As a few other mentorship programs from agencies other than TRIEC pay for the similar partnerships, it becomes more difficult for the coaches to respond to such demands.

Self-doubt:

Two coaches [C1, C4] shared when potential mentors doubted themselves and their ability to coach, it became challenging to encourage them to participate in TMP. C4 shared the self-doubt may come because mentors might wonder about their ability to be good mentors or to commit the time. C1 often responded to such self-doubt by pointing out to the potential mentor that they probably have much more to offer than they think they do.

"And occasionally someone will say something like, 'I don't know what I have to share'. And I always try to encourage them, that 'they're probably richer than they think'- to steal from Scotiabank. That doesn't come up too often. But sometimes it is expressed that I don't really know what I could offer." [C1]

Perceptions of what mentoring involves:

Sometimes potential mentors' perceptions of what is involved in mentoring becomes a challenge for the partnership. C4 shared that some potential mentors may be put off with the networking aspect of mentoring or may sometimes perceive that they must approach people in their network and ask them to hire their mentee. Also, according to this participant, mentors sometimes could be protective about their networks, and this could be a challenge.

Mentors do not adhere to changes in program guidelines:

Professionals who had been mentoring for a while may become fixed in their ways of mentoring and that this could become a challenge when they are expected to change their way of mentoring, for example, by using the initial assessment tool. C3 described how this way of mentoring may be doing individual mentees and their unique needs, a disservice.

"And so those mentors, some of them may have their own ways of doing things, which is not wrong. It's just one of the things that I advocate for, and I really talk about it is the need to individualize plans. Okay, everybody's different. So, ensuring that when you meet and I don't know how much how much understanding mentors have of this, right. So, if they they're doing this over and over and over again, and they're keeping to their old ways of doing this and they're not really taking each situation as different than I'm concerned that the mentees are not getting what they need for their own individual profile." [C3]

2. Challenges related to the program

Budget:

One participant felt that the budget for creating awareness and recruitment was inadequate.

Time in reference checks:

Another challenge expressed by participants [C1, C4] was the time spent in reference checks for mentors who came from outside of partnering organizations, and for whom reference checks from within the partner organizations were not possible.

Coaches holding on to mentor profiles:

C3 shared that currently, coaches often held on to the profile of a mentor they had recently matched, instead of returning that profile to the general pool of mentors. This was often so that the coaches could match this mentor easily the next time a suitable mentee came along. However, this could result in some mentor profiles not being returned to the larger pool where other coaches could draw the profile from, limiting the number of matches the program can offer. The participant suggested that mentor profiles need to be returned to the larger pool so that any coach could reach out to that mentor if needed. The participant added that the good working relationships within the partnership ensured that coaches were able to work together to overcome the limitations of the current process.

f) Impact of the pandemic

The pandemic has impacted the way the program is offered. Where everything used to be in-person it is now virtual. According to C3, this shift has provided the program with more options and has opened more doors for mentees. The shift to virtual connection not only saves travel time but also money, which causes less stress on mentees as well as on mentors. They also recognize the importance of face-to-face communication and while they felt in-person communication was irreplicable, virtual interaction comes close to talking on the phone, which was an encouraged practice.

IV. Perceptions about TMP

We asked mentors and coaches their perceptions about TMP. This section details the views of these participants on what TMP does well and areas where TMP can improve.

a) What TMP does well

All the mentors and coaches were appreciative of TMP. Their responses could be summed up in the statement by one participant: *"The whole program is a success. It's good." [ME2]*

Smooth process:

Participants [MI1, MI2, MI4, MM6] identified that TMP onboarding process was smooth and seamless and that the staff were helpful in providing a lot of tips and strategies for new mentors and mentees.

"Yeah sure, so the onboarding process was pretty much easy. Like from my point of view, it was pretty simple. And the coordinator was always there for any kinds of questions that they sent a lot of tips and strategies for any new mentor, or like mentee as well as I'm sure they have sent it to the mentee as well. And there was also a form that needs to be completed by the mentee to understand what are the primary objectives or in which areas the mentee wants more support?" [MI1]

Both MI4 and MM6 expressed their appreciation towards TRIEC for the good job they did in pairing mentors and mentees and making sure that expectations on both sides are set right.

