

**BUSINESS
IN THE
COMMUNITY
IRELAND**



Business Action on Education

Mentoring Evaluation Report 2020



Table of Contents

1. Executive Summary	2
1.1. About Student Mentoring	2
1.2. Main Findings in 2020	4
2. Student Evaluation	5
2.1. Demographic Information	5
2.2. Structure and Content	5
2.3. Programme Benefits	8
2.4. Recommendations	10
3. Mentor Evaluation	11
3.1. Structure & Content	11
3.2. Programme Benefits	14
3.3. Recommendations	14
3.4. Volunteering Again	16
4. Teacher Evaluation	17
4.1. Structure & Content	17
4.2. Programme Benefits	18
4.3. Communication, Service & Support	20
4.4. Recommendations	21
5. Company Evaluation	22
5.1. Structure & Content	22
5.2. Programme Benefits	23
5.3. Communication, Service and Support	23
5.4. Recommendations	24

Cover Photo:

Dónal Ó Buachalla, Príomhoide, mentees from Gaelcholáiste Mhuire (A.G.)at, mentors from KPMG at their launch of the KPMG – Gaelcholaiste Mhuire mentoring programme along with Diane Beckingham, BITCI.

Section 1

Executive Summary

1.1. About Student Mentoring

Business in the Community Ireland is the network for responsible business. Our purpose is to inspire and enable businesses to bring about a sustainable, low carbon economy and a more inclusive society where everyone thrives. We act as trusted advisers in sustainability and corporate social responsibility. By facilitating forums for reflection and action, we ensure that businesses anticipate and are ready to meet the current, pressing challenges of climate change, the pipeline of talent as well as the issues of social inclusion, diversity and accountability.

Our education work falls under our pillar of social inclusion. We establish partnerships between businesses and local schools that participate in the School Completion Programme. We have 165 such partnerships nationwide with 60 of them 10 years or more in existence. One of our programmes is the Student Mentoring programme which provides students with a mentor from the world of work to encourage and assist them through the final years of secondary school. Mentoring involves business volunteers meeting on a one to one basis with a student to help them realise their potential through exploring their sense of *self, their strengths, horizons and networks*. 2,077 students and 1,907 mentors have participated to date. Its aims are:

- To encourage students to stay in school and recognise the value of completing their education
- To help prepare students for the transition from school to further education or employment
- To assist students explore various career options
- To give students an insight into the world of work by providing with information on seeking, finding and retaining employment
- To provide students with an additional support network during the final two years in school

Business in the Community Ireland (BITCI) received funding from Basis.point to expand the mentoring programme to an additional seven schools in Dublin, Limerick and Cork during the 2017-2019 academic years. basis.point is the Irish Fund industry's initiative to make a difference to those in need. basis.point's aim is to make a real contribution to improving educational opportunities for those in need in Ireland, particularly young people. basis.point provides grants to charities to fund programmes and initiatives that focus on education and which aim to make a sustainable and tangible difference to those living in poverty.

The target was to provide mentoring support to between 65 and 90 students and BITCI is delighted to report that the actual number who participated was 105 students so the growth was greater than planned. This funding benefitted students in schools who had not previously participated in the programme. Basis.point funding also supported the launch of a mentoring alumni association which took place in February 2019. The alumni will provide a network to former participants. The Student Mentoring programme's ongoing development, growth and deeper impact are a direct result of the funding which BITCI was granted from Basis.point.

Improved employee engagement is one of the main benefits of the Student Mentoring programme for the businesses involved. This is realised in contributing to and getting involved in the local community in a very tangible way. In 2019, we saw the largest number of schools and companies involved in the Student Mentoring programme to date as a direct outcome of the funding by Basis.point which helped grow the programme in Limerick, Cork and Dublin. Mentoring operates over a two-year cycle for most participants. During the 2019/20 academic year there was a total of 157 mentors and 156 students participating. The 14 participating businesses and schools whose programmes concluded in 2020 and who are represented in this evaluation report were:

Allianz Partners / St. Dominic's SS, Ballyfermot, Dublin 11
Allianz Partners / St. John's College De la Salle, Ballyfermot, Dublin 11
Clearstream Global Securities Ltd / Bishopstown CS, Cork
Godolphin Ireland / St Paul's SS, Co. Kildare
Horse Racing Ireland / Curragh Post Primary School, Co. Kildare
Investec / Marino College, Dublin 3
KN Circet / Collinstown Park CC, Clondalkin, Dublin 22
KPMG / C.B.S. Westland Row, Dublin 2
KPMG Cork / Gaelcholaiste Mhuire, Cork
MUFG Fund Services / St Joseph's Secondary School, Dublin 7
MUFG Fund Services / Synge Street CBS School, Dublin 8
Pramerica Systems Ireland Ltd. / Mulroy College, Co. Donegal
Pramerica Systems Ireland Ltd. / St. Columba's College, Co. Donegal
Verizonmedia / Ardscoil La Salle, Raheny, Dublin 5



Diane Beckingham, Student Mentoring Programme National Coordinator.

