2014 PILOT: FINAL REPORT
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Project Summary

In late October 2013 Kocihta entered into a partnership with DreamCatcher Mentoring (DCM) to provide online career eMentoring services to Indigenous youth in Canada. Two separate pilot programs (high school and post-secondary school) were launched - involving a combined total of 35 youth and 35 mentors. 30 students enrolled in the high school and five students in the post-secondary pilots. A common vision shared between the organizations highlighted how online career mentor would help empower Indigenous youth to stay in school and reach their career potential. The two pilot sites were as follows:

- Phase 1: Oskayak High School, Saskatoon, SK
- Phase 2: Simon Fraser University, Burnaby, BC

Short-term objectives specific to desired match outcomes were not established. A long-term objective was adopted to facilitate the establishment of a national Kocihta eMentoring program that would be designed with a scale and scope to meet the unique needs of Indigenous youth in all types of community settings.

DCM provided use of their proprietary eMentoring platform and incorporated a new front-facing homepage in the Kocihta brand where students and mentors would access the portal.

Additional program support materials such as permission forms, program overviews and supplemental assignments were adapted from existing proprietary DCM materials, edited, and built to meet the needs of Indigenous youth and the Kocihta brand.

DCM provided program administration, oversight and match support. Kocihta provided management, mentor recruitment, program surveys, pilot sites, and mentee referrals. When qualified and appropriate mentors could not be found, DCM provided additional mentors from its existing proprietary DCM database.

\[1\] Since the completion of the pilot, Big Brothers and Big Sisters of Canada acquired DreamCatcher Mentoring (DCM). For the purposes of this report, we will continue to refer to the pilot partners as DCM.
Key Findings

Delivering an eMentoring program that works well for Indigenous students within high school and post-secondary schools posed many challenges.

Findings indicate that a mentoring program, and in this case the Kocihta eMentoring program, will need to adapt its programming and processes to meet the unique needs of Indigenous students in order to effectively engage and support them to stay in school and reach their career potential.

Kocihta mentors were both Indigenous and non-Indigenous professionals. Those who were Indigenous connected on a cultural level with mentees in interesting ways (both high school and post-secondary talked about languages, backgrounds, related goals). Recruiting mentors belonging to the Aboriginal Human Resource Council’s (AHRC) Leadership Circle resulted in highly qualified professionals.

Many Indigenous students had a difficult time connecting online with mentors in a meaningful way.

There were significant opportunities for learning along the way in both pilot phases of this project.

The most significant challenges are as follows:

- student engagement
- student selection
- program placement and management within both post-secondary and high schools
- lack of classroom time for high school students to post messages to mentors and receive support from teachers
- timing of post-secondary delivery
- lack of clear understanding among students about the benefits of mentorship
- lack of information among mentors about how to engage and effectively support the needs of Indigenous students.
Despite these challenges, there is a clear and combined vision between Kocihta and DCM that an ongoing partnership, with “Indigenous” adaptations to the program, will result in the delivery of a powerful eMentoring program that will give Indigenous youth in Canada, including youth residing in remote and isolated regions, the opportunity to connect with inspiring professionals that will help them to reach their dream job and human resource and career potential.

Student Quote...
“This program (and you, of course. Ha) reminded me that I need to get focused, and try make my dream job a reality. I couldn't even think of what I wanted to do two years from now, but now I think I got a grasp on it.” - Oskayak Student’s Online Message Mentor

Recommendations

New Pilot

• A national high school pilot including a minimum of six sites should be advanced to test a revised version of the program based on the insights gained through the Oskayak High School pilot. The national pilot will feed on the need for implementing potential regional differences into the program.

• A second regional pilot program at a post-secondary site needs to be integrated for a longer term within the university year (fall-spring) in order for students to fully engage, despite their busy schedules.

• If the second pilot was to run at SFU, the Indigenous Student Centre should be responsible for managing the program (i.e. checking on students progress with their mentors and providing assistance to students) with help from the First Nations Student Association and Career Services.