"I'm really glad that you know organizations, such as TRIEC, is there to help you make it really seamless for us, helping with pairing and making sure that expectations on both the mentors and mentees are set right or just the mentor coaches." [MI4]

MM6 shared an example of a mentee whom he initially thought might not get a job easily. The mentee adhered to the mentorship process outlined by TMP and was successful in getting a "fantastic job with a great salary." This example reinforced in MM6 the perception that the mentorship process laid out by TMP worked well.

Relationship with large companies:

A coach participant said that they appreciated the relationships that TRIEC had with large companies such as banks, and attributes the fact that TMP receives many mentors from the finance/banking field to these partnerships.

"I think it comes from the relationships that TRIEC has developed with some of the big banks. I think all of the big banks or partners in the TRIEC program." [C1]

Responsive, changes to meet needs:

There was also appreciation expressed towards TRIEC's ability to be responsive to feedback received from coaches and partners and make positive changes accordingly.

"What I've seen them work moved from one database to another and it's been interesting to see the difference that made." [C3]

b) Ways in which TMP program can improve

The mentor and coach participants provided their views on ways in which TMP could be even further strengthened. These views broadly related to recommendations to support mentors; recommendations to support mentees; and recommendations to modify/enhance current program elements. The recommendations have been summarized in Table 16 and detailed in this section.

Table 16 Recommendations from participants to improve TMP functioning

Recommendations to support mentors	Recommendations to support mentees	Recommendations to modify/enhance current program elements
Remind mentors what they need to look at after a long gap	Help accelerate the process of getting licensed	Increased outreach
Increased and ongoing interaction between mentors and coaches	Prepare the mentee better prior to connecting with the mentor	Geographic location
Provide feedback to mentors	Support mentees better in settlement challenges	Ensure more accountability on the part of the mentor and mentee
Allow mentors to have access to their own profile and to update it		Gender considerations
More seminars/conferences		More time
Provide more guidance and feedback when facing challenges		Make training less time-consuming
Leadership development programs for mentors		Better support to coaches
Opportunities for mentors to connect and learn from each other		Advocacy
Celebrate success		Work with international students
Recognition for mentoring		

I. Recommendations to support mentors

Remind mentors what they need to look at after a long gap:

According to MI8, a mentor could experience a time gap between their current and next mentee, ranging from 6-8 months. They felt it would be helpful if coaches could remind the mentor of things they need to keep in mind in relation to mentoring.

Increased and ongoing interaction between mentors and coaches:

A few participants [ME2, MM2] mentioned they would benefit from having more interaction between mentors and coaches, particularly to learn more about the program, and prior to the first meeting with the mentee. This would help mentors get more information about the mentee they were being matched with. Speaking to the long gap that a mentor could have between mentees, one participant felt that it would be helpful to hear from TMP to understand why they were not being matched with a mentee at that point.

"Sometimes you can you go three or four months, and you don't get a match, which is okay. I mean, I know but you might want to know why not." [MI5]

Provide feedback to mentors:

Some participants wished they could receive feedback about their mentorship. MI3 and MI6 believed mentees were asked to provide feedback about their mentors. As mentors, they wished they could see this feedback in order to improve their mentoring skills.

Allow mentors to have access to their own profile and to update it:

MI5 shared that currently, mentors have no access to their own profiles on the TMP database. They felt that if mentors had access to their own profiles, they could update it from time to time which would facilitate a better match with mentees.

More seminars/conferences:

Two mentors [ME1, ME2] spoke of the important opportunities that conferences and seminars could provide to both mentees and mentors to meet informally, to learn through presentations, and develop relationships.

Provide more guidance and feedback when facing challenges:

A few participants shared that they sometimes experienced challenges as mentors and expressed the need for more support at such times. The types of challenges may differ. For example, M13 shared that even experienced mentors sometimes might experience feelings of uncertainty or inadequacy in relation to mentoring. They described a situation where they were unsure if they were making a difference in the mentee's life.