1.2. Main Findings in 2020

Below are the main findings from the Student Mentoring Evaluations 2020:

Student Evaluation

- **88%** of students would recommend the Student Mentoring programme to another student.
- **45%** students indicated that the programme had positively influenced their attitude towards the Leaving Certificate with a further **3%** responding that they had been considering leaving school but the programme has encouraged them to stay.

Mentor Evaluation

- **90%** of mentors would recommend the programme to a friend or colleague.
- **81%** of mentors indicated the most beneficial aspect of the programme was being able to make a difference to a young person's life
- **84%** of respondents would volunteer for the Student Mentoring programme again

School Evaluation

- School Coordinators indicated that improvements in self-confidence (**100%**), improved communication skills (**100%**) and considering alternative options and new ideas after they leave school (**100%**), being inspired to apply themselves in school (**91%**) and improved interpersonal skills (**91%**) had the most impact on students.
- **91%** of School Coordinators thought that students felt meeting new people/making new contacts benefited them most.
- **The Net Promoter Score** for the teachers was **91** in terms of recommending the programme to a friend or colleague

Company Evaluation

- **100%** of employees cited being able to make a difference in a young person's life and a feel-good factor and enjoying the volunteering experience as the most beneficial aspect of the programme.
- **The Net Promoter Score** for the companies was **80** in terms of recommending the Mentoring programme to a friend or colleague
- **70%** of Company Coordinators rated school visits as excellent and **60%** enjoyed making an impact in a young person's life.

Section 2

Student Evaluation

69% of the 124 students who concluded their mentoring programme in 2020 completed the evaluation which was an increase on the 2019 response rate of 60%. Given the impact of Covid-19 and school closures this was a great achievement by all involved. The student evaluation was divided into four sections:

- 2.1** Demographic information
- 2.2** Structure and Content
- 2.3** Programme Benefits
- 2.4** Recommendations

2.1. Demographic Information

60% of respondents were female and **40%** were male. Students were also asked to indicate which Leaving Certificate programme they were doing:

- 96% of respondents were doing the Leaving Certificate
- 4% were taking the LCVP (Leaving Certificate Vocational Programme).

2.2. Structure & Content

As with previous years' evaluations, we asked participants what they liked and disliked about the programme because it is their experiences and enjoyment that are central to its success and impacts.

2.2.1 Experience of Mentoring Programme

Students' experience of the Mentoring programme was very positive. **92%** of students found the programme **excellent** (54%) or **very good** (38%). While the remaining **6%** of students rated the programme **fair** and **3%** **poor**.

2.2.2 Mentoring Programme Activities

Students were asked to identify which activities they did with their mentor:

- **68%** researched colleges with their mentor
- **68%** set goals with their mentors
- **51%** participated in career investigation/CAO
- **49%** participated in CV/mock interviews
- **35%** participated in workplace visits
- Other activities included: work shadowing, meeting people from different jobs, presentation skills, social events, go carting, learning methods to efficiently study, portfolio feedback, talking about how to deal with stress and multitasking, public speaking, making a study timetable

My mentor was really helpful and caring she gave me really good and helpful advice and I am really thankful for that

Just chatting to someone in business and that went to college

Worked on confidence in presenting and speaking in front of crowds.



Allianz Partners & St. Dominic's SS, Ballyfermot

2.2.3 Frequency of Meeting Mentors

78% of students felt they **met with their mentor often enough**. **22%** of students felt they **did not meet with their mentor often enough**. Commitment to meeting is clearly a key to the programme's success and is a cornerstone of the programme's effectiveness and the frequency of once every three weeks after a lot of research works best for both the students and their business mentors. For the first time this year some students found it difficult to schedule time due to subject grinds after school so BITCI will be discussing with the school teachers and businesses this coming academic year ways to best manage this challenge to the benefit of all. Grinds in disadvantaged schools have become more commonplace in the past year in Ireland.

Comments included:

It didn't take place too often which gave us time to focus on our studies

It allowed us time to prepare what we wanted to discuss with our mentor

We weren't meeting them too often that sessions became repetitive. It was just the right amount of sessions.

The breaks between each session were very long leading us to often forget what we done at our last session.

2.2.4 Programme Enjoyment

Similar to previous years the most enjoyable element of the programme for students was the **one to one talks with their mentor (46%)**. The second most enjoyable type of session was the **group activities (19%)** with their mentors and other students. In addition, **(12%)** found **the encouragement and support** most important.

