

Johnston, J. Isabella

Report

Peer and Reverse Mentoring: Developing PowerSkills For Multidimensional Learners. The Future of Work is multidimensional learning that accelerates skill development

Suggested Citation: Johnston, J. Isabella (2021) : Peer and Reverse Mentoring: Developing PowerSkills For Multidimensional Learners. The Future of Work is multidimensional learning that accelerates skill development, E4C, Employers for Change, Orlando, FL

This Version is available at:

<https://hdl.handle.net/10419/270431>

Standard-Nutzungsbedingungen:

Die Dokumente auf EconStor dürfen zu eigenen wissenschaftlichen Zwecken und zum Privatgebrauch gespeichert und kopiert werden.

Sie dürfen die Dokumente nicht für öffentliche oder kommerzielle Zwecke vervielfältigen, öffentlich ausstellen, öffentlich zugänglich machen, vertreiben oder anderweitig nutzen.

Sofern die Verfasser die Dokumente unter Open-Content-Lizenzen (insbesondere CC-Lizenzen) zur Verfügung gestellt haben sollten, gelten abweichend von diesen Nutzungsbedingungen die in der dort genannten Lizenz gewährten Nutzungsrechte.

Terms of use:

Documents in EconStor may be saved and copied for your personal and scholarly purposes.

You are not to copy documents for public or commercial purposes, to exhibit the documents publicly, to make them publicly available on the internet, or to distribute or otherwise use the documents in public.

If the documents have been made available under an Open Content Licence (especially Creative Commons Licences), you may exercise further usage rights as specified in the indicated licence.



Peer and Reverse Mentoring

Developing PowerSkills For Multidimensional Learners

The Future of Work is
multidimensional learning that
accelerates skill development.



EXECUTIVE SUMMARY

By 2030, as many as 375 million workers globally will have to master fresh skills as their current jobs evolve alongside the rise of automation and AI-capable machines (IBM, 2019). The impact of the 2020 - 2021 COVID-19 pandemic dramatically altered internship opportunities as well as disrupted how we gather for work. A new workplace emerged which included remote and distance internships, accelerated advancements in automation, the lack of experiential opportunities, and increased trends in skills based hiring.

Many organizations do not understand, encourage, and use effective techniques like mentoring in training and developing employees. It is not surprising that only 35% of corporations feel new recruits and students are well-prepared with both technical and PowerSkills (aka soft skills) to perform at a high level in a competitive professional environment (IBM, 2019).

Literature findings support the value of mentoring to the mentee but not the mentor and the organization at large. New research in a case study of Nottingham University states that employees should be mentored so that personal development of the mentee, mentor, and organizational effectiveness and efficiency would be enhanced (Dugguh & Galadanchi, 2014). To create an inclusive and vibrant economy, we must address the disconnect between what is taught in schools and the skills employers are seeking in their new hires. This is true for workers of all ages and experiences who seek new jobs through their careers (IBM, 2019).

This report seeks to give an overview of peer and reverse mentoring and examine its effectiveness and efficiency as an alternative technique to upskill both the mentor and mentee and the organization at large. The future of learning is a shared responsibility; and both public and private employer sectors need to be responsible, engaged, and proactive to create next gen experiences and learning tools that take into account multidimensions and complexities of humans that enable us to offer skills-oriented training to embrace diversity, equity, and inclusion [DEI] and creates an inclusive DEI culture of learning for all.

SUMMARY

01

PAGE 6

STUDY

- Background
- Definitions
- Project Description
- Project Goals
- Scope of Work Summary
- Study Design
- Participants
- Demographics

03

PAGE 17

METHODOLOGY

- Strategy & Rationale

05

PAGE 22

STUDENT SURVEY

- Student Outcomes

EXECUTIVE SUMMARY

PAGE 2

INTRODUCTION

PAGE 4

02

PAGE 16

RESEARCH

- Research Literature

04

PAGE 18

EMPLOYER SURVEY

- Employer Outcomes

RECOMMENDATIONS

PAGE 27

CONCLUSION

PAGE 31

SOURCES

PAGE 32

Peer and Reverse Mentoring: Accelerating PowerSkills Through Multidimensional Learning is produced by Employers 4 Change (d/b/a Intern Pursuit, Inc), and supported by The City of Orlando and Orlando Economic Partnership (the Partnership) as a study on the value and benefits of reverse and peer mentoring to accelerate training and upskill employees and interns as we move into an ever-evolving challenging remote workplace due to the aftermath of the COVID-19 pandemic.

