

Research Report

on the

Feasibility of an E-Mentoring Component

for the Host Program Network of Ontario

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March 31, 2009

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Acknowledgements

Thanks to the many people who generously shared their experience with and views about e-mentoring as a service for newcomers to Canada. A special thanks for their input to Anat Wertheim and Beth Clarke of JVS Toronto, Marco Campana of Settlement.org, and Hilary Schuldt of WoodGreen Community Services and to focus group participants from the Catholic Immigration Services Host Program.

The views and opinions expressed herein are mine and do not necessarily reflect those of the Ontario Host Coordination Project. Much of the information comes first-hand from interviews; in this light I take responsibility for any errors or omissions.

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Acronyms

ACCC	Association of Canadian Community Colleges
CIC	Citizenship and Immigration Canada
CIIP	Canadian Immigration Integration Project
IOM	International Organization for Migration
IT	Information Technology
LASI World Skills	Local Agencies Serving Immigrants World Skills
MCI	Ontario Ministry of Citizenship and Immigration
OCASI	Ontario Council of Agencies Serving Immigrants
S.U.C.C.E.S.S. Engagement S.U.C.C.E.S.S.program	A British Columbia immigrant serving organization. Not an acronym. In this paper it refers to the Active and Integration Project of the
TRIEC	Toronto Region Immigrant Employment Council

Research Report

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1. Executive Summary

1.1 Introduction

The Ontario Host Coordination Project commissioned Stiles Associates Inc. to study the feasibility of incorporating an e-matching and e-mentoring component into the Host programs in Ontario, particularly as a pre-departure strategy. The Host Program is designed to help the social, cultural and practical adjustment of newcomers in their first challenging months in Canada.

The objectives of this study were to: conduct a literature and web search on e-matching and e-mentoring projects involving immigrants; consult key sources in the field; present the Ontario Host Coordination Project with relevant e-matching/e-mentoring models; and assess the strengths and weaknesses of various models for Host, particularly as a pre-departure strategy. Data gathering methods included: a scan of over a hundred websites; a literature review of 25 relevant studies, articles, presentations and resources; a focus group session with Host counselors; and telephone interviews with 22 experts and stakeholders. See Appendices A-E for details.

The majority of immigrants to Canada today are from the skilled, educated classes and a large percentage are Internet users.¹ Though immigrants have access to a plethora of relevant information online, studies show that most immigrants wished they'd had more knowledge and a more realistic view of life in Canada before their departure. The federal government is asking whether the communications technologies available today could enhance existing in-Canada Host programs and extend the reach of these program to visa-holding immigrants prior to their arrival in Canada.

¹ Consultations on the Settlement and Language Training Services Needs of Newcomers, 2006. The percentage would likely have increased in the last few years.

1.2 Key Findings

The research strongly indicates that the main body of knowledge regarding the e-mentoring of immigrants resides right here in Canada. The level of activity is, nevertheless, low and it centres on helping newcomers integrate into the workforce. This research uncovered no evidence of e-mentoring initiatives specifically tied to the *social and cultural integration* of newcomers to Canada, before their arrival or afterwards.

The literature and practitioners' feedback on e-mentoring are remarkably consistent. E-mentoring is flexible and convenient and it often taps into a different pool of mentors than is customary for fact-to-face mentoring. It takes little time; it easily suits the schedules of both parties; it can be done from anywhere; and it is not limited by distances. The convenience factor makes it easier for organizations to engage and keep mentors. The distance factor means that e-mentoring could support pre-departure immigrant services and the government's Regional Dispersion policy by extending services across Ontario and abroad. Practitioners note that the e-mentoring process leaves time for reflection and that its quasi-anonymity frees shy participants of the inhibitions they might feel in face-to-face encounters.

Successful e-mentoring projects are usually supported by an online portal offering profile creation, mentor/mentee matching software (like that used in a dating site) and secure email, as well as "real time" features such as chat, videoconferencing and Voice-over Internet Protocol tools and asynchronous offerings such as themed discussion forums, a facilitated Ask-an-Expert section, information in print or video, newsletters and blogs.

Successful projects tend to have the following common features: initial training; clarity regarding purpose, roles, responsibilities and expectations; and ongoing coaching and feedback. Both parties should be comfortable writing in the language of communication.

The research uncovered a number of e-mentoring projects that can inform the Ontario Host Coordination Project on this topic. Chief among them are the JVS Toronto e-mentoring program, several work-focused government-sponsored pilot projects based in key immigrant-producing

countries², a non-government social networking site for immigrants and several Canadian immigrant services projects that showcase active discussion forums, versatile learning platforms and interactive computer software designed to facilitate the smooth settlement of newcomers. (See section 4.)

Reactions of Host, settlement and youth counselors to the idea of e-mentoring are positive. Host counselors see e-mentoring as enhancing their program rather than supplanting its traditional face-to-face approach. They underscore, however, the need for counselor mediation and the importance of very clear criteria regarding the host's responsibilities. Career counselors estimate that, following initial face-to-face meetings, up to 50% of the communication in their mentoring programs is conducted through email.

An e-mentoring program nevertheless presents challenges. From an administrative perspective, E-mentoring requires the same degree of management, structure and oversight as traditional mentoring. It requires special training, and demands skills – both “people” skills and “tech savvy” skills – not always found in the same person. A pre-departure mentoring program would require collaboration with overseas services providers³. The costs for e-mentoring will be as high as those for face-to-face hosting and special funds will have to be earmarked for training, and the development of resource materials and interactive web site functions. Additional volunteer resources may be needed to meet increased demand, as a pre-departure e-mentoring strategy could draw in educated groups of immigrants that currently do not fall within the ESL and settlement services loop.

1.3 Conclusions and Recommendations

An e-hosting program could expand current Host services to immigrants in the pre-departure phase, and could strengthen the “continuum of services” pre- and post-arrival. A low-tech approach might involve the simple addition of e-mail correspondence to traditional mentoring methods; a higher-tech version would embed the e-matching process and all communication within a secure, sophisticated website programmed to support Host programs province-wide.

² India, China and the Philippines

³ Such as CIIP, SUCCESS and the IOM

If the Ontario Host Coordination Project decides to explore either option, managers should first consult with key informants (Appendix B), to benefit from their knowledge of software options and optimal program design elements and to explore possibilities for cost-saving partnerships and/or the sharing of website platform elements.

Recommendation 1. That Ontario Host Coordination Project management set up an E-Hosting Roundtable, bringing together key players in virtual service provision to immigrants, to explore the most innovative, cohesive and cost-effective way to use IT solutions to enhance the Host programs in Ontario.

Buy-in from counselors across the province will be essential to the success of an e-hosting program, as will the identification of counselors with the technical aptitude and motivation to make such a program work.

Recommendation 2: That Ontario Host Coordination Project management invite the E-Hosting Roundtable participants to an information and discussion panel at the next Host Ontario conference.

