



Lucy Mentoring Program Evaluation Report Stage 6



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

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- Women Chiefs of Enterprises International

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Lucy Mentoring Program Evaluation

Stage 6, 2006

The Office for Women received 11 evaluations from a possible 34 students, and 17 mentor evaluations, from a possible 34 for the Stage 6 Evaluation.

The evaluation focused on participant outcomes, program structure and program materials. The report summarises the findings of the student and mentor evaluations, and provides a brief comparative analysis of some of the key evaluation questions that have been consistently monitored throughout each stage of the 'Lucy' program to date.

According to key summary outcomes of the evaluation, 100% of student respondents felt that the program had both met their objectives and motivated them to aspire to senior positions in the public and private sector. Similarly 100% of mentor respondents rated the program as either a **Good** or **Excellent** learning experience for students. 100% of mentor respondents also rated the structure of the Program as either **Good** or **Excellent**.

Students stated that 'Lucy' provided them with a range of industry contacts and networking opportunities; an opportunity to work/gain experience in their chosen field of study; an opportunity to gain clarity about career goals and objectives; and knowledge of senior level management.

Feedback from mentors indicated that they gained personally from meeting and understanding the needs, views and issues faced by young female students and an insight into how they themselves conduct their work/business.

Program Handover in 2007

In early 2006, the Office for Women began negotiating with the University of Western Sydney and University of Sydney to gradually takeover management of the program. As a first step, the University of Sydney organised Session 1 (where mentors and students meet for the first time) and the University of Western Sydney organised Session 2 (cocktail function and certificate presentation) at the end of Stage 6.

From 2007, the 'Lucy' Program is being overseen by a Steering Committee which includes the Office for Women, relevant universities, mentor and student alumnae members, and a Women Chiefs of Enterprises International representative. University partners manage their own programs on a day to day basis and the Office for Women oversees the program as a whole.

The University of Western Sydney and the University of Sydney implemented one program in 2007, which operated from March to October. In addition to the original program, 'Lucy' has recently been launched at the University of Newcastle and the University of New South Wales and will include the University of New England in 2008.

**LUCY MENTORING PROGRAM
STAGE 6 EVALUATION SUMMARY
STUDENT RESPONSES**

PARTICIPANT OUTCOMES (11 responses out of a possible 34)

4 student responses were from the University of Sydney
7 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				5	6
				45%	55%

Can you identify 3 benefits of the Program?

1 student did not comment

- Range of industry contacts and networking opportunities (7 responses)
- Improved confidence (6 responses)
- Opportunity to work/gain experience in your field of study (5 responses)
- Gained clarity about career goals and objectives (5 responses)
- Knowledge of senior level management (1 response)
- Knowledge of balancing work/life (1 response)
- Improved professional skills including planning, applying strategy, communication (1 response)
- Knowledge of the recruitment process (1 response)
- Insight into the corporate work environment (1 response)
- How to manage a male orientated work environment (1 response)
- Had the opportunity to see an organisational structure (1 response)

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			2	4	5
			18%	37%	45%

What new opportunities are you now aware of?

3 students did not comment

- Clarified career preferences for the public sector (3 responses)
- Must be proactive and network, to obtain opportunities (2 responses)
- The trading and finance sectors (1 response)
- Aware of the law firms I would like to work for (1 response)

- The different areas of the banking industry and the varying responsibilities people have within those areas (1 response)
- Work experience placements (1 response)

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	9
				18%	82%

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

3 students did not comment

- More confidence (2 responses)
- It seems achievable and manageable (2 responses)
- How women are treated in upper management positions (1 response)
- Leadership depends on the ability to communicate and trust subordinates (1 response)
- That women are equalling men in management positions (1 response)
- Enjoy the role and be strong (1 response)
- Removed the critical view I had of corporate firms (1 response)
- A leader must have passion and a good work environment (1 response)
- How the power and control women have now within the corporate sector have changed and improved (1 response)
- I would like to learn more (further studies) (1 response)
- Females can be leaders (1 response)

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	3	6
			18%	27%	55%

Please identify 3 useful skills you have developed?