A study by McKinsey estimates that up to 30 percent of the hours worked globally could be automated by 2030. The World Economic Forum's "Future of Jobs" study predicts that 5 million occupations will no longer exist before 2020 as artificial intelligence and robotics replace human employees. However, more than 2 million jobs will also be created due to this change and uniquely human skills will become more valuable.

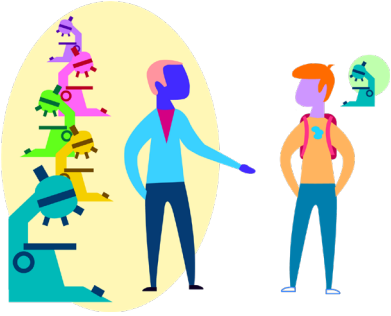
Saviom shared [this article](#) about PowerSkills, (aka soft or human skills), relate to the way employees work and interact with others. It differs from hard or technical skills, which are role-specific.

According to [this report](#) by Deloitte, PowerSkill intensive occupations will grow at 2.5 times the jobs in other fields and account for two-thirds of all jobs by 2030. The skills most in demand are frequently referred to as "4 C's," which include critical thinking, creative thinking, communicating, and collaborating. These skills are crucial to employee success.

• CONTEXTUALIZED INTELLIGENCE (CI) -

By 2030, A.I. will become more pervasive, and information will become even more attainable than today. However, machines will still not match human intuition, judgment, and empathy. Therefore, contextualized intelligence and the ability to qualify this information will become increasingly crucial as algorithms produce more outputs.

• COGNITIVE FLEXIBILITY (CF) - Do you have the capacity to adapt to the change frequently and productively work on multiple tasks all at once? If yes, you're demonstrating traits that reside in multi-taskers and which are also appreciated by employers. C.F. is occasionally referred to as task switching. People with greater C.F. skills are more likely to adjust quickly when initial plans alter, obstacles arise, and are often better at fixing problems.



“We are in the midst of the 4th Industrial Revolution. We already have the answer to the skills challenge and the way to seize the opportunity. It is learning -- and humans are great at learning, especially from others and learning from experiences.” - World Economic Forum

• SOCIAL AND EMOTIONAL INTELLIGENCE (EI)

- For everything that digital technologies and artificial intelligence can replace, emotional and social intelligence remain innately human. Moreover, as we move towards a globalized society, being aware of and considerate of cultural differences has also become a part of the emotional intelligence mix.

• **LEADERSHIP SKILLS** - Every successful business is a result of two key factors- a strong, level-headed leader and the team. Thus, exemplary leadership skills that can steer the team through success by leading by example is the need of the hour. In addition, leadership skills help guarantee the project's and team's progress, bolstering processes and people to help organizations achieve their goals.

• **ENTREPRENEURIAL MINDSET** - As robotics and artificial intelligence will take on more technology-led jobs in the future, the resource pool will be required to stay proactive and showcase their interpersonal skills. This will increase the entrepreneurial abilities of creativity, agility, and decision-making.

• **PROBLEM-SOLVING** - Employees with problem-solving skills are more likely to autonomously carry out their responsibilities and surmount challenges intelligently, quickly, and efficiently. Moreover, employees responsible for production, planning, and strategy often rely most on these sorts of skills. It helps them weigh options and actions against one another and deal with complex, changing problems economically.

• NEGOTIATION AND PERSUASIVE SKILLS

- Negotiation skills consist of strong interpersonal and communication skills that help maintain good relationships with clients and foster business profitability. For instance, a project manager with negotiation skills and persuasive techniques wins you workable agreements and feasible contracts.