Timing

• High school programs should run for a 12-week period in conjunction with fall/winter or winter/spring classes.

• The post-secondary program should begin in the fall/winter and operate over a 12-week period, with breaks in mentoring when students are away or in exams.
Student Selection / Recruitment

- High School / Post-Secondary: Development of stronger outcomes for post-secondary student participation and criteria for eligibility to participate will help create a more engaged cohort of students. For example, high school and post-secondary students should not be hand-selected to participate. As a result, students that are hungry for mentorship and help with career development will be more open and engaged in the mentoring process.
- High school: to inspire student engagement, students should be enrolled in a course that has clearly defined curriculum component involving mentoring.
- Post-secondary: students will become aware of the program and register for eMentoring as a result of marketing efforts that have been implemented to reach all students through the school’s Indigenous Student Centre, Indigenous student associations, and career services centre.

Registration

- To effectively facilitate higher quality matches, there is a need to expand and redevelop student and mentor registration forms to allow for further information to be gathered about career interest and personal goals.
- Fields that allow students to tell us more about themselves need to be added in order to improve match quality (e.g. questions about personal circumstances, school work, time available to participate, goals for the program).
- Rebrand online mentoring platform as Kocihta in order to avoid confusion - brand on the online platform used for the pilot was left as the DCM brand.
- Improve on the ability for mentors to understand how they find their career within the selection menu.
- Financial investment is required to make adjustments and upgrades to the online platform in order to better serve Indigenous youth with a Kocihta platform (i.e., registration field, online briefings/assignments, Indigenous/Kocihta branding).
- Kocihta mentors need to be better identified within the DCM platform. Program streams (student and mentor functions) need to have the technical ability to be fully separate in the backend web administration; including registration forms, conversation views, and within the facility that tracks mentor and student registrations.
School Briefings and Program Support

• Priority school selection should involve the high presence of an Indigenous student population that has little access to mentors (home/school/community/employers).
• Strong support from school administration is required (high school and post-secondary).
• In high schools eMentoring should be tied directly to course curriculum, which includes a teacher dedicated to oversee student success and evaluation (pre and post mentoring).
• In order to strengthen the relationship and understanding (i.e., about the school, the Kocihta eMentoring program, student/school expectations, student needs), a DCM program administrator should meet with school representatives for greater and more in-depth information sharing at minimum of four weeks in advance of student registration. These meetings will help determine processes that need to be customized to help make the mentor/mentee connection more successful.
• An expanded student briefing is required to outline:
  o benefits of participating in the program
  o participation expectations
  o how to effectively communicate to mentors
  o actively engaging students with mentors in order to receive value.
• Clearly defined class time for participation is required for high school.
• Student exercises should be available online and monitored through a teacher as part of a course project where students are evaluated on performance.
• The Aboriginal Human Resource Council’s (AHRC) Guiding Circles “My Favourite Things” exercise should be delivered by a trained Guiding Circles facilitator in order to help students determine how their interests, skills and passions translate to the world of work - hence helping students determine what career match they would like to explore. We will pursue the ability and feasibility to deliver an online Guiding Circles workshop exercise to the students through the eMentoring platform. AHRC currently has over 1,000 practitioners across Canada trained in Guiding Circles facilitation, and more than 45,000 Guiding Circles books have been used to help Indigenous and non-Indigenous youth better explore and develop their career path.
• Arranging for high school student assignments and evaluation criteria to be distributed by pilot sites via Kocihta resources will result in more clearly outlined targets that better suit the specific needs of Indigenous youth.
• Effective two-way communication with school liaisons and DCM should occur more frequently.
• Most high school students will need access to computers in the school or a mobile device that can be loaned to the student during the mentoring timeline.
• The Oskayak high school site was a unique school setting where students were dealing with a lot of personal issues but also participating in a multitude of other school activities (e.g., child care, personal challenges at home, challenges working toward graduation, various programs available within the school to help them access support services).
• Students need to understand that even though their mentor isn’t an ‘exact’ match for the career title they want to pursue, this person has been matched to provide them with valuable insight that will help them get where they want to go. The mentor will also open up doors of opportunity that they didn’t know existed.