- Communication skills (4 responses)
- Networking (3 responses)
- Preparation for meetings/presentations (2 responses)
- Confidence (2 responses)
- Resume writing, application processes, recruitment processes (2 responses)
- Editing (1 response)
- How to apply for public sector jobs (1 response)
- Improved public speaking skills (1 response)

- Work place observations of a courtroom and legal practices (1 response)
- Cash flows, budgets and payrolls (1 response)
- Auditing, analyst, administration techniques (1 response)
- Work place politics (1 response)
- Using precedents (1 response)

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				5	6
				45%	55%

What specific Work Based Activities were most beneficial?

1 student did not comment

- Shadowing mentors (4 responses)
- Attending meetings (4 responses)
- Networking (2 responses)
- Going to the Court and conducting research (2 responses)
- Interacting with staff members, including senior staff (2 responses)
- One to one sessions (2 responses)
- Participating in presentations during meetings (1 response)
- Processing financial calculations, applying my accounting experience (1 response)
- Working with the international student office to help them develop new strategic models (1 response)
- Seeing the financial department (1 response)
- Business writing seminar (1 response)
- The induction program for new employees (1 response)
- Seeing how an organisation operates (1 response)
- Speaking to the HR Manager (1 response)
- Attending events (1 response)
- Speaking to recent graduates (1 response)

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	4	5
			18%	37%	45%

Has exposure to senior women helped you? How?

3 students did not comment

- Learning from their experience (2 responses)

- My mentor had achieved a lot and showed me that women can make it to the top (2 responses)
- Networking (2 responses)
- One to one communication on different issues (1 response)
- Asking a lot of questions (1 response)
- How to achieve work/life balance (1 response)
- They indicated to me possible career paths (1 response)
- Has provided me with a guide (1 response)
- Increased my confidence (1 response)

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses				6	5
				55%	45%

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

4 students did not respond

- It helped me know which banking department I would like to work in (1 response)
- It opened many new prospects (1 response)
- It showed us a variety of work experiences and alternatives available (1 response)
- I am clear about what I want from my career (1 response)
- Introduce more 'group' activities which address career progression topics and combines all of the 'Lucy' students (1 response)
- More time to gain experience (1 response)
- Provide an ongoing relationship with the mentors (1 response)
- Opportunities for more work (1 response)

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

4 students did not comment

- To progress you must have professional confidence in your abilities (2 responses)
- Experience (2 responses)
- The possibility for gender to be a hindrance ('Glass ceiling') (2 responses)
- A constructive goal (1 response)
- Focus (1 response)
- Lack of great university grades (1 response)
- Corporate conservative culture/cultural sensitivities (1 response)
- Lack of determination (1 response)
- Failure to set short and long term goals (1 response)

- Poor communication skills (1 response)
- Personality (1 response)

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

1 student did not respond

	Yes	No
Responses	10	0
	100%	--

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

2 students did not respond

- The need to be flexible with the work/life balance (5 responses)
- Must have recreational time (1 response)
- The work hours are flexible and provide all the time for quotas to be filled (1 response)
- The need to use balance (1 response)
- If I want a successful career, I will need to sacrifice some family life (1 response)
- Don't take work home after hours (1 response)
- Employers should support employees seeking a work/life balance (1 response)
- I've learnt how the trading system operates (1 response)
- I've learnt what a finance manager does (1 response)

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		1	5	3	2
		10%	45%	27%	18%

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

6 students did not comment

- More information i.e. web based, flyers, booklets, etc. (2 responses)
- Care taken in considering my goals from this program (1 response)
- Speaking as a group about our objectives (as done during the student debrief sessions) (1 response)
- Discussion with previous students/mentors (1 response)
- UWS staff (1 response)

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			2	1	8
			18%	9%	73%

Comments:

6 students did not comment

- There was not much publicity about the 'Lucy' program/more advertising (2 responses)
- Should be offered to all women who are serious about their careers (1 response)
- Very good (1 response)
- Clarify original goals and interests prior to participating in 'Lucy' (1 response)
- Allows mutual exchange of information and helps match mentors and students efficiently (1 response)

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	3	5
			20%	30%	50%

1 student did not respond

Could methods of matching be improved? How?