"For example, am I really doing the right job in terms of helping this person, or like do I really understand what their priorities are… Like do I really understand what their priorities is and I had one actually my last mentee she came to Canada from India. And you know I put her in touch with some people that I knew and I really thought I was trying to help but she ended up in a job working at IKEA. I think packaging; you know some of their items to be shipped out to people who had bought them. And this was really quite different than really you know her training her IT training. And so, I am not sure like because you know, was that really what she wanted to do or was that she said right now this is all I wanted to do. It was a bit of a dilemma for me. Now I didn't directly ask her but, nonetheless when I encounter a situation like that, I feel well really am I doing the right job in terms of helping this person." [MI3]

Another participant [MI7] felt that at the time during the start of the pandemic, when meetings needed to pivot to virtual platforms, technical skills training for setting up meetings, appointments and overall virtual platform use, would have been helpful. Yet another participant [MM5] spoke of "*mental challenges*" a mentor might experience. Their recommendation was to build a community where mentors could exchange and support one another.

Leadership development programs for mentors:

MMK1 identified that implementing a leadership development program for mentors would be helpful as it would directly impact their mentoring abilities. On a similar note, ME1 requested human resource training for mentors and mentees to help them become more effective in their communications with each other. ME1 felt that while mentors have subject matter expertise in their own fields, they may not necessarily always have the skills to mentor effectively and such training would be helpful.

Opportunities for mentors to connect and learn from each other:

Every mentoring partnership that is undertaken by a mentor provides a different perspective on how to support their mentee. Establishing a communication channel/platform for mentors to share their

experiences, learn from and support each other was a recurring recommendation [MM2, MM7, MM9, MMK2, MMK3, MI5].

MMK2 referred to the opportunities to learn from more experienced mentors as "*mentoring mentors*". They explain that experienced mentors might help new mentors by sharing mentoring strategies that worked for them. Another participant suggested that an advantage of such a platform may be to allow for mentors to draw from a pool of qualified candidates with an additional layer of reference.

"If there's a platform for mentors to maybe post jobs, right, saying, oh, there's an opening in my team or in our department or in our business unit and just opening it up within that pool. And because, I would say, someone who's being mentored, right, comes to that additional layer of, you know, reference, right. You can always reach out to the mentor and say, okay, can you tell me more about this candidate? And it's that additional level of screening and confidence that the program can provide to employers." [MM9]

Likewise, MM5 suggested a community of mentors might help mentors better understand how to respond to certain challenges they may experience in the mentoring process. They felt this would be a different kind of support from one provided by coaches. MI5 described the fears of a new mentor and suggested that mentors being partnered with someone more experienced than them could help in ways very different from the support provided by coaches. Their narrative also suggests that networking events for mentors were something that TMP has organized in the past and that has been useful for new mentors to connect with more experienced ones:

"When I started, I had no clue what I was doing I was really kind of scared and I have actually people reaching out to me when I go to one of these networking for mentors that TRIEC puts on, I had new mentors reach out to me, I have been struggling with my mentee, what am I doing wrong? What can you know? And so, I do agree that sometimes we need maybe to be partnered or I don't know what you call it, maybe somebody a bit more experienced who can help you. And I agree that you could post your questions to the mentor forum, and somebody would have experienced that sort of help you so I think a support of our mentors is something I would like to see more support. Not from the mentoring coach because I have not found that helpful in my experience, but more experienced mentors who have been down that road who could perhaps you know, give some help. What should I do? I'm stuck. I don't know what to do, is it me? Or is it the mentee because a lot of times it's not you, I have been in places where I have struggled and the mentee is just not being responsive, not doing their part in the partnership, and it can be frustrating and sometimes it can put a mentor off and they might not want to mentor again." [MI5]

Celebrate success:

A few participants felt that TMP could further recognize the contributions of mentors. According to ME4 "I think it's always good to celebrate success. I think you cannot overdo it." They felt that a greater emphasis on celebrating success would make the program more visible, that in turn would ensure a pipeline of mentors, which is of benefit to the program. Another participant [MM2], echoed the same idea. They were unsure if TMP offered any kind of recognition to mentors other than the certificate they provided upon completion of the partnership.

