



Lucy Mentoring Program Evaluation Report Stage 5



**NSW Department of Premier and Cabinet
Office for Women
2007**

Acknowledgements

The Office for Women gratefully acknowledges the cooperation and support of the following organisations that assisted in the Lucy Mentoring Program:

- The University of Sydney, Faculty of Economics and Business
- The University of Western Sydney, School of Accounting, School of Economics and Finance, and School of Law
- Women Chiefs of Enterprises International

Kate Parker
Senior Project Manager
Office for Women
Level 13, Bligh House
4-6 Bligh Street
Sydney NSW 2000
Phone: 02 9228 3197
Fax: 02 9228 3571
Email: ofw@dpc.nsw.gov.au
Website: www.women.nsw.gov.au

Published November 2007



Women Chiefs of Enterprises – International



The University of Sydney
Faculty of Economics and Business

Lucy Mentoring Program Evaluation

Stage 5, 2006

The Lucy Mentoring Program achieved its objectives in Stage 5, and results of the evaluation were positive.

The Office for Women received 18 evaluations from a possible 30 students and 18 mentor evaluations from a possible 29. Evaluations from university representatives were not collected for Stage 5 as these long-term staff members have been intimately involved in the delivery of the Program and their regular feedback has already been used to inform each stage of the Program.

Participants were asked to rate responses on a scale of **1 to 5** with **1** being **Very Poor**, **2 Poor**, **3 Satisfactory**, **4 Good**, and **5 Excellent**. The evaluation focused on participant outcomes, program structure and program materials.

94% of student respondents stated that the 'Lucy' Work-Based Activity had been useful in providing an opportunity to learn new skills. All respondents stated that 'Lucy' had both raised their awareness of the breadth of job opportunities in the corporate sector and provided them with exposure to a network of senior women across various industries. .

Students stated that 'Lucy' had provided them with:

- a range of industry contacts and networking opportunities (10 responses)
- Knowledge of the workplace environment including the public sector (5 responses)
- an improvement in professional skills including planning, applying strategy, and communicating (5 responses)
- improved confidence (4 responses)
- guidance and direction (3 responses)

The Work Based Activity (WBA) programs that were most beneficial included:

- interacting with staff members, including management (6 responses)
- attending meetings (5 responses)
- touring different departments (2 responses)
- shadowing mentors (2 responses)

Over 94% of mentor respondents rated their 'Lucy' mentoring experience as Satisfactory or better. All of them rated 'Lucy' as Satisfactory or better learning experience for students.

Following are summaries of the mentor and student evaluations, as well as a brief comparative analysis of some of the key evaluation questions which are being consistently monitored throughout each stage of the 'Lucy' Program.

**LUCY MENTORING PROGRAM
STAGE 5 EVALUATION SUMMARY**

STUDENT RESPONSES

PARTICIPANT OUTCOMES (18 responses out of a possible 30)

8 student responses were from the University of Sydney
10 from the University of Western Sydney

1. How well has the Lucy Mentoring Program met your objectives / expectations?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	6	10
			11%	33%	56%

Can you identify 3 benefits of the Program?

1 student did not comment

- Range of industry contacts and networking opportunities (10 responses)
- Knowledge of the workplace environment including the public sector (5 responses)
- Professional experience (5 responses)
- Improved professional skills including planning, applying strategy, communication (5 responses)
- Improved confidence (4 responses)
- Guidance and direction (3 responses)
- Knowledge of careers (3 responses)
- Opportunity to work with a successful female (2 responses)
- Better understanding of the challenges facing women
- Helped me understand how to get to executive level
- Perceptions broken

2. How well has 'Lucy' raised your awareness of the breadth of job opportunities in the corporate sector?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			4	5	9
			22%	28%	50%

What new opportunities are you now aware of?

- Greater knowledge of work arrangements and possibilities in the public sector (4 responses)
- The possibility for pursuing non-traditional avenues of legal work (3 responses)

- The overlap between organisational psychology and HR
- Clarified career preferences for the public sector
- The great variety of departments within any one organisation
- The opportunities available in the corporate sector
- That career options do not have to be reliant on the obvious avenues suggested by any one degree
- A greater awareness of business entities in the Australian workforce
- The variety of jobs on offer
- Opportunities for working overseas

3. To what extent has ‘Lucy’ motivated you to aspire to senior positions in the public and private sectors?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	6	10
			11%	33%	56%

Has it changed your view about leadership in the corporate sector? How?