• **LATERAL THINKING SKILL** - In an era of continual change and industrial transformation, lateral thinkers resolve problems with an innovative approach- develop a new idea from one known idea. This skill strengthens one's creativity and increases productivity and profit in any given field.

• **WORK ETHIC AND INTEGRITY** - The [latest survey](#) conducted by Forbes identifies Work ethic and integrity as the crucial ingredient in the workplace. A strong work ethic will help you with your employer, seniors, and colleagues, even if you are new in any organization and are still developing technical skills. Many employers would rather work with someone who has a strong working ethic and is eager to learn than a skilled worker who seems unmotivated and is unethical.

The failure to attract and retain top talent is now the number one issue on the minds of CEOs and HR managers globally. It is vital we recognize that lifelong learning and new ways of enabling is a must for success. The challenge is that many traditional learning approaches are designed, optimized and scaled for situations that seem more like our past than our future. The answer is learning - nontraditional, multidimensional learning.



BACKGROUND

Intern Pursuit, Inc. d/b/a Employers 4 Change [E4C] is the next level of DEI recruitment and multidimensional skill learning platform that is marketed to employers that develops interns through mid and senior level mentors. The product is an end-to-end platform that increases diversity, equity and inclusion workplace culture while accelerating the hiring selection process using our proprietary AI machine learning algorithm. The algorithm matches employees to student candidates based on job preferences, 6 key trending Future of Work skills, and culture fit.

These 6 trending skills are tracked from registration, proprietary algorithm matching, candidate assessment, and E4C's individual development plan (IDP). Skills based hiring aligns with the 2020 Orlando Economic Partnership (OEP) series on preparing a future-ready workforce. OEP's Reimagining Orlando's Talent Supply report states there is a need to match skills of the future to skills-based hiring and showcase potential upskilling.

Further research supports the need to create an inclusive and vibrant economy and address the disconnect between what is taught in schools and the skills employers are seeking in their new hires. This is true for workers of all ages and experiences who seek new jobs throughout their careers.



6

KEY SKILLS
FUTURE OF WORK

CRITICAL THINKING

COMMUNICATION

PROBLEM SOLVING

RESEARCH

TIME MANAGEMENT

CREATIVITY

DEFINITIONS

MENTORING - The process of using specifically selected and trained individuals to provide guidance and advice which will help to develop the careers of the proteges allocated to them (Dugguh, Galadanchi, 2014. Employee Mentoring: A Training and Development Technique In Enhancing Organizational Effectiveness and Efficiency).

REVERSE MENTORING - This is an inverted type of mentoring relationship whereby junior employees are paired with more experienced managers or employees to help the experienced worker acquire new learning. Reverse mentoring provides an opportunity for more experienced and older employees to learn from their younger counterparts unlike traditional mentoring (Chauduri and Ghosh, 2012. Reverse Mentoring: A Social Exchange Tool for Keeping the Boomers Engaged and Millennials Committed).

SKILLS-BASED HIRING - A strategy that generates value for both employers and applicants by creating skill-focused job descriptions and evaluating candidates based on an individual's skills and abilities instead of background (OEP, 2020. Re-Imagining Orlando's Talent Supply).

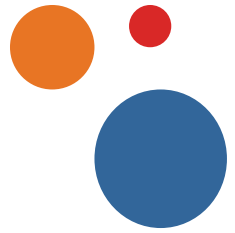
SKILL DEVELOPMENT - The method of detecting skill gaps and improving these skills (IGI-Global, 2021. What Is Skill Development).

ORGANIZATIONAL EFFECTIVENESS AND EFFICIENCY -

1. Effectiveness: How well the job gets done and how good the end result is.
2. Efficiency: How frugally a job gets done using as little time and as few resources as possible. Resources refer to money, materials, people, energy, time, information, and so on (Dugguh and Galadanchi, 2014).