Comments included:

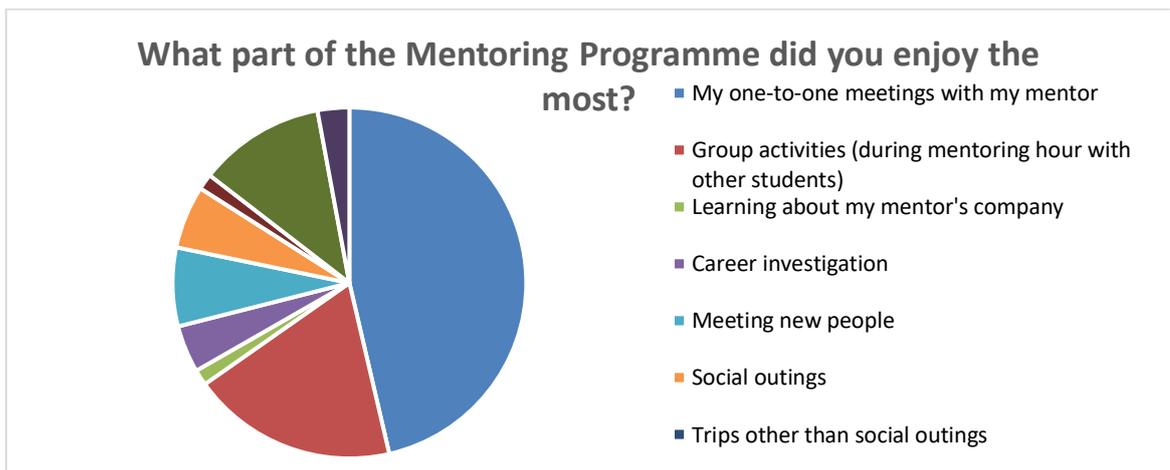
It wasn't in a school setting, you were treated like adults and I feel like that helped a lot of us mature that much more.

I enjoyed talking with my mentor and discussing possibilities for my future, as well as the small-talk.

I like been involved as a group, i also enjoyed the rest but hearing other students opinion made it interesting

Having someone to talk to about school and the leaving cert who has done it all before is really helpful

Chart 1: Most Enjoyable Element of the Programme



2.3. Programme Benefits

In this section we asked students which part of the Student Mentoring programme benefitted them the most. This is clearly an important section to reflect on as it is often difficult for students to articulate their thoughts on benefits directly to the mentor during the programme sessions.

2.3.1 Most Beneficial Aspect of the Programme

72% of students felt **researching different career options** benefitted them the most during the programme, while some **52%** felt that meeting new people/making new contacts benefitted them most. This was followed by college preparation **39%**, CV & Interview preparation **36%**, and learning about their mentor's job **33%**. These findings clearly fit in with the pillars of *horizons and networks* which are so important to the programme's aims.

Comments included:

She helped a lot with college and choosing which path I wanted to go down which was great help to me

Good to meet someone who works in a professional environment

As a quite socially awkward person I always struggled to talk with people and this programme took me out of my comfort zone and helped me speak more confidently.

I have now met people who are of different age to me that are not teachers or family.

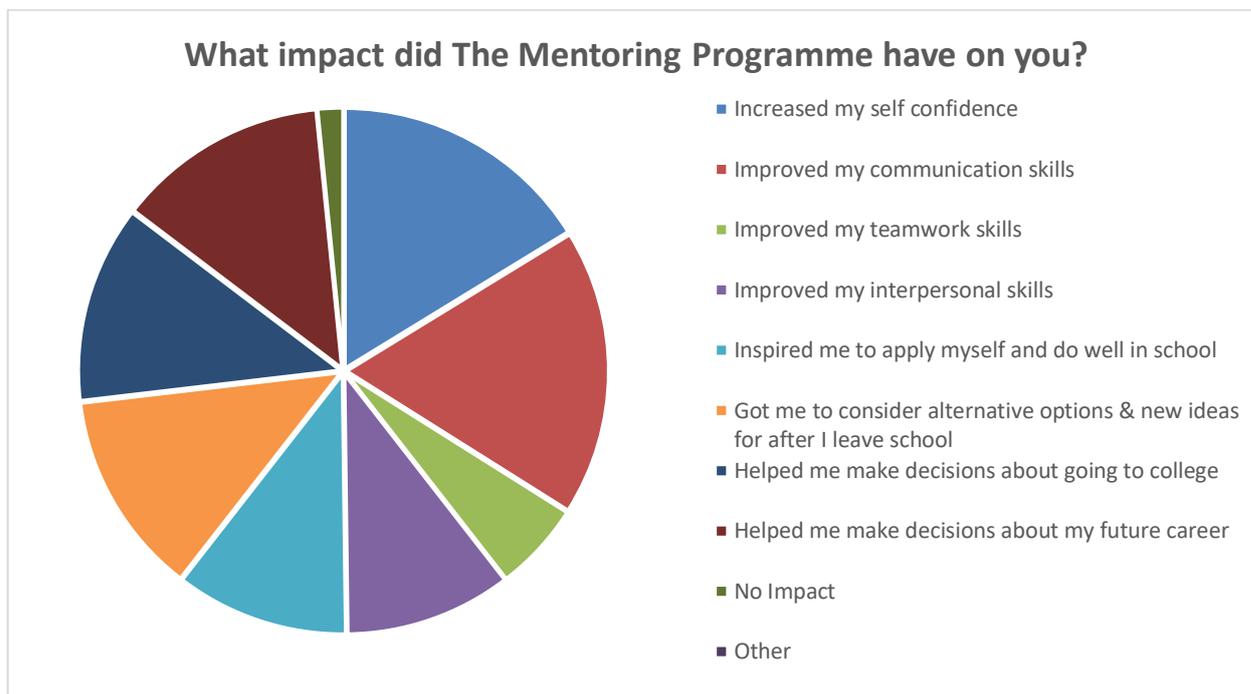
2.3.2 Impacts of the Mentoring Programme

Students indicated that the Mentoring programme had a number of positive impacts. Improvements in **self-confidence (61%)** and **communication skills (68%)** were identified as having the most impact. It is also important to note the further impact on students in terms of their future as these considerations also rated highly - helped me make decisions about my future career **(49%)**.