- That women can succeed, as men do, and advance to senior management positions (4 responses)
- It's challenging, hard work (2 responses)
- Anyone can be a leader (2 responses)
- Leaders can be humble and down-to-earth (2 responses)
- Women who are strong and determined make great leaders
- The decision making process is slow and patience is needed
- Experience is key to leadership
- Interpersonal skills are key to leadership
- Leadership in the corporate sector entails a broad sweep of responsibilities
- It is possible to be both a mother and a corporate leader
- The legal profession has many female leaders of seniority

4. How useful has the Work-Based Activity been in providing an opportunity to learn new skills?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		1	3	5	8
		6%	18%	29%	47%

1 student did not respond

Please identify 3 useful skills you have developed

- Confidence (6 responses)
- Interpersonal skills (6 responses)
- Presentation skills including public speaking (5 responses)
- Communication skills (4 responses)
- Independent research skills (2 responses)
- Networking and marketing personal attributes (2 responses)

- Group work skills (2 responses)
- Leadership skills (2 responses)
- Report Writing
- Interviewing, questioning and approaching professionals
- Observational skills
- Time management skills
- Management of employees in an organisation
- Identifying and using gender as advantageous
- Decision making skills
- Drafting procedures

5. How successful has the Work-Based Activity been in providing you with an opportunity to learn about the organisation?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			3	2	13
			17%	11%	72%

What specific Work Based Activities were most beneficial?

- Interacting with staff members, including management (6 responses)
- Attending meetings (5 responses)
- Touring different departments (2 responses)
- Talking to the HR representative (2 responses)
- Shadowing mentors (2 responses)
- Business continuity
- Networking
- Strategic planning
- Speaking with other women in positions of leadership
- Learning to use particular computer programs such as 'Powerpoint'
- Being part of the organisation's 'community'
- Independent, impromptu thought
- Learning from the mentor's precedent
- Working on a particular project
- A job interview
- Staff events

6. How useful has 'Lucy' been in providing you with exposure to a network of senior women?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			3	9	6
			17%	50%	33%

Has exposure to senior women helped you? How?

- Source of guidance and information, including advice about career options (4 responses)
- Gaining confidence (3 responses)

- Networking (3 responses)
- Greater understanding of how the women reached positions of seniority (3 responses)
- Opened up career opportunities
- Inspiration – that achieving and succeeding in leadership is possible
- Gained a greater awareness of different leadership styles
- Role models
- Gaining an understanding of what is involved in achieving a work/life balance

7. How would you rate ‘Lucy’ in helping you clarify the career path you might take?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			4	9	4
			24%	53%	23%

1 student did not respond

Could the program have offered more to help you with your career decisions? If so what?

9 students did not respond

- It helped to enable assessment of future career options (2 responses)
- No (2 responses)
- An introduction to other available career options
- Wasn't entirely relevant to area of interest
- The provision of a wider variety of mentors

8. Did you identify any factors which might help or hinder entry or progress through an organisation? What were they?

5 students did not comment

- Confidence (5 responses)
- Having the right attitude (4 responses)
- Need for flexibility (2 responses)
- Being motivated (2 responses)
- Using networking as a tool for advancement (2 responses)
- Having children
- Having communication skills
- Having interpersonal skills
- Fear to promote yourself
- The ‘glass ceiling’
- The possibility for gender to be a hindrance
- Limited number of positions available, and great number of applicants
- Lack of experience such as with interview skills
- Time management skills

9. Has the experience helped you to understand how you can create a balance between career goals and lifestyle?

	Yes	No
Responses	13	4
	76%	24%

1 student did not respond

What have you learnt? What aspects of the Program assisted your understanding?