Matching

• Three weeks minimum is required for mentor matching after students have identified the career matches they want to explore.
• Match support, with prompting questions, is needed throughout match phases that clearly set expectations for both mentees and mentors (high school and post secondary levels).
• A large-scale mentor recruitment strategy should be developed and implemented in order to expand the Kocihta mentor base. This should include the involvement of corporations that want to advance CSR and employee engagement strategies to support their Indigenous workplace inclusion efforts.

Mentor Support

• An expanded mentor briefing with printed resource material is required for mentors so they can better support and engage with Indigenous students and adjust their expectations and communication strategies at the onset of the program. A briefing would include, but not be limited to, knowledge about the Indigenous culture and the need to take responsibility for engaging the student through online communication about how you can bring value (i.e. may require more than one introductory email to engage the student).
• Mentors should complete an online training course/webinar produced by Kocihta/AHRC that will help them better understand and identify with Indigenous culture and youth.
• Kocihta and DCM mentors need to be supported throughout the mentorship process. This could include DCM check-ins with mentors that may require suggestions to help mentors better engage with the Indigenous students.
• The development of an online or in-person orientation from DCM/Kocihta program staff for mentees may strengthen student participation.
Recruiting Students

- High schools students that participate should do so because the program is linked to course curriculum.
- Digital and onsite marketing efforts to inform and engage post-secondary students about the eMentoring opportunity need to be adopted and implemented through appropriate post-secondary channels (i.e. Indigenous Students Services, Career Services, Indigenous Student Associations).
- Post-secondary students should on their interest in participating in eMentoring.

Recruiting Mentors

- More mentors are required to support the Kocihta program. Companies that participate in AHRC’s Leadership Circle program should be encouraged to align their CSR and employee engagement strategies with Kocihta eMentoring. Kocihta also needs to advance a general call for professional mentors (Indigenous and non-Indigenous professionals) outside of the Leadership Circle program (i.e., a public mentoring campaign).

Regional Pilot Reporting

Phase 1: Oskayak High School

School Partnership

In Phase 1 of the pilot, one class (30) of Indigenous high school students were to be mentored from February to June 2014. Kocihta selected Oskayak High School in Saskatoon, SK as the high school pilot site because the school and the Greater Saskatoon Catholic Schools administration understand clearly what it takes for a unique initiative to be successful. Two school liaisons (teacher and community liaison coordinator) were appointed as contacts that would administer the eMentoring program on site.
Mentee Referral & Registration

Students from grades 10-12 were selected by the school liaisons after they conducted an interview with each student about their career interests. Help to register online for the program was provided to each student.

Prior to mentoring, school liaisons provided students with a Kocihta eMentoring kit that included information about the pilot and benefits of participation, along with parent/guardian program, video/photo consent form, and a student consent form.

Students attended a briefing session conducted by the two school liaisons. During this session students were briefed about the online platform and encouraged to ask questions. One of the liaisons, a trained Guiding Circles facilitator, walked students through an exercise (My Favourite Things) that is part of Aboriginal Human Resource Council’s (AHRC) Guiding Circles career development facilitator training program. This exercise is designed to give Indigenous students a better understanding of their talents, interests and strengths, and how they apply to the world of work. The outcome helped students better assess the career path they would like to take prior to selecting the top three career choices for mentorship matching.

Students signed off that they would only have communication with their mentors through the online platform. If students wanted to meet their mentor, or continue communicating with their mentor outside of the pilot, written permission to continue this relationship would need to be granted by DCM and Kocihta.

Cameco Corporation, an AHRC Leadership Circle partner and Oskayak High School sponsor, provided the school with tablets that were loaned to students throughout the pilot so they could easily chat online to mentors.

Volunteer Mentor Recruitment

Various marketing pieces were issued to key contacts within organizations that belong to AHRC’s Leadership Circle partner group and board of directors. In addition, AHRC issued the call for mentors during special events and speaking engagements that involved professionals within various sector of the economy. An informational overview about the pilot program and the benefits of mentoring were given to each potential mentor.