Pramerica & Mulroy College

Chart 2: Impacts of the Mentoring Programme



Comments included:

The program really brought me out of my shell, I got to research back up plans for when I’m finished school, my mentor really gave me confidence and believed in me when I couldn’t myself, she pushed me to do my best in school.

She had a massive impact on me she really helped me decide what I wanted

Talking to someone with more experience I got a better understanding of things.

2.3.3 Influence of the Programme on Students

Students were asked if participation in the Mentoring programme influenced their attitudes towards completing the Leaving Certificate. The results show that mentoring does have a significant impact on a young person’s understanding of the importance of their education. Currently, the retention rate in Ireland is 91.5%.

- **52%** had always intended to stay in school and complete the Leaving Certificate
- **24%** had intended to stay in school but the programme helped them work harder for the Leaving Certificate
- **21%** of students indicated that the programme helped them to understand the importance of completing the Leaving Certificate
- **3%** had been considering leaving school but the programme had encouraged them to stay and complete the Leaving Certificate

Comments included:

I always intended to do my best in my leaving certificate however I definitely felt supported in my goals and achievements throughout this programme. It was great to get advice from a source outside of family/school. It helped see that when I complete my leaving cert, it gives me many choices after I have always intended to stay in school and complete my leaving cert but my mentor has certainly made it easier to do

2.4. Recommendations

2.4.1 Changes to improve the Programme

In this section we asked students if they had any recommendations for the programme. **52%** would like more social trips. **29%** of students would make **no changes** to the mentoring programme. 20% of students recommended better information and training for the student. 12% of respondents recommended more meetings with their mentor.

Comments included:

Because it's better doing something like a game as we are always sitting down so like if we had something to do now and then would make it even more fun

More visits with your mentor maybe twice a month

For there to be a plan in place of what will be happening each week with the student and mentor.

2.4.2 Recommend the Programme to another Student

88% of students would recommend the programme to another student.



Allianz Partners and St. John's College De La Salle, Dublin 11

Section 3

Mentor Evaluation

The mentor **response rate was 60%** of the 125 mentors who concluded the two year programme in 2020. In 2019 it was much higher at 76%. The reason for this drop was Covid-19 and the pressure in workplaces to adjust to new business operations. The evaluation was divided into 4 sections:

- 3.1 Structure and Content
- 3.2 Programme Benefits
- 3.3 Recommendations
- 3.4 Volunteering Again

3.1. Structure & Content

In order to provide strong comparative information with the students' evaluation, we asked the company mentors to tell us what they liked and did not like about the programme.

3.1.1 Overall Enjoyment of Programme

The results were very positive with **78%** of mentors indicating that the programme was **hugely enjoyable** or **enjoyable**, **21% quite enjoyable** and **1%** of respondents indicated that they did not enjoy the programme. Upon examination of their reasons the main issue is where sessions were not attended or cancelled at late notice.

Comments included:

Youth brings enthusiasm and this trait is infectious. Watching my mentee grow was fabulous.

It was a great experience. I was paired with an amazing student who was extremely interested in the opportunity.

Seeing how their confidence grow throughout the program was very rewarding

I found it fulfilling to be helping someone who may not have the necessary supports and information they need to make informed decisions about their study and career choices

I found the one on one sessions quite hard in the beginning, it all seemed very one way. I much preferred it when we worked in teams or groups- It seemed to take the pressure off everyone

3.1.2 Most Enjoyable Element of Mentoring Programme

Mentors were asked to identify which element of the programme they enjoyed most. **29%** of mentors enjoyed **making an impact in a young person's life** followed by **seeing a young person's self-confidence increase (24%)**. Other popular elements were the **opportunity to see the world from a young person's perspective (21%)** and **making a connection with a young person (20%)**. Mentors were able to choose multiple answers.

Comments included:

In an ever-changing world it is great to see the world from the eyes of a leaving cert student particularly during this pandemic.

Seeing how they grew over the last year and become confident

Great sense of personal achievement and a feeling that you do make a difference to the younger person.