- The need to be flexible with the work/life balance (7 responses)
- Need to be consistent
- Need to be persistent
- Managing family and work can be relatively easy
- The organisation's family-friendly policy and flexibility will influence the ability to achieve the best work/life balance
- Didn't get the opportunity to be exposed to this experience
- Public service revealed more family-friendly working hours (9am-5pm)
- Workplace policy surrounding health such as sport at lunchtime influences the ability to achieve good health

10. How clear were you about your learning needs and goals before starting the Program?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		2	7	5	3
		12%	41%	29%	18%

1 student did not respond

If you were not well prepared, what would have assisted you to be clearer about your objectives?

8 students did not comment

- Being sure about desired career goals and industry sector of interest (2 responses)
- Being able to hear about the experiences of past students (2 responses)
- Listing the objectives
- Gaining information prior to starting about what being a student would entail
- Writing down expectations prior to starting, then outcomes upon completion – and comparing the differences between the two
- Further investigation about the industry sector of relevance
- Being able to speak to the academic staff
- Understanding more about what could be asked of the mentors to organise

ORGANISATION AND STRUCTURE OF THE 'LUCY' PROGRAM

11. How would you rate the Expression of Interest process as a method of student selection?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses	1	1	4	6	5
	6%	6%	24%	35%	29%

1 student did not respond

Comments:

6 students did not comment

- The 'Lucy' program was poorly promoted – including by university staff (3 responses)
- The application is quite challenging, so only keen and committed are likely to succeed (2 responses)
- The application has a similar structure to a standard job application
- A paper application is a limited application
- Was not aware that the mentors would be provided with the EOI
- An extremely fair process
- Include an introductory essay as part of the application process
- A good process
- Found the stated pre-requisite of 'disadvantage' to be problematic
- Good online access to information

12. How would you rate the matching of mentors to students?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			3	7	7
			18%	41%	41%

1 student did not respond

Could methods of matching be improved? How?

- Was a good match (5 responses)
- Considering time and familiarity constraints (where little was known of the students at the program's outset) it was a good process (2 responses)
- The opportunity to change mentors
- Need to involve more mentors
- The opportunity for students to express an interest in a particular mentor

13. How would you rate the structure of the Program (i.e. Sessions 1 & 2 and the Student Debrief) as a framework to support the Work Based Activity?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			3	7	7
			18%	41%	41%

1 student did not respond

Is there anything that you would add or change (timing, length or number of sessions etc?)

9 students did not provide comment

- No (2 responses)
- A greater frequency of sessions (enable networking) (2 responses)
- Continuous, weekly email contact to encourage communication with the mentor
- Journal writing
- The debrief was unnecessary
- A greater flexibility around student work commitments
- More time needed
- Set up and promote the blackboard from day 1

14. How would you rate the student selection process?

NB. University of Sydney students must have a credit point average, fulfil disadvantaged criteria established by the Broadway scheme, complete an EOI form, and be individually interviewed. University of Western Sydney students must have a credit grade point average, complete an application form, and attend and present at a group interview.

	Very Poor	Poor	Satisfactory	Good	Excellent
Students USYD			1	6	1
Students UWS				4	4
			6%	63%	31%

2 students did not respond

Can you suggest any ways to improve the recruitment process?

14 students did not provide comment

University of Sydney responses

- At interviews, ask questions different to those already asked in the application form
- Ask questions about where the students want to go in their long-term career path
- Have a mentor present to ask a hypothetical question of the student, based on the real experience of their work life
- A group session would be less stressful and formal than the one-on-one interview format

University of Western Sydney responses

No students provided comments

15. How did you rate the Student Briefing?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	7	7
			12%	44%	44%

2 students did not respond

Is there other information that should be covered?

12 students did not provide comment

- Was excellent to hear feedback from the others about their experience (2 responses)
- Have more planned interactions such as a game for table partners to meet others (rather than relying on informal chatting)
- The program succeeded in conveying to students exactly when and where they should be at certain times
- No – Was good to have a past student present to answer questions
- Need more direction regarding the journal and presentation

16. Did networking between students occur?

If so, what process was used and was this useful? If not, would this have been useful and what suggestions do you have?