2. Introduction

This research report studies the feasibility of an e-matching/e-mentoring component for the Host Program Network of Ontario, and particularly its applicability as a pre-departure strategy. The study was commissioned by the Ontario Host Coordination Project, a partnership of the Catholic Immigration Centre (Ottawa), Settlement and Integration Services Organization (Hamilton), and Axiom Consultants Inc. (Ottawa).

2.1 Background

Funded by the Department of Citizenship and Immigration, the Host Program is designed to help newcomers adjust in their first few challenging months in Canada. The program matches newcomers with Canadian volunteers who, over a 4–12-month period, help to facilitate their social and cultural integration into Canadian society. Some Host programs include professional mentoring as well.

Ideally, new immigrants should have Host Program support in their first month in Canada. In practice, many do not even sign up until they have been in Canada for a half a year or more. The majority of immigrants to Canada – especially those who are well educated – slip into Canadian society with no Host support at all. Yet study after study indicates that most immigrants wish they had known more about life in Canada before their arrival.

Since the in-country host-matching program is highly rated by both volunteer hosts and newcomers to Canada, the federal government is asking whether the program should extend its benefits to prospective immigrants using digital communications technology. This study presents examples of how mentoring through digital technology – or e-mentoring – is used today and explores options for harnessing its potential to assist the integration of immigrants, especially as a pre-departure strategy.

Based on the literature and on recent or current practices, this paper:

- outlines what is known about e-mentoring projects, including “lessons learned”
- describes a selection of e-mentoring initiatives involving immigrants

- explores the potential benefits and challenges of e-mentoring for the Host program
- presents e-mentoring options and recommends future avenues to explore.

2.2 Research Objectives and Scope

The objective of this study is to:

- conduct research (literature review, web search and interviews with key sources)
- report on the most relevant e-mentoring strategies, their strengths, weaknesses and risks
- assess the feasibility of an e-matching/e-mentoring model for the Host program, particularly as a pre-departure strategy.

Assessing and synthesizing the large body of literature relating to the process and pedagogy of mentoring and e-mentoring is beyond the scope of this study. References to resources addressing these aspects can be found in Appendix C.

2.3 Methodology

A combination of the following primary methods was used to gather data:

- A scan of over a hundred websites to locate e-mentoring projects, reports, studies and information about e-mentoring initiatives.
- A literature review of approximately 25 relevant studies, articles, presentations and resources
- A focus group session with five Host counselors.
- Telephone interviews with 22 experts and stakeholders.

See Appendices A-E for: a summary of focus group findings; key informants and other contacts; reports, articles and presentations reviewed; e-mentoring resources; and websites visited.

2.4 Definition of Terms

A mentoring relationship carried out via the Internet is referred to as e-mentoring, telementoring, cybermentoring or virtual mentoring. Though most mentoring involves the setting of life or career goals and the development of required skills or psychosocial guidance, this report uses the terms

“e-mentoring” and “e-hosting” to describe a host-like relationship between a Canadian volunteer and an immigrant to Canada, using a form of online communication such as email. “E-matching” describes the automatic or semi-automatic computer-assisted pairing of a mentor and mentee. The term “telementoring” is applied both to communication methods that are in real time, such as chat, videoconferencing, and voice-to-voice networks such as Skype, and online environments that are not, such as email, forums, blogs and other methods of information exchange.

The literature on the subject of mentoring and e-mentoring, and those involved in the field, use the terms “mentor” and “mentee” (or “protégé”) to describe the two individuals involved in the relationship. This report uses “mentor” or “host” for the first partner, and “mentee,” “prospective immigrant” or “newcomer” for the second. In this paper, “mentoring” refers to an informal online relationship – one driven by both parties – that focuses on providing counsel, friendship and information on Canadian culture, norms and way of life.

3. E-Mentoring

3.1 Incidence and Types of E-Mentoring

This research – on the Internet, in studies and articles, and in interviews with immigrant-focused organizations – uncovered relatively few mentions of e-mentoring initiatives compared to the huge body of documentation relating to traditional mentoring practice in Canada, the U.S., and abroad. Where e-mentoring is mentioned, it is usually in the context of six specific areas:

- broadening horizons for youth by putting them in touch with older youth or adults
- supporting youth at risk
- providing educational support in a telementoring environment
- enabling professional-to-professional support (as in teachers, nurses)
- providing career assistance and skills development
- helping newcomers to integrate into the workforce.

The research strongly indicates that the level of e-mentoring activity related to immigrants in this country is low. The research also shows that activity is centred in Ontario and that it consists of a

patchwork of under-funded programs, partnerships, and small, recent pilot projects. Though email plays a part in some immigrant service programs, only a few employ e-mentoring – and these concentrate on integrating newcomers into the work force. No evidence was found of e-mentoring initiatives specifically tied to the social and cultural integration of newcomers to Canada (or any other country), either before their arrival or afterwards.

Nevertheless, after an extensive international Internet search, it can be concluded that the main body of knowledge regarding the e-mentoring of immigrants resides right here in Canada.

3.2 General Findings on E-Mentoring

Most e-mentoring projects are deemed successful, though none of those examined have apparently undergone any independent evaluation. Nevertheless in all projects surveyed, mentees felt encouraged, supported and connected, and both mentors and mentees reported high to very high levels of satisfaction.

In the literature and from practitioners, the feedback from e-mentoring projects is remarkably consistent. E-mentoring transcends the constraints of geography and scheduling. E-mentoring is flexible and convenient; it takes little time; it easily suits the schedules of both parties; and it can be done from anywhere – home, work, even in transit. This convenience factor makes it easier for organizations to engage and keep mentors. As for the quality of communication, practitioners note that the pace of e-mentoring leaves time for absorption and reflection, and its quasi-anonymity frees shy participants of the inhibitions they might feel in face-to-face encounters. Practitioners underscore the value of this “soft” service in helping newcomers adapt to work and life in Canada.

The downsides of e-mentoring appear to be few. Several projects noted that the subtleties of verbal and visual communication cannot always be replicated online; and one project manager noticed that the incidence of prematurely ended matches was slightly higher than for traditional mentoring.

E-mentoring requires the same degree of management, structure and oversight as traditional monitoring. Successful projects tend to have certain features in common:

- two committed parties with high-speed connectivity
- initial training
- a stated purpose
- clearly defined roles and responsibilities
- common expectations
- a set timeframe
- an agreed-upon frequency of communication
- ongoing coaching
- a continual feedback process.

As long as these features are in place, there is a high probability that the mentoring relationship will succeed.

3.3 Lessons Learned

Feedback from the literature and from practitioners is also consistent in terms of challenges.

- E-mentoring is not a cost- or time-saving alternative to traditional mentoring, especially at first. Training, materials development and the programming of a supportive online environment can be costly and time-consuming.
- Mentoring relationships in which the participants are involved in the matching process are likely to be more successful than those determined by a third party. It is particularly important that the mentee has a say in the selection.
- Successful e-mentoring needs the support, intervention and ongoing feedback of a moderator or facilitator.⁴ The more human interaction, the better the service.
- Projects that do not invest sufficiently in the recruitment of mentors often end up with more mentees than mentors (though some project managers note that the electronic nature of the relationship may attract more mentors).