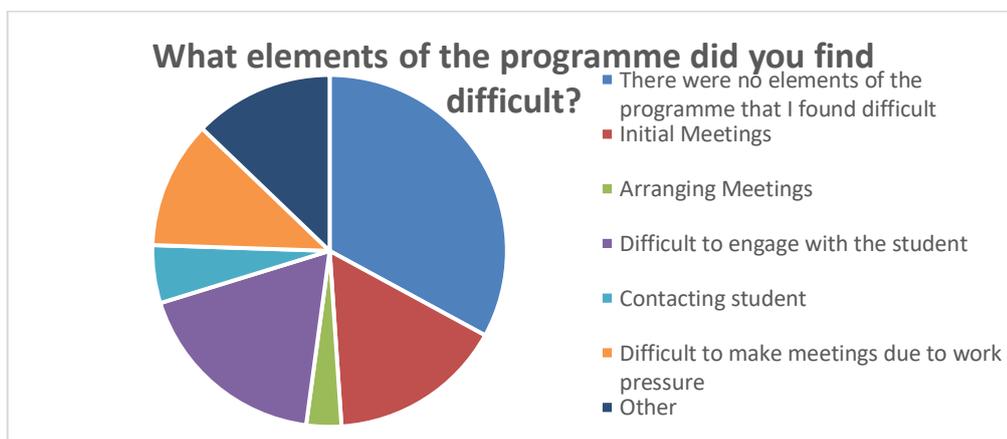
It was good to be able to provide some guidance to the mentee based on my own knowledge and experience.

There was information regarding careers and college courses that I discussed with them that they were not aware of.

3.1.3 Challenges of the Mentoring Programme

37% of respondents had **no difficulties** with the programme. This is an **8%** increase on 2019's figures which indicates the programme is operating very well. The remaining issues which were identified are in the chart below. BITCI will consider how to support the 20% of mentors who reported that they found it 'difficult to engage with students' and the 18% who found the 'initial meetings' a challenge. Please note respondents were able to select more than one option.

Chart 3: Programme Challenges



Comments included:

It was sometimes difficult to get the student to engage and converse during the meetings but this could be down to their personality,

Its awkward meeting for the first time as you have to find common ground. The workshops were excellent and gave us both something to work on and discuss which helped break the ice

work pressure and COVID-19 made it more difficult to build up a report

I think after the basics were covered I struggled to find topics to discuss with my student at first - However after linking in with other mentors, I managed to overcome this

3.1.4 Primary Reason for Getting Involved in the Programme

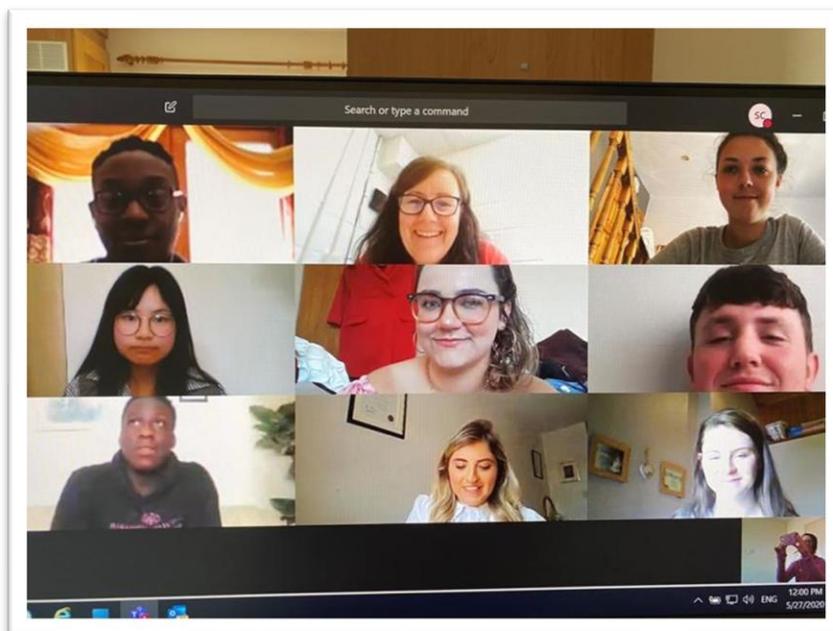
36% of mentors said **giving something back to the community** was the primary reason for becoming involved in the Mentoring programme, while **31%** indicated having an **impact on a young person's life**. 20% responded that it was to become involved in company volunteering or CR opportunities and 7% wanted to be a role model for a student.

Comments included:

I wish I had something like this growing up, I had a great family but had severe anxiety about every aspect of secondary school, so I wanted to help others with the same Issues

I am involved in my community at home and wanted to do something in the community at work too

I felt as I had went through the LC I could help out and give the student someone else to talk to - not a teacher.