6 students did not comment

- Consider the degree the student is undertaking and the business of the mentor's organisation (2 responses)
- I was initially disappointed I was not linked with an accountant but I was happy with the outcome (1 response)
- Yes the options for work and personality of my mentor inspired me (1 response)
- Involvement of mentors from non government organisations or international organisations of a non corporate nature (1 response)

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			1	6	2
			11%	67%	22%

2 students did not respond

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

6 students did not provide comment

- Session 1 does not provide enough interaction time with the mentors (2 responses)
- Student briefing could have been shorter (1 response)
- About right (1 response)
- No (1 response)
- More food and activities (1 response)

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	2	1
			25%	50%	25%

	Very Poor	Poor	Satisfactory	Good	Excellent
Students UWS			1	1	3
			20%	20%	60%

2 students did not respond

Can you suggest any ways to improve the recruitment process?

1 student did not provide comment

University of Sydney responses

- Good enough (1 response)

University of Western Sydney responses

- More goal orientated (1 response)
- Should not be based on public speaking skills (1 response)
- Non confrontational (1 response)

15. How did you rate the Student Briefing?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	2	5
			22%	22%	56%

2 students did not respond

Is there other information that should be covered?

8 students did not provide comment

- No (2 responses)
- Too long and covered the same topics/ground too often (1 response)

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?

2 students did not respond

- Yes – at each stage of the program I had the opportunity to meet and share experiences (3 responses)
- Yes – Meetings, discussion boards posted on the internet (2 responses)
- Yes – Learned about the other students (1 response)
- Yes – Friendships (1 response)
- Group emails were very useful (1 response)
- Luncheons and more activities that involve interaction (1 response)
- Yes - During the student briefing (1 response)

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	2	7
			10%	20%	70%

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?

8 students provided no comment

- No (1 response)
- Provide more WBA opportunities around examination times (1 response)

- Provide more time and flexibility (1 response)

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

3 students provided no comment

- Discuss availability between mentor and student on our availability, organise days that are mutually suitable and schedule activities during that day (3 responses)
- We agreed that the hours each day would be flexible (1 response)
- A flexible mentor was beneficial (1 response)
- I chose to complete the program over several months to accommodate study (1 response)
- I had just completed my degree when I started the program (1 response)
- The student should come prepared with the dates they are available (1 response)
- Plan ahead and outline important events (1 response)

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				5	4
				56%	44%

2 students did not respond

Comments:

8 students did not provide comment

- There were several clashes with my work and university commitments that were not favourable to my mentor (1 response)
- I researched the industry and the organisation (1 response)
- I missed the work shop through unreliable internet connections (1 response)

PROGRAM MATERIALS/DOCUMENTS

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	4	5
			18%	36%	46%

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2	2	7
			18%	18%	64%

Was there sufficient information in the manual?

	Yes	No
Responses	9	1
	90%	10%

1 student did not respond

What other information should be included?

7 students did not comment

- Very sufficient (2 responses)
- Information about the presentation and how to prepare for it (1 response)
- More details on what to expect, what should be done for each session (1 response)

Would you delete anything?

6 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	3	7
			9%	27%	64%

Comments

6 students did not comment

- Learnt about the roles of my mentor and provided a research tool (2 responses)
- Very useful, provided a lot of information that is not publicly available (1 response)
- Know more about their interests, as it provides a balance (1 response)
- Provided a strong indication of professional capabilities and personality (1 response)

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			1	4	5
			10%	40%	50%

1 student did not respond

Please identify any benefits to keeping the journal

2 students did not comment

- Provides a record of what I had done (3 responses)
- Remember lessons learnt (3 responses)
- Can review for the future (3 responses)
- Shows transition/changes (2 responses)
- Listed contacts made (1 response)
- Provides a point of reference for my CV (1 response)
- Allows you to unwind (1 response)
- Consolidated my learning (1 response)

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

1 student from UWS said they were not willing to show their journal in the future.