⁴ For instance, the incidence of mentees 'going missing' is reduced with proper coaching.

- Because mentors do not always read the training materials prepared for them, in-person training should always accompany print or online resources.
- E-mentoring relationships are best suited to people who already use email on a daily basis, and those who are comfortable expressing themselves in writing.
- Mentors and mentees should have some interests in common.
- Informal mentoring, with coaching, is more effective than formal mentoring.
- The incidence of mentees “going missing” is reduced with proper coaching.

3.4 Telementoring Environments

E-mentoring programs are often embedded in online portals that support the mentoring relationship. Online portals may offer a combination of modes: email, “real time” chat, discussion forums, information in print and/or video formats, newsletters, blogs, videoconferencing tools such as VoIP (Voice-over Internet Protocol), Webinars or broadband webcasts, bulk email announcements, and distance learning courses. All these modes can support and facilitate the e-mentoring relationship.

A suitably programmed website can offer an array of cost-effective features for an e-hosting program⁵ as outlined below.

- Forms filled out by hosts and newcomers can be stored on a database, with profiles and options for matches produced automatically.
- Security features can allow mentor and mentee to communicate without knowing each others’ email address, while allowing counselors to monitor or mediate between the two.
- Surveys and evaluations, to be completed by both mentor and mentee, can be programmed to go directly to the counselor.
- Closed forums, with a volunteer facilitator, can be created for group e-mentoring.
- A moderated Ask a Canadian section can be available to anyone accepted into the program, including those waiting for a match
- Themed forums, focusing on topics such as winter activities in Ottawa, Canadian slang, things to do in Toronto, etc. can be set up to fit the particular interests of immigrants

⁵ A few of these features already exist on the HostOntario.org website

- A forum for e-Hosts can allow volunteer hosts to discuss roles, problems or questions related to e-mentoring. Any information that might be useful to others can be posted, shared, or archived for future use.
- Online videos (for example, showing a Host conversation circle in progress) can give prospective immigrants an idea of some of the services they can expect in Canada.

Several ready-made commercial e-mentoring software products offer many of these features.⁶ These products allow users to upload their organization’s brand, and easily customize and configure the software for their specific uses. The drawback is that they are too costly for most non-profit organizations.⁷ Cheaper options include Open Source content management systems that users can download free of charge⁸; programmers can use this shareware to build a platform to given specifications, designing and coding the “skin” or interface with the client’s brand.⁹

4. Some E-Mentoring and Online Immigrant-focused Projects

As mentioned above, no e-mentoring projects in Canada currently focus purely on the social, cultural and/or day-to-day needs of prospective immigrants – though e-mentoring does form a part of a few projects that concentrate on the job- and career-related needs of newcomers. These and others offer valuable expertise in interactive web environments for immigrants that can be applied to the traditional Host model.¹⁰

4.1 E-Mentoring Projects

4.1.1 Jewish Vocational Services (JVS) Toronto

JVS Toronto, operating out of 14 locations in the GTA, assists newcomers and others in meeting their educational and employment goals. In 2001, the group began to develop an e-mentoring program to support its work with immigrants who were about to come to Canada, or who had recently settled in Canada. (It is the only JVS out of 26 worldwide that offers such a program.) By

⁶ Examples: Hi-Impact Mentoring with Insala; The Complete Online Mentoring Program

⁷ Licensing costs can be upwards of \$100,000 plus a per-hour user fee

⁸ Examples: Moodle; DotNetNuke (Microsoft)

⁹ Such software is used by the COSTI: Aspects program and the WoodGreen Newcomer Links program.

¹⁰ These models can of course be more closely applied to Host’s professional mentoring programs.

2002, the program had a secure e-matching service to connect immigrants with a person already working in their field, and a website (CanadaInfoNet) that offered monitored discussion forums, an Ask an Expert section, and a newsletter. JVS promoted the program through its board, brochures, ads in newsletters, magazines and websites, links from other websites, and through Canadian immigration centres abroad. At its peak the program matched hundreds of people a year.

However, JVS' original funding is no longer available; the program is smaller today, with staffing reduced to one person with part-time assistance. Parts of the CanadaInfoNet site are not functional and its manager says the site badly needs updating. The program is now promoted mostly through other immigrant-serving organizations. Still, its mentoring is no less successful, and the organization is committed to keeping the initiative going. JVS appears to be the Canadian pioneer of e-mentoring with immigrants, and continues to be invited by other organizations (such as the City of Toronto, TRIEC, CIIP, Ontario Association of Architects) to partner in e-mentoring ventures.

4.1.2 Canadian Immigration Integration Project (CIIP)

The Canadian Immigration Integration Project aims to support people immigrating to Canada, under the Federal Skilled Workers Program, from China, India and the Philippines – the top three sources of skilled worker immigrants to Canada. In 2008, CIIP partnered with Jewish Vocational Services (JVS) in Toronto in an e-mentoring pilot program involving five clients from each of the three countries, all of whom were completing their final immigration requirements. The program offers advice and guidance over a 4-6-month period to help these clients prepare for employment in Canada. Counselors develop profiles of the participants, who must have a sufficient (level 7) knowledge of English and access to the Internet; the profiles are then posted online by JVS and matched with mentors. If JVS lacks mentors, CIIP puts its employer contacts in touch with JVS.

Overall, the CIIP program aims to empower prospective immigrants to do their own research – into the conditions they will face in Canada and the support systems available to them there. However, CIIP management underscores the difference between a client's access to online information and online interaction with a Canadian; the latter provides in-depth information and a

better understanding of workplace culture. This project is funded by Human Resources and Skills Development Canada and managed by the Association of Canadian Community Colleges (ACCC). ACCC management hopes to extend this e-mentoring service to many more appropriate clients, if suitable settlement organizations and community colleges in other provinces can be found to partner with CIIP and JVS. The present pilot is scheduled to end in November 2010.

4.1.3 Canadian Overseas Mentorship Experience (COME)

COME is a 26-week e-mentoring pilot project for foreign skilled professionals, conducted through Algonquin College. Beginning in early Spring 2009, it will offer separate 10-week online courses for mentors and mentees, a one-on-one e-mentoring program, and a monitored discussion forum. The format is structured: there is a curriculum to follow, and group work and one-on-one activities are prescribed. The project will be delivered overseas, and Algonquin will credit the mentees' course as an elective. The mentors will work only with immigrants whose visas have been approved, and who already know where they plan to settle in Canada. There will be a combination of face-to-face and online mentoring, some of it using webcams as the mentees communicate from overseas ACCC offices. The program is free to mentees at present, though eventually there will be a course fee. Algonquin is currently working on having the mentor's course recognized as a continuing education credit. The e-matching is supported by a referral process with partners overseas (IOM, SUCCESS and ACCC¹¹ offices in India, China and the Philippines). Algonquin also has agency partners coordinated by LASI World Skills, so mentees will be linked to a settlement agency in their new community. There will be a coordinator in Canada and one overseas, as well as "people on the ground" in each country. So far, the pilot is small and Algonquin has managed to find enough mentors; when it becomes necessary to locate more, it will be through its network of community colleges and other partners. The pilot is funded by Citizenship and Immigration Canada and ends in mid-2010.