Recognition for mentoring:

One coach felt that incentives and rewards, in the way of professional development units or employer recognition, could help encourage more professionals to mentor.

"I think so. Yeah, I think it's probably maybe rather than the, maybe the association like I think with HRPA, they can get PD credits for mentoring and so maybe there's a way to tap into PEO with the same incentive that it's PD credits. Yeah, maybe at the employer level as well with big engineering firms. You know, where

there's an incentive they can get, you know, looks good on their performance review, and they get time from work to do it. So, yeah, maybe tying it into a specific employer as well." [C1]

II. Recommendations to support mentees

Prepare the mentee better prior to connecting with the mentor:

Some mentors [MI2, MI4, MM3, MM4] felt that the program could be strengthened if mentees received some preparatory training in job search skills prior to being matched with the mentor. One such area of training could focus on expectations of timely communication in professional interactions, according to MM3:

"One thing that I find most concern is, I wouldn't say all newcomers, but a lot of newcomers who are in the younger age group, they don't tend to use this opportunity to the fullest and in terms of mentor with, respecting the time and making sure that they communicate. Not quickly, but I'd say on a timely basis with the mentor, I don't see them doing that. One of cases I recently had the person wouldn't write back for at least two weeks. I had to go back to the coach who paired me with this mentee actually tell them that if I am sacrificing my time, in order to reach out to this person, and make sure that they're on the right path, they need to at least have the decency to respond back to me, if not in 24 hours, at least in the next 48 hours. But taking it off for two weeks is a little too much. And that's something that TRIEC can start embedding into people who sign up for the services that are whether it be with TRIEC or mentors or coaches. They need to communicate with them on a timely basis, not immediately, not quickly, but on a timely basis." [MM3]

Ensuring the mentees came into the partnership with basic resume writing skills was another recommendation [MI2, MI4]. MI2 suggested that such preliminary work on the resume would ensure that mentorship time is used more effectively. Likewise, MI4 suggested that while mentors could help finetune the resume, they suggested it would be helpful for them to have the work experience and resume looked at prior to the partnership.

"I know it has improved a lot throughout the years, but the resume right like at the beginning I used to notice that the resumes were not that not that professional, right. Like, some of them, they only had like, the formatting was not right, or it was just one paragraph, right I know. I understand sometimes the experience is not there. But from a TRIEC perspective I understand one of the one of the features of a program is you know you help them build their resume, right. That's my understanding, so just guessing if someone does a peer review of their work experience or the resume before they connect with a mentor right. I think that will help at least for me, and I know that will help me as a mentor, a lot." [MI4]

Another area where one mentor felt mentees could be better prepared was in terms of expectations of the mentorship program. MM4 suggested that when mentees entered the partnership with an expectation of the mentor finding them a job, this could put a lot of pressure on the mentors.

"So that's something that to prepare the mentees is that yes, while that might be at the back in front of your mind that can this guy get a job? They're not really there to do that, because then that might scare away some of the potential mentors by saying oh my god, I have this moral obligation to get this person a job." [MM4]

III. Recommendations to modify or enhance current program elements

Increased outreach:

Several participants [MI1, ME2, ME3, MM1, MM2, MM3, MM4, MM7] spoke about the importance of TRIEC improving their outreach via advertisements or through word of mouth. MI1 observed that when they spoke with a few of their friends and colleagues about mentoring, their friends had been unaware of this program. MM3 felt that a brand recognition of TRIEC and what it does for newcomers was needed.