1 student did not respond

- Yes – particularly at debriefing and first ‘Lucy’ session (7 responses)
- None, or very limited, networking occurred (6 responses)
- Friendships were made (2 responses)
- A small amount of networking between table members occurred
- An icebreaking game would be useful
- There was good networking, but unsure of its long-term ties
- Blackboard wasn’t particularly useful
- Blackboard was useful to generate discussion
- Good to meet students from other faculties
- Keep discussion board and webCT running for past and present students
- Provide a list of contact details
- The onus was on students to network themselves
- More group tasks
- More sessions needed

17. How successful were you in combining your study/work/family commitments with the demand of the program?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			1	8	8
			6%	47%	47%

1 student did not respond

If you had difficulty organising competing time commitments what suggestions do you have to make the Program easier for students?

15 students provided no comment

- Contact the mentor as soon as possible in order to establish a program suitable to each individual mentor/student pairing
- It's very focused on the end of semester – although it is good to have the holidays
- The flexibility of the program made it easy

If you were able to organise competing time commitments successfully, what strategies made a difference to facilitating your participation in the Program?

8 students provided no comment

- Organisation, preferably ahead of time (2 responses)
- Open communication with the mentor (2 responses))
- Using the holiday period (2 responses)
- Scheduling in appointments
- Making the most of your time
- Privilege the Work-Based Activities component of the 'Lucy' project above its other competing needs
- Do the placement after exams
- Mentor needs to be flexible
- Short notice for unplanned days makes things difficult
- Working with the mentor's timetable
- Communication ahead of time about availability

18. How well prepared were you for the level of commitment (time and personal) required to meet the demands of the Program?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	9	6
			12%	53%	35%

1 student did not respond

Comments:

10 students did not provide comment

- The commitment of 35 hours, and the dates involved, are made explicit upfront, so it is easy to comply with (2 responses)
- Was unaware of how much it would take up every minute of the day – a positive surprise
- Need to prepare for the unexpected
- The student can choose to commit as much as they like
- The mentor was flexible
- The program's demands were reasonable
- Undergoing the placement after exams helps

- Keep a diary, plan and prioritise
- Take every opportunity seriously
- An income sacrifice had to be made to take on the program – but it was worth it

PROGRAM MATERIALS/DOCUMENTS

19. How would you rate the content of the Expression of Interest Document?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			6	7	4
			35%	41%	24%

1 student did not respond

Was there ample opportunity for you to present your case for inclusion in the program?

7 students did not provide comment

10 students stated they had ample opportunity to present their case

- There should be less of the 'disadvantage' criteria
- The student should be asked at the beginning to state their career goals and objectives, then to state these again at the end to enable a point of comparison
- Whilst the EOI document was relevant, the mentor-matching process didn't pay necessary attention to finding a mentor to match the area of study

20. How would you rate the 'Participant Manual'?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			1	9	7
			6%	53%	41%

1 student did not respond

Was there sufficient information in the manual?

	Yes	No
Responses	17	
	100%	

1 student did not respond and 0 student could not recall the manual

What other information should be included?

11 students did not comment

- Past student quotes, anecdotes, suggestions, feedback, photos (with the mentor) and/or summaries (3 responses)
- More guidance is needed on aspects of the presentation, perhaps with an example

- More guidance is needed on journal presentation
- The information was adequate
- Encourage the setting of goals before and after the program to monitor changes in the student's career expectations and planning

Would you delete anything?

13 students did not comment

- No (5 responses)

21. How helpful was the information provided in the mentor biographies?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		1	2	9	5
		6%	12%	53%	29%

1 student did not respond

Comments

7 students did not comment

- A good outline of mentor's background (4 responses)
- A good point to start from (2 responses)
- A great starting point for research
- It was not up-to-date
- Would have liked more detail about mentor's role in the organisation
- Good idea, but student still needs to do additional research (a good thing)
- Helpful, but didn't mean much at the time

22. How would you rate the usefulness of the Reflective Work Journal?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		1	1	9	5
		6%	6%	57%	31%

2 students did not respond

Please identify any benefits to keeping the journal

5 students did not comment

- Keeps track of important events, tasks, activities and/or conversations (4 responses)
- Allows you to reflect on experiences (3 responses)
- Consolidates that which is learnt in the workplace (2 responses)
- Allows reflection of your change of attitude and the lessons learnt (2 responses)
- It is something to look back on
- Allows you to reflect on why you undertook the program and how your goals were achieved
- Helps you to focus on your goals
- Reflections on the highlights of the 'Lucy' experience

- Get to know yourself better
- Forces you to take the time to recognise what has been going on around you
- Allows you to integrate a timetable to help organise your work
- Elaborates on the final 5 minute presentation

Would you be prepared to show your journal to future ‘Lucy’ students?