4.2 Other Online Projects

¹¹ International Organization for Migration; SUCCESS Active Engagement and Integration Project; Association of Canadian Community Colleges.

4.2.1 Settlement.org

The award-winning website Settlement.Org provides up-to-date information and resources to immigrants who have chosen to settle in Ontario. The site is a major point of referral for newcomers to this province, offering them an online community where they can read announcements, make contacts, discuss current issues, find answers to frequently asked questions, and access a directory of organizations. Visitors can also access various other tools: learning resources to help improve their English language skills, guides in over 30 different languages, and an active discussion forum (used, to date, by over 14,000 newcomers who have asked questions, shared experiences, and networked with other newcomers¹²). The site, which partners with a number of other organizations and individuals, was developed by and is managed by the Ontario Council of Agencies Serving Immigrants (OCASI). It is funded and supported by Citizenship and Immigration Canada (CIC) and the Ontario Ministry of Citizenship and Immigration (MCI).

4.2.2 Newcomer Links (WoodGreen Community Services)

WoodGreen Community Services is a Toronto-based, multi-service, non-profit community agency. The agency's newest pilot initiative is Newcomer Links, an interactive, online resource designed to enhance immigrants' access to information, advice and learning resources, while helping them connect online with peers. Between January and September 2008, Newcomer Links developed a flexible web portal using DotNetNuke, an open-source content management platform based on WEB 2.0 tools and methods.¹³ Newcomer Links offered newcomers labour market and cross-cultural resources and links as well as online activities to support their integration into both the labour market and their new cultural landscape. In some cases the service enhanced face-to-face relationships with WoodGreen staff; in cases where newcomers were unable to come to WoodGreen locations, it gave them their first contact with a supportive agency. Newcomer Links also enabled WoodGreen's counselors and coaches to guide new immigrants through the overwhelming amount of information currently available on the Internet. Online interactive workshops helped newcomers to connect with experts in their fields, and to network and support each other using online community building tools such as chat rooms,

¹² The Online Capacity Development Coordinator for this website estimates that 30% of forum activity comes from abroad.

¹³ Online community building tools such as chat rooms, message boards, blogs, newsletters, and surveys.

message boards, blogs, newsletters, and surveys. It also provided in-house capacity to support and train counselors in the art of online community building and individual and group facilitation. The open source approach to the technology used for Newcomer Links means that WoodGreen owns the code and can therefore change, enhance, share, sell and otherwise re-purpose the platform it has developed. Updates are free and are provided through the community of DotNetNuke technology users. The project's literature says the project "has set the stage for the future provision of e-services across divisions and has given the organization the infrastructure, freedom and support to test new learning paradigms and multiple modes of online and hybrid service delivery." Funding for the pilot was provided by the Office of Learning Technologies, Human Resources Development Canada (HRSDC); in-kind support came from OCASI and the contributions of staff and community volunteers. The pilot was discontinued at the end of March 2009 when funding ended.

4.2.3 LoonLounge

LoonLounge is a social networking website set up in 2006 by a Montreal immigration lawyer who was concerned about the number of unreliable and self-interested sites for immigrants and who realized that immigrants needed personal contact and personalized advice. When the site was officially launched in January 2009 it had some 10,000 members. Only two months later, membership had risen almost 90% to some 19,000 members. Currently LoonLounge gets around 45–50,000 unique visitors a month. The site's only formal promotion was its initial press release; all other publicity has been "viral," stemming from word-of-mouth, a well-targeted Google Alert program, and a large community of immigrant and expat bloggers. LoonLounge is essentially a worldwide chat room for three constituencies: people thinking of moving to Canada, people in the process of moving, and people already here.

Virtual communities on the site include Home Country, Occupation, Destination in Canada, and Visa Office. Within these separate environments visitors can ask questions, give advice, form sub-groups, participate in forums, and create or read blogs. The site posts an immigrant-oriented organization directory, and also has a job-search tool that pools up-to-the-minute postings from all the major Canadian work-search sites. Next to job searches, the most popular feature is the discussion forums. Like Facebook, the site's messaging system allows individuals to choose their

privacy level. LoonLounge has no facilitator, though a monitor checks the site constantly for inappropriate content and undesirable participants. There is no advertising, and the site is now operationally and financially independent of its creator.

LoonLounge has begun offering its platform to immigrant-serving organizations to enable them to perform a variety of tasks, including:

- posting online profiles
- setting up their own discussion forums
- publicizing their calendars of events
- sending notices of workshops, courses, and other events

LoonLounge is still under development, and is searching for financial support to sustain its activities and to fund further programming.

4.2.4 PACE 2000 (Programs for Autonomy and Communication for the Elderly)

PACE 2000 is a charitable foundation whose mandate is to foster ongoing communication, knowledge, sharing and support between seniors and students. The program allows seniors to stay in their homes and to communicate with, for instance, groups of immigrants at a settlement centre. It also enables one-on-one electronic mentoring and distance language training. PACE 2000 has developed user-friendly videoconferencing software, as well as a telementoring computer station called PACE-2-FACE. Using a webcam, this software allows two people to communicate visually and aurally, and also to surf the net or work through documents together on-screen without losing voice and visual communication.

To date, this technology is being used largely for distance language training, but it may have applications for a Host e-mentoring program. Prospective immigrants and volunteer hosts could download the software from the Internet and participate in face-to-face and voice-based e-mentoring that could involve activities such as improving a mentee's written or spoken English, or exploring together the many web environments that offer information for new Canadians. PACE's customized videoconferencing and web-collaboration software may have an advantage over commercial platforms, since it was originally designed for use by the elderly, and hence is

extremely simple to download, install and use. It also ensures security, as the connection between the two parties takes place entirely through the software. PACE 2000 is currently exploring options for licensing the software.

5. E-Mentoring and the Host Program

5.1 Rationale for E-Mentoring

A 2006 report commissioned by CIC¹⁴ reveals that many immigrants now living in Canada would have liked to use their waiting time overseas to better prepare for the realities of immigrating. Had they done so, they might have had more realistic expectations for their new lives in this country. According to the CIC report, many immigrants (roughly a third) turn to the Internet for information. Settlement agencies and the Host program have felt this shift, and report an increase in “out of the blue” contacts by prospective immigrants.

The report suggests creating more mentorship or hosting programs, as well as networking and orientation sessions to help increase newcomers’ awareness of, and access to, Canadian cultural knowledge. It notes that our settlement infrastructure does not accurately reflect the profile of today’s immigrants, many of whom are educated and Internet-savvy. The report recommended that information and guidance be made available “along the full settlement path,” before and after arrival. Key aspects of this goal are one-on-one support, including mentorship programs, and the creation of community networks and support groups to enable immigrants to share experiences, gain knowledge, and seek informal counseling.