Initially, DCM staff had difficulty tracking Kocihta mentor registrations, as mentors did not self-identify on the registration form as being affiliated with Kocihta. Revisions to the registration form were delayed as a result of the DCM web developer, but DCM staff manually adjusted mentor profiles.
Several Kocihta mentors had difficulty determining how to identify their profession within the categories outlined in the DCM mentor registration site.

Many Kocihta mentors that registered were not within the career areas desired by students, and fewer Kocihta mentors registered than initially anticipated.

After the students had identified their career matches of choice, Kocihta staff made personal contact with various people within their partner organizations that worked within the field of interest identified by students. Many of these people agreed to mentor – several were Indigenous professionals.

A total of approximately 20 Kocihta mentors registered during the pilot project.

Volunteer mentors were asked to complete screening measures to maintain the safety and security of the program. Mentors that were to be matched, provided two personal references and a criminal background check (vulnerable sector not included) were conducted by the online service, My Back Check.

**Matching**

Seventeen Kocihta students were matched with existing mentors from the DCM program database. Nine students were matched with mentors recruited by Kocihta. Of those nine, four were First Nation, three were Métis, one was Inuit, and one was non-Indigenous. Of the DCM mentors, two were First Nation and the remaining 15 were non-Indigenous.

A total of 29 students registered for the pilot project. 26 students participated in the pilot project. Two students withdrew from the program in the early stages, and one at the mid-term mark. Reasons for withdrawal were not made known to the program staff.

Reminder messages were sent to the school liaisons on a regular basis to advise them which students were not sending messages to their mentors.

Matching was based primarily on the following criteria:

- high score in match compatibility using DCM’s existing proprietary matching algorithm (factors include completion of screening, appropriateness of career match, previous mentoring experience)
- Kocihta mentors were given priority
- Indigenous mentors were given priority.
Communication Process

Students and mentors were expected to write one message per week.

Students were asked to complete two assignments that were developed from existing proprietary DCM materials. The assignments were: “Who is this Person Anyway” and “First Impressions” (see Appendix A for assignments).

Pre and post eMentoring surveys developed by Kocihta and Greater Saskatoon Catholic Schools were administered to all mentors and students. Kocihta distributed the online survey to mentors, and to Oskayak liaisons for distribution to students. Participation rates are as follows:

Pre-Mentoring
• 26 Students
• 14 Mentors

Post-Mentoring
• 2 Students
• 10 Mentors

Student Selection

Students were selected from the general student body (grades 10-12) and not based on courses or class requirements. As such, students were expected to write messages outside of regular class time.

At the mid-point of the pilot, a match support meeting was held on April 7 between the school liaisons, Kocihta and DCM staff to discuss successes and challenges with the program. At this meeting the low engagement from students was identified as the primary issue, and the following alternatives were proposed:

• Allowing class time for students to post once a week.
• Identify students who wished to withdraw or be re-matched.
• Inquiry needed into the seven students who had not yet posted their first message to mentors by mid-term mark.
• School liaisons to host a collective meeting with students during school hours to discuss their personal experiences in the program and allow them to share positive experiences with peers who were less engaged.
A pizza lunch meeting during school hours was subsequently organized by the school liaisons and approximately 50 per cent of the 26 students attended this meeting. Students’ comments, as recorded by the school liaison, are attached on page 12 of this report. Remaining students did not get a formal opportunity to provide mid-term feedback due to scheduling issues with the school liaisons. It is unclear if students received additional in-class time to write messages to their mentors.

Student engagement did not improve following this meeting. Two students were re-matched after expressing a lack of satisfaction with the selected mentor (one of these mentors had not responded to the student’s messages or reminders from program staff). Both students were re-matched with Kocihta mentors after having been previously matched with existing DCM mentors. One of these students withdrew from the program due to personal issues at the mid-term mark.

