



Cerebral Palsy
ALLIANCE



University of
Western Sydney
Bringing knowledge to life

Report for Cerebral Palsy Alliance

Evaluation of the Ignition Mentoring Program

Centre for Industry and Innovation Studies
(CInIS) Research Group
School of Economics and Finance
College of Business and Law
July 2011



CInIS Research Group

W. Kathy Tannous, Ann Dadich, Ron Beckett

Contact Details

Dr W. Kathy Tannous, Senior Research Lecturer, School of Economics and Finance, University of Western Sydney, Locked Bag 1797 Penrith South DC NSW 2751 Australia.
Ph: 02 9685 9345,
Fax: 02 9685 9105,
Email k.tannous@uws.edu.au

The Centre for Industry and Innovation Studies (CInIS) Research Group is a research group of the University of Western Sydney.

ISBN 978-1-74108-235-7

Contents

Acknowledgements	4
1 Executive Summary	5
2 Introduction	7
3 Ignition Mentoring Program	8
4 Evaluation Background	10
5 Research Methodology	10
6 Results for the Mentees	11
Pre-Program	11
Mid-Program	12
Post-Program	12
7 Results for Parent(s)/Carer(s)	13
Mid-Year Parent Feedback	14
Year-End Parent Feedback	14
Parent Discussion Groups	16
Year-One Post Program Parent Feedback	17
8 Results for Mentors	17
Program Offerings	18
Work and Life	20
Mentors' Feedback on Experience of Mentoring	21
Mentors' Feedback on Effectiveness of Program for Mentees	23
9 Results for the participating companies	23
Program impact on corporate partners' staff	24
10 Conclusions	25
11 Future Directions	28
12 References	30

Tables & Figures

Table 1: Mentee Respondents by Year	11
Table 2: Parent responses by survey type by Year	13
Figure 1: Parent's ranking of the contribution of the Ignition Program to child's self-esteem or resilience*	15
Figure 2: Parents' year-end ranking of the value of the parents' discussion group*	16
Table 3: Mentor Frequency by Year	18
Table 4: Mentors' Rating of Program Session	19
Figure 3: Mentors' perspective on whether the program helped their mentee	22
Figure 4: Mentors' perspective on whether Ignition achieved the aims for their mentee	22
Figure 5 - Mentoring Process	26
Table 5: Research Methods	29
Table 6: Research Participants	29

Acknowledgements

The authors would like to acknowledge all the assistance and time provided by Cerebral Palsy Alliance staff and in particular Peter Horsley, Volunteer and Corporate Engagement Manager, and Gabriel Maciel, Ignition Mentoring Manager. As well, appreciation needs to be extended to Shannon Carruth of ING, Nigel Dearing of ANZ, and Chris Mogford of the Greater Building Society for their time and willingness to share their experiences in this program. Special thanks are also extended to Professor Oscar Hauptman for his encouragement and support and Eddie Mourad for his wonderful research assistance work.

This evaluation report was made possible by funding received from the Centre for Industry and Innovation Studies at University of Western Sydney for the research support and data analysis.

1 Executive Summary

Overview

Cerebral Palsy Alliance has been running the Ignition Mentoring program since 2006 to support teenagers with cerebral palsy. The aim is to improve the self-esteem and social engagement skills of 14-16 year-olds to better prepare them for living in an adult world. A collaboration with business enterprises that supports community volunteering, ING and ANZ, provides mentors and other forms of support.

This report presents some background on the Ignition Mentoring program and an evaluation of outcomes as determined from 113 survey forms filled in by mentees, their carers (parents) and mentors at various stages of the program. The findings from mentor, mentee and carer survey data is presented in separate sections of the report. Our analysis of the survey data was supplemented by unstructured interviews with program sponsors and managers. For comparison and benchmarking, we reviewed relevant previous research on youth mentoring and mentoring young people with disability.

The program has been evaluated from two perspectives – a program operation view and beneficiaries view. Our findings are:

- » That the program is well designed, structured, organised and managed. It has evolved over the past six years responding appropriately to requests by the mentees, mentors, and parents/carers in the program; what “works” and those that did not “work” as well.
- » That the program is seen as successful by sponsors and by the program managers in that there is an ongoing demand for participation and the experience gained has resulted in a number of spinoff activities.
- » From the mentee/mentor/carers perspective, the program has been very successful in building mentee self-esteem and socialisation skills, with some evidence of ongoing benefits for all participants.
- » The additional events and group activities undertaken by Cerebral Palsy Alliance seem to be innovative as they are not reported in the previous research on other mentoring programs and may warrant further investigation.
- » Program beneficiaries include both the mentors and their sponsor organisations. Intangible benefits flowing to organisations supporting mentoring programs have been observed in other situations, but this has not been explored comprehensively in the Ignition Mentoring case.

Program Structure

We consider the program is well structured. Candidate mentees are nominated by their allied health professionals such as therapists and there are information sessions to help make informed decisions about participating. Each mentee cohort is involved with the program for about 11 months in any calendar year, and during this time, a carefully sequenced series of events are held that follow the kind of mentoring life-cycle stages observed in other mentoring programs. In 2007 a comprehensive program manual was produced to support consistent deployment in multiple geographic locations.

Participant feedback to date about Ignition Mentoring has been largely positive. Mentors, mentees and their families find ‘relief to know that there is this kind of support available’ (Cerebral Palsy Alliance, 2011, p. 5). Evidence of the goodwill fostered by the program can be found in social events that attract participants – both present and past. For instance, an Australia Day celebration attracted over one hundred people, all of whom had participated in the program since its inception. Such positive sentiment might be expected in light of extant literature.

The mentees sought to “make and keep friends, and to handle problems that come up”. Group activities seemed to have a significant impact on the mentees, and facilitated the establishment of expanded social networks. Anecdotal evidence suggests these have endured beyond the program.

Mentors reported that participation had added to their personal quality of life, and they very strongly supported their employer’s (ING or ANZ) involvement. Several mentors appreciated the opportunity to spend time with work colleagues from other parts of the enterprise. These latter observations are consistent with findings from other enterprise mentor research – that many intangible benefits flow to the enterprise. Only a few of the mentors considered that the program had little effect on their mentees.

Other youth mentoring research studies have indicated that the total mentee social network – home, school and community environments interact with the mentoring activities. In this context, we see engagement with mentee parents/carers, who have become progressively more involved in the Ignition Program, as important and some feedback, was obtained from them. They saw mentee social engagement as an important part of the program. The facility for parents/carers to interact in parallel with mentee/mentor sessions was highly valued. They were able to share their experiences and expand their social support networks, which enhanced their ability to support the mentees.



Being able to access a significant number of mentors is potentially a limiting factor, and direct corporate participation in community programs like Ignition Mentoring is relatively rare. Evidence from other kinds of corporate mentoring programs suggests there are likely to be a number of benefits that accrue. There is some evidence of benefits flowing to ING, ANZ and The Greater Building Society, but this needs to be explored further. For example, mentors will have a broader view of company operations as a result of their interaction with each other during the program and may be better able to access cross-functional social networks in solving potential company problems.

Future Research

The reported study makes a contribution to the relatively sparse literature on youth mentoring for people with a disability, but at the same time we have observed that much more could be learned from the Ignition Mentoring program experience. Some ideas for further research are given at the end of the paper. In particular, the research needs to be extended to enable Social Return on Investment (SROI) for the Ignition Mentoring Program to be calculated for the different program supporters including Cerebral Palsy Alliance and the corporate partners. SROI is an approach used to value the social, economic and environmental outcomes that do not have direct market values based on stakeholders and the use of financial proxies (Nicholls, et al., 2009).



2 Introduction

Cerebral palsy refers to a group of disorders that affect movement. It is a permanent, but not unchanging, physical disability caused by an injury to the developing brain, usually before birth. Cerebral palsy may only be mild and cause only a slight disruption to a person's daily life. It can also be more severe, affecting the whole body and may significantly impact how a person participates in daily activities. In Australia, there are approximately 33,000 people with cerebral palsy. Worldwide, the incidence of cerebral palsy is 1 in 500 births. For most people with cerebral palsy, the cause is unknown and there is no known cure.

Cerebral Palsy Alliance was founded in 1945 by a group of parents who sought a better life for their children with cerebral palsy. The Alliance provides direct services to more than 4000 children, teenagers and adults and is committed to enhancing the lives of people with cerebral palsy and enabling their full participation in the community.

Cerebral Palsy Alliance coordinates the Ignition Mentoring program, the aim of which is to bolster the self-esteem of young people with cerebral palsy and enable them to realise their ideal careers (Cerebral Palsy Alliance, 2011). The program has been in operation for six years and is supported by the ING Foundation (Spastic Centre, 2008), ANZ Bank and the Greater Building Society.

Ignition Mentoring is an 11-month program that matches mentors – volunteer ING, ANZ or the Greater Building Society employees – with mentees – young people aged 14 to 16 years with cerebral palsy. The mentees attend mainstream schools in Sydney metropolitan region and do not have intellectual disability. The program is offered in two locations: the Sydney metropolitan area (two programs on offer) and in the Hunter and Central Coast region of NSW (Cerebral Palsy Alliance, nd) with the Greater Building Society.

Ignition Mentoring is comprised of three key components: group discussion, social activity and parental support. Fortnightly group discussions are facilitated to explore topics relevant to mentees' personal and/or professional development; although a group event, there is also opportunity for mentors and mentees to identify practical steps towards the mentee's ideal career.

Alongside the cross-age relationship between mentors-mentees, social activities provide opportunity for group mentoring. They also enable mentees to form friendships with young people who share similar experiences (Karcher et al., 2006).

Parallel to these components is a parental support group. The group offers parents the opportunity to socialise, share experiences, discuss common issues about raising a child with a disability and receive peer support (Cerebral Palsy Alliance, nd).

Feedback to date about Ignition Mentoring has been largely positive. Mentors, mentees and their families find 'relief to know that there is this kind of support available' (Cerebral Palsy Alliance, 2011, p. 5). Evidence of the goodwill fostered by the program can be found in social events that attract participants – both present and past. For instance, an Australia Day celebration attracted over one hundred people, all of whom had participated in the program since its inception. Such positive sentiment might be expected in light of extant literature.

Research suggests that mentoring can be beneficial for mentees, mentors and organisations (Beckett, 2011, Allen and Eby, 2010, Schulz, 1995, Roe, 1988, Billett, 2003, Dawley et al., 2008, Payne and Huffman, 2005). It can help mentees to decipher knowledge and work towards goals; it can provide mentors with the opportunity for reflective practice; and it can 'leverage the knowledge of an organization, particularly its tacit knowledge, to build core capabilities' (Swap et al., 2001, p. 95). Further support can be sourced from a meta-analysis that concluded:

The results are generally supportive of claims associated with the benefits of mentoring but also reveal that the effect size associated with objective career outcomes is small. In addition, the findings suggest that the type of mentoring provided may make an important difference in benefits realized (Allen et al., 2004, p. 132).

Research also indicates that mentoring can be beneficial for young people (DuBois and Karcher, 2005), including young people with disabilities (McDonald et al., 2005). This might partly explain the popularity of programs like the Big Brothers Big Sisters program.

Popular in both the United States and Australia (DuBois et al., 2002), the Big Brothers Big Sisters program has received empirical support. Belfield (2003) estimated the rate of return to educational investment as ten percent. Similarly, following their evaluation of the program, Moodie and Fisher (2009) concluded that the 'program would appear to offer excellent 'value-for-money' and represents a highly cost-effective use of public health or welfare resources' (p. 8).

Notwithstanding the Big Brothers Big Sisters program, very few youth mentoring programs have been subject to rigorous evaluation of their effectiveness (Wilczynski et al., 2003). This evaluation will help to address this void.

3 Ignition Mentoring Program

In 2004, Cerebral Palsy Alliance conducted a youth forum to obtain information and direction on how the organisation can support young people with cerebral palsy (CP). Up until that time, much of the services and programs offered by Cerebral Palsy Alliance were predominantly for those aged under 8 years of age. The youth forum was an information seeking opportunity for the organisation to find out what were the main issues that youth with cerebral palsy were facing and how the organisation can support them. The idea of youth mentoring was one of the suggestions and that any program that was offered be focused on developing self confidence and social confidence of the participants. The central basis of the program objective would be to support the young people in engaging in age appropriate social settings. Another idea put forward at the forum is the development of an on-line social networking site for individuals with cerebral palsy. This was trialed in 2004-2005 but was not well used and was discontinued.