5.2 Potential Benefits for the Host Program

E-mentoring does not replace a personal face-to-face relationship, but it does offer some advantages over the traditional method. Most obvious for a Host Program pre-departure strategy is that e-mentoring makes communication possible even at a distance, offering a flexible communication environment independent of time and space.¹⁵ The research points to other

¹⁴ Consultations on the Settlement and Language Training Needs of Newcomers, 2006.

¹⁵ Kalisch, Falzetta, & Cooke. 2005

features of e-mentoring that lend themselves to a Host program application. These are listed below.

E-mentoring is a more reflective process than face-to-face mentoring.

A number of studies highlight the difference between electronic and face-to-face communication. Email communication can be read slowly, digested, reflected upon and replied to at leisure. This may be particularly valuable for mentees who are communicating in a language other than their mother tongue; it can also give e-hosts time to consult with others before replying to a question they cannot immediately answer.

Online communication can be less intimidating for the mentee.

The lack of visual clues in e-mentoring may sometimes work against good communication, but it may also have the effect of freeing the communicators. This is particularly true for people who are shy or reserved, or – as in the case with many new immigrants – not yet entirely comfortable with English or French speaking and listening skills.

Certain types of e-mentoring could help to improve the English of prospective clients.

Difficulties with the English or French language – inadequate knowledge of the language, hard-to-understand accent, unfamiliarity with Canadian terms – is one of the main stumbling blocks for new Canadians when they arrive here. Early mentoring by a host might help to reduce this problem. The mentor could suggest that the prospective immigrant take English or French classes locally before departure; during the process of answering the immigrant's questions, he or she could also help the immigrant "Canadianize" his or her terms and expressions. If available, audio-visual online tools could also allow Canadian volunteers to help prospective immigrants to improve their accent.

E-mentoring could help Host programs reach more newcomers.

E-mentoring makes it possible for a mentor to take on more than one mentee at a time. Also, pre-departure e-hosting relationships may be quite short; the time between a prospective immigrant's receipt of a visa, and his or her departure for Canada could be only weeks or months, allowing one host to mentor a number of prospective immigrants over a one-year period. Further, if an

online Host site is well meta tagged¹⁶, many immigrant Internet surfers who now settle with no assistance may learn of Host early on, and benefit from it.

E-mentoring could bridge the gap between too many mentees and too few mentors.

Since e-mentoring takes less of the e-host's time, and since the time before a prospective immigrant's departure may be short, one person specializing in pre-departure mentoring may be able to communicate with several mentees simultaneously or consecutively over a period of six or eight months. One-on-one e-hosting aside, a practical solution for easing the shortage of individual mentors and handling growing numbers of mentees may be to pair a single e-host with a group of landed or prospective immigrants, who have similar needs, through a closed online discussion forum.

The convenience of e-mentoring might offset the decline in volunteerism.

Research shows that there has been an overall decline in Canadian volunteering.¹⁷ However, many people who are not willing to commit to a face-to-face mentoring relationship may be open to participating online. Some Canadians travel frequently for business; or work extended hours; or are students, unavailable during exams and summer break; or are retired and fly south every winter with the "snowbirds." Such people might well reconsider volunteering for Host if the communication could take place on their own time and from their own home or elsewhere.

E-mentoring allows Host to offer immigrants a combination of same-language and English-based mentoring

Some immigrants would prefer to get their first information about Canada from a compatriot, or at least from someone who speaks their language. Studies show that some newcomers absorb complex material best in their first language; others simply feel safer with a match from their own country.¹⁸ This early-hosting, same-language option opens up a volunteer hosting role for the many recent Canadian immigrants who volunteer to be a host, but whose English is not yet up to

¹⁶ i.e given descriptors that will bring the site up in a wide range of searches by prospective immigrants to Canada.

¹⁷ There has been a general decline in volunteers in Canada since the 1990s, 6.5 million in 2000 compared to 7.5 million in 1997. Evaluation of Host, 2004

¹⁸ Consultation with Host Program Participants, 2008

the task. After an immigrant's arrival, a subsequent match with an English-speaking Canadian can be arranged.

E-mentoring hosts could guide immigrants through the maze of information on the Internet.

Information for prospective immigrants abounds on the Internet, in print and video. Some of it is federal, such as the Citizenship and Immigration (CIC) publication *A Newcomer's Introduction to Canada* or DFAIT's *Country Insights*. Other resources are provincial, such as *Before You Arrive* (by Ontario Immigration), and *Settlement.org for Newcomers* (OCASI); and others are specific to certain cities, such as the *Calgary Chinese Immigrant Orientation Program* or *We Can Help* (Ottawa – OCISO). There are also many unofficial sites that immigrants should know how to avoid, since many offer only phantom jobs and empty promises to fast-track the official process. E-hosts can provide guidance in sorting through this information before an immigrant embarks for Canada.

E-mentoring could help to ensure comparable services across the province.

CIC's Regional Dispersion policy aims to make settlement services to newcomers available throughout the country, and to encourage immigrants to settle in areas other than the main urban centres. However, the reality is that those who do choose to live in small towns, or in the outlying areas of larger centres, have far fewer services at their disposal. An e-hosting program could give such immigrants and their families much-needed support as they settle in.

E-mentoring could lead more newcomers to the settlement services available in Canada.

With proper training, and assisted by counseling coaches, volunteer hosts could provide direct referrals to social services such as the *Immigrant Settlement Adaptation Program* (ISAP), *Language Instruction for Newcomers to Canada* (LINC), *Job Search Workshops* (JSW), and *Newcomer Information Centres* (NIC), to name a few. They could also direct immigrants to one-stop-shop referral services when they arrive.

E-mentoring could be a boon to immigrant Youth Services

Some youth counselors feel that e-mentoring has a role to play in peer-to-peer matches between young Canadians, especially between incoming teens and those who have already been through

the immigration process themselves. Teens are already emailing counselors from abroad with questions, sometimes on behalf of the whole family. For most teens, this is just a natural way of communicating.

An e-mentoring environment could give hosts easy access to online support.

Host volunteers have expressed a need for support from counselors and other hosts. An online e-mentoring forum would enable mentors to share experiences, request help with problems, or ask questions. Counselors with access to the forum could offer support and suggestions.

6. Considerations and Challenges

6.1 Staffing

A mentoring program involves two separate job functions, with different skill sets: promoting the program, and actually screening, training, matching mentors and mentees and supporting and monitoring the ongoing relationship. Regarding the first role, studies and practitioners underline the importance of having one person with good social marketing and promotion skills designated to find suitable mentors. For the second role: will the kind of person who enjoys face-to-face counseling be content with only online contacts? Conversely, will “techie types” have the people skills to guide and assist immigrants in a mentoring relationship? If pre-departure or in-Canada e-matching were to be implemented, counselors assigned to this Host component would require special training.

6.2 Recruiting E-host Volunteers

The Host program is already challenged to engage a sufficient number of volunteers. If pre-departure e-matching were to become a reality, the numbers of people wishing to be matched might rise, thereby requiring more mentors. Studies, articles and practitioners underline the importance of allotting a full-time position to “beat the bushes” for mentors. This would be especially so if the area of professional mentoring were to continue to grow within the Host program. Additional human resources will be required.