MULTIDIMENSIONAL LEARNING - The action of consciously and unconsciously filtering and absorbing information that a person processes to learn has multidimensions. Humans are complex, unique, and amazing. That means there are multiple factors that should be considered for optimal learning (Johnston, 2021. What Is Multidimensional Learning And Why It Is Important For Your Business). These variables and dimensions include:

- | | | |
|-----------------------------|---|--------------------------|
| • VISUAL | • PERSONALITY TYPE | • TECHNOLOGY BIAS |
| • AUDITORY | • EXPERIENTIAL LEARNING | • GENDER BIAS |
| • VERBAL | • SERIOUS GAMES | • ASSESSMENT BIAS |
| • PHYSICAL/KINETIC | • DIVERSITY, EQUITY & INCLUSION CULTURE | • TIME-ZONE BIAS |
| • LOGICAL | • LANGUAGE BARRIERS | • MULTIGENERATIONAL BIAS |
| • SOCIAL | • CULTURAL NORMS | • DISABILITIES |
| • SOLITARY | • VISUAL CUES | • ABILITIES LEVELS |
| • ANDRAGOGY | | |
| • TRANSFORMATIONAL LEARNING | | |



PROJECT DESCRIPTION

The study is being conducted in partnership with OEP to measure skill development of intern talent and the employee mentor and organizational improvement. Research showed that 70% of the internships in the United States are unpaid. The Department of Labor (DOL) has 7 criteria governing unpaid internships to protect the student. Isabella Johnston designed the platform using the DOL's 7 Criteria for Unpaid Internships, National Association of Colleges & Employers (NACE) Career Competencies and Future of Skill Development 8 core competencies, and HR best practices using Multidimensional Learning modules in their E4C Academy.

E4C's platform seeks to improve diversity and inclusion selection by matching employees to students seeking internships based on job preferences, 6 key Future of Work Skills, and company culture. The study is expected to yield significant efficiency and effective benefits to E4C employer members that participate in the paid pilot program in addition to the colleges and universities that support them in Orange, Osceola, and Seminole Counties.

For our pilot, our goal is to have 100 employee members on the E4C platform to test the algorithm to improve diversity and inclusion hiring and accelerate skill development in both intern and mid to senior level employee mentor.. Employer members will utilize E4C assessment tools and send assessments to qualified candidates from the list generated by the E4C proprietary algorithm. Employers bias will be reduced because employers are not able to disqualify candidates based on name, gender, race, ethnicity, or age.

Upholding the values of diversity, equity, and inclusion increases when the company culture is determined to create a culture where employees of all backgrounds can thrive. True diversity includes what we typically think of as race, ethnicity, gender, and individuals with disabilities. It should also include learning styles, preferences, and abilities, multi-generational workers, personality types, and underserved socioeconomic groups. The E4C Academy will upskill both the intern and employee mentor in 6 key 21st century skills: Critical Thinking, Communications, Creativity, Problem-Solving, Research, and Time Management.

Additional skill development includes leadership and mentorship using peer and reverse mentoring methodology and trending HR topics such as remote work and multi-generational communication.

D I V E R S I T Y

DIFFERENT INDIVIDUAL VALUING EACH OTHER REGARDLESS OF SKIN INTELLECT TALENT OR YEARS

PROJECT GOAL



Photography by: Jason Goodman

The goal of this project is to have 100 employees on the platform testing the E4C proprietary algorithm and assessment tools (faster recruiting that reduces employers bias and increases company diversity and inclusion hiring) as well as the E4C Academy to upskill both the employee mentor and intern in 6 key 21st century skills: Critical Thinking, Communications, Problem-Solving, Research, Time Management, and Creativity.

Additional skill development includes leadership and mentorship using peer and reverse mentoring methodology and trending HR topics such as remote work and multi-generational communication.

SCOPE OF WORK SUMMARY

Many organizations do not understand, encourage, and apply cost effective techniques like mentoring in multi-level training and development across the spectrum of senior, mid-level, entry, and intern employees.

This is one of the problems that this report will address.