Clearstream and Bishopstown CS in the virtual world

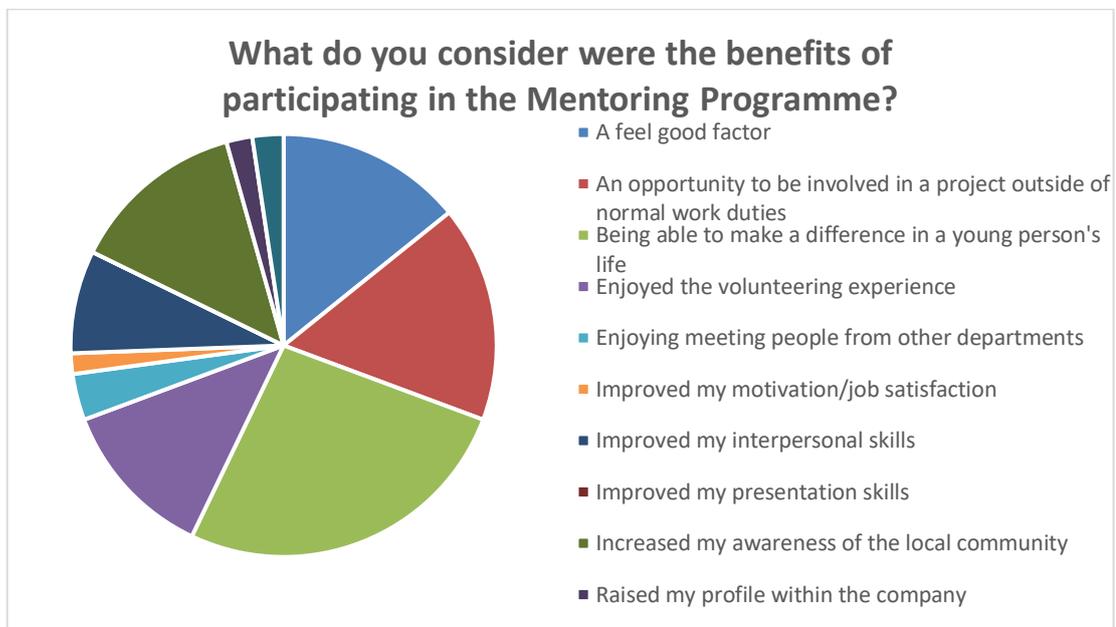
3.2. Programme Benefits

This section examined the benefits to the volunteer mentors which they experienced.

3.2.1 Most Beneficial Aspects of the Programme

81% of mentors cited, **being able to make a difference in a young person's life** as the most beneficial aspect of the programme. **51%** of mentors indicated that the **opportunity to be involved in a project outside of normal work duties** was of benefit with **43%** enjoying a **feel-good factor** as a benefit and **41%** **increased their awareness of their local community**. **38%** enjoyed the volunteering experience and **24%** improved their interpersonal skills. Respondents could indicate multiple benefits.

Chart 4: Most Beneficial Aspects of the Programme



3.3. Recommendations

In this section mentors were asked for any recommendations or changes they would make to the programme along with improvements in feedback and support.

3.3.1 Recommendations and Changes

45% of mentors would make **no changes** to the Mentoring Programme. This is an **19%** increase on the 2019's figures and is positive in terms of how the programme operated this year. **55%** would recommend changes to

the programme. Recommendations related to **more social events (49%), more group meetings (40%) and more frequent meetings (16%)**. In addition, **longer meeting times (13%) and more talks from previous mentors (13%)**. Some of these recommendations are not possible to implement due to child protection reasons. Both schools and businesses have been consulted on the frequency over many years and once every three weeks is the most frequent that could work for both mentors and mentees:

More suggestions included:

"Mix of one to one and group sessions, some sessions should be structured and planned well in advance (eg - interview skills), Other sessions should be more informal - either one on one or group lunches. This would prevent sessions from becoming repetitive"

More responsibility on the students to be involved and actively contributing

More discussions with a previous mentor or the students' teacher.

3.3.2 Improvements to Feedback and Support Sessions

Mentors were asked if they would make improvements to the feedback and support. **41%** would like **more feedback from students**, **35%** would like **more feedback from teachers** and **25%** of mentors responded that they would like **more guidance from the school**. **28%** of respondents felt there were **no changes** necessary.

Comments included:

It would be great to have more sessions with the students' teacher to learn more about them and understand the teacher's view of how to fully engage and assist the student.

I feel we were given ample support and feedback

It would be good to know if the program works for the students and to know if they would change anything

3.3.5. Training

93% thought that adequate initial support and information had been provided with **7%** wanting further training.

3.3.6 Recommending the Mentoring Programme

90% of respondents would recommend the Mentoring programme to a friend or colleague.

3.4. Volunteering Again

3.4.1. Volunteering for the Mentoring Programme again

84% would volunteer for the Mentoring programme again. Of those who said that they wouldn't, most cited work commitments or difficulty with student engagement as the main reason.

Comments included:

I want to try to make a difference and give back to people who don't have a role model. Role models are important as they give you ambition and something to aspire too.

Without doubt I would get involved again. Really enjoyed the programme and feel great for helping out a student. The feel-good factor I felt after every session is something that sticks with me.

It was a very rewarding experience and something I felt would have been a great benefit to myself at that age

I feel I have been lucky thus far in my life to have what I have and if mentoring can in some small way help a young person to realise their full potential then I think that is so worth doing. Its nice to be able to give back in some small way

As much as I enjoyed the programme 2 years is a very long time commitment - I could not commit to giving this amount of time to one programme again due to my work commitments.



Clearstream and Bishopstown CS, Cork

Section 4

School Evaluation

The teacher **response rate was 86%**. The evaluation was divided into four sections:

- 4.1 Structure and Content
- 4.2 Programme Benefits
- 4.3 Communication, Service & Support
- 4.4 Recommendations

4.1 Structure & Content

4.1.1 Company Engagement

92% of teachers rated the company's engagement as **excellent** throughout the programme and **8%** very good.

Total commitment from mentors and warm welcome for every visit.