The Ignition Mentoring program was piloted with ING in 2006 and as a result of the success, it has continued and has been running every year since in the same format as when it first began. The program “matches a teenager with cerebral palsy with a volunteer ING staff mentor as part of a year-long self esteem and confidence building program” (ING Foundation, nd). In 2010, ANZ Wealth was equal funder and participant in the Ignition Program with half of the mentors from ANZ Wealth and the other half were from ING¹.

The core aspects of the Ignition Program have been operating in the program for the past six years. The mentors are volunteers that choose to participate in the program having full knowledge of the expectations and level of commitments that they need to make. Cerebral Palsy Alliance has developed some empirical criteria – does the mentor seem like a probable role model, do they display real commitment to the program, do they have a sense of humour, and to what extent are they extrovert or introvert. The gender mix is about 50/50 and same gender matches are preferred but a mentor/mentee may express a preference. The mentors then undergo an interview process with a Cerebral Palsy Alliance program co-ordinator whereby through a series of questions they are evaluated as being appropriate or not. The mentors undergo two three hour training sessions prior to the start of the program to heighten their awareness of cerebral palsy and the needs of young people with disabilities. The training also covers the principles

of mentoring, including issues and responsibilities regarding child protection. Most of the volunteer mentors are in the 25-35 age-group, but volunteers are not limited by age.

The mentees are identified and recommended to Cerebral Palsy Alliance by allied health service providers² in the Sydney Metropolitan and Hunter and Central Coast areas. The program co-ordinator makes contact with the potential mentees' parents and discusses the Ignition Program and their child's potential participation. Information is then posted to the parent and young person with an invitation to an information session. The process occurs generally in the last quarter of the school term of the previous year. The information sessions are then held in the first six weeks of the new year in three locations of Allambie Heights, Ryde, Prarieewood and also in Croudace Bay. At the information session, greater detail of the program is discussed and past mentee participants and their parents/carers attend to describe their experience and to give testimonies. The final group of mentees are then organised and matched with the volunteer mentors. The mentees are then sent details of who they have been matched with, and their name.

The beginning of the program coincides with the start of the school year. In February, the mentees are asked to complete a pre-program survey that asks them what topics they would like to discuss and activities that they would like to do. As the program has evolved, the mentees are asked for suggestions but are also given a core group of outings and discussion sessions that were held in the previous year(s).

In mid-March the program is launched with the first session the mentors and mentees discuss the topic together and as a group. The sessions are facilitated by Cerebral Palsy Alliance program co-ordinator and roving mentors attend as well. Over the course of 11 months, the mentors and mentees will spend 100 hours together, this includes one hour fortnightly sessions. The one hour timeframe for the sessions is due to the fatigue and pain consideration of the mentees, aged 14-16 with cerebral palsy and being conscious of the mentors participating after work. The sessions held are combination of group mentoring discussion session complemented by outings or activities. There are core sessions that are consistently discussed each year: bullying, relationships and stereotypes. The activities have differed from year to year but have song writing, song recording and ski trips as annual events.

A rule of no contact outside the formal mentor sessions is expected between mentors and mentees, but the mentees may contact each other. At the end of the program, mentors' details are provided to the parents.

¹ In September 2009, ANZ Bank announced that it acquired full ownership of ING wealth management, life insurance and advice businesses in Australia and New Zealand (ANZ Bank, 2009). The mentors that participated in 2010 were all previous employees of ING wealth management.

² Speech therapists, occupational therapists, family therapists, and physiotherapists.



In parallel, parent/carer sessions also occur facilitated by family support workers from Cerebral Palsy Alliance. This was an add-on in recognition of the factor that for the mentees to attend the sessions, they would need their parents or carers to bring them. The mentors are brought together after the first and third formal sessions and monthly thereafter to discuss what is working and what is not working and to provide any support or further training that might be needed. The mentors are recognised for their contribution in the program by Cerebral Palsy Alliance during Volunteering Week in May, whereby they are given a token of appreciation such as movie tickets. As well, at the end of the program and during the graduation dinner, they are recognised publicly and thanked appropriately. They are also given gifts by parents and Cerebral Palsy Alliance.

The program has evolved in that time. Some of the changes include:

- » Changing the criteria for the individuals who can participate in the program. In the first year of the program, the criteria for the participants was young people with cerebral palsy aged 14 to 16, and attending mainstream school and could also have intellectual disability. Following the first year, criteria was tightened and young people with cerebral palsy and intellectual disability are not eligible (Cerebral Palsy Alliance, nd). They found that they were greater potential for impact with those teenagers without an intellectual disability.
- » Addition of ski camp, a five day trip to the snow that is purely a social activity undertaken by group of mentors and mentees together each year. This activity was an add-on but has since become a central focus of the solidifying the relationship between the mentors and mentees. The trip is an organised activity occurring about midway through the annual program but suggests that it now plays an important role in strengthening the bond between the participants, between mentee and mentor, mentee to mentees and mentor to mentor. For the Newcastle group, they take a trip to Sydney

city for three days in place of trip to the snow. A number of the more difficult or confronting topics are scheduled for after the camp building on the level of the relationship – topics such as bullying at school.

- » The inclusion of song writing and song recording sessions between the mentor and mentee. This was again an extension to the original design but has become an integral part of the program. As well, Cerebral Palsy Alliance has developed a strong relationship with Song Division who see the importance of this event for their own staff.
- » The changing time frame of the program from an 11 month program only to now a trial for the cohort of participants in 2010 to be for a two year period but with the proviso that the mentors are moved around for the second year – i.e. the mentees will participate for two years and for many of the mentors they will also be the same but will have a different mentor from the pool of mentors that participated in the first year to allow for some mentors who may need to move on.
- » The Ignition Mentoring program has grown and expanded into having other funding partners and other locations and now includes Newcastle. The program began with ING as its only partner in the program and has expanded to having ANZ fund part of the program in 2010 and a full program in 2011. As well, Greater Building Society has funded and has had two groups go through the Ignition Program in 2009 and 2010.
- » The Ignition Mentoring program, and its success has seen Cerebral Palsy Alliance and a number of its funding partners provide and engage in other programs for young people with cerebral palsy. This includes programs such as Emerge Leadership Program that offers “an opportunity for managers and senior executives to use their skills and experience to coach a young adult with cerebral palsy who has been identified as a leader in their community” (ING Foundation, nd). This program has ING Foundation, ANZ and Greater Building Society as partners.

4 Evaluation Background

The evaluation of the Ignition Mentoring program is being undertaken by the Centre for Industry and Innovation Studies (CInIS) Research Group at the University of Western Sydney. CInIS undertakes research into the dynamics of innovation. Its established expertise is in the application of social science research to the areas of technology and innovation management, analysis and formulation of policies related to innovations in science, technology, and health, and organisational service and process innovation.

One research theme within CInIS is focused on social innovation, that is 'the creation of new ideas displaying a positive impact on the quality and/or quantity of life' (Pol and Ville, 2009, p. 884); this extends to contexts of social exclusion such as youth, ageing, disability, unemployment and migration. As an exemplar of social innovation, the evaluation of Ignition Mentoring is well aligned to this research focus.

The research team that undertook this evaluation have mix of skills, expertise and experience that is required to develop, design and implement an evaluation of Ignition Mentoring. The multidisciplinary research team is comprised of Dr Kathy Tannous, Dr Ann Dadich and Prof. Ron Beckett. These individuals hold academic expertise in youth studies, the organisation and management of human services, psychology and economics – all of which are pertinent to this project. This knowledge is grounded in empirical multidisciplinary research; expertise in project management; a sound understanding of social policy; and a proficiency to establish and maintain bona fide research partnerships with key stakeholders.

The project was lead by Dr Tannous, an experienced evaluation project manager of early childhood and family initiatives. She has managed and conducted many evaluations, most notably the evaluation of Brighter Futures in NSW for almost three years, a program targeting infants and children aged 0 to 8 years who are at-risk of harm. She has collaborated closely with government funding agencies, service providers and client groups, and managed multidisciplinary teams. Kathy has also been involved with an early intervention program for children with a disability in inner-West Sydney since 1998; her involvement is both as a program user for her daughter and as a member of the management board.

The project was supported by both Dr Dadich and Adjunct Professor Ron Beckett. Dr Dadich is a Research Lecturer and a registered psychologist; she is also a full member of the Australian Psychological Society. Following undergraduate training, Ann entered the government and not-for-profit sectors to work with different populations

within the community. These include children and young people, people with mental health and/or substance use issues, family members and carers, as well as prisoners. These experiences continue to inform her approach to conducting research that is both empirical and respectful. Adjunct Prof. Ron Beckett has been working in the area of sustainability related innovations by SMEs, and in the context of social innovation has focused on active ageing research. He has been advising on the project, having a strong background in management of innovation in general.

5 Research Methodology

The research team undertook a desk based evaluation of the Ignition Program. This was based on surveys that Cerebral Palsy Alliance had undertaken of the participants in the program from 2006 to 2010. Copies of the paper surveys were de-identified and forwarded to the research team. The survey instruments did not contain any demographic data on the mentor, mentee or the parent. In total, 113 surveys were received and they contained wide ranging combinations of surveys for each participant – from year end mentor survey only for nine participants to eight surveys for the same mentee including pre-program; mid-year parent; year-end mentee; year-end mentor, reflections, mentee 1 year on and parent 1 year on.

The data was entered and coded originally in Microsoft Excel. Some of issues that arose from this process include difficulties in deciphering hand writing, survey forms lacking in participant identification details and more than one survey for the same participant for the same time frame. For the qualitative data, it was inputted as per the survey instrument, there was no editing undertaken by the data entry person to clean up spelling or grammar. There was some editing undertaken of the mentoring survey responses to the rating of the sessions held for the 2009 participants as the scoring process was flipped when compared to 2006, 2007 and 2010. For the other periods, the rating was from 1 (poor) to 4 (outstanding) but for 2009 the rating was from 1 (outstanding) to 4 (poor). This was manually edited to enable accurate analysis. All measures were taken to ensure that the essence of the written information supplied is maintained. The quantitative data was uploaded into SPSS v.17 for analysis and the qualitative data was coded and analysed in NVivo.

The results of preliminary analysis of the survey instruments when combined with observations from the literature and the prior experience of the researchers suggested a number of factors that needed to be explored. Four supplementary interviews were held with program managers from two from Cerebral Palsy Alliance, two from ING and one from ANZ.

Table 1: Mentee Respondents by Year

Year	Pre-Program Evaluation	Mid-Year Mentee	Year-End	Reflections	Mentee 1 year on
2006	9	0	8	8	7
2007	11	0	4	8	6
2008	10	12	6	13	4
2009	10	11	2	0	0
2010	10	0	9	0	0
Total	50	23	29	29	17

6 Results for the Mentees

As part of the Ignition Mentoring program mentees are asked to complete a pre-program self evaluation form prior to program commencement, mid-year feedback, collected approximately five months into the program, at end of year feedback at program completion and one year later (reflection). For the period of 2006 to 2010 a total of 66 mentees participated in the program thereby giving a response rate ranging from 26% from the mentees 1 year on to 76% for the pre-program evaluation. The average response rate for the five types of surveys on mentees is 45%.

The findings presented in this section are derived from the surveys of 148 mentees who offered qualitative comments over a five-year period (Table 1).

Pre-Program

As was detailed earlier, the young people participating in the program were identified by their therapist, had undergone discussions with their parent(s)/carers on their potential involvement and have attended an information session. They have committed to a lengthy and highly involved program. Disability can adversely affect a young person's ability to engage in social activities, recreation, education and employment and can limit their opportunity for development and social inclusion (Groce, 2004).

Collectively, the mentees participated in this program seeking change. Although many were naïve to such programs, they came to address the voids in their lives. Many spoke of change at a personal level and/ or a social level. They wanted to be able to exercise agency and manage their lives more effectively. They also wanted to extend their social networks and improve their relationships with others. These two reasons were not mutually exclusive, but were often interrelated:

Making + keeping friends... how to handle problems that come up.