To find solutions to this problem therefore, the paper seeks to give an overview of peer and reverse mentoring and examine its effectiveness and efficiency as an alternative technique in upskilling employees in their PowerSkills (aka soft skills) as opposed to other training techniques that are directed only towards improving traditional skills such as hard skill outcomes.

This study focused on six 21st century PowerSkills: Research, Time Management, Creativity, Problem Solving, Critical Thinking, and Communication and organizational process improvement.



Photography by: Pivot Business Consulting

STUDY DESIGN

01

STUDY STUDY STUDY

There were two participant groups: Employees (multiple industries) and Interns (remote and blended internships).

Focus areas: Impact of Peer and Reverse Mentoring on 6 Future of Work Skills: Research, Time Management, Critical Thinking, Problem Solving, Creativity, and Communication.

Student's Individual Development Plan measurement of skills ranking and self-assessment of 6 core skills, and qualitative feedback.

Employee's measurement of skills and organizational effectiveness and efficiency self-assessment of skills, organizational effectiveness, and qualitative feedback.

Outcomes are measured at the beginning and end of a 3 month internship over 2021 spring (January to mid-April) and 2021 summer (May to mid-August) semesters. We used a Likert Scale of 1-5 to measure outcomes.

Likert Scale questions are a universal method of collecting data. This scale describes an individual's level of proficiency in a particular competency. It describes the degree to which an employee possesses a competency and is the same for all competencies. The scale ranges from proficiency levels 1-5:

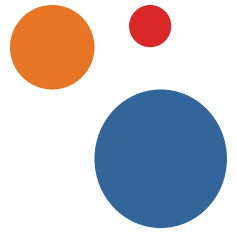
- NA - Not Applicable
- 1 - Strongly agree.
- 2 - Somewhat agree.
- 3 - Neither agree nor disagree.
- 4 - Somewhat disagree.
- 5 - Strongly disagree.

Likert Scales have the advantage that they do not expect a simple yes / no answer from the respondent, but rather allow for degrees of opinion, and even no opinion at all.

Therefore quantitative data is obtained, which means that the data can be analyzed with relative ease.

Offering anonymity on self-administered questionnaires should further reduce social pressure, and thus may likewise reduce social desirability bias.