Very supportive from the CFO down. The staff have been excellent with our students, very understanding and supportive. We got some work experience for students which was beneficial. The students have been so positive.

4.1.2 Mentoring Venue, Travel and Frequency

Comments included:

I think every 3 or 4 weeks is optimum to build a relationship for mentee/mentor. Venue and travel worked perfectly

I thought it was just right: the mentoring venue is within walking distance from the school and the frequency kept the momentum up.

The mentoring venue really opened the student's eyes to endless possibilities.

4.2 Programme Benefits

In this section we asked the teachers which part of the Student Mentoring programme benefitted their students the most. This is clearly an important section to reflect on as it is often difficult for students to articulate their thoughts on the benefits directly to the mentor during the programme sessions.

4.2.1 Most Beneficial Aspect of the Programme

Based on feedback from participants, **91%** of teachers thought that students felt **meeting new people/making new contacts** benefited them most. They thought that **73%** of students felt **researching different career options** benefitted them the most during the programme, while **64%** felt that **learning about their Mentor's job** benefited them most. This was followed by **CV & Interview preparation 55%** and **college preparation 27%**. **45%** of the teachers also selected **other** specific reasons that benefited students.

Comments included:

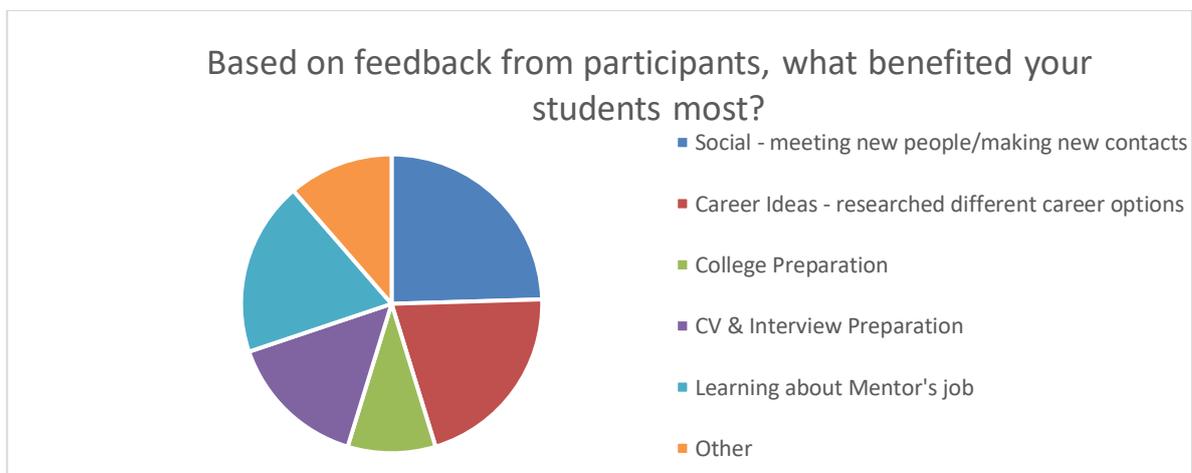
Confidence in meeting people outside their normal circle. Being treated as an adult/senior student.

Our students are from a DEIS school and many have a serious lack of self-esteem and self-confidence.

It was so beneficial.

In some cases, a role model of an adult with post leaving certificate education giving insight into the third level education system and career paths.

Experiencing a work environment.



4.2.2 Impacts of the Mentoring Programme

The teachers who responded felt that the Student Mentoring programme had several positive impacts on students including improvements in **self-confidence (100%)**, improved **communication skills (100%)** and **considering alternative options and new ideas after they leave school (100%)**, being **inspired to apply themselves in school (91%)** and improved **interpersonal skills (91%)**. Teachers indicated that they felt that the mentoring programme had **helped students to make decisions about going to college (73%)** and improved **teamwork skills (45%)**.

Comments included:

It opened students' eyes to the variety of opportunities and a different way of life that many of them were unfamiliar with although they live relatively close to the building.

It inspires students.

All students from my school may not know of any of such a profession and seeing the goals they achieved and where they came from and being able to build the professional capacity was really important.

4.2.3 Main Benefits

Teachers indicated that the Student Mentoring programme had a number of positive benefits for students. **64%** strongly agreed that students had **developed valuable relationships with local businesses**, **55%** strongly agreed that students had improved **participation and engagement among the class group** with **27%** strongly agreeing that they saw improved **attendance** among the class group which is quite significant and telling.

4.2.4 Influence of the Programme on Students

The teachers were asked if participation in the Student Mentoring Programme contributed to retaining a student at school who was otherwise likely to leave this year. **55%** of teachers said no, while **45%** said yes. The current retention rate in Ireland is worth considering at this point which stands at 91.5%.

Comments included:

Not so much for retention but level of engagement did improve definitely.

In the last 5-10 years we have had very few students who leave school officially but quite a few who attend for very few days. There were two in this group whose attendance, while not perfect, significantly improved. There are two others (both with additional needs) whose self-confidence and social skills blossomed. One of them was given work experience and then a summer job. If the programme had no other benefit but just that then I would deem it a success because that has made all the difference to that student's life and prospects.