Those who alluded to personal change spoke of a need for greater 'confidence', 'independence' and 'direction'. Although some had difficulty with articulating the type of change they were seeking – citing they were 'not really sure at the moment', others wanted a greater capacity for self-reliance and self-determination. These constructs had the potential to offer choice. More specifically, confidence and independence were considered foundational for many other pursuits; they would enable the mentees to 'solve any difficulties', 'take care of myself', 'join in a conversation', 'speak firmly to other people and make friendships last long', 'avoid... discrimination' and 'be... confident in getting a girlfriend'. This in turn could offer the mentees 'a normal life'.

Others focused on a need for social change. They longed for relationships beyond their current kith and kin – these included both peer and adult relationships. In addition to 'fun' and 'enjoyment', these could offer an extended support network, exposure to diverse perspectives, as well as learning opportunities, which may be of value during times of personal hardship:

A chance to talk about difficulties I face with someone independent of my family.

The data do not elucidate whether hopes for the mentor relationship differed to those for the peer relationships. However, one mentee wanted opportunities to debrief with individuals who might offer sage counsel:

Chance to talk to other adults about how I feel.

Mid-Program

Midway through the program, the mentees largely reported favourable experiences. After only six months, some recognised change at the personal level and/or the social level. In addition to skill development, particularly in the domains of creative arts and sport, personal development was demonstrated by increases in self-awareness, confidence, problem-solving capacity and direction – particularly with career prospects. According to the mentees, social change was largely demonstrated by an extended network – regular opportunity to meet with peers and adults was an effective platform for *bona fide* friendships:

It has allowed me to make friends with people I wouldn't have otherwise got to know.

The acquisition of 'new friendships' appeared to ignite related changes. For instance, it improved communication skills, it bolstered mentee perception of peer acceptance and it whetted the mentee appetite for social interaction. This affirms the interrelated nature of personal and social change:

It has brought out a new person.

The apparent ease of establishing peer networks might be partly explained by the perceived similarity of experience. This was suggested by one mentee who appreciated the limited need to explain, perhaps repeatedly, personal circumstance due to a shared experience:

This group is amazing. There are so many things you don't have to explain, they already know.

Comments offered by the mentees midway through the program suggest that their hopes were largely satisfied. The program had the capacity to address expressed desires for both personal and social change.

Post-Program

At program completion, mentee comments appear to continue this theme, indicating their hopes were largely fulfilled if not exceeded. In addition to the development of concrete skills, they reported increased communication skills, assertiveness, sense of direction, self-reliance, self-awareness and confidence:

At beginning of program I was depressed, I wanted to be happier. The program helped build my self esteem.

Equally important was the comradeship and sense of community. The mentees befriended 'interesting people' with whom they shared many 'fun' moments. These perhaps served as ingress to relationships

founded on trust and certainty. Mentees suggested they could confide in those who were part of the program and were safe within these relationships:

Friendship, security, opportunities to meet people.

The changes identified by the mentees might partly be consequent to the increased exposure to new possibilities. They were afforded regular times to connect with different people in different settings; this might be likened to a matrix of opportunity. During the course of film-making, song-writing, group mentoring sessions and a ski trip, the mentees interacted with peers, conversed with adult participants of the program – including both mentors and parents – and they established trusted relationships with their respective mentors. In addition to offering variety, this multifaceted approach that encompassed different activities with different cohorts also enabled mentees to engage and participate at a level they deemed appropriate. For instance, in reference to the sessions, a few mentees considered some 'a snore fest', while other sessions seemed to entice and interest them:

Showed me that there was more out there in the world that I could actually do. I was very proud of my achievements.

Similarly, in reference to the cohorts, some mentees were fond of interaction with peers they could readily identify with. In addition to reducing their sense of isolation, it also facilitated self-awareness:

I got meet a lot of new people who had CP and I also learnt a lot about myself.

This again affirms the interrelated nature of personal and social change.

Other mentees appreciated the opportunity to befriend adults with diverse experiences – this perhaps helped to rekindle lost faith in humanity:

This program made me realise that there are people out there willing to make a difference and that means a lot to me and gives me the confidence I need to live with CP. Being accepted for who I am and not judged because of my CP.

The importance of social interaction is further confirmed by four additional sources of mentee feedback – namely, their suggested improvements for the program; their continued contact with participants; their motives for attending a reunion; and their advice to potential mentees.

First, the mentees largely indicated that the program can be improved through expansion. Most comments called for increased sessions and increased regularity within a program that exceeded the current 11-month timeframe:

Need to be longer perhaps 2 years and sessions longer or perhaps weekly because sometimes it seemed like we were just getting started and then the session had to end.

Second, in the absence of continued opportunities to meet with newfound friends, many mentees found other ways to maintain these connections. While some spoke of meeting with fellow mentees or their mentor in person, many used social media. This may be due to its convenience, accessibility and/or familiarity:

Email, phone, Facebook, MSN [Microsoft Network].

This suggests that the mentees exercised agency – they actively found ways to nurture and sustain the relationships, regardless of geographical distance or personal challenges.

Third, of the 22 mentees who indicated their reasons for attending the reunion, all did so to ‘catch up with everyone’. They described an ‘urge to see everyone again’ – both peers and mentors – and rekindle their relationships.

Fourth, many mentees would recommend the program to other young people with cerebral palsy, citing social interaction as the key attraction. As a context that gathered individuals with a shared experience, they recognised the program as a safe environment to discuss ‘common, difficult problems faced by people with cerebral palsy’, to ‘voice out your opinion... share ideas... [and] inspire thought’.

This matrix of opportunity seemed to facilitate greater self-awareness. By learning about different activities and different people, they learnt about themselves:

[I've learnt that] if I set my mind to something I can do it.

Ostensibly, increased self-awareness might be deemed a positive experience, enabling mentees to recognise and draw on their potential. Yet it can also unveil elements of self that are unexpected, if not unflattering. Through the course of the program, a couple of mentees learnt they were ‘talkative’, ‘inconsiderate’ and ‘good at lying’. Although the value and effect of these revelations remain unknown, they reaffirm the importance of a supportive milieu in which to explore self-identity.

The matrix of opportunity identified in this study suggests the program has the capacity to provide mentees with an ‘interrupted space’ (Bolzan and Gale, in press). Within the confines of a structured program, it can provide the resources and space required to contemplate and embrace opportunities to test perceived boundaries within a safe milieu and progress towards personal and/or social change – this in turn can facilitate altered perception and a recognition that ‘disability does not limit you’:

It allowed me to do things that I wouldn't normally do. It also let me learn more about myself.

This finding is indicative of an interrupted space. In reference to their research with marginalised young people, Bolzan and Gale (2011) explain:

the introduction of the resources and space... might act as a circuit breaker in the ‘cycles of dispossession’... that these marginalised young people might experience and offer insight into social resilience (p. 272).

7 Results for Parent(s)/Carer(s)

An add-on to the Ignition Mentoring program is the parent(s)/carer(s) sessions. As was described earlier in section 2, facilitated sessions are organised for the parent(s)/carer(s) in parallel with the session for mentees. This was in recognition that young people with disability rely more heavily on parents than those without disability. They may also require lifelong support through specialist services and informal or formal care. This can place substantial strain on family relationships and is strongly associated with social and financial disadvantage for the individual and their family (Finch 2001; Hendley & Pascall 2002).

Parents are asked to provide their view by completing a mid-year feedback, collected approximately five months into the program, at end of year feedback at program completion and one year later (reflection). The findings presented in this section are derived from the surveys of 48 parents who offered qualitative comments over a five-year period (Table 2).

Table 2: Parent responses by survey type by Year

Year	Mid-Year Parent	Year End	Parent 1 year on
2006	5	6	7
2007	0	3	4
2008	0	8	0
2009	0	9	0
2010	0	6	0
Total	5	32	11

Mid-Year Parent Feedback

The mid-year parent feedback was completed by five parents in 2006. On the question of what they parents saw as a positive contribution of the program, the interaction with supportive adults and other young people with disability and sharing their common issues and challenges.

Belonging to a group of people in a similar situation to himself. Suitable topics for discussion, safe and comfortable environment.

Not only socialising with the mentor, but also with other participants.

Is enjoying the social opportunity with CP children. Although disability is mild he has commented on problems common to all of the children i.e.; bullying and that the program has been useful to strategies to cope.

On the questions of the program administration and logistics, the parents were unanimous in the satisfaction with the adequacy of the information provided at the launch of the program; during the program and organisational aspects of the program.

Easy parking, good time (as long as we're well organised), enjoying the parent group.

The suggestions that parents made with regards to improvements that they think should be made to the program are around the need for more social events or activities.

Organising for the students to go out together to functions/social activities/picnics/movies/ Luna Park - organising an email link or SMS or helping them to design "MY SPACE" page.

Would like more 'career' mentoring. What to study to get employed by companies sympathetic to the disabled who are the good employers. Need is completed tertiary preferences by September.

The mid-year parent surveys are conducted after few months of the program. In reviewing the sessions offered in 2006, it appears that the program did offer more social activities, such as trips to the Museum of Contemporary Art and visit to Taronga Zoo for the Twilight Safari. As well, a group mentoring session was held on careers.

It is worth noting that two parents that responded to what they thought was helpful in being part of the parent group, it is the fact that it was facilitated and that they were able to discuss issues common to supporting young people with disability.

Having discussions with parents in similar situation. Facilitator is excellent and has provided a lot of useful information.

Discussing issues common to having kids with a disability - expressing their frustration, e.g., how the education system lets them down - lack of a peer group - bullying in school playgroups - etc., of having a disabled child to others who understand what you are going through

Year-End Parent Feedback

At the end of the Ignition Mentoring program, parent(s)/ carer(s) ["parents"] were asked for their feedback on the program, the achievements for their children attending the program, the parents' discussion group and overall ranking of the program. Over five years, 32 year-end parent feedback forms were completed by the parents (Table 2).

As described earlier, one of the main objectives of the program is development of the social confidence of the mentees. Parents were asked to provide their feelings on the extent to which "Ignition has made a positive contribution to their child's self-esteem or resilience" using a likert scale of 1 "not at all" to 11 "Definitely". For three-quarters of parents, they stated that the program had very strongly or definitely to their child's self-esteem or resilience (Figure 1). Parents were asked to provide an explanation on the contribution and many described the extra confidence or self-resilience that the mentees' had as a result of the program.

Absolutely loved ignition and it did wonders for his self esteem and independence.

Feels more positive about himself.

Grown from a boy into a young man.

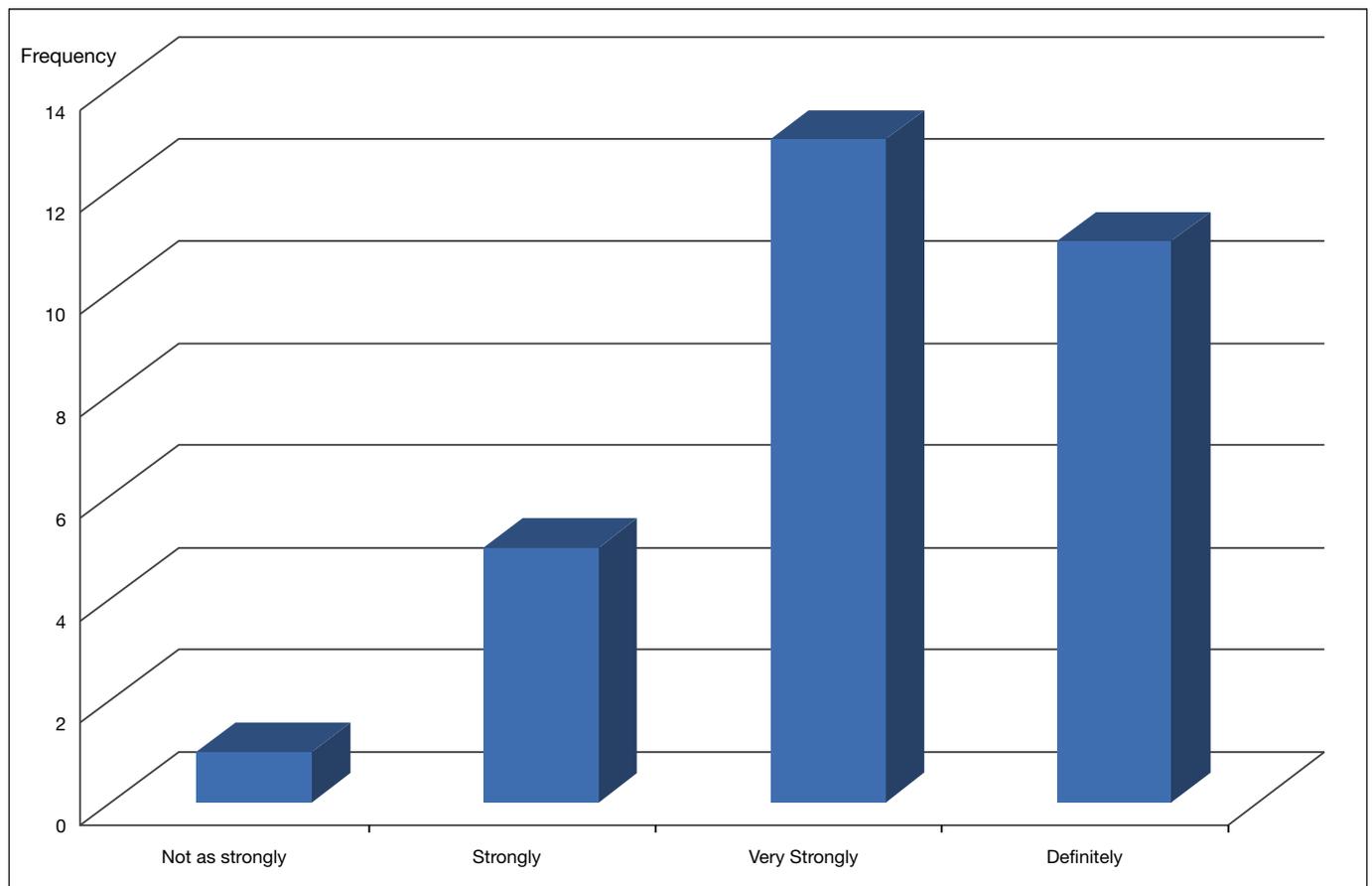
He used to need me around but now he is quite happy to do things on his own.