**Conversational Trends**

- 3 - Education (Elementary, High School and University)
- 2 - Health & Medical Services (Nurse, Nutritionist)
- 3 - International & Community Development (Social Worker, Counsellor, Outreach Worker)
- 4 - Public Administration (Politician, Lawyer, Military)
- 2 - Trades (Construction, Cosmetology)
- 6 - Art, Design & Entertainment (Illustrator/Animation, Singer, Photographer, Musician/Tour Operator, Dancer)
- 3 - First Nations & Inuit (Culture & Heritage, Governance)
- 1 - Science & Technology (Engineer)
- 1 - Travel & Tourism (Air Pilot)
- 1 - Sports & Recreation (Coach)

Students completed the following conversations:

- 19 students wrote one to four messages to their mentors (low engagement).
- 5 students wrote five to seven messages to their mentors (low-medium engagement).
- 4 students wrote greater than seven messages to their mentors (high engagement).
It’s important to note that in two of the ‘high engagement’ conversations the messages from students were usually only a single word or a few words. One of these two students also met with her mentor in person after receiving written permission. Following the meeting their conversation still showed low engagement. Thus, only two student conversations resulted in what DCM would determine as ‘high engagement’.

Of the conversations with medium or high engagement topics discussed included:

- plans for post-secondary education, scholarships, school selection
- challenges in personal life such as having a child, busy school life, grades, involvement in other programs/courses
- motivation for choosing a career (family backgrounds, personal interests/experiences)
- mentor career pathways and backgrounds
- mandatory get-to-know-you questions from Kocihta class assignments
- travelling overseas
- current hobbies (reading, art, computer games, pets, siblings).

Comments: Oskayak High School Students

"The Kocihta eMentoring program provided invaluable support to Oskayak High School students with regard to helping them navigate their educational and personal challenges to advance within a career of their choice." -- Gordon Martell, Superintendent of Education, Greater Saskatoon Catholic Schools

The following student comments were gathered by the liaisons in a meeting that marked the halfway point of the pilot.

- Would participate and message with mentor more often if allowed to do it during class time.
- What’s in it for me?
- Were not given the choice as to what kind of mentor I wanted.
- I now have a different career choice because my mentor helped me.
- I should get more information about my mentor -- who they are and where they come from. I should share more personal information with them so that they feel more comfortable.
- I would like to respond by email rather than always logging on to the website, it just makes things easier.
- It’s good that my mentors can share life and work experiences.
- Wondering if maybe some mentors would be interested in exchanging pictures.
Some mentors are not replying back.
I feel that real life mentors would work better.
Better to communicate by email rather than the website.
Felt uncomfortable because the mentor was asking lots of personal questions.
Feel the mentor is not being helpful -- focuses more on self than in giving advice.
Mentor is helpful and gives advice.
Feels mentor is boring.
Thinks mentor is cool.
Mentor is helpful in career choices.
Mentor is good and asks lots of questions.
Learning many things from mentor, helped with post-secondary choices, and I feel that we have lots in common.
Not comfortable, wants a new mentor.
I feel my mentor is too busy.

Comments: Oskayak High School & Saskatoon Greater Catholic Schools

The model used to actualize the pilot project (engaging students in various classes from Grads 10 to 12) was difficult for the school to energize and monitor student participation.
The eMentoring program should be directly attached to one class and integrated more clearly to curricular outcomes -- at Oskayak High School, perhaps the Life Transitions 20 class.
Students should be given time during class to post to mentors.
Students need a stronger briefing about the value of the program and how they can post to mentors in order to get benefit from the opportunity.
Post-eMentoring surveys need to be viewed and administered as a requirement for the program, and an expectation given that students maintained access to the tablets. Perhaps, confirmation that the survey was completed when the students return the tablets.

Phase 2: Simon Fraser University

School Partnership
In Phase 2 of the pilot five Indigenous post-secondary students, ranging in age, year and type of study, were to be mentored from April-June 30, 2014 for a six-week period. Kocihta selected Simon Fraser University (SFU) in BC as the post-secondary pilot site. A school liaison from the First Nations Student Association (FNSA) Board acted in the capacity of liaison.
Indigenous career services centre at SFU was appointed as the contact to administer the eMentoring program on site.