PARTICIPANTS

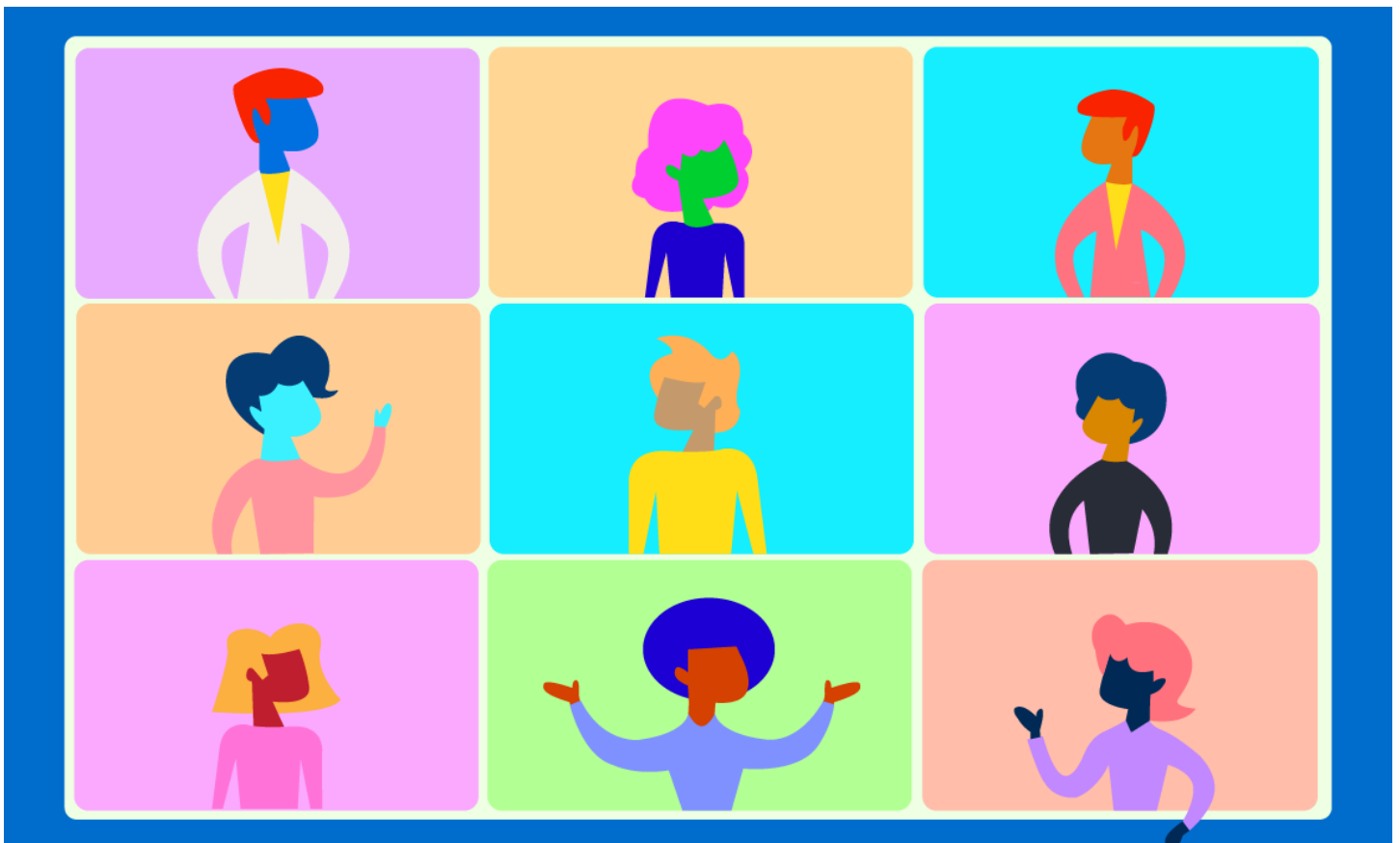
Surveys sent to 100 students, 72 student participants provided responses.

Survey sent to 45 employers, 30 employer participants provided responses.

DEMOGRAPHICS

Demographic information was collected from each participant group (Students and Employers).

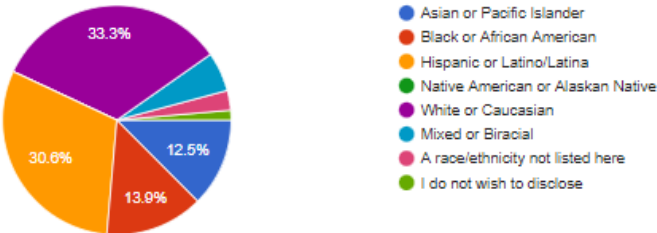
Demographic data includes race/ethnicity, gender, veteran status, multigenerational age bracket, and industry.



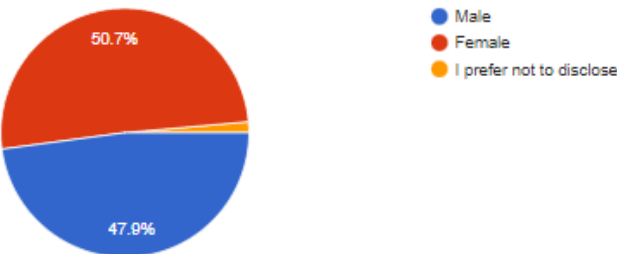


Employers for Change
STUDENT DEMOGRAPHICS

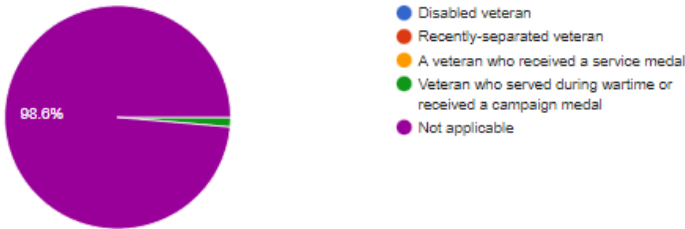
Which of the following describes your race/ethnicity
72 responses