The trip at the snow highlighted how resilient had become as a result of the program.

Yes, it has improved his confidence with friendships for both ING mentees and outside the group.

The findings overall from research on youth mentoring programs is that mentoring can be an effective tool for enhancing the positive development of youth, with better attitudes towards peers, school and elders, improved relationships with parents, and more positive towards helping in general (Jekielek, et al., 2002). Parents' year-end feedback appears to suggest that similar results were obtained for the young mentees.

Figure 1: Parent's ranking of the contribution of the Ignition Program to child's self-esteem or resilience*



*Missing data for 2 respondents

Parents were asked to give examples of how they think that their child is different as a result of the Ignition Program. For one third of the parents the described that the young person has better self-esteem or increased self confidence.

Had low self esteem. On the last session it was wonderful to see her sitting in the group talking and laughing with the other kids.

Self confidence, relation for peers and others, new experiences, information in a safe environment, trip without parents.

Self-confidence has surfaced. He found out that he can survive by himself on the ski camp. He started by resenting coming to meet strangers but now he calls them his 'Ignition friends'.

The other important changes that parents detailed were social engagement and interaction of young people with each other and with their mentors. This is important given that this was not just an initial goal of the program but also addresses other research findings that participation of young people with physical disabilities tends to be much lower than their peers (Stevenson, Pharoah and Stevenson, 2008).

More chatty and happy after each session and had plenty of new experiences i.e. ski camp.

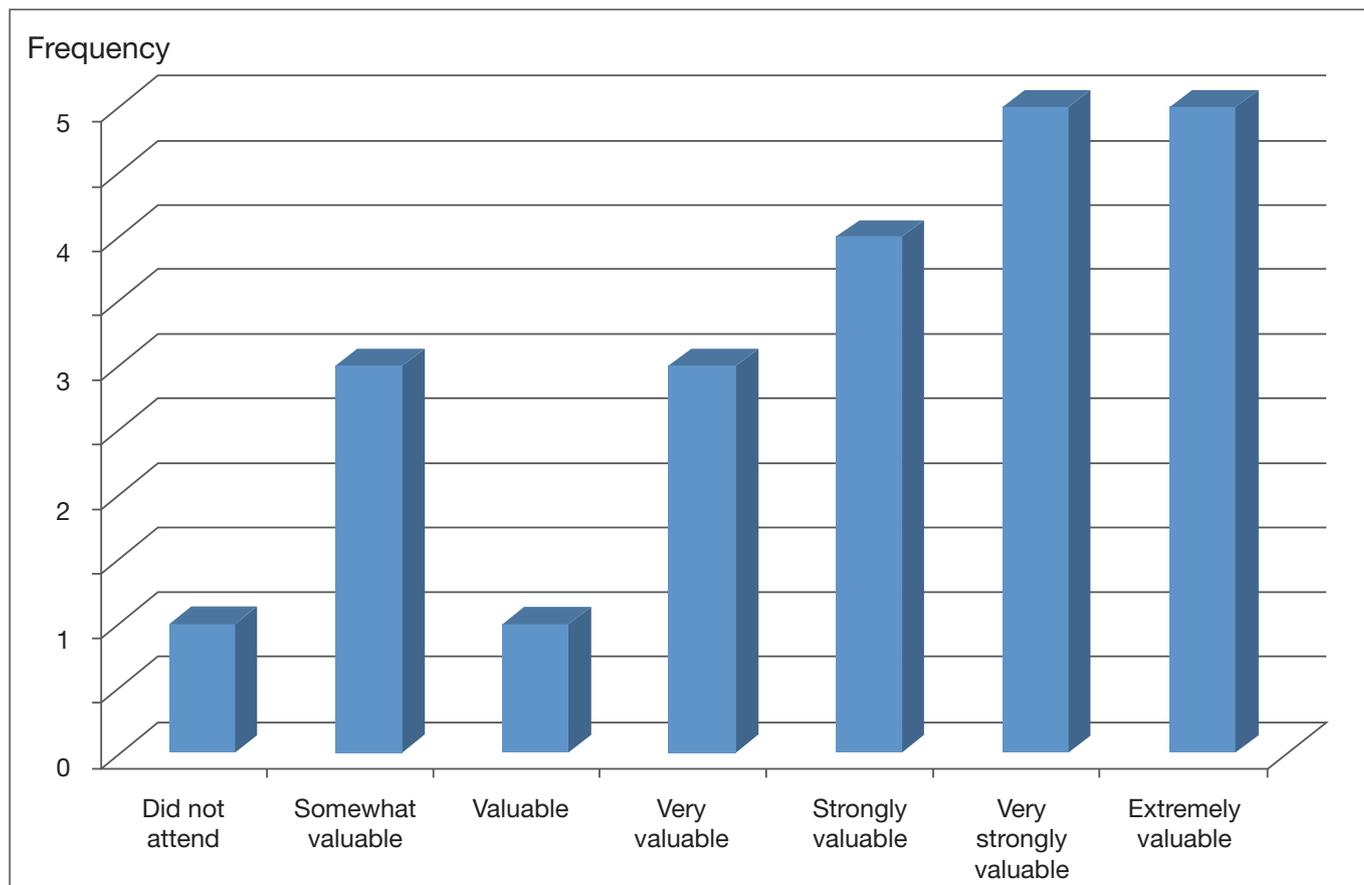
Making friends in similar situation, getting involved in activities that he would normally be excluded from.

I think what this program is doing for young people with disabilities is so helpful. It give them the opportunity to learn more about the world out there and to give more confident and new friends.

This finding supports other research that found that youth with cerebral palsy may express enjoyment while participating in activities similar to those of their peers (Engel-Yeger, 2009, Majnemer, et al., 2008). As well, the program appears to touch on another social issue of adolescents with cerebral palsy and that of social isolation that has been described by Stevenson, Pharoah and Stevenson (2008) as both a cause and effect of social skill inexperience. Parents described an outcome of the Ignition Program was the development of friendships between the mentees, and the mentees and mentors.

The way relates to his mentor and the other kids with disability as he is the only student with a disability at school.

Figure 2: Parents' year-end ranking of the value of the parents' discussion group*



*Missing data for 10 respondents

See my son "open up" with his mentor. He is shy.

It gave my son the opportunity to confront his disability and then work through it. He has made some friendships with people that can understand his disability.

Being able to be involved in activities they normally wouldn't. A chance to talk and make friends with others of similar age and disability.

Everybody had an experience or some knowledge which helped the rest of the group. The range of topics and guest speakers were fantastic.

Haven't been part of a parents support group for a number of years (by choice) but have found this great; different issues at this stage of development. Have felt very comfortable with the core group of women attending the group + have valued the sharing. Have not felt judged at all + at ease to open up.

Opportunities to discuss every day problems with others in similar positions. Giving each other support and lending a ear!!

The other important part of the parent group described was the friendships formed with other parents in similar situations. For some parents, they described the formation of support networks with other parents for the care of their children or to continue to foster the friendships between the mentees post program finish as being quite important part as well.

Connections with other parents. Contact with families to continue the children's friendships. Information nights.

It is always good to speak to parents in a similar situation. To swap stories and assist in life with a child with a disability.

Parent Discussion Groups

It has been recognised by recent literature that families of children with cerebral palsy have generally few opportunities for social integration (Majnemer et al., 2008, Busgalia, 1994). As was described earlier, parents come together every week for a discussion group and also receive respite when their child attends the ski camp or trip to Sydney. In the year-end parent feedback, parents were asked for their feedback on this process. Parents were asked to rank how they found the parents' discussion group. Of the 32 parents that completed the survey, 22 answered this question most valuable (Figure 2). In terms of what parents described as helpful in being part of the parents group, almost half described the sharing of experiences or concerns and obtaining information.

Sharing common problem. Learnt a fair bit from other parents giving me ideas. Reassure and realise that the future is not necessarily bleak.

It was fun going to dinner while our children were doing the mentoring.

The overall comments made by the parents on the program were very positive for them and for their children. It was interesting to note that they described the program as having benefited them as much as it has for their children.

Thank you for everything. This program has been a wonderful and very fruitful experience for both my daughter and myself. We have made friends with lots of lovely caring people and come away with lots of fun experiences. We have learnt a lot of relevant information.

Just a thank you on behalf of my son and myself.

A good chance for children and families to get together to build on relationships and to deal with issues that confront children with disabilities.

Year-One Post Program Parent Feedback

Parents were sent a questionnaire one year following the end of the Ignition Program asking them about the ongoing impact of the program. A total of 12 responses have been received from the parents, with 8 and 4 from the groups participating in 2006 and 2007 respectively. For around two thirds have kept in touch through e-mail predominately or by attending common courses organised by Cerebral Palsy Alliance.

By e-mail we had really good intentions...

Only through these gatherings. More on issue of time as opposed to willingness.

We did keep in touch thru the sexuality program but not socially even tho we did mean to go out together.

The program does appear to have ongoing positive effects for both the mentees and the parents. For the young people, the increased confidence was described by three quarters of the parents as an ongoing impact of the program on their son or daughter.

More confident, built on experiences offered by the programme.

Improved confidence through social interaction. Happy memories.

Brought him out of his shell and he has learn to interact with his peers.

She learnt to speak up for herself.

For the parents, the descriptions made one year later is the sharing of mutual experiences and the supportive environment that they had experienced.

Great, broke the isolation, made me feel I was not alone, made new friends.

Big part of my year last year spending time with the other mothers. I miss that. And the quiet support.

Being able to share our experiences had a very positive effect on most of us we didn't feel so isolated

A mutual understanding of problems and being among people who don't judge you.

8 Results for Mentors

The mentors that participate in the Ignition Program are an integral part of the program. They are employees of ING, ANZ or The Greater Building Society and have voluntarily agreed to participate in this program in their own time, in other words, after work. As well, they also have to agree to be away from home and accompany their mentees on a five day residential ski trip and take responsibility of their young charge. In reviewing of the survey feedback, mentors did indicate for a number of sessions that they were absent or that the mentee was absent.

Cerebral Palsy Alliance has been undertaking year end mentor feedback on their experience of mentoring; program offerings; the impact of mentoring on the mentees; the impact of mentoring on their own quality of life; the impact of mentoring on their work-life; the involvement of their company in the program; and suggested improvements.

Similar feedback forms had been used for the period of 2006 to 2010 with the only amendments being limited to the feedback on program or sessions that they had participated in. As described earlier, the sessions or activities planned by Cerebral Palsy Alliance reflect the input or suggestions made by the cohort of mentees participating in that particular year.