"I agree with [MM4] in terms of the brand awareness so there aren't enough people aware of the existence of TRIEC and what exactly TRIEC can do for newcomers in terms of advertising what you do to the general public and making more people aware of the kind of services that you offer. I think that would go a long way in helping newcomers to the country, just knowing that there's an organization which they can fall back and get help from. I guess more brand advertising or advertising your programs to help newcomers." [MM3]

The mentors had many recommendations on how this outreach could be increased. While MM3 felt more advertisements using social media platforms like LinkedIn and Instagram were needed, ME2 felt that the outreach could be through word of mouth.

MM7 also felt that spreading the word about TMP was important and suggested that if TRIEC sped up the process of matching mentors to mentees it would help.

"I think spreading that word that hey, this resource is available [so] sign up. But also, I think TRIEC needs to speed up the matching process like maybe they need to build like a speed dating app or something. Still those two things will go a long way in terms of if people don't know it's available." [MM7]

MM4 advised that reaching out to newcomers through more advertisements in settlement service agencies might be needed. They further suggested that it was important to get the local population invested in immigrant success.

"The next step in my opinion would be to get the local population interested as well to make them aware of that. When newcomers succeed, the whole country does well; you cannot look upon them as adversaries or competitors to your job, but even to get young college students interested. Or even, I would go as far as even high school students…" [MM4]

MM1 shared that in the past TRIEC used to have presentations in different company offices. They suggested bringing back this practice as it could be very useful to recruit new mentors.

"And also because of employee turnover you have new employees coming into the organization all the time. So, it's always good to, in my opinion, to do the presentation every year to get new mentees sorry to get the mentors into the program." [MM1]

MM2 felt that alongside increased outreach, TMP should be aiming for a different marketing strategy—one that focused on the many facets of mentoring apart from helping a newcomer find work.

"Like marketing strategy can be something like, hey, it's not only about finding them, helping them with the job, but it's all sorts of it's like, everything else. It comes in the package." [MM2]

ME1 suggested that TRIEC can utilize its industry presence to build collaborations with professional organizations to reach a wider audience of professionals such as doctors and accountants. ME1 believed that TRIEC can position themselves in a leadership role within such collaborations.

Geographic location:

For M12, having a mentee geographically closer to them was attractive as it allowed for the possibility of in-person meetings, which they felt was important to establish a connection.

"So maybe in the current scenario, like everyone's working from home there are no offices, so if you can also have a factor saying that the mentee being allocated lives in your area. Like for me, both of my mentees were 100 kilometers away, and never had a chance to meet in person so maybe like informal coffee meets that can still be done. So maybe having a factor saying where a mentor or mentee is located so that can be helpful, because there's a difference connection when you meet in person." [MI2]

Though not talking specifically about geographic location, MI5 advised that different mentor personalities might require different strategies. Their comment suggests that not all mentors might prefer face-to-face interactions with mentees:

"That the thing you remember in IT, most people are probably introverts, I am not saying everyone is, and most of the IT people are introverts and you might need to think about recognize that what do you need to do to that introverts to volunteer to mentor." [MI5]

Ensure more accountability on the part of the mentor and mentee:

MM7 suggested that TMP needed to do a bit more in terms of holding both mentors and mentees accountable to the relationship and to mutually respecting each other's time.

"But I feel like if TRIEC could do a little bit more in terms of making that relationship a little more, I guess, not formal but in terms of mutually respecting each other's time sharing and hold them accountable. I have a few ideas. But hold them accountable. In terms of don't if you do like if you have three basically three crosses, then you don't get another mentor in six months, and I know that it's hard, but unless- yes you can have a little bit of leeway in terms of provide a reasonable explanation. Sure, something happened. Yes, it can happen-three times in a row-It's possible. But at least you took the effort in getting it rectified and you apologize, but if you are someone who just doesn't care who just doesn't respond, which doesn't show up, this not for you- there are many people who can benefit - but have been accountability. And I've heard some people have mentors who are so busy, that they maybe sign up for mentorship to become a mentor of TRIEC because it looks good on your resume. But they have to keep rescheduling their sessions and, and that's really not good because sometimes timing of it is very important. Somebody's waiting for an interview they want to talk to your manager about a salary negotiation or something like that. So, both ways. They could tweak accountability a little bit more, I think that would go a long way." [MM7]

Gender considerations

MM5 suggested that TRIEC could improve its program by paying attention to gender while matching mentors to mentees. Some mentees come from countries where they might not feel comfortable with a person from the opposite gender mentoring them. Or a female mentee may have questions that a female mentor might be best able to answer, such as questions related to the impact of pregnancy and maternity leave on the mentee's career.