Post-secondary students were handpicked members of the SFU First Nations Student Association (FNSA) Board.

**Mentee Registration**
Due to a delay in program management, it was agreed between Kocihta and DCM that the post-secondary pilot would begin after the Oskayak pilot had already commenced. Thus, in order to coordinate with the SFU semester schedule and exam break, students registered mid-April 2014.

Students were recruited by the school liaison and no criteria for participation was clearly established. The liaison was provided with information to provide to Indigenous students in SFU. The liaison had access to students involved with the First Nations Student Association (FNSA) and all Indigenous students that self-identified with SFU that receive assistance through the Indigenous Students Centre.

Students were sent consent forms and it was agreed between SFU, Kocihta and DCM that a parent/guardian consent form was not required if participants were over 18 years of age.

Students were given an informational overview, which outlined their selection in the pilot program and requirement to complete pre and post-program surveys.

**Volunteer Mentor Recruitment**
After receiving student registrations, Kocihta staff reached out to specific contacts within their partner organizations that were mentor matches for students that enrolled in the program.

DCM determined that specific matches in career interests were not specifically required because post-secondary level students could benefit from mentors with a variety of professional experiences.

Volunteer mentors were asked to complete screening measures to maintain the safety and security of the program. Mentors who were to be matched provided two personal references and a criminal background check (vulnerable sector not included) conducted by the online service, My Back Check.
Matching
Four of the five SFU students were matched with Kocihta mentors that were recruited as specific career matches based on the students’ identified interests at registration. The final student was matched with an existing and experienced DCM mentor who fit the career area of interest. Of the five mentors, two were Indigenous.

Matching was based primarily on the following criteria:

- high score in match compatibility using DCM’s existing proprietary matching algorithm (factors include completion of screening, appropriateness of career match, previous mentoring experience)
- Kocihta mentors were given priority
- Indigenous mentors were given priority.

Conversational Trends
All mentors wrote introductory messages to their mentees. At the mid-term mark, only two students had posted a response to their mentors. After inquiries about the lack of student engagement, only one student responded via the school liaison about her lack of participation. This student expressed a lack of interest in participating in the eMentoring program due to a perceived lack of career compatibility with the assigned mentor. Efforts were made by the mentor to showcase the value in the connection, but the student did not respond to the efforts of the mentor.

One student actively engaged with her mentor with detailed questions. One student wrote an introductory message and did not reply further. The remaining two students were unresponsive to inquiries about their participation after agreeing to initially participate, and then agreeing to participate after the liaison’s encouragement at the half way mark.

Overall, DCM and Kocihta program staff reached out to the SFU school liaison on numerous occasions to try to develop a stronger relationship that would better engage student participation. No significant improvements occurred as a result of these efforts.

- 3 students were matched in native languages, communications, human resources
- 1 student was matched in environment and resource management (conservation officer)
- 1 student was matched in business (banking and finance)

Three students would be considered un-engaged as they did not write to their mentors at all.
Two students would be considered low engagement as they wrote 1-2 messages to their mentors. For the students who did write messages, topics of discussion with their mentor included:

- Personal interests and hobbies (sports, reading, pets)
- Career intentions, courses of interest or remaining goals in post-secondary
- Indigenous culture (language discovery, identity)
- Life of the mentor, career experiences, family life or department

**Comments: Simon Fraser University (SFU) Career Services**
- Students participating the in program should not be handpicked. Instead, marketing efforts need to be implemented to reach all students through the Indigenous Student Centre. As a result, students that are hungry for mentorship will come forward and be engaged.
- At SFU Career Services, the First Nations Student Association and the Indigenous Student Centre should be involved in marketing the opportunity to students and staff in this centre should be responsible for managing the program (i.e. checking on students’ progress with their mentors and providing assistance to students) with help from Career Services.