1 student said no and 1 student did not respond

The following are willing:

- 9 students from University of Western Sydney
- 7 students from the University of Sydney

23. How would you rate the usefulness of the Reflective Learning Journal workshop (provided by the respective Universities)?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses	1	1	5	6	1
	7%	7%	36%	43%	7%

2 students did not respond and a further 2 stated that this question was ‘not applicable’

Please list the three most useful aspects of the workshop.

9 students did not comment

- Sample ‘Lucy’ learning journal (2 responses)
- Organisation
- Learning what needs to be written about
- Personal growth
- Time-out from a crazy lifestyle!
- Shows how to use the journal and why it is effective
- Workshop should have examples of various styles and formats
- Template
- Discussion between the students

Is there anything else you would have liked included in the workshop?

15 students did not comment and a further 1 student stated that this question was ‘not applicable’

- The inclusion of a few more past students to offer an insight into what the current students should expect
- A sample journal to give a better idea of what to include

University of Western Sydney Students only - 10 students

Please rate the usefulness of the following components of the journal workshop:

A. Structured discussion on Designing Reflection (What do I want to get out of this? What do I do here? Who am I?)

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		1	1	6	
		13%	13%	74%	

2 students did not respond

B. Explanation of the relationship between Your Notebook, Reflective Learning Journal, Portfolio for Interviews?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		1	2	5	
		13%	25%	62%	

2 students did not respond

24. In hindsight could you suggest any additions to the University curriculum which would help you prepare for the workforce?

8 students did not comment

- More hands-on experience, to exercise the practical application of the theory learnt (3 responses)
- Workshops about resume writing, job application and interview skills (2 responses)
- It's hard to prepare for the workforce when you are only focusing on theory, so 'Lucy' offers the great benefit of being able to learn what to expect from the workplace environment
- More work experience (such as internships); opportunities such as 'Lucy' are fairly unique for those studying Economics or Business
- More faculties would benefit from taking up 'Lucy'
- Job seeking courses
- More promotion of the 'Lucy' program

Please make any further comments or suggestions about the program

7 students did not comment

- Excellent! (2 responses)
- The experience was thoroughly enjoyable and a great deal was learnt (2 responses)
- Need more frequent communication with the students about when and where events will be held
- Need more frequent communication with the students to ensure they are making progress with the program
- Was fabulous!
- It should be extended to other faculties
- More guidance for students on what they can request from mentors

- Very beneficial for someone having come straight from school into university
- Needs greater promotion
- Better to provide more detailed information to mentors before the start of the Work-Based Activities beyond just the subjects the student studies

**LUCY MENTORING PROGRAM
STAGE 5 EVALUATION SUMMARY
MENTOR RESPONSES**

PARTICIPANT OUTCOMES (18 responses out of a possible 29)

1. How would you rate your relationship with the Office for Women (information provided, responsiveness to requests, etc?)

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	4	12
			11%	22%	67%

Comments:

11 mentors did not comment

- Great staff at the Office for Women; professional and inspiring (3 responses)
- Supportive (2 responses)
- Well co-ordinated (1 response)

2. How would you rate the mentoring experience?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		1	1	7	9
		5.5%	5.5%	39%	50%

What do you think you gained from the experience?

4 mentors did not comment

- The rewards of providing advice and guidance and to pass on the benefit of experience (4 responses)
- Sense of connection with young people, a greater understanding of their motivations (2 responses)
- Energy and enthusiasm (2 responses)
- Gained greater appreciation of chosen workplace and career, now take less for granted
- Opportunity to see young women gain confidence and skills
- The good feelings associated with 'giving something back' and helping to change the workforce for the better
- A desire to replicate this process by setting up mentoring capabilities in own organisation

Did you experience any barriers or difficulties (eg, time)?