"The one thing that I that I find a bit frustrating, and I've provided this feedback before, is they don't look at partnerships through a gendered lens.... And I asked the question, I said, do you consider gender when you match people up? Because I know, you know, for some mentees, they come from countries where they might not feel comfortable. If they're if they're male, having a female mentor.... And, you know, I sensed a bit of resistance, that it was only focused on the actual you know, mentor mentee professional profile rather than looking at it through a gendered lens. And in having a female mentee, there were questions that she was asking me as a woman that I don't think she would have been comfortable asking

a mentor who's a man. You know, things like you know, you know, being pregnant and going on maternity leave and you know, other unique challenges that women face in the finance industry in particular." [MM5]

More time:

One participant felt that the period for the TMP was sometimes too short. They added that though the formal mentorship relationship might end, the mentorship relationship continues informally.

Make training less time-consuming:

When signing up to become a mentor with TRIEC, mentors need to understand how the mentoring partnership is structured. Information is provided via training sessions that incorporate reading material which contain multiple modules and videos. One mentor felt this training was very time-consuming.

Better support for coaches:

Coach participants recognized that mentor recruitment is a vital task that can be improved. One coach suggested that TRIEC was in a much better position to recruit mentors than individual coaches were. They felt that if TRIEC were to focus on recruiting mentors, it would ensure they had a supply of mentors within profession sections that current have few. This would allow coaches to focus on the mentee and improving the quality of service.

"But if an organization as such TRIEC is approaching the people. Maybe we'll get more response right. So, me as an individual mentoring coach from [name of partner organization] as an organization is going and TRIEC a mentoring partnership program as such they are approaching then the situation is going to be a bit different. If they can bring on board a few mentors from these areas, especially the engineering background, as well as other medical backgrounds. Then it will be easier like we also will get a lot of mentees who are looking to get mentored and they need career guidance practice for sure… what I would suggest is try recruiting the mentors for me, that would be the ideal situation, because we have to focus like as service providing organization, community partners, providing recruiting mentees. We have to recruit the mentees. Not that, you know, we cannot bring everybody on board. We have to make sure that they are there are certain eligibility criteria set by TRIEC as well as set by our organization to bring those people. So, what I'm thinking is like, um if we can focus more on recruiting the mentees and if TRIEC to focus more on recruiting the mentors, that'd be great idea because the quality of the service can be improved accordingly." [C2]

Mentoring coaches also suggested creating enhanced mentor profiles within the TRIEC database, to allow the coaches better understand the mentor and what they bring to the mentoring relationship. As C4 stated: *"I think there's not much we know about the mentor."* They added that:

"And for mentors, you don't do too much of a background [check] besides you know, their reference checks and you know, things like that, but maybe knowing a little bit more in-depth about you know, like, what they're willing to give in, what areas they're more comfortable in helping." [C4]

As per the current process, potential mentors who come through a partner organization do not need external references, while those who come from outside the partner organization need to provide references. Coaches interview and ask interested individuals some screening questions focused on ascertaining their eligibility and interest in mentoring. Once the profile is created, the focus tends to be primarily on the mentor's professional experience. The coaches [C1, C3, C4] shared that having information that helped them understand the mentor as an individual, as well as their motivations and expectations around mentoring, would greatly help the matching with suitable mentees.

"I believe that if there's some way for us to kind of find out more about what a mentor is in the program and what their interest is or what they'd like out of it, or what type of mentees they're willing to take on what areas they'd like to support it in. I think it would really help in the long run." [C4]

Additionally, some of the mentors' profiles do not contain resumes, and the coaches have to use LinkedIn or other similar platforms as sources of information to find out mentors' skills and expertise, which becomes challenging. C2 suggested that such situations could be avoided if the profiles were clearer, and mentor resumes were uploaded.