4.2.5 Impact of the Programme on Students

Teachers were asked if participation in the Mentoring programme had a noticeable impact on some individual students and if they could identify a student(s) whose attitude, commitment and focus had been positively changed. The results show that mentoring does have a significant impact on a young person's education with **91%** of School Coordinators indicating that the programme had a noticeable impact on some individual students as a result of participating in the programme.

Comments included:

Yes, one student now is adamant he wants to work in finance and spoke of areas he had encountered on this programme. Another student was inspired by the lifestyle his mentor had and wants to emulate this. In general, the young women on the programme appeared more confident in themselves when they encountered other successful women in the workplace.

Confidence changed and improved. More calm and relaxed being able to talk through future options with an outsider and in return feeling more prepared



Godolphin and St Pauls SS, Monasterevin, Co. Kildare

4.3 Communication, Service & Support

4.3.1 Service provided by the BITCI Coordinator

100% of teachers rated the service provided by the BITCI Coordinator as **excellent**.

4.3.2 Service provided by the Company Coordinator

100% of teachers rated the service provided by the Company Coordinator as **excellent**.

4.3.3 Partnership between the company and the school

64% of School Coordinators rated the partnership between the company and the school as **excellent**.

4.4 Recommendations

4.4 Recommendations to the Programme

73% of the responding teachers had no recommendations for the programme. The 27% of respondents who did suggested **more social trips** and more **communication**.

4.5 Recommend the Programme to a friend or colleague

The **Net Promoter Score** from the teachers who responded was 91.



KPMG mentor and Gaelcholaiste Mhuire mentee, Cork

Section 5

Company Evaluation

All companies were asked for the first time this year to complete an evaluation on behalf of their business to provide an overall business perspective of this programme. The person who completed this is known as the company coordinator. The main areas of focus were:

- 5.1 Structure and Content
- 5.2 Programme Benefits
- 5.3 Communication, Service and Support
- 5.4 Recommendations

5.1 Structure & Content

5.1.1 Overall Enjoyment of Programme

50% of Company Coordinators rated student engagement and participation throughout the programme as **excellent**, **30%** of Company Coordinators felt that student engagement was **fair** with a further **20%** indicating **very good**.

Comments included:

As always, the students throw themselves into this program with a lot of enthusiasm and the relationship between student/mentor just gets stronger as the program runs.

Throughout we had very good attendance and certainly a well engaged team throughout the process.

The onset of Covid19 did mean that we did not really finish out the programme properly, which is unfortunate.

We had limited time with the students and even though some structure was provided it was hard to get a handle on what the students really needed and wanted from us.

5.1.2 Most Enjoyable Element of Mentoring Programme

Company Coordinators were asked to identify company's overall enjoyment of each element. **70%** of Company Coordinators rated **school visits** as **excellent** and **60%** enjoyed **making an impact in a young person's life**. Other popular elements rated as **excellent** were **seeing a young person's self-confidence increase (50%)**, **social events (50%)**, **working with other colleagues via the Mentoring Programme (50%)**, **the opportunity to see the world from a young person's perspective (40%)**, **making a connection with a young person (40%)** and **self-development (40%)**. Mentors were able to select multiple answers.

5.2 Programme Benefits

This section examines the overall benefits to employees as a result of participating in the programme.

5.2 Most Beneficial Aspects of the Programme

100% of the companies cited **being able to make a difference in a young person's life and a feel-good factor and enjoying the volunteering experience** as the most beneficial aspect of the programme. Following this, **80%** indicated that the **opportunity to be involved in a project outside of normal work duties** was of benefit with **70%** **enjoying an increased awareness of their local community as a benefit**. **60%** indicated that their company **enjoyed the opportunity to show pride in their work and their organisation**. **30%** indicated **improved interpersonal skills** and **20%** of the businesses said it improved **employees' motivation/job satisfaction**. Respondents could choose and indicate multiple benefits.

Comments included:

The mentors recognised this as an excellent opportunity. It allowed them to develop their coaching skills and discover their leadership potential.

More generally, this is a great opportunity for all of us to give something back, which I hope we managed to do.

5.3 Communication, Service & Support

5.3 Service provided by the School Coordinator

60% of Company Coordinators rated the service provided by the teacher as **excellent** and **40%** as **very good**.

70% of Company Coordinators rated the partnership between the company and the school as **excellent** and **30%** as **very good**.

5.4 Recommendations

In this section the Company Coordinators were asked for any recommendations or changes they would make to the programme along with improvements in feedback and support.

5.4.1 Recommendations and Changes

70% of employees **recommended changes** to the programme. **30%** recommended **no change**.

These recommendations included:

- more structure to the sessions
- greater ownership by students
- better communication between company and school
- more off-site and informal activity
- Support for mentor-changes (e.g. prompt training for the new volunteer when someone leaves the company)
- Increased coordination of attendance. There were some days I wouldn't know if student was attending
- More one to one time.

5.4.2 Recommending the Mentoring Programme

The Net Promoter Score for companies was 80 in terms of recommending the programme to a friend or colleague.



KPMG and Gaelcholaiste Mhuire, Cork

Find out more

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