5 mentors did not comment

- Finding the time in an already busy work schedule (6 responses)
- No problems were encountered (2 responses)

- Restricted access meetings meant that student could not always accompany me
- Unplanned – needed to have organised activities in advance
- Whatever hurdles were faced were largely overcome
- The student was unprepared for the complexities of the workplace due to only being a first year student
- Flexibility enabled the avoidance of problems

3. How would you rate the learning experience for the students?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			1	11	6
			6%	61%	33%

What do you think the student gained from the experience?

4 mentors did not comment

- Increased knowledge and skills in the work place (5 response)
- Improved confidence (3 responses)
- A greater understanding of the variety of jobs available (3 responses)
- Insight into the industry's operations
- A greater understanding of the life/work balance
- Understanding that success in the workplace needs more than academic competency
- Particular experience in government and legal processes
- Exposure to a variety of different people
- The skills of working towards real-time, workplace goals
- A greater appreciation of the value of networks
- A greater appreciation of the challenges of time
- Exposure to workplace gender dynamics

4. How clear was your student about her learning needs and goals before starting the Work Based Activity? (17 mentors responded)

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		2	7	6	2
		12%	41%	35%	12%

1 mentor did not respond

If they were not well prepared, how can the Program assist students to clarify their objectives?

14 mentors did not comment

- Give students case studies, summaries of previous students' experiences to help them prepare
- Provide the students with some objectives
- Mutual feeling of insecurity
- There were no problems with student preparation

- More one-on-one discussions before the program starts in order to ascertain the student's goals
- The program cannot always hope to prepare students for the reality of each individual workplace
- Have the students write out their goals and needs before they start
- Make it clear to prospective students that the program is meant as a prospect for personal development and not as an 'employment service'

5. How well did your student meet the work place standards of your organisation (e.g. dress, punctuality etc)?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			1	7	9
			6%	41%	53%

1 mentor did not respond

Comments

14 mentors did not comment

- Great attitude, adaptable
- Always on time
- No problems experienced
- Some difficulties faced in communicating with colleagues and developing inter-personal rapport

If your student had difficulty in meeting workplace standards, how could the Program assist students to do this?

12 mentors did not comment

- No problems were faced (3 responses)
- Her busy life meant that meetings were made difficult
- Student sometimes lacked enthusiasm (possibility this was shyness but it was a comment made by many in the workplace)
- A prior discussion about workplace realities and the variety of attributes an employee requires

6. How well would you rate the matching of mentors to students?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			3	8	5
			19%	50%	31%

2 mentors did not respond

Comments:

14 mentors did not comment

- Initial insecurity felt in the pairing, but that was eventually resolved
- Student was well suited
- University staff may have used incorrect preconceived notions about the organisation when choosing the student
- A fair match

7. How would you rate the structure of the Program (i.e. Briefing, Sessions 1 & 2) as a framework to support the Work Based Activity and Mentoring Experience?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			1	8	7
			6%	50%	44%

2 mentors did not respond

Comments:

13 mentors did not comment

- Lunch was too loud, making it difficult to talk
- Time constraints made making meetings difficult
- Everything was fine
- There is ample support from the Office for Women
- Hadn't been contacted for a telephone debriefing

8. How would you rate the 'Lucy' promotional flyer?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			3	10	2
			20%	67%	13%

1 mentor did not respond and a further 2 mentors had not seen the flyer

Was there sufficient information in the Flyer?

Yes: 11 No: 0

What other information should be included?

14 mentors did not comment

- Not sure
- No
- Focus the material on the program's aim to enable personal and professional development and career goal-setting rather than having it seem to advertise itself as a job-matching service
- Why it is coined the 'Lucy' program?

Would you delete anything?

- No (2 responses)

9. How would you rate the Participant Manual?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	9	3
			14%	64%	22%

3 mentors did not respond, and 1 did not receive the Manual

Was there sufficient information in the Manual?

Yes: 9 No: 0

What other information should be included?

- It was very helpful
- Some 'shadowing' tips

Would you delete anything?