"Some of the mentor profiles don't have a resume uploaded. We have a title and a one-line description of what they are doing. For me it's very challenging to understand what the mentors is doing. With the title we don't get anything and you know and there is no resume…. So, when I am looking at the mentor profile, I cannot understand what their skills and expertise are and also, I cannot understand what they are currently doing in their job. So, that is a challenge for me. What I will do is, I will go find to this person from LinkedIn and from the LinkedIn profile – and sometimes that's also not there. I find this person from a LinkedIn profile, I will make sure that everything is there. So, then what happens is like when this information is shared with the mentee, the mentee is also like confused- there is nothing, only one line. The I have to tell the mentee that these are the qualifications from LinkedIn. I have to share that with the mentee. This poses a challenge. If the mentor profile was very precise and clear. Then it's very, very easy, like you know... So, either the resume or clarity of the profile in terms of skill set and expertise." [C2]

Advocacy:

Two mentor participants [MI1 and MI5] suggested that TRIEC should advocate with company partners to remove some of the barriers experienced by newcomers in the hiring process, particularly in two areas: the requirement for *"Canadian experience"* and the absence of transparency in relation to salaries.

Work with international students:

One participant [MM7] felt that TRIEC needed to expand its scope to include international students—most of whom would become Canadian citizens in the future— as they would greatly benefit from the mentorship program. They suggested that *"International students bring 100s of millions of dollars and some of that can be allocated"* [MM7] for such programming.

4 RECOMMENDATIONS AND CONCLUSION

In the previous section, participants provided many valuable insights into ways in which TMP program can enhance its functioning. We will not be repeating all those recommendations here. In this concluding section we would like to highlight key findings from the research in relation to facilitators and barriers to mentoring and to provide recommendations to TMP of areas where they can focus to encourage facilitators and address barriers.

4.1 Key findings related to facilitators to mentoring:

Survey findings revealed that for both persons who had mentored before, and for persons who had never mentored, the top three factors that motivate/would motivate respondents to mentor were "a desire to help newcomers" followed by a "desire to give back to society" and the "being an immigrant/ child of immigrants and wanting to pay it forward by helping a skilled immigrant reconnect with their career."

Qualitative data from interviews and focus groups reiterated these findings. Both participants who had never mentored, and participants who had mentored mentioned the desire to help others, being mentored themselves, enhanced and diversified social and professional networks, professional development, and the role of incentives as facilitators and benefits derived from mentoring. From persons who had never mentored before we learned that a better understanding of the mentoring program and what it entailed; the mentees potential and motivation to succeed; and personal values and beliefs about mentoring were other potential factors that might facilitate mentoring. Additionally, from persons who had mentored before we found that mentoring was an extremely rewarding and fulfilling experience that kept them mentoring.

Table 17 Facilitators to mentorship, by respondent type

Facilitators	As perceived by non-mentors	As reported by mentors
Desire to help others	√	√
Having been mentored themselves	√	√
Enhanced professional networks	√	√
Personal and professional development	√	√
Social or monetary incentives	√	√
Mentee potential and motivation to succeed	√	
Better understanding of what is involved in mentoring	√	
Personal values/belief	√	
Rewarding and fulfilling experience		√

4.2 Key Findings Related to Barriers to Mentoring

Survey analysis revealed that according to respondents who have mentored, the top three factors that prevents people from mentoring are "not having the time," "a belief that such mentoring is not necessary for newcomers" and "not feeling confident of being a mentor or of helping newcomers find work." For the respondents who have not mentored, the top three factors that have prevented them from being a professional mentor to newcomers are "a belief that such mentoring is not necessary for newcomers," "not having the time" and "not getting encouragement or recognition to do so from the workplace." Not feeling confident to mentor, not knowing how to go about mentoring and not

understanding what mentoring involved were other factors that emerged as barriers to mentoring. Additional analysis revealed that persons who had not mentored from the IT, Engineering and Marketing fields, and mentors from the Engineering field, placed more importance on the barrier "a belief that such mentoring is not necessary for newcomers" compared to other professionals.