**First Nations Student Liaison 1**
- Timing was an issue -- the summer session is a difficult time to engage students whether they are in class or not, as they are pulled in many directions. The fall would be best -- new school year and new students.
- In retrospect, having the board members as mentees was probably not a good idea because they most likely felt they do not need mentorship.
- Perhaps choosing students at high risk will benefit the program (in back on track program or academic probation) and result in a different level of engagement.
- The online registration form was not tailored to the students (age limits, sections of interest) and this may have altered the mentees’ expectation of the fit to this program.
- Due to the silo effect of the institution the administration has had, and will most likely continue to have, no affiliation with this program. SFU is just too big to expect that from them.
- Post-secondary retention or Aboriginal recruitment departments might be partners in mentorship but the likelihood of them investing money from their budgets is slim as there is never enough funds.
- The six-week term was very short and not enough time for students to engage.
- Throughout this pilot we followed up with the student but unfortunately we were not happy with their feedback.
- One student felt her mentor was unqualified (unjustly).
- One student did not get her mentor until very late in the pilot but had a great connection with her mentor.
- Two students felt the program was not for them due to the age on the online form.
- One of the students felt the options for their degree was not available for a mentor.
- I am terribly disappointed with the students who did not participate fully in this program. I believe they were not fully engaged for numerous reasons. It is even more disappointing that they are unwilling up to this point to share their opinions with the program. I feel that they were the wrong students but I cannot understand why. They are not all strong students. They are not all connected to the non-SFU community. They are not all in the workforce. They are not all the same age.
- Students ranged from 18-39, with a GPA ranging from 2.0 - 4.0, married and single, within varying years within a four-year program.
- Students did not seem to understand the value/enlightenment they would get through the program.
- All students had a great sense of community in campus and that these students were not lacking sources of mentors on campus.
- There is a need for another pilot where the environment is changed and the students are different. I suggest a transitional institution like a college, or the Aboriginal programs like NEC and NVIT.

**First Nations Student Liaison 2**

- Bringing a more physical presence on campus might increase the amount of interested Aboriginal students. Many of the students receive emails on multiple accounts and might find it difficult to keep up. Perhaps a small sharing circle with lunch to give students a personal connection and a chance to have their voices heard about bringing their input into the program.
- In my experience as a student it has always been the personal connections (in-person) that have contributed positively to an ongoing commitment with organizations and programs.
- Targeting students through the First Nations Studies Department, First Nations Student Association, and Indigenous Student Centre might increase the sample of student applicants. A large number of Aboriginal students do not utilize career services at SFU. To my knowledge, of the 40-50 Aboriginal students I know, only two have utilized their services.
- It might be helpful to access the Aboriginal administration; however, the Indigenous Student Centre has a "Peer Cousins” program, which focuses on mentorship and has remained an unsuccessful and failing program for a number of reasons. Because their selection process of committed students is successful, it might be difficult to bring an outside agency.
- The best time of year is the fall semester. During this time, students are looking for new opportunities and signing up with a committed attitude. After this semester, registering for new opportunities, despite how wonderful, in following semesters becomes too overwhelming.
- I would suggest emailing each Aboriginal-related agency on campus and creating a story on the OLC.
## Appendix A
### Pilot Site Comparisons