- No

10. How would you rate the information provided about your student?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		2	5	6	3
		12%	31%	38%	19%

2 mentors did not respond

Information provided through University of Sydney: **3**
Information provided through University of Western Sydney: **12**

Comments:

- Could have been more detailed, limited information provided
- Focused too much on academic record and not enough on broader interests
- It was sufficient. The first meeting's individual contact is the most important thing
- The student's statement was an unrealistic 'wish list' which did not identify current and previous work experience
- The student statement is personal so basic information is fine to start with
- Was not supplied with information – collected it all at the first meeting

11. In hindsight could you suggest any additions to the University curriculum which would help prepare students for the workforce?

- Need to build more vocational/practical skills alongside the academic (2 responses)
- More placements
- Universities should always have a work experience component for every student
- 2nd year students are still too university-centric and unaware of the challenges of the workforce
- Career development day
- Plain language drafting to equip students with the skills for clear and concise writing which is essential to the workplace

12. How would you rate your understanding of the objectives and requirements of the Work Based Activity prior to commencing the placement?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			3	10	4
			18%	59%	23%

1 mentor did not respond

Comments:

- A realisation that work-based activity can take many forms according to the student's skill base
- Provide the student with a greater awareness of possible career trajectories
- Basic information was a good start

Please make any further comments or suggestions about the Program or your experience

- General workshop for all student on CV application
- Team building workshop for whole group to build confidence and a support network
- Very impressed
- That the students be students towards the end of their studies rather than in the middle of them
- The young women were very inspiring. A great pleasure.
- Keep it going, promote it more – it's a great program which the student's can really value when they reach the end
- A very enjoyable experience, valuable for both sides – Learning 'Gen Y' is important for senior managers

**LUCY MENTORING PROGRAM
COMPARATIVE ANALYSIS OF KEY OUTCOMES BY STAGE 5**

Question A – STUDENT EVALUATION

How well has the Lucy Mentoring Program met your objectives / expectations?

Program Stage	% of respondents rating Good - Excellent	Comments
Stage 1 (Semester 1, 2004)	78%	14 responses received from a possible 18 students
Stage 2 (Semester 2, 2004)	100%	7 responses received from a possible 20 students
Stage 3 (Semester 1, 2005)	100%	13 responses received from a possible 27 students
Stage 4 (Semester 2, 2005)	95%	18 responses received from a possible 25 students
Stage 5 (Semester 1 2006)	89%	18 responses received from a possible 30 students

Question B – STUDENT EVALUATION

To what extent has 'Lucy' motivated you to aspire to senior positions in the corporate sector?

Program Stage	% of respondents rating Good - Excellent	Comments
Stage 1 (Semester 1, 2004)	93%	14 responses received from a possible 18 students
Stage 2 (Semester 2, 2004)	100%	7 responses received from a possible 20 students
Stage 3 (Semester 1, 2005)	91.5%	13 responses received from a possible 27 students
Stage 4 (Semester 2, 2005)	88%	18 responses received from a possible 25 students
Stage 5 (Semester 1, 2006)	89%	18 responses received from a possible 30 students

Question C – MENTOR EVALUATION

How would you rate the mentoring experience?

Program Stage	% of respondents rating Good - Excellent	Comments
Stage 1 (Semester 1, 2004)	78%	9 responses received from a possible 18 mentors
Stage 2 (Semester 2, 2004)	70%	10 responses received from a possible 22 mentors
Stage 3 (Semester 1, 2005)	91%	12 responses received from a possible 27 mentors
Stage 4 (Semester 2, 2005)	93%	14 responses received from a possible 25 mentors
Stage 5 (Semester 1, 2006)	89%	18 responses received from a possible 29 mentors

Question D – MENTOR EVALUATION

**How would you rate your relationship with the Office for Women
(information provided, responsiveness to requests, etc?)**

Program Stage	% of respondents rating Good - Excellent	Comments
Stage 1 (Semester 1, 2004)	70%	9 responses received from a possible 18 mentors
Stage 2 (Semester 2, 2004)	60%	10 responses received from a possible 22 mentors
Stage 3 (Semester 1, 2005)	100%	11 responses received from a possible 27 mentors
Stage 4 (Semester 2, 2005)	93%	14 responses received from a possible 25 mentors
Stage 5 (Semester 1, 2006)	89%	18 responses received from a possible 29 mentors