A total of 24 mentor surveys were received for four out of the five years between 2006 and 2010, from a total of 87 mentors that participated in that time period giving a response rate of 28%. This rate needs to be read in light of the fact that there were no surveys received for the 2008 mentor groups. For 2006, it appears that all of the mentors completed the year end mentor feedback form, while for 2008 the data suggests that there was no mentor

feedback form completed or returned. In the last two years, 2009 and 2010, there is the suggestion that about half of the mentors provided mentor feedback (Table 3).

Table 3: Mentor Frequency by Year

Year	Frequency
2006	10
2007	3
2009	6
2010	5
Total	24

Given the small numbers of mentors that provided feedback per year, no attempt will be made to undertake time series analysis but more of a program wide study will be made. Analysis will be made based on the mentor feedback on each of the components detailed above. This will be grouped into feedback on the program offering; impact of mentoring on the mentees; impact of mentoring on them as mentors and in terms of their quality of life and work-life; followed by their suggestion on the extent that their company should be involved in this program and will finish off with suggestions for improvements.

Program Offerings

Mentors were asked to comment on Ignition mentoring offering and facilitation. There was unanimous statement of 'satisfactory' for the number of outings; frequency of sessions; and topics covered. With the exception of one mentor, they all stated that they were satisfied with Cerebral Palsy Alliance's staff facilitation of the session.

For mentors on the rating of the sessions that are held by the Ignition Program, they rated song writing and song recording highest, while rating the group mentoring activity on careers and stereotypes the lowest as being average and slightly helping the relationship with the mentee (Table 4):

Great fun [song recording]. I think the fact that we described our mentees so positively also helped with their confidence (even if neither of us could sing!).

Confidence builder, interactive, fun, teamwork, new experience [song recording].

The program launch that is held at the beginning of the program was identified as useless and not helping the relationship by one mentor and by two as being only slightly helpful:

Disappointing that I did not have a mentee.

I thought it set up our relationship better by getting to know each other and what we liked/didn't like.

Exciting and nerve racking at the same time. Enjoyed delving into the mentees background and interests.

For most of the mentors they indicated that the Taronga Zoo session was outstanding with only one mentor thinking it was useless and did not help:

I thought the zoo could of considered how we were moved around the zoo.

Great night - not even rain could spoil it - the "petting zoo" session is great, likewise provides an opportunity that many may not have.

The group mentoring session about careers had mixed feedback, with two mentors thinking it was outstanding while five thought it was useless. Under comments, a number suggested that the session was away from their interests, not relevant and being 'a tough session':

This is a tough session - there is a lot to cover in the time - needs to be more "interesting" or have the kids do some prep beforehand so there can be more of a discussion/exploration of opportunities/possibilities.

This appeared hard mentees with severe CP [cerebral palsy] as odds aka career are small.

Fair session. Probably not really targeted at their age group, but allowed us to relate experiences and education and discuss things in more detail.

On the session of reflections on Ignition, one third of mentors did not answer and almost all that answered thought it was a great session. Four of the mentors indicated that they did not attend:

It was good realising the relationship we had built up.

Great fun, informal, great restaurant, more 'normal' interaction, again special/privileged access.

My mentee enjoyed herself but I wasn't able to join her.

The mentors were asked to identify their favourite group mentoring session and to explain why. Two mentors identified the session on bullying as they described the benefits of the session for the mentee and the opportunity it provided them to discuss this. Related to this topic is the session on the stereotypes, nominated by two other mentors and problem-solving identified by one mentor:

Table 4: Mentors' Rating of Program Session

	Useless, didn't help the relationship I have with my mentee and I didn't enjoy it	Average, slightly helped the relationship I have with my mentee but I didn't enjoy it	Good, helped the relationship I have my mentee and I enjoyed it	Outstanding, definitely helped the relationship I have with my mentee and I LOVED it	Total Answered	Missing Data	Mean
	1	2	3	4			
Program Launch	1	2	13	8	24	0	3.2
Stereotypes	1	1	14	5	21	3	3.1
Taronga Zoo	1		4	15	20	4	3.7
Careers	2	6	9	5	22	2	2.8
Song Writing			4	15	19	5	3.8
Song Recording			5	18	23	1	3.8
Relationships		1	10	6	17	7	3.3
Reflections on Mentoring	1		7	9	17	7	3.4

Bullying: allow kids to discuss in a forum and topic they usually wouldn't open up to.

Problem solving - able to learn more of their bad experiences they have encountered and a group able to give advice and suggestion as how to overcome them together - which is very helpful. Independence/ Relationships: they are at the age where boyfriend/ girlfriend comes in play. This session is to give them awareness of the Do's and don'ts -what's right and wrong.

Stereotypes. Make me think about my own behaviour.

The first one because it was a get to know session and set the tone for the rest of the sessions and our relationship. Stereotypes [session] was also great because I got to see how mentee thought about things and how she was with her disability.

The personal sessions provided most value and helped with communication and confidence for both of us.

It was interesting to know the other sessions that would be considered pure fun for both were described by mentor that they were useful in developing self-efficacy and for them to better understand the mentees:

Pizza Making Experience - as it gave me an opportunity early in the piece to get to know my mentee's favourites and her challenges. It was good to be able to focus on her abilities (in making pizza) to help her feel good

about her skills, as well as find out where and how to approach possible growth and challenges for her.

Mentors were also asked to nominate their favourite outing or activity. For half of the mentors, they stated song writing and recording and the excitement of the mentees of being in a studio, meeting a celebrity and pure love of music by the young people:

Song Division: Song recording. Interesting to do something different, see inside a studio, mentees in particular loves music, stretch yourself to actually sing around other people, mentee + the team were fantastic.

Song recording - It was wonderful to see all the mentees get so excited and enjoying themselves after a well done song writings evening.

The next favourite outing was the ski trip for the strengthening of the relationship with the mentees, other mentors and the carers. This was identified by six mentors in 2009 and 2010 and was described in terms of the deeper time that they had to spend together:

Ski trip. The bond you have w/ everyone shifts. Brings everyone together and the kids grow in confidence.

Ski trip as it's great way to really get to know the mentees, mentors, and carers - it's a wonderful shared experience and incredible to watch the changes in the mentees over a few days.

Of course the ski trip since given the opportunity to spend more time with everyone. It's also when it clicked for me i.e. in terms of understanding mentee and also what he says. Being away from the office and spending more time with people always help in building relationships.

Yes - development of patience, increased awareness of others, importance of being yourself.

It has. Gives me a greater understanding and awareness of those around me and teaches me not to sweat the small.

Work and Life

The few studies that have been conducted on mentoring programs like Big Brother Big Sister (BBBS) programs have demonstrated that mentors also benefit from their mentoring experience. In a 1998 study of BBBS found that 73% of the 1,504 mentors surveyed reported that their experience had had a 'very positive' effect on their lives (McLearn et al., 1998).

The Ignition Program year end mentor feedback survey asked mentors on whether they thought the program has added to their personal quality of life and to state any positive contributions it has made to their work/ workplace. Four of the 24 mentors had missing data for these two open ended questions and two stated that the program had no effect on them. For three mentors they describe having a better work-life balance as a result of the program while another six stated that they have learned to be more tolerant and accepting of others:

Given me a new dimension to work-life balance. I feel proud of my involvement in this program and how I have developed as a person.

It has definitely made me more tolerant and accepting of people and also more willing to provide help and support in the workplace.

On reflection, I'd say that I am more relaxed and casual about problems. Without sounding too negative, I now better recognise that everyone looks at things differently, and my views are not the only ones.

All who had answered the question stated that the program has added to their personal quality of life (23 out of the 24 mentors). A number of common themes were noted from the mentors responses on tolerance, greater patience and understanding of differences:

I have enjoyed interacting with C and this has made me more content.

Most definitely. Created plenty of opportunities to learn about new things and new people. I suspect I learned just as much as. We all (regardless of age) have different experiences, and can all learn from one another.

A number of mentors stated that they feel better about working at ING or ANZ and the shared experience of being involved in this program with work colleagues:

Increased my work-life balance and has made me appreciate ING for its involvement in extra curricular activities.

Appreciate that ING has provided this opportunity.

The whole ING direct team share stories with our colleagues + they openly as about the program + main highlights.

Mentors were asked to 'state what you think about ING [or ANZ] being involved in such a program?' (Cerebral Palsy Alliance, 2011)³. Twenty three out of the twenty four mentors responded to this question. Their answers were all very strong in supporting the company's involvement and appears to reflect well on the company, 'I think it says a lot about the company and its priorities':

I think they should do programs like this. This one is particularly involved i.e. complex, lengthy, demanding + for that ING's support is even more commendable (than say a simpler, one off event or donation) they should continue.

It is truly an honour to be working with a company that is involved in community support and giving positive advantages to all levels of society and all ages of the community - and most especially allowing their employees to give back of their time as they would not have the "big bucks" to share around.

Significant benefits for both staff involved and the organisation. On an individual level we all learned and grew throughout the year. At an organisational level the new experiences, I believe, have assisted the staff members, which in turn benefits the organisation. Additionally, showing support for the community is one of our values, and allows us to demonstrate it in a way other than just through financial donations.

³ Cerebral Palsy Alliance, Year End Mentor Feedback Form, Ignition Mentoring.

Mentors' Feedback on Experience of Mentoring

Mentors' were asked on their overall experience of the mentoring program. The question as part of the year end mentor feedback form is "do you feel that you had a positive experience as part of this mentoring program? Please state Why/Why not?" Twenty-three of the twenty-four mentors responded to this question and 96% stated strongly "Yes". The qualitative information provided on why they enjoyed the program, about a fifth of the mentors described the action of giving back to the community or making a difference.

Definitely yes, incredibly opportunity to make a difference in someone's life, great to watch the mentees grow, have fun and see the pure joy on their faces at the many opportunities/experiences this program provides. It definitely breaks down stereotypes and gives one a great appreciation for what a person can do.

Yes. Other than the obvious 'doing something' factor, it was great to get together with someone who clearly got some positive benefit out of the program.

For many of the mentors, their description on the reasons for enjoyment is more tied to their personal growth and change. Many of the statements made by the mentors detail on how they have changed and benefited directly from the program, by learning to communicate differently, being more empathic, and having deeper appreciation of challenges of people with disability.

It made me think about my own behaviour + was good to learn more about the disability.

I actually learned quite a lot as well, not just about them, but also about myself, learning to communicate on a different level and sharing some hard-won experiences.

It also made me realise how strong these kids are and some of the hurdles they have to face in daily life.

A number of mentors also detail that the program was rewarding as it afforded them the opportunity to spend time with other work colleagues.

It was also great to spend time with fellow ING staff.

I enjoyed getting to know both the mentees and also other mentors. It was nice to get to know other ING employees.

Mentors indicated that the Ignition Mentoring Program benefited both the mentors and the mentees. Most of the comments closely matched the original objectives of the program – that of developing social confidence and for the young people to feel socially accepted.

A time we openly chat + share experiences.
Helps remove barriers.

An opportunity for the mentees to make new friends that will treat them as peers; ideally offer role models and guides for the mentees; share activities filled with both challenges and fun; see and get feedback on the mentees' positive capabilities and further opportunities for personal and skills growth.

Build confidence by giving them an opportunity to interact with other people, engage in activities, discuss issues and voice their opinion.

Comfort, a chance for the mentees to discuss issues/problems with an adult who is not related to them or an authority figure.