<table>
<thead>
<tr>
<th></th>
<th>Regular DCM Program</th>
<th>Oskayak High School Pilot</th>
<th>SFU Post-Secondary Pilot</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Time Allotment</strong></td>
<td>✓ Offered as voluntary or mandatory program - class time always given.</td>
<td>✓ Voluntary participation - class time not given.</td>
<td>✓ Voluntary participation - class time not given.</td>
</tr>
<tr>
<td><strong>Course Integration</strong></td>
<td>✓ Students participate as part of career discovery curriculum</td>
<td>✓ Students participate with specific chosen career interest, but not designated as part of curriculum</td>
<td>✓ Students participated outside of chosen program, self-directed.</td>
</tr>
<tr>
<td><strong>Mentors</strong></td>
<td>✓ Mentors have frequently been matched more than once in the same program</td>
<td>✓ A majority of mentors were DCM mentors and may have been confused about pilot program and differences in school and student needs.</td>
<td>✓ A majority of mentors were handpicked by Kocihta to fit student needs and the benefit of the program was not clearly communicated to the students.</td>
</tr>
<tr>
<td><strong>Brand Recognition</strong></td>
<td>✓ DCM is fully branded to support mentor and mentee engagement via the portal and social media</td>
<td>✓ The DCM platform backend was not adjusted to reflect separate program branding, which may have been confusing for participants.</td>
<td>✓ The DCM platform backend was not adjusted to reflect post-secondary student differences, which may have led to confusion or disengagement from post-secondary students.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>✓ Program duration is typically 8-12 weeks in one school semester.</td>
<td>✓ Program duration was 12 weeks total but split over different class blocks. School not on semester calendar.</td>
<td>✓ Pilot program timeline was very limited (eight weeks maximum) due to difference in calendar of post-secondary classes and exam break. Program commenced at start of summer term.</td>
</tr>
<tr>
<td><strong>Student Orientation</strong></td>
<td>✓ DCM students receive orientation and video about DCM program from their teachers. Some receive class presentation from DCM staff.</td>
<td>✓ Students received informational handout but interactive orientation may have resulted in higher engagement.</td>
<td>✓ Students received informational handout, but developing criteria for participation may have resulted in higher engagement.</td>
</tr>
<tr>
<td><strong>Teacher Guidance</strong></td>
<td>✓ DCM teachers work with students during class time to help them compose messages. Students also receive weekly latency reminders.</td>
<td>✓ School liaisons met with students at beginning and middle of program. More in class support or prompting to help write messages could have helped build engagement.</td>
<td>✓ Students did receive reminders form student liaisons but it is uncertain how clearly expectations of the program were communicated (i.e., how frequent to post messages.)</td>
</tr>
</tbody>
</table>
Appendix B

Oskayak Student Assignments

Assignment #1

Who is this Person Anyway?

Over the next few weeks you will have the chance to talk with a mentor in your dream career. Hopefully through your conversations you will get to know each other well, however right now you know little about one another. This assignment will help you get to know your mentor a little better.

During your conversations this week, ask your mentor at least five questions. Some questions you may ask include:

• How did you choose your career?
• What do you like to do in your spare time? Do you have any hobbies?
• Did you know what you wanted to be when you were in high school? Is it similar to what you are doing now?
• Where did you grow up and how is it different from where you live now?
• Was it hard to find a job in your career? What other jobs have you done?
• Do you have any pets?

Also, be sure to tell your mentor about yourself, what you do in your spare time, let them know about any pets you may have or hobbies and interests, and whatever else you wish to share.

Once you have learned a little about your mentor compare yourself to him or her. Use the chart that follows to complete our comparison.

Name: ____________________________________________

Date _____________________________
<table>
<thead>
<tr>
<th></th>
<th>You</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where you live</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pets</td>
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<td></td>
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<tr>
<td>Career</td>
<td></td>
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<tr>
<td>Hobbies</td>
<td></td>
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<tr>
<td>Interests</td>
<td></td>
<td></td>
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<tr>
<td>Siblings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How are you and your mentor similar? How are you different?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Assignment #2

First Impressions

Over the last week you have had an opportunity to get to know your mentor. The following assignment will help you take what you know about your mentor and learn even more about him or her. It will also help you determine what you want to get from your mentorship.

Name: __________________________________________

Date: _____________________________

1. What has surprised you the most about your mentor?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. What is the most interesting thing you have learned about your mentor?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
3. What are some of the things you would like to learn from your mentor?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

4. How do you think your mentor will be able to help you in your career or educational goals?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
5. List five things you want to get out of your mentorship:

1. _________________________________________________________________
2. ___________________________________________________________________
3. _________________________________________________________________
4. _________________________________________________________________
5. _________________________________________________________________

6. Do you think you and your mentor are a good match? Why or why not?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________