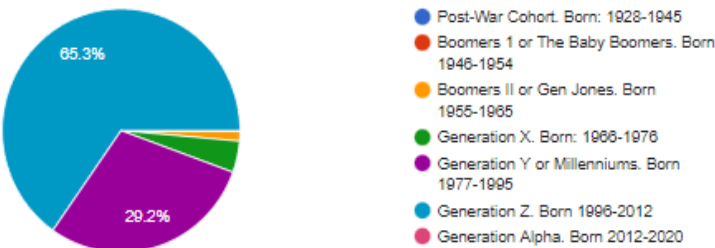
Gender (Please check one of the options below)
71 responses

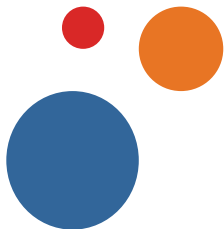


Please check if you are one of the veteran statuses below:
72 responses



Identify your generation group
72 responses



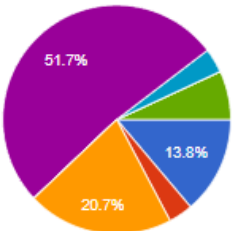


Employers for Change

EMPLOYER DEMOGRAPHICS

Which of the following describes your race/ethnicity

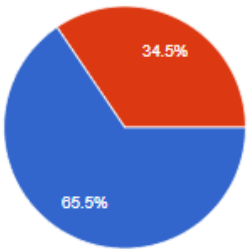
29 responses



- Asian or Pacific Islander
- Black or African American
- Hispanic or Latino
- Native American or Alaskan Native
- White or Caucasian (Not Hispanic or Latino)
- Multiracial or Biracial
- A race/ethnicity not listed here
- I do not wish to disclose

Gender (Please check one of the options below)

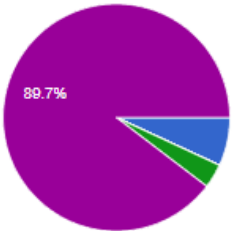
29 responses



- Male
- Female
- I prefer not to disclose

Please check if you are one of the veteran statuses below:

29 responses

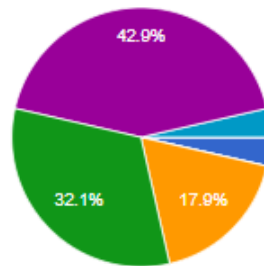


- Disabled veteran
- Recently-separated veteran
- A veteran who received a service medal
- Veteran who served during wartime or received a campaign medal
- Not Applicable



Identify your generation group

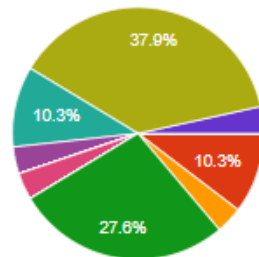
28 responses



- Post-War Cohort. Born: 1928-1945
- Boomers I or The Baby Boomers. Born: 1946-1954
- Boomers II or Generation Jones. Born: 1955-1965
- Generation X. Born: 1966-1976
- Generation Y or Millennials. Born: 1977-1995
- Generation Z. Born: 1996-2012
- Generation Alpha. Born: 2012-2020

Please identify the industry you work in

29 responses



- Agriculture, Forestry, Fishing and Hunting
- Administration, Business Support, and Information Services
- Finance and Insurance (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Arts, Entertainment and Recreation (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Transportation and Warehousing (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Construction (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Education Services (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Mining (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)

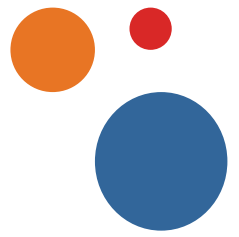
▲ 1/3 ▼

- Real Estate and Rental and Leasing (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Utilities (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Other Services (except Public Administration) (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Information (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Professional, Scientific and Technical Services (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Healthcare and Social Assistance (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Retail Trade (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)
- Wholesale (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)

▲ 2/3 ▼

- Manufacturing (sub divisions https://www.ibisworld.com/united-states/list-of-industries/)

▲ 3/3 ▼



Research literature supports the benefits of establishing a mentor culture for employees and its positive impact on organizational productivity, revenue, and profit. This study builds on previous literature and examines how peer and reverse mentoring, which is a relatively new construct, benefits mid to senior level employees and improves DEI culture.