6.3 Promoting the Program

Currently, Host gets referrals from ESL classes, settlement offices and reception houses. A successful e-hosting program would also promote its services informally online wherever newcomers congregate – such as immigrant-focused discussion forums, chat rooms and social networking sites. A pre-departure strategy might be to work through overseas service providers: CIIP has six offices in three countries; SUCCESS has offices in Taiwan and Korea, and the IOM provides services to refugees in 14 countries. A senior CIC integration advisor¹⁹ indicated that domestic agencies should not depend on embassies and overseas immigration offices to pass on information about immigrant services. There are too many agencies and too many materials; as a result, many overseas offices refuse to distribute or post such information.

6.4 Risks

Two major risks of e-hosting are misinformation and lack of control. These are legitimate concerns; however, it must be remembered that the current Host program also cannot guarantee the accuracy of information passed from mentor to mentee, nor can it ensure safety and privacy in every interaction. In this respect as in others, the key is training. E-hosts must understand the importance of creating realistic expectations and deferring on subjects on which they are ill-informed. With respect to safety and privacy, any email correspondence between mentor and mentee should be copied to the counselor, or conducted securely through a website. If these protocols are followed, the counselor may have more access and control over information and interaction than they do in a traditional mentoring program.

6.5 Costs

The literature and interviews behind this study agree that the process of one-on-one e-mentoring costs as much as traditional mentoring. Developing a supporting website requires special funding,²⁰ as do hosting fees²¹ and maintaining and updating the site.²² There are also expenses

¹⁹ Barbara, Alvarado, Senior Advisor, Integration Programs, Citizenship and Immigration Canada

²⁰ The programming of a shareware software would cost approximately \$50,000 - \$90,000 plus the salary of a coordinator

²¹ Around \$2000/year for a small site according to one estimate.

²² One estimate ranged from \$2500/month for a small site to \$10,000 for a large multi-featured site.

related to training and materials development. The cost of an e-hosting program depends, of course, on the size of the program.²³

7. Options for the Host Program Network of Ontario

This research strongly supports the concept of enhancing existing Host programs through e-mentoring. E-mentoring could expand current Host services and strengthen the pre- and post departure “continuum of services” so often recommended in studies. Given adequate technical and administrative support, e-mentoring could be incorporated into the Host program in one or all of the following ways:

- To enhance the in-Canada Host program, either by complementing in-person matches or by giving hosts and immigrants the choice of an in-person OR an online relationship
- To extend the Host program to prospective immigrants prior to their departure.
- To be conducted with selected groups of immigrants, pre- or post-arrival, in a closed discussion forum facilitated by a volunteer host.

Any of these strategies could be applied where the e-host and newcomer have the required technology at their disposal, and an adequate knowledge of English or French (or whatever language of communication is chosen). It is likely that more immigrants than refugees will fall into the mentee category.

7.1. A Low-Tech Solution

In the most modest application, mentors would undergo the traditional procedures of interview, application, police check, and training. Mentees would be screened for eligibility and counselors would make matches as they do for traditional matches. Initial introductions would be made in person, by telephone, or via email if the newcomer is still abroad. Both mentor and mentee

²³ JVS Toronto managers say an optimal program requires: 1) a web master 2) a program manager to oversee activities and recruit mentors 3) two-to-four mentoring coaches that monitor the communication and provide support to mentors and mentees. 5) an administrative assistant and 6) contractual services for activities such as newsletter and new content writing. Their cost estimate for a program this size, including website upgrades, is \$650,000 or more.

would be apprised of their roles as well as the limitations of the relationship.²⁴ Expectations, time frame and frequency of communication would be discussed and both parties would sign a mentoring partnership agreement. The Host counselor would be copied on all correspondence, and would intervene if it ever became necessary. This option would not have the same level of privacy of a secure, programmed web environment, but it would be as private and safe as traditional hosting. Such a program would require the province-wide development of materials, and training for all counselors involved.

7.2 A Higher-Tech Solution

A more expansive model would entail most of the above but it would embed an e-mentoring program in a secure website²⁵ that provides a rich and supportive online environment for e-hosting (see 3.4). All form-filling would be done online, including profiles, and the website program would automatically provide an immigrant with a selection of potential matches, much like dating sites do. Host counselors would be able to monitor and mediate, as required.

As noted previously, there are a number of programmable shareware products that would allow the Host Program Network of Ontario to program a sophisticated e-hosting platform. (Presumably such a platform could underpin the existing attractive, intuitive and clearly written HostOntario.org website interface.) All Host programs across the province would have access to the parts of the site relevant to their own activities. Alternatively, a relatively simple platform could be replicated for all interested Host programs and linked to from HostOntario.org.

Other aspects of program development would include:

- an online training manual for e-hosts
- e-hosting orientation materials, with sections to be customized and posted online by individual Host programs
- Ontario-wide recruitment and training of suitable e-hosting counselors.

8. Recommendations

²⁴ For example it is not the role of mentors to champion mentees, find them housing or help them with job searches.

²⁵ Secure in that mentor and mentee, though communicating by email, would not have the email address or any other identifying information about each other.

If Ontario Host Coordination Project management decides to explore either option suggested in section 7, managers should first consult with key informants from relevant projects outlined in section 4 above, to benefit from their knowledge and experience of e-mentoring or other forms of online communication with and between newcomers and prospective immigrants. They should look into software options and optimal design elements for an e-hosting platform as well as possibilities for partnerships and/or the sharing of website platform elements.

Recommendation 1. That the Ontario Host Coordination Project set up an E-Hosting Roundtable bringing together key players in virtual service provision to immigrants, to explore the most innovative, cohesive and cost-effective way to use IT solutions to enhance the Host programs in Ontario.

If the Ontario Host Coordination Project management decides to introduce an e-hosting program, buy-in from counselors across the province will be essential to the program's success. So will the identification of counselors with the technical aptitude and motivation to make such a program work.

Recommendation 2: That the Ontario Host Coordination Project invite the E-Hosting Roundtable participants to an information and discussion panel at the next Host Ontario conference.

Appendix A

Summary of Focus Group Discussions

Summary of Focus Group Discussions
Catholic Immigration Centre Host Program
Ottawa – January 23, 2009

Participants

Melanie Witty, Host Counselor
Paul Soubliere, Host Counselor
Asli Ozcaglar, Host Counselor
Rachel Mair, Host Counselor
Nathalie Verly-Raphael, Volunteer Coordinator

Feedback on e-mentoring from counselors involved in delivering Host services to newcomers was cautious but positive. Counselors saw e-mentoring as enhancing what they were already doing rather than replacing the Host Program’s traditional approach, and agreed that e-hosting could fill an important pre-departure need. There are so many things a person wants to know before coming to a new place: what the weather is like, how the education system works, how much it costs to rent an apartment, what the prices of common goods and services are, and so on. One counselor noted that immigration is all about making difficult choices – and e-hosting could help a lot with some of those choices. Another perspective was that an online discussion forum, or an Ask-a-Canadian site section could answer pre-departure questions just as well as one-on-one e-mentoring.