The following are willing:

- 6 students from University of Western Sydney
- 4 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	3	6
			10%	30%	60%

1 student did not respond

Please list the three most useful aspects of the workshop.

4 students did not comment and 1 stated they did not attend

- Good ‘know how’ tool (2 responses)
- Identified information that should be included (2 responses)
- Gained experiences from others (2 responses)
- How to prepare (1 response)
- Showed how to set out the journal (1 response)
- Valuable insights (1 response)
- Great to view the other journals (1 response)
- Reminded about the importance of recording names & details (1 response)

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

9 students did not comment and a further 1 student stated ‘No’

University of Western Sydney Students only – (Total 7 students)

Please rate the usefulness of the following components of the Reflective Learning 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	2	4
			14%	29%	57%

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			2		5
			29%		71%

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

6 students did not comment and 1 stated not/applicable

- Yes – compulsory experience (2 responses)
- More career management/enhancement workshops (2 responses)

Please make any further comments or suggestions about the program

7 students did not comment

- A fantastic, invaluable opportunity (3 responses)
- Should be more widespread/more advertising (2 responses)
- Perhaps ensure networking opportunities at the presentation ceremony (1 response)

**LUCY MENTORING PROGRAM
STAGE 6 EVALUATION SUMMARY
MENTORS RESPONSES**

PARTICIPANT OUTCOMES (Total 17 responses out of a possible 34)

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	13	2
			12%	76%	12%

Comments:

12 mentors did not comment

- Very helpful and friendly (2 responses)
- Useful precise information without overload (1 response)
- I missed one of the crucial meetings due to work commitments so did not have so much interaction. This may have impacted on the remainder of my responses (1 response)
- Only two contacts throughout program. So relationship is neutral at best (1 response)

2. How would you rate the mentoring experience?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses				7	10
				41%	59%

What do you think you gained from the experience?

6 mentors did not comment

- Insight/Understanding of the knowledge, interests and expectations of young, female students today (3 responses)
- An understanding of the modern female law students and the issues facing young women at law school (2 responses)
- The commitment of students (1 response)
- Sense of satisfaction that I've helped in someone gaining better insight into what they can achieve (1 response)
- Enthusiasm, debriefing sessions, great having a fresh pair of eyes (1 response)
- An insight into how I do business, an appreciation of the issues faced by young women in business (1 response)
- Understanding of new cultures, religious beliefs (1 response)
- It is first of all a great experience to help and teach other women. But I am learning too, with every meeting (1 response)
- Tolerance (1 response)

- I was genuinely inspired by the obstacles my student has overcome to complete her combined law degree
- Exposure to up and coming executives (and for me, bankers) of the future

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

2 mentors did not comment

- Not enough time to meet regularly/undertake meaningful activities (7 responses)
- No (4 responses)
- Scheduling WBA activities around exam time (2 responses)
- Biggest difficulty was ensuring your program matched the student's capabilities and experience
- My student was studying and working which proved a little difficult

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses				12	5
				71%	29%

What do you think the student gained from the experience?

2 mentors did not comment

- Experience, knowledge and increased confidence (5 responses)
- Exposure to law firms/Interaction and contact with other female lawyers (3 responses)
- Appreciation of large public organisations/business environment/relationships (4 responses)
- Improving CVs, job applications and interview techniques (2 responses)
- Practical experience with strategic planning (1 response)

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

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

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

15 mentors did not comment

- Make them aware that they can vary the WBA to take advantage of new opportunities (1 response)
- Provide more examples from previous students (1 response)
- Make final session attendance compulsory so they can see what others are doing (1 response)

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				4	13
				24%	76%

Comments

12 mentors did not comment

- Punctual, professional and confident (3 responses)
- Eager to learn (1 response)
- Very well – fitted in with the organisation and was flexible (1 response)

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

All 17 mentors did not comment

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

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

Comments:

12 mentors did not comment

- Always difficult with a large public sector body (1 response)
- Excellent, my student and I got on extremely well (1 response)
- We had similar interests and I enjoyed providing her with a variety of information (1 response)
- My student's interests had nothing to do with a sales-based careers, which made it difficult for me to provide her with an engaging WBA (1 response)
- My student would have been a perfect potential recruit. One concern raised internally was that she was scheduled to being a summer internship with a major competitor so obviously couldn't become an intern for us (1 response)

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				11	6
				65%	35%

Comments:

14 mentors did not comment

- More sessions (1 response)
- I haven't had a telephone debrief (1 response)
- Very good format, although 35 hours can be a big commitment for a company (1 response)

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses		1	4	8	4
		7%	24%	47%	24%

Was there sufficient information in the Flyer?

1 mentor did not comment

Yes: 14 No: 2

What other information should be included?

14 mentors did not comment

- Comment on their experience (1 response)
- More examples of what can be discussed/achieved (1 response)
- Include mentor/student stories (1 response)

Would you delete anything?

16 mentors did not comment

- Just have 1 information pack as there were too many pieces (1 response)

9. How would you rate the Participant Manual?

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			5	8	4
			29%	47%	24%

Was there sufficient information in the Manual?

2 mentors did not comment

Yes: 15

What other information should be included?

16 mentors did not comment

- More examples of what can be discussed/achieved (1 response)

Would you delete anything?

16 mentors did not comment

- Just have one pack – had too many pieces (1 response)

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

	Very Poor	Poor	Satisfactory	Good	Excellent
Responses			4	12	1
			24%	70%	6%

3 mentors did not indicate which university provided information to them

Information provided through University of Sydney: **6**

Information provided through University of Western Sydney: **8**

Comments:

14 mentors did not comment

- I wasn't provided with my student's statement; my student gave me a copy at our first meeting (1 response)
- A little more personal information – with students' agreement (1 response)
- It would have been helpful to know what the student's perceived disadvantages were, i.e. the reasons she was chosen for the program (1 response)

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

12 mentors did not comment

- Practical tutorials/workshops on interviewing skills, CV preparation (2 responses)
- Guest speakers whilst students studying their respective courses (1 response)
- Legal writing – plain English/commercial) course (1 response)
- Practical training courses whilst at University (1 response)
- Law degrees could always be more practical. My student needs more knowledge of law firm graduate recruitment process (1 response)

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		1	5	8	3
		6%	29%	47%	18%

Comments:

13 mentors did not comment

- I was unsure of how extensive I should be (1 response)
- It would have been helpful to know what the student's perceived disadvantages were, i.e. the reasons she was chosen for the program (1 response)
- Examples of what other mentors/students have done (1 response)
- A couple of student presentations would have been helpful (1 response)

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

11 mentors did not comment

- Great program, extremely valuable (1 response)
- Distance students had to travel further for work experience, I would have liked my student to have participated in various activities during the early hours of the evening but declined from concerns of safety travelling via public transport during the evening (1 response)
- This was my first participation in the program, as I missed the introduction evening. The objectives and goals of the first session with the student were difficult due to this fact. I did not know what generally was achievable for a student and what her most preferred outcomes would be (1 response)
- This was a most enriching and rewarding program. Sincere thanks for my involvement. My student was fabulous and I know we will keep in touch (1 response)
- Just a great opportunity for both sides – please continue! (1 response)
- I think it's unrealistic to expect the student to come into an organisation and perform a 35 hour task. However, I hope the meetings that we organised for our student gave her a taste of the styles of different women in business (1 response)

**LUCY MENTORING PROGRAM
COMPARATIVE ANALYSIS OF KEY OUTCOMES BY STAGE 6**

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
Stage 6 (Semester 2, 2006)	100%	11 responses received from a possible 34 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
Stage 6 (Semester 2, 2006)	100%	11 responses received from a possible 34 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
Stage 6 (Semester 2, 2006)	100%	17 responses received from a possible 34 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
Stage 6 (Semester 2, 2006)	88%	17 responses received from a possible 34 mentors