Social skills, friendship, fun, knowledge



Figure 3: Mentors' perspective on whether the program helped their mentee

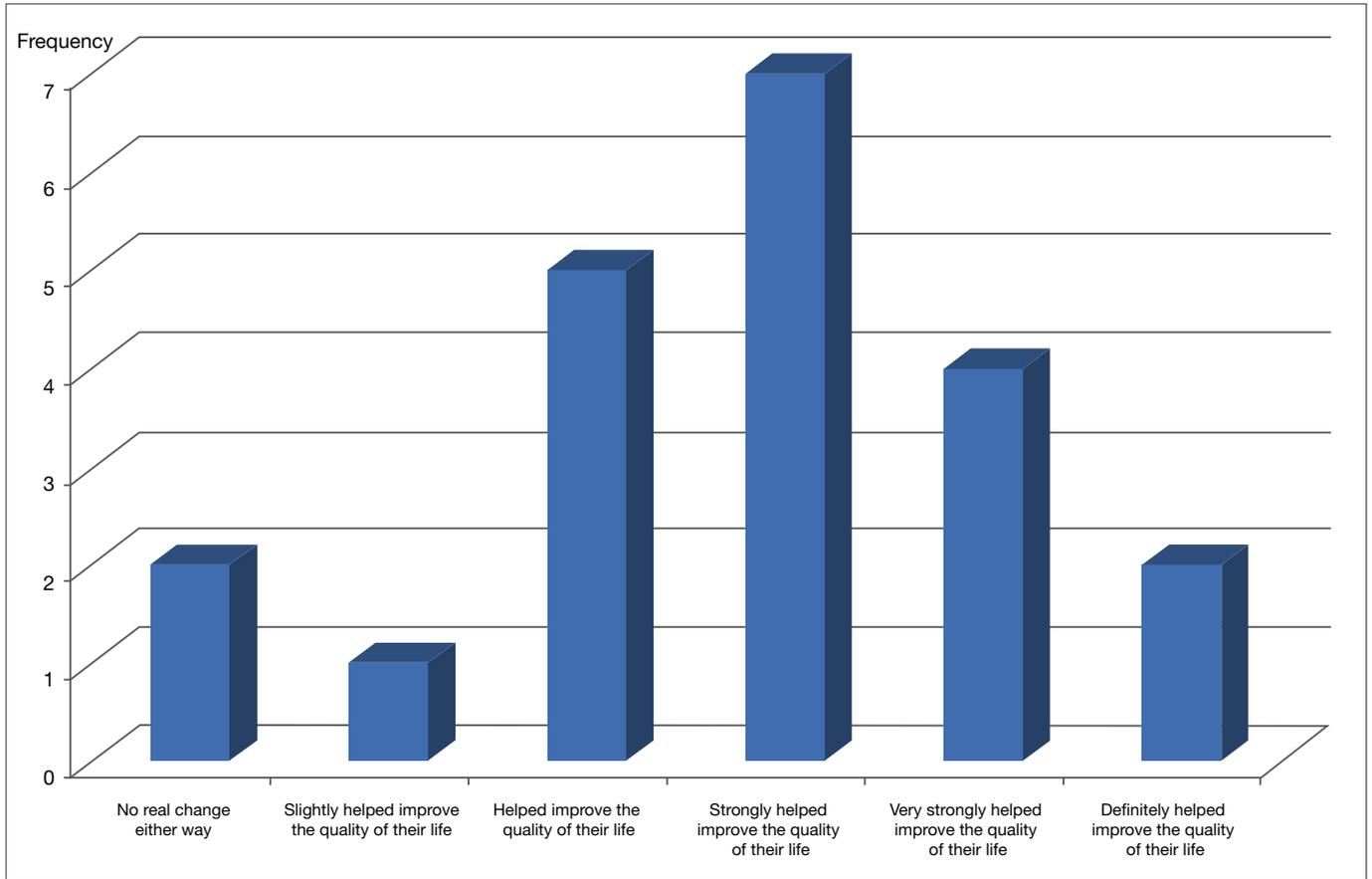
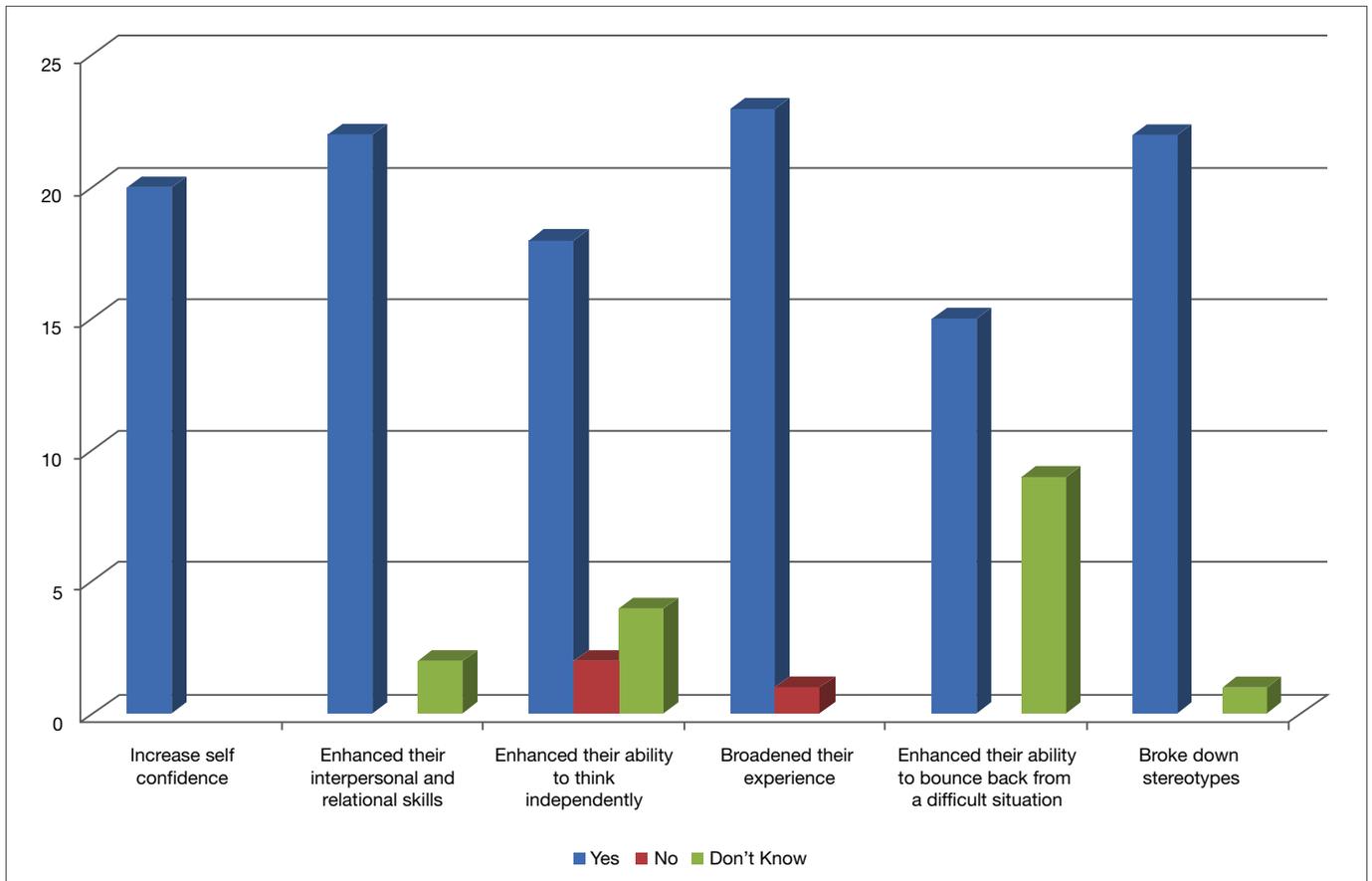


Figure 4: Mentors' perspective on whether Ignition achieved the aims for their mentee



Mentors' Feedback on Effectiveness of Program for Mentees

Mentors were asked if they thought that the Ignition Mentoring program has increased the mentees' quality of life⁴. The majority of mentors indicated that the program helped improve the quality of life for the mentee. Sixty two per cent of the mentors rated the program as helping the mentees "strongly", "very strongly" or "definitely" (Figure 3).

Six qualities have been identified by Dworkin and colleagues (2003) that a young person can develop from participation in community activities, including gaining self-knowledge; developing initiative (such as learning to set goals, taking action and responsibility for achieving goals and allocating time); learning to self-regulate emotions; developing peer relationships; knowledge, teamwork and social skills; and forming adult networks and social capital that can be used as a source of support (Dworkin, et al. 2003). One of the groups within the population that may be less likely to participate in community activities are those with disability.

As was described earlier, the aims of the Ignition Program are to increase the self confidence and enhance their interpersonal and relational skills. From the mentors' perspectives, the program has achieved these aims strongly and also achieved other aims of breaking down stereotypes and increasing the resilience of the mentees (Figure 4).

The development of independence is an important outcome for this group given that some with cerebral palsy may have had people "doing things for them" all their lives. This includes allied health services, gross motor support, personal care and so on. Some mentees have grown up being very dependent on others. The program seeks to encourage an increased degree of independence and initiative. For the question of the extent to which the program has enhanced the mentee's ability to think independently, 75% of the mentors said "yes", with another 17% stating that they "don't know".

4 The scale used was from 1=They are worse off as a result, to 11=Definitely helped improved the quality of life.

9 Results for the participating companies

The Ignition Mentoring Program began following series of forums with youth and young adults with cerebral palsy in 2004. The program is "founded on a model of service delivery called the Life Needs Model researched and developed by Gillian King - where services support community participation and quality of life for children and young people with a disability" (Horsley, 2008: 2). The program matches a young person with cerebral palsy with a mentor. The young people selected for the program are aged 14-16 years and attend mainstream schools. For each Ignition Mentoring program Cerebral Palsy Alliance partners with a corporate organisation to sponsor the program by providing:

- » Volunteer staff – allowing all staff to be available for selection as mentors for the program,
- » Facilities – allowing the program to be run in their premises, and
- » Catering, some project materials, administrative support and incidentals. (Horsley, 2008: 7)

The program began with one corporate partner, ING Foundation and has since expanded and has three programs one with each partner, ING Foundation, ANZ and The Greater Building Society. Each corporate partner has very different sponsorship arrangement with Cerebral Palsy Alliance for the program. As well, recently the program is being trialled as being a two year program providing opportunities to delve into more sensitive issues⁵.

The Ignition Mentoring Program guide describes the returns to the corporate partner in being involved in a program that expands their Corporate Social Responsibility beyond the "macro-charity" of volunteer days or giving financial resources through foundations, charitable arms and foundations (Horsley, 2008:2). Some of the areas describe in the guide as potential benefits for the corporate partner are staff attraction and retention; community and charity awareness; and networking between staff within the same organisation.

The research group was limited in the data that was available to be used for this evaluation to the survey instruments described earlier and the follow-up discussion with program staff with Cerebral Palsy Alliance and the three current corporate partners. The impact for the corporate partners can be grouped into a number of

5 Discussion with Cerebral Palsy Alliance Ignition Mentoring Program staff.

areas including greater staff retention, increased staff engagement, and development of soft skills of staff.

Program impact on corporate partners' staff

Retaining skilled staff is playing an increasingly important factor for companies being economically competitive (Kyndt, et al., 2009). Employers are recognising that they need to give employees opportunities to develop and learn to maintain their capacity as effective employees (Arnold, 2005). In Australia, in particular, there is a recognised skilled labour force shortage for the past five years.

As was described in the mentor section, participants in the program describe that they obtain personal development and learning from their involvement. This is by way of how they see and treat others but also in dealing with challenges in work and broadly in life. This learning has been identified to have a strong positive effect on retention. Rodriguez (2008: 53) states:

If employees feel they aren't learning and growing, they feel they are not remaining competitive with their industry peers for promotion opportunities and career advancement. Once top employees feel they are no longer growing, they begin to look externally for new job opportunities.

Feedback from the mentors and the program managers alludes to stronger engagement of staff with the company that they are working for. Comments were made that by these companies providing programs like Ignition Mentoring for them to participate in, it makes them "feel good" about working for them. The additional benefits described include them being more engaged in doing their job and better about doing the extra aspects that comes with their jobs – such as extra hours at work. The perception is that because the company is doing something good by participating in supporting such programs and their participation, they need to give something back to that company. This positive attitude toward their employer is recognised that it will likely carry over to the quality and consistency of the products they produce or the interactions with customers that they have (Harter, et al, 2010).

Another important facet to employee work perceptions is recognition provided by their company. This was alluded to by firms' actions of letters from CEO to the mentors; volunteer recognition activities throughout the year or small gift of acknowledgement. Other tokens of recognition include celebratory lunch following the ski trip; invitations to fundraising lunches and year end graduation party that recognises the mentors' important role in the program. This has been identified by Harter and colleagues (2010) that

the feeling of being recognised by one's employer to predict positive organizational outcomes (Harter, et al., 2010).

The individuals participating in the Ignition Program come from a range of backgrounds and departments or parts within the same company. In their participation in the different sessions or activities in the program, it gives them the opportunity to meet others that they may not normally have contact with within the same company. This enables cross business unit interaction much easier if they have contacts through the business. Some of the described benefits of this are the inner company networks that are developed at a deep level in the program have increased their productivity level.