Interviews and focus groups revealed that lack of time to mentor; not feeling qualified or competent to mentor; and apprehensions around imposing on networks were barriers to mentoring identified by all three groups of participants- persons who had never mentored, persons who had mentored and coaches. Not knowing what is involved in mentoring and what a mentor is supposed to do were barriers /initial reservations identified by both persons who had never mentored as well as persons who had mentored. Persons who had never mentored also had apprehensions about the mentee they might be matched up with and the location of service.

Table 18 Barriers to mentorship, by respondent type

Barriers	As perceived by non-mentors	As perceived by mentors	As perceived by coaches
Time	√	√	√
Do not feel qualified/competent to mentor	√	√	√
Apprehensions around imposing on networks and on the responsibility of finding work for the mentee	√	√	√
Lack of information about mentoring	√	√	√
Location of service	√	√	√
Apprehension about the person they might be matched up with	√		
Apprehensions about mentee lack of interest/lack of engagement	√		
Uncertainty of mentoring in the pandemic		√	
Mentors want to get paid			√

4.3 Recommendations

As TMP is interested in the findings of this research to help them understand how to encourage more persons to mentor and to address barriers to mentoring, we draw on the EAST framework of behaviour change (Cole, 2018) to frame our recommendations. The EAST framework suggests that to encourage behavior, you need to make the behaviour Easy, Attractive, Social and Timely. The recommendations that flow from our findings can be organized according to this framework. Since encouraging professionals to begin to mentor, or continue to mentor is, in fact, a matter of behavior change, this framework is appropriate and adopts important insights from behavioral science.

Make it Easy to Understand Mentorship and its Benefits and Supports Offered:

- Educate potential mentors on what mentoring involves and the role and expectations of mentors, focusing on its time-bounded and structured nature. Such education can emphasize that mentorship is far more than simply helping the newcomer find work and can highlight the many other aspects of mentorship such as: helping, motivating, and guiding newcomers;

providing mentees with job search strategies; and helping newcomers understand the Canadian job market and how to navigate the same.

- Educate potential mentors on the matching process and the role of the coaches in ensuring a suitable match for them, and in supporting them once the mentorship is underway.

Make it Attractive to Mentor:

- TMP does a good job of highlighting the many benefits of mentoring to the mentor and mentee and should continue to do so. More can be done by way of sharing how mentoring contributes to mentors' professional networks, on how rewarding and enriching mentors find these experiences and how it contributes to their personal and professional growth.
- TMP can explore, with its employer partners, the role of social recognition and incentives for mentorship.
- TMP can demonstrate how important mentoring is by educating professionals about the challenges experienced by skilled newcomers in finding work and the role that mentoring can play in helping them overcome these challenges. Most professionals understand that skilled immigrants come to the country with high levels of education and work experience. With little understanding of the barriers these skilled immigrants face in finding work, or what mentoring involves beyond helping the immigrant find work, there will continue to be the perception that newcomers do not need mentorship.

Make Mentoring a Social Experience:

- Create more opportunities for mentors to connect and learn from each other. The participants of this study put forward many great ideas on how this could be done.
- Emphasize the social benefits of mentoring a professional newcomer.

Timely Information and Support

- Continue to provide multiple opportunities for potential mentors to learn about mentorship each year.
- Potential mentors might have many apprehensions around mentoring including the time expected to devote to the program, expectations around use of one's networks in the process, concerns about flexibility of virtual versus in-person meetings and feelings of self-doubt. It is recommended that TMP directly address these concerns in a timely manner in their recruitment efforts as well during the mentorship process.
- Continue to provide timely support and intervention through coaches, as needed to support mentors.

It is our belief that by making mentoring Easy, Attractive, Social and Timely, TRIEC will successfully address their recruitment challenges. These insights should inform future marketing, recruitment, and programming. It will invigorate the incredibly powerful and valuable program that currently exists and support future growth.

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