Most counselors agreed that e-mentoring would be a good way for immigrants to practice English; they emphasized, however, that it is not for everyone. Many people do not have access to the Internet before they come to Canada and many countries still are not dependably connected²⁶. Counselors warned, too, that an e-hosting program would have to be designed so that it could not become, as one counselor put it, “an open gateway to information seekers around the world” who may be just dreaming of coming to Canada. E-mentoring could benefit the more skilled and educated immigrants, who are not brought “into the Host loop” through ESL classes or a settlement program. This group is also most likely to be computer-savvy. One counselor said she saw an increase in email queries after her email address was listed on the centre’s website.

²⁶ Several study informants mentioned Africa and parts of South America as not being suitably connected

Counselors saw e-mentoring as a way of expanding their base of volunteer hosts. They often have volunteers whose level of English is not adequate for the Host program. These people could be put to good use interacting online with prospective immigrants who would like to talk to someone in their own language. Such a relationship would help to ease the integration process by providing Canadian information in the immigrant's mother tongue. They also noted that an e-hosting program might bring in those volunteers who cannot commit the required time each week, as well as volunteers from smaller communities.

Several counselors were concerned that prospective immigrants might put too much pressure on their host to try to find them a job. The parameters of the mentoring relationship would require very clear criteria regarding the host's responsibility. He or she would not, for instance, be expected to keep up with the whole official process of immigration, or to help a mentee to find a house or a job. This potential problem underlines the need for clear guidelines, especially at the beginning of a relationship. Counselors were adamant that many procedures used in non-traditional hosting should still apply to e-hosting, such as police checks, training for volunteers, and on-going mediation by counselors. There was consensus that, like the current Host program, an e-mentoring program would not deal with international students, immigrants on work permits, refugee claimants, or family class immigrants.

It was generally agreed that the e-hosting entry point for prospective immigrants should be a portal located on an appropriate website, such as HostOntario.org. Once a prospective immigrant had selected their city of destination and a specific host program on this website, all online communication and control should shift to the chosen Host program. As for responsibility for the e-mentoring program, some counselors felt that the work could be a portion of everyone's job; others felt it should be assigned to one designated counselor – on the principle that some people would enjoy the job and be good at it, whereas others would not.

This discussion focused on one-on-one mentoring rather than on hosting forums. However, one counselor suggested that a forum could be the first point of contact, and that mentoring could later be moved to a private email conversation.

Appendix B

Key Informants and Other Contacts

Key Informants and Other Contacts

Key Informants

Ibrahim Absiye
Executive Director
CultureLink
Toronto

Marco Campana
Online Capacity Development Coordinator
Settlement.org
Toronto

Beth Clarke
Project Manager, E-Mentoring
JVS Toronto
Toronto

Natalie Hunter
Director of Marketing
LoonLounge
Montreal

Elizabeth McIssac
Executive Director
Toronto Region Immigration Employment Council (TRIEC)
Toronto

Katerina Murray
CIIP Project Director
Association of Canadian Community Colleges
Ottawa

Stefany Pinkus
Headquarters
Citizenship and Immigration Canada
Toronto

Joan Ryan
Host Program Counselor
Catholic Immigration Centre
Ottawa

Maha Surani
Stakeholder Liaison Officer
Canadian Immigration Integration Project
Ottawa

Marlene Tosh, Chair
ReEntry and Specialty Nursing Program &
Contract Training
Faculty of Health, Public Safety and Community Studies
Algonquin College
Ottawa

Anat Wertheim
Manager, Program Development
JVS Toronto
Toronto

Other Contacts

Jorge Barahona
Program Manager,
Settlement and Education Partnerships in Toronto (a SWIS program)
CultureLink
Toronto

Melwyn D'Costa
Manager, Partner Relations
Mentoring Partnerships
Toronto

Mathias Fuhwirth
VC Network Director and Board Member
PACE 2000
Catholic Immigration Centre Reception House
Ottawa

Nicole Hodgeson
Coordinator
Youth Program
Catholic Immigration Services
Ottawa

Barbara Alvarado
Senior Advisor, Integration Programs
Citizenship and Immigration Canada
360 Laurier Avenue West
Ottawa

Mark Larson
Manager
New Beginnings Online: Distance Education
for Newcomers to Nova Scotia
Metropolitan Immigrant Settlement Association
Halifax

Annie Leung
Administrative Coordinator
Active Engagement and Integration Project
SUCCESS
New Westminster, BC

Grace Olegario
Host Mentoring Coordinator
Richmond Service Centre
SUCCESS
Richmond, BC

Martha Orellana
Member Services Coordinator
OCASI
Toronto

Lisa Rousseau
WIL Employment Connections
London, Ontario

Jennifer Frank
Step Ahead One-on-One Mentoring Program
Vaughan, ON

Appendix C

Reports, Studies, Articles and Presentations Reviewed

Reports, Studies, Articles and Presentations Reviewed

Reports & Studies

Community Bridging Programs Research Project, Coordinated by AMSSA and the Community Bridging Steering Committee, Changeworks Consulting, March 2003.

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Consultation with Host Program Participants 2008, Draft Summary of Findings
Ontario Host Program Coordination Project, March 2009.

Developing an E-Mentoring Initiative. Field Notes, Newsletter of the International Youth Foundation, March 2006.

E-Mentoring (Telementoring, Cybermentoring, Virtual Mentoring) Danielle Mihram, Director, Centre for Excellence in Teaching (undated).
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Priorities, Planning and Research Branch, Citizenship and Immigration Canada, November 2004.
<http://www.cic.gc.ca/English/resources/evaluation/host/index.asp>

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Going to Canada: Online Portfolio Model. Canadian Association for Prior Learning Assessment. Human Resources and Skills Development Canada, Revised June 2004.

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http://atwork.settlement.org/downloads/ISAP_Review_Final_Report_and_Recommendations.pdf

Mentors Online – an e-mentoring program for professionals in small business. Report to Small Business Enterprise Culture Program. Kim Rickard, Association of Professional Engineers, Scientists and Managers, Australia, 2002.
www.apesma.asn.au/mentorsonline/pdfs/final

Online mentoring and Employer Outreach Pilot Project for Internationally-trained Professionals in the Architectural Profession in Canada. A status report on an e-mentoring project with JVS Toronto, including “Lessons Learned.” Ontario Association of Architects and JVS Toronto, February 2008.