Other observations noted by program officers was that people who participate in the Ignition Program tend to be involved in the company in a range of other roles in the company beyond their work role. Greater research is needed to determine if that is because of the type of people they are or the result of volunteering or mentoring view of the world. Some of the descriptions are that by mentoring young people with cerebral palsy and discussing with them about being able to achieve more that begins the process of the mentors then questioning their own abilities and what else can be achieved. There is a process of self-awareness that arises from mentoring someone else.

The process of volunteering and long-term engagement one on one with young people has the unintentional benefit of soft skill development of the mentors. It was detailed that the skills gained were an added bonus from the program rather than the reason they had volunteered for the program in the first place. Participation in the particularly intense social activities of the ski camp or trip to Sydney were times when they begin to see the mentees as people first who have abilities and not primarily seeing their disabilities. This has been recognised as unique mentoring moments when they begin to challenge their mentees and in effect themselves. This has been detailed to be a skill that continues to be drawn on in their work environment where mentors describe themselves as being more understanding of others; using language differently and becoming mentors in the informal sense to their peers. The development of these soft skills is an unintended, but important by-product of the program. This has been described by mentors briefly in their end of program feedback and by program managers but would be worth deeper research.

Another important impact of the Ignition Mentoring program is the creation of other opportunities beyond the boundaries of the program. In one of the conversation, examples were detailed whereby the companies are now using former mentees or other people with disability in their casual employment or supported training programs. It was noted by the researchers that the companies and

individuals championing the Ignition Mentoring program were invariably the same as those are participating in the Emerge Program. This has broader implication beyond the program and would be worth deeper research.

10 Conclusions

Programs designed to deliver community benefits are commonly assessed from the perspective of the sponsors and the program manager – was there buy-in to the program from the intended beneficiaries, did people enrol, was the program coherent, were meaningful activities undertaken? Whilst such assessments are necessary, the real benefits are derived from the outcomes for the beneficiaries, and the only way to assess this is to ask them. That has been done in the Ignition Mentoring Program via a series of program specific surveys that were issued by Cerebral Palsy Alliance since 2006 and are analysed in this study. The response rate over the five year period the data covered was commonly in the range 25% to 45 %, with mentees being the group most likely to respond. In the absence of information to the contrary, we have assumed that the responses received are representative of the population of relevance. Following an initial review of the survey data, the research team had four interview sessions with two program managers from Cerebral Palsy Alliance, ING, and ANZ to discuss questions that had emerged.

We found clear evidence of program buy-in and successful implementation. It was observed that a well-structured series of events are organised, following the kind of mentoring life-cycle stages observed in other mentoring programs – engagement, relationship-building, operation and closure.

Previous research suggests that mentoring moments - points in the program where something suddenly makes sense, are key to successful outcomes. These moments are stimulated by mentor-mentee interactions, supportive program structures and a broader acceptance/ support for the practice of mentoring, as illustrated in Figure 5. Conversations about the past, present and future and reflection on them stimulate such moments (Megginson et al, 2007).

In the Ignition Mentoring program, direct interaction space is provided for about one hour every two weeks. Mentees control the topics discussed, and may be prompted via a list of topics found useful by other mentees if they do not have an immediate burning question. It seems to us that this practice increases the likelihood of mentoring moments occurring. The program managers detailed observations that the mentees seemed to gain in confidence and be better prepared to tackle difficult issues after a mid-program ski camp where they spent time socialising together. It was also discussed that mentors' relationships

are also cemented following the ski trip and their mentoring moments with other mentors and their mentees.

In 2007 a comprehensive (70 page) program manual was produced to support consistent deployment in multiple geographic locations, clearly identifying supportive program structure consistent with the framework shown in Figure 5. Each cohort of about 15 mentors is brought together after the first and third weeks of the program to see what is working for them and what they perceive to need some support with. More than 15 mentors are assigned to each cohort so that if a mentor is unavailable a short-term substitute can be provided. The unassigned mentors fill a roving role during group activities and are known to all the mentees. These practices provide the program with an adaptive capacity and may help stimulate additional conversations between the mentee and the mentor.

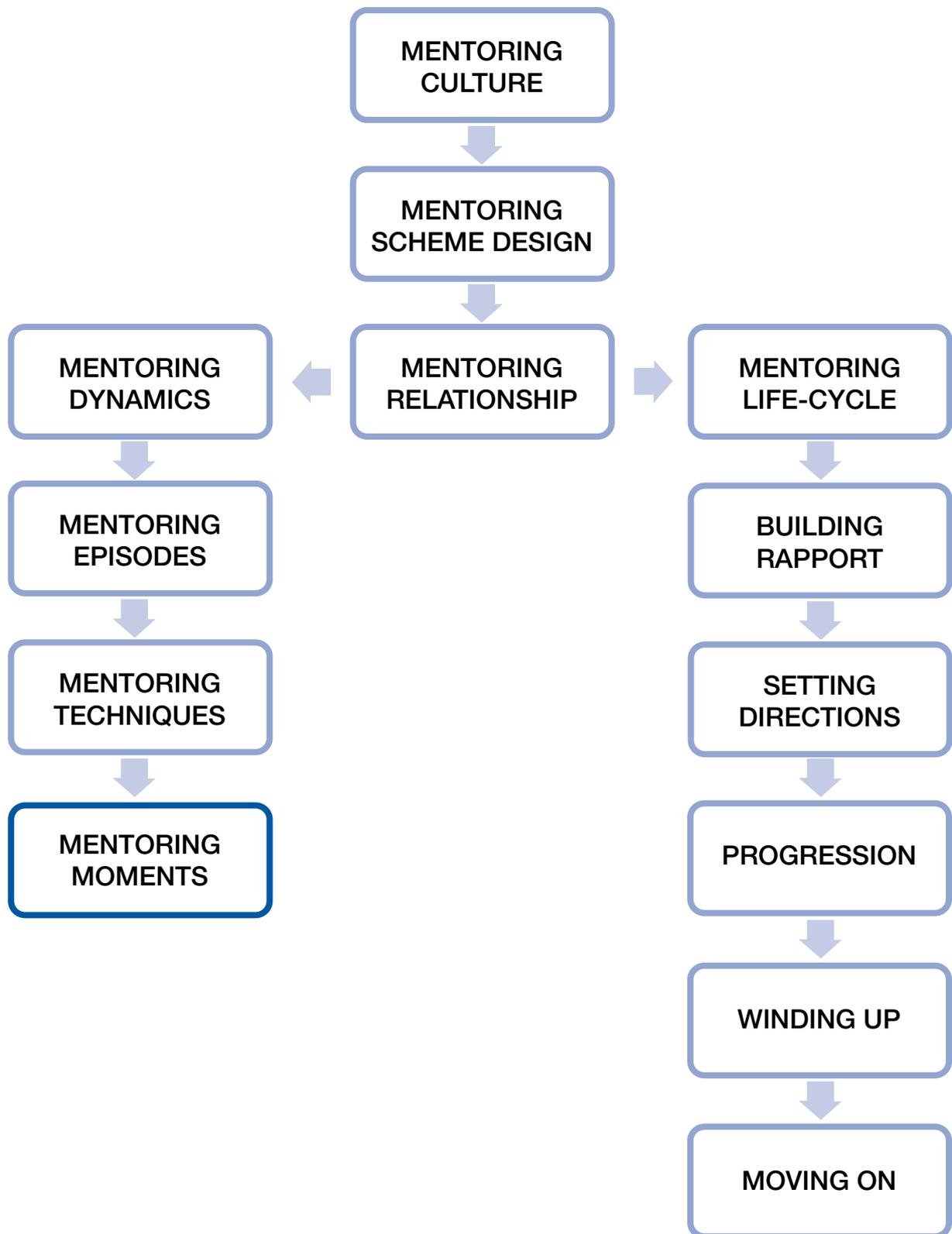
The program is seen to be successful in that there is an ongoing demand for participation and the experience gained has resulted in a number of spinoff activities. Another mentoring program with different objectives has been established for an older cohort. In 2011, a follow-on program offering a second year of mentoring is being trialled.

Survey feedback to date about Ignition Mentoring has been largely positive. Mentors, mentees and their families find 'relief to know that there is this kind of support available' (Cerebral Palsy Alliance, 2011, p. 5). Evidence of the goodwill fostered by the program can be found in social events that attract participants – both present and past. For instance, an Australia Day celebration attracted over one hundred people, all of whom had participated in the program since its inception. Such positive sentiment might be expected in light of extant literature.

The mentees sought to "make and keep friends, and to handle problems that come up". Group activities seemed to have a significant impact on the mentees, and facilitated the establishment of expanded social networks. There is some evidence to suggest that these networks have endured beyond the program. Mentees have been asked to describe memorable moments for them in the program. According to the program manager, most mention the ski trip and/or an event hosted by a corporate team building company in a recording studio which also involves meeting with a celebrity(s) wherever possible. A spinoff is that the company have been so positively impressed with the event that they are offering subsidised events to other charitable bodies for similar kinds of events.

Mentors reported that participation had added to their personal quality of life. Researchers have suggested that youth mentoring requires becoming engaged in the youths' world and helping him/her to enter an adult world. The focused one-hour mentee-mentor sessions embodied in

Figure 5 - Mentoring Process



the Ignition Program certainly provide privileged insights into the unique world of the mentees. Only a few of the mentors perceived that the program had little effect on their mentees. Mentors very strongly supported their employer's involvement. Several mentors appreciated the opportunity to spend time with work colleagues from other parts of the enterprise. These latter observations are consistent with findings from enterprise mentor research – that many intangible benefits flow to the enterprise.

Other youth mentoring research studies have indicated that the total mentee social network – home, school and community environments interact with the mentoring activities. In this context, mentee parents/carers have become progressively more involved in the Ignition Program, and some feedback was obtained from them. They saw mentee social engagement as an important part of the program. The facility for parents to interact in parallel with mentee/mentor sessions was highly valued. They were able to share their experiences and expand their social support networks, which enhanced their ability to support the mentees. Whilst the program does not allow contact between mentors and mentees outside of scheduled events, mentee-mentee contact is permitted. There is evidence that some parents organise social events in parallel with scheduled events.

In summary, from the mentee/mentor/carers perspectives, the program is very successful, with some evidence of ongoing benefits for the participants.

One event, a careers workshop, seemed to have a mixed reaction and be most dependent on the presenters used. There may be an issue of timing, depending on the relative maturity of each mentee, but it is suggested further investigation may reveal insights into why this effect has been observed.

We had limited success in seeking to compare observations from the Ignition Mentoring program with other published information. There is a useful body of information about mentoring at-risk youths, and some about mentoring people with disabilities. Whilst these have some relevance to the Ignition program, we did not identify more directly comparable studies. The majority of studies focus on the mentee, with less information about benefits that accrue to mentors and their organisations.

Being able to access a significant number of mentors is a potentially limiting factor, and direct corporate participation in community programs like Ignition Mentoring is relatively rare. This makes it important that supporting corporations understand the full value flowing to them from participation beyond enhancing their reputation. Evidence from other kinds of corporate mentoring programs suggest, for example, that mentoring skills developed in one context

may be informally or formally applied in other ways within the business. There is some evidence that ING/ANZ/The Greater Building Society mentors will have a broader view of company operations as a result of their interaction in the Ignition Program, and may be better placed to access cross-functional social networks in solving potential problems.



11 Future Directions

The evaluation of the Ignition Mentoring program highlights opportunities for additional research to verify and strengthen the preliminary findings presented in this report. These relate to research methods, research participants, and research sites. Each is addressed in turn.

Given the stakeholders directly involved in the program, it is important to utilise research methods that align with their needs and preferences. To date, data has been collected solely through the surveys. Although informative, innovative approaches might be used to complement and enrich the data. Examples include but are not limited to reflective journals; periodic surveys via mobile telephones; as well as valid and reliable psychometric tools to standardise the constructs under examination, for instance, perceived wellbeing, resilience, and mentorship style (see Table 5).

Perhaps equally important as the research method is the researcher. The researcher can have a profound influence on the quality of data collected – particularly qualitative material. Not only is this a function of skill and experience, but also personal attributes that are (for the most part) uncontrollable; this includes age and experience with a disability. Such attributes can influence both the mannerisms of the researcher and the way participants engage with the study. To optimise engagement, future research might benefit from the involvement of peer researchers – that is, trained young people with cerebral palsy who are recognised members of the Ignition community. Extant literature in both youth studies (Broad & Saunders, 1998, Burns & Schubotz, 2009, Nairn & Smith, 2009, Tisdall, Davis, and Gallagher, 2009) and disability research, including psychiatric and substance use issues (Elliott, et al., 2002, Kitchin, 2000, Lecomte, et al., 1999) provides sound reason for this approach.

The evolving nature of the Ignition Mentoring program suggests that future research should encompass stakeholders who are indirectly involved. A comprehensive mapping exercise would help to identify individuals and organisations that are influenced by and influencing the program, both in the short and long-term. Additional research participants might include siblings of the mentees; colleagues of the mentors; firms that support program activities, and more. (see Table 6).

Future research should also encompass additional research sites. More specifically, an evaluation of the Ignition Mentoring program in diverse locations would help to identify the critical success factors that help to bolster its value for mentees, mentors, as well as parents/carers. Such diversity could be demonstrated geographically, socio-economically, and/or demographically.

The research needs to be extended to enable Social Return on Investment (SROI) for the Ignition Mentoring Program to be calculated for the different program supporters including Cerebral Palsy Alliance and the corporate partners. SROI is an approach used to value the social, economic and environmental outcomes that do not have direct market values based on stakeholders and the use of financial proxies (Nicholls, et al., 2009).

Table 5: Research Methods

Stakeholders	Quantitative Methods	Qualitative Methods
Mentees	<ul style="list-style-type: none"> » Psychometric tools » Regular SMS survey » Analysis of secondary data (e.g., clinical records) 	<ul style="list-style-type: none"> » Reflective journal (written, verbal or in video form) » Focus group (in person or online) » Analysis of online discussion threads within social media used by mentees (e.g., Facebook, Twitter, etc.) » Ethnographic observation during the program » Analysis of secondary data (e.g., case files maintained by support staff)
Mentors	<ul style="list-style-type: none"> » Psychometric tools » Regular SMS survey 	<ul style="list-style-type: none"> » Reflective journal (written, verbal or in video form) » Delphi technique » Ethnographic observation during the program » Ethnographic observation within the workplace » Analysis of secondary data (e.g., performance reviews)
Parents / Carers	<ul style="list-style-type: none"> » Psychometric tools » Regular SMS survey 	<ul style="list-style-type: none"> » Reflective journal (written, verbal or in video form) » Focus group (in person or online) » Ethnographic observation during the program

Table 6: Research Participants

Direct Stakeholders	Indirect Stakeholders
Mentees	<ul style="list-style-type: none"> » Siblings » Peers » Teachers » Employers » Colleagues » Health and allied health clinicians they access » Community-based organisations they access
Mentors	<ul style="list-style-type: none"> » Employers » Colleagues » Professional networks » Family members » Community-based organisations they access
Parents / Carers	<ul style="list-style-type: none"> » Extended family members » Peers » Employers » Colleagues » Health and allied health clinicians they access » Community-based organisations they access

12 References

- Allen, T. D. & Eby, L. T. (eds.) (2010), *The Blackwell handbook of mentoring: A multiple perspectives approach*, Oxford: Wiley-Blackwell.
- Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E. & Lima, L. (2004), Career benefits associated with mentoring for protégés: A meta-analysis. *Journal of Applied Psychology*, 89, 127-136.
- Arnold, E. (2005), Managing human resources to improve employee retention, *The Health Care Manager*, 24(2), 132-140.
- ANZ Bank (2009), *Media Release ANZ to acquire full ownership of ING wealth management, life insurance and advice businesses in Australia and New Zealand*, 25 September 2009, <http://www.anz.com/resources/3/a/3afe67804fb39055b4b7fc193d4d5d92/MediaRelease-20090925.pdf>
- Beckett, R. C. (2011), *The process of mentoring as an aid to transformational learning*. Sydney, NSW: University of Western Sydney.
- Belfield, C. R. (2003), *Estimating the rate of return to educational investments: A case study using the Big Brothers Big Sisters mentoring program*. New York, NY: National Center for the Study of Privatization in Education, Teachers College, Columbia University.
- Billett, S. (2003), Workplace mentors: Demands and benefits. *Journal of Workplace Learning*, 15, 105-113.
- Bolzan, N. & Gale, F. in press. Using and interrupted space to explore social resilience with young people. *Qualitative Social Work*.
- Bolzan, N. P. & Gale, F. (2011), Expect the unexpected. *Child Indicators Research*, 4, 269-281.
- Broad B and Saunders, L (1998) Involving young people leaving care as peer researchers in a health research project: A learning experience, *Research, Policy and Planning*, 16(1): 1-8.
- Burns S and Schubotz, D (2009) Demonstrating the merits of the peer research process: A Northern Ireland case study, *Field Methods*, 21(3): 309-326.
- Busgalia, L (1994), *The disabled and their parents: A counselling challenge*. Slack Inc, New Jersey.
- Campbell MK, Elbourne, DR, Altman, DG and CONSORT Group (2004) CONSORT statement: Extension to cluster randomised trials, *British Medical Journal*, 328(7441): 702-708.
- Cerebral Palsy Alliance 2011. Activity report. Terrey Hills, NSW: Cerebral Palsy Alliance.
- Cerebral Palsy Alliance. nd. *Ignition mentoring* [Online]. Sydney, NSW: Cerebral Palsy Alliance. Available: <http://www.cerebralpalsy.org.au/our-services/children-and-teenagers/ignition-mentoring> [Accessed 16th Mar. 2011].
- Dawley, D. D., Andrews, M. C. & Bucklew, N. S. (2008), Mentoring, supervisor support, and perceived organizational support: What matters most? *Leadership & Organization Development Journal*, 29, 235-247.
- Dworkin, J. Larson R. & Hanson D. (2003). Adolescents' accounts of growth experience in youth growth, *Journal of Youth and Adolescence* 32(1): 17-27.
- Dubois, D. L., Holloway, B. E., Valentine, J. C. & Cooper, H. (2002), Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30, 157-197.
- Dubois, D. L. & Karcher, M. J. (eds.) (2005), *Handbook of youth mentoring*, Thousand Oaks, CA: Sage Publications.
- Edwards SJ, Braunholtz, DA, Lilford, RJ and Stevens, AJ (1999) Ethical issues in the design and conduct of cluster randomised controlled trials, *British Medical Journal*, 318(7195): 1407-1409.
- Elliott E, Watson, AJ and Harries, U (2002) Harnessing expertise: Involving peer interviewers in qualitative research with hard-to-reach populations, *Health Expectations*, 50: 693-695.
- Engel-Yeger, B., Jarus, T., Anaby, D., & Law, M. (2009). Differences in patterns of participation between youths with cerebral palsy and typically developing peers. *American Journal of Occupational Therapy*, 63, 96-104.
- Finch, N. (2001), *Disability survey 2000: survey of young people with disability and sport*. London Sport England.
- Groce, NE (2004), Adolescents and youth with disability: issues and challenges, *Asia Pacific Disability and Rehabilitation Journal* 15(2): 13-32.
- Harter, J.K., Schmidt, F.L., Asplund, J.W., Killham, E.A. and Agrawal, A. (2010), Causal impact of employee work perceptions on the bottom line of organizations, *Perspectives on Psychological Science*, 5:378-389.

- Hendley, N & Pascall, G. (2002), *Disability and transition to adulthood: achieving independent living*. Brighton Pavilion and York: Joseph Rowntree Foundation.
- Horsley, P. (2008), *Ignition Mentoring Program: A guide to establishing your own program*, The Spastic Centre, Brookvale, NSW.
- ING Foundataion, nd. *ING Ignition Mentoring Program* [Online]. Sydney, NSW: ING. Available: http://www.ingfoundation.com.au/main.php?page=ignition_mentoring [Accessed 16 June 2011].
- Jekielek, S, M; Moore, K.A; Hair, E.C and Scarupa, H.J (2002), Mentoring: A Promising Strategy for Youth Development. *Child Trends Research Brief*, February. www.childtrends.org.
- Karcher, M. J., Kuperminc, G. P., Portwood, S. G., Sipe, C. L. & Taylor, A. S. (2006), Mentoring programs: A framework to inform program development, research and evaluation. *Journal of Community Psychology*, 34, 709-725.
- Kitchin R (2000) The researched opinions on research: Disabled people and disability research, *Disability & Society*, 15(1): 25-47.
- Kyndt, E., Dochy, F., Michielsen, M., and Moeyaert, B. (2009), Employee retention: organisaitonal and personal perspectives, *Vocations and Learning*, 2: 195-215.
- Lecomte T, Wilde, JB and Wallace, CJ (1999) Mental health consumers as peer interviewers, *Psychiatric Services*, 50: 693-695.
- Majnemer, A., Shevell, M., Law, M., Birnbaum, R., Chilingaryan, G., Rosenbaum, P., and C. Poulin (2008), Participation and enjoyment of leisure activities in school-aged children with cerebral palsy, *Developmental Medicine and Child Neurology*, Vol. 50, Iss. 10, 751-758.
- McDonald, K. E., Balcazar, F. E. & Keys, C. B. (2005), Youth with disabilities. In: DUBOIS, D. L. & KARCHER, M. J. (eds.) *Handbook of youth mentoring*. Thousand Oaks, CA: Sage Publications.
- McLearn, K. T., Colasanto, D. & Schoen, C. (1998), Mentoring makes a difference: Findings from the Commonwealth Fund 1998 survey of adults mentoring young people. *State and Future of Mentoring Symposium*. Washington, DC.
- Megginson, D., Clutterbuck, D., Garvey, B., Stokes, P., and Garrett-Harris, R. (2007), *Mentoring in Action*, Kogan Page, London.
- Moodie, M. L. & Fisher, J. (2009), Are youth mentoring programs good value-for-money? An evaluation of the Big Brothers Big Sisters Melbourne Program. *BMC Public Health*, 9.
- Naim K and Smith, A (2003), Young people as researchers in schools: The possibilities of peer research. *Annual Meeting of the American Educational Research Association*. Chicago, IL.
- Nicholls, J., Lawlor, E., Neitzert, E., Goodspeed, T. (2009), *A guide to Social Return on Investment*, Cabinet Office Office of the Third Sector, London.
- Payne, S. C. & Huffman, A. H. (2005), A longitudinal examination of the influence of mentoring on organizational commitment and turnover. *Academy of Management Journal*, 48, 158-168.
- Pol, E. & Ville, S. (2009), Social innovation: Buzz word or enduring term? *Journal of Socio-Economics*, 38, 878-885.
- Puffer S, Torgerson, DJ and Watson, J (2005) Cluster randomized controlled trials, *Journal of Evaluation in Clinical Practice*, 11(5): 479-483.
- Rodriguez, R. (2008), Learning's impact on talent flow. *Chief Learning Officer*, 7(4), 50-64.
- Roe, R. A. (1988), An investigation of the determinants of successful assigned mentoring relationships. *Personnel Psychology*, 41, 457-479.
- Schulz, S. E. (1995), The benefits of mentoring. *New Directions for Adult and Continuing Education*, 66, 57-67.
- Spastic Centre (2008), *ING Foundation and The Spastic Centre in partnership building futures: Activity report*, Sydney, NSW, Spastic Centre.
- Stevenson, C.J., Pharoah, P.O.D., and R. Stevenson, Cerebral palsy - the transition from youth to adulthood, *Developmental Medicine & Child Neurology*, Vol. 39, Iss 5, May 1997, 336-342.
- Swap, W., Leonard, D., Shields, M. & Abrahams, L. (2001), Using mentoring and storytelling to transfer knowledge in the workplace. *Journal of Management Information Systems* 18, 95-114.
- Tisdall K, Davis, J and Gallagher, M (2009) *Researching with children & young people: Research design, methods and analysis*, Thousand Oaks, CA, Sage Publications.
- Wilczynski, A., Culvenor, C., Cunnen, C., Schwartzkoff, J. & Reed-Gilbert, K. (2003), An overview of mentoring programs for young people at risk of offending. Barton, ACT: Attorney-General's Department.

Contact Details

University of Western Sydney
Locked Bag 1797
Penrith NSW 2751 Australia

Dr W. Kathy Tannous
Ph: 02 9685 9345
Fax: 02 9685 9105
Email k.tannous@uws.edu.au

ISBN 978-1-74108-235-7