Promoting Newcomer Engagement and Social Inclusion, OCASI.
<http://atwork.settlement.org/inclusion>

Report on Canadian Immigration Integration Project, January 2009.
<http://ciip.accc.ca/adx/asp/adxGetMedia.asp?DocID=1288,783,32,Documents&MediaID=2136&Filename=StatsRPTOct08-Dec08.pdf>

Report on the Evaluation of the Delivery of the Canadian Orientation Abroad Initiative, Final Report. Citizenship and Immigration Canada, June 2005.
<http://www.cic.gc.ca/English/resources/evaluation/orientation.asp>

Research Study on Business Mentoring Activities. Phase One: Literature and Inventory of Business Mentoring Activities Affiliation of Multicultural Societies & Service Agencies of BC. ChangeWorks Consulting and Moussa Magassa, March 2006.
http://www.amssa.org/publications/Research_Business_Mentoring_FINAL.pdf

Research Study into Business Mentoring Activities for Internationally Trained Immigrants, Phase 2: Guidelines and Models, Final Report. Affiliation of Multicultural Societies and Service Agencies of BC, 2006.
http://www.amssa.org/publications/Research_Business_Mentoring_FINAL2.pdf

Articles & Presentations

The Canadian Integration Project for Pre-arrival Preparation
<http://www.canadavisa.com/the-canadian-immigration-integration-project-for-pre-arrival-preparation.html>

Design features of an e-mentoring system for the health profession: Choosing to learn in partnership, Sarah Stewart, Catherine McLoughlin, 2007.
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<http://www.westga.edu/~distance/ojdla/spring101/akin101.htm>

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Michael Karcher et al, 2006.
http://www.michaelkarcher.com/survey/pdf/Karcher_ProgramFrameworkJCP06.pdf

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<http://www.thestar.com/article/572703>

Appendix D

E-mentoring Resources

E-mentoring Resources

e-MentorToolkit: JVS Toronto. http://74.125.95.132/search?q=cache:onRoEXMl_9wJ:www.canadainfonet.org/local/files/documents/trainingmanual.doc+e-Mentor%27s+Toolkit&cd=1&hl=en&ct=clnk&gl=ca

The e-Mentoring Toolkit Factsheet. National Mentoring Partnership: Mentors Online: http://www.mentoring.ca.gov/pdf/e-mentor_factsheet.pdf

One-on-One E-Mentoring Program Frequently Asked Questions - Protégés MentorNet. <http://www.mentornet.net/Documents/Other/Help/protegefaq.aspx>

The Telementoring Orchestrator: Research, design and implementation
D. Kevin O'Neill, Mark Weiler and Li Sha, Faculty of Education, Simon Fraser University, British Columbia, Canada
A n web-based software tool to help small organizations support large numbers of online mentoring relationships
http://www.educ.sfu.ca/olrl/OLRL/AERA_TMO_Paper.pdf

Telementoring Resource Kit. RNAO Centre for Professional Nursing Excellence in partnership with NORTH Network. <http://www.rnao.org/tmkit/index.asp>

Wipmsig Mentoring Program <http://www.wipmsig.org/documents/WiPM%20SIG%20Mentoring%20Program.pdf>

Appendix E
Websites Reviewed

Websites Consulted

Active Integration and Engagement Project, SUCCESS, B.C., Pre-departure services in South Korea and Taiwan

http://www.successbc.ca/eng/component/option,com_mtree/task,viewlink/link_id,635/Itemid,999999/

Arab Immigrant Family Support Centre

<http://www.aafscny.org/index.html>

AT Work: Settlement.org.

<http://atwork.settlement.org/atwork/home.asp>

Canadiandesesi.ca

<http://www.canadiandesesi.ca/index.php>

CanadaInfoNet: Jewish Vocational Services (JVS Toronto)

<http://www.canadainfonet.org/about%20us/default.asp?s=1>

Canadian Immigration Integration Project

<http://ciip.accc.ca>

Citizen and Immigration Canada: Newcomers' Introduction to Canada

<http://www.cic.gc.ca/ENGLISH/RESOURCES/PUBLICATIONS/guide/index.asp>

Canadian Information Centre for International Credentials

<http://www.cicic.ca/2/home.canada>

Consortium of Agencies Serving Internationally trained Persons

<http://www.casip.ca/>

COSTI: Aspects Online

http://www.costi.org/programs/program_details.php?program_id=179

CultureLink

<http://www.culturelink.net/>

DFAIT, Centre for Intercultural Learning. Country Insights: Canada

http://www.intercultures.ca/cil-cai/country_overview-en.asp?ISO=CA&lvl=8

EMentoring for New Canadians

<http://www.canadainfonet.org/home/default.asp?s=1>

E-Mentoring for Small Business Professionals

<http://www.apesma.asn.au/mentorsonline/program.asp>

E-mentoring/Online mentoring/Telementoring Resources
<http://www.serviceleader.org/old/schools/telem.html>

Federal Government of Germany: New Mentoring Map for Immigrants
http://www.bundesregierung.de/nn_6562/Content/EN/Artikel/2008/07/2008-07-10-patenatlas-sch_en.html

Find a Mentor Service Available on the Internet
<http://www.mentors.ca/findamentor.html>

GEM SET Girls E-mentoring Program: Science, Engineering, Technology
<http://www.uic.edu/orgs/gem-set/>

Girls E-Mentoring Program
<http://www.uic.edu/orgs/gem-set/index.htm>

Government of Canada: Going to Canada
www.goingtocanada.gc.ca
<http://www.tbs-sct.gc.ca/dpr-rmr/0506/ci-ci/ci-ci-PR-eng.asp?printable=True>

Guide to the Mentor Program Listing
<http://www.peer.ca/mentorprograms.html>

Hire Immigrants Ottawa
<http://www.hireimmigrantsottawa.ca/?language=en>

International Organization for Migration: Migrant Processing and Assistance
<http://www.iom.int/jahia/page707.html>

International Organization for Migration: Australian cultural orientation
<http://www.iom.int/jahia/Jahia/pid/1530>

International Telementor Program
<http://www.telementor.org>

Just Landed: Helping People Abroad
<http://www.justlanded.com/>

The Mentoring Partnership, TRIEC
<http://www.triec.ca/programs/the-mentor-partnership>

MentorNet: The E-Mentoring Network for Diversity in Engineering and Science. Program Evaluation and Research
<http://www.mentornet.net/Documents/About/results/evaluation/index.aspx>

Mentor Services and Organizations That Specialize in Monitoring

Niagara Immigrant Employment Council
<http://www.niec.ca/>

Onip-Online E-Mentoring Program
<http://www.onip.ca/mentoring>

Ontario Immigration: Before You Arrive.
<http://www.ontarioimmigration.ca/English/before.asp>

Ontario Ministry of Citizenship and Immigration Bridge Training Project
<http://www.citizenship.gov.on.ca/english/working/experience/>

Peer Resources: Find a Mentor Services Available on the Internet
<http://www.mentors.ca/findamentor.html>

Project Management Institute: Women in Project Management
<http://www.wipmsig.org>

Settlement.Org. At Work
<http://atwork.settlement.org/atwork/home.asp>

Skills for Change: Mentoring for Change
<http://www.skillsforchange.org/mentoring/index.html>

S.U.C.C.E.S.S. Pre-landing Services and Community Partnership
http://www.successbc.ca/eng/component/option,com_mtree/task,listcats/cat_id,168/Itemid,99999999/

SUCCESS Active Engagement and Integration Project
<http://aeip.successbc.ca/>

UN Habitat Best Practices Database. Project for Integration of Refugee Families, Germany
<http://www.bestpractices.at/main.php?page=programme/un/database&lang=en>