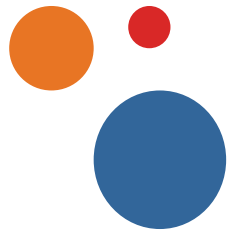
According to Bersin - a Deloitte research firm - high-impact learning organizations, invest in more than just the basics. They engage in focused development activities designed to advance individual and organizational performance. Some of the most effective activities are targeted mentoring and coaching. Additionally, when Booz Allen Hamilton designed their LINK Program, they were addressing the need for a diverse pipeline of leaders. They were experiencing a pinch in the middle level managers/employees. They also were trying to realize their goal of linking diversity and inclusion groups to a formal mentoring practice in order to better align these efforts with business goals.

The ROI of Mentoring report, shared 5 elements for measuring ROI of Your Mentoring Program. These 5 elements are: Retention, Engagement, Advancement, Program Costs, Behavioral Change.

Other research literature cited in this study:

- Employee Mentoring: A Training and Development Technique in Enhancing Organizational Effectiveness and Efficiency
- IBM: Keeping Skills Fresh Requires a Multimodal Journey
- Multidimensional Learning
- Reverse Mentoring: A Social Exchange Tool for Keeping Boomers Engaged and Millennials Committed
- The Relationship Between Short-Term Mentoring Benefits and Long-Term Mentor Outcomes
- The ROI of Mentoring: How to Increase Productivity, Revenue & Profit with Formal Mentoring Programs





Employers 4 Change uses job preferences, 6 core 21st Century skills, and culture fit to match intern candidates to employee mentors and managers. The goal is to increase workplace diversity, equity, and inclusion and reduce employer bias. Employers do not see intern candidates' resume, names, or profiles until after they are matched to candidates and send them a skill assessment.

Employers 4 Change's proprietary algorithm provides a short list of candidates that match an employee to an intern candidate. This is similar to popular dating sites, where an employee is matched to an intern candidate.

As previously mentioned, employers and students are matched based on multiple criteria with a specific focus on skills and culture fit.

Employers utilize E4C's assessment library and may opt to use a template assessment or customize the assessment to meet the job requirements.

When the candidate's assessment is returned to the employee, the candidate's identity, resume, and access to the interview is granted. This process reduces employer bias during the initial hiring process and showcases the candidates skills first. Candidates are selected based on criteria that pertains to skills, job requirements, and culture fit. According to OEP's Re-imagining Orlando's Talent Supply report (2020), "Bias heavily influences hiring decisions. Hiring managers find the most success with skills-based hiring when they use clear, concise, inclusive language within job descriptions."

Both the employer and intern skills are developed and documented during the internship time frame (standard 3-4 month semester).

Employers 4 Change employer and intern members have access to the E4C Academy which offers trending HR and skill courses.

The E4C Academy courses are developed using peer and reverse mentoring communication and engagement and multidimensional learning modules to upskill the full spectrum career path from intern, entry, mid-level, to senior level leadership. Course content is designed around Future of Work skill development. The courses administer a pre-test, post-test, and include follow up activities to develop and strengthen mentor - mentee relationships built on mutual trust and respect, openness and honesty.

Course assessments utilize multiple data collection methods such as interviews, quantitative and qualitative surveys, and social engagement in our E4C Academy.

The E4C Individual Development Plan collects quantitative and qualitative PowerSkill data trends, PowerSkill growth and emerging PowerSkill predictions using AI machine learning.



Photography by: Landen Conner

"Bias heavily influences hiring decisions. Hiring managers find the most success with skills-based hiring when they use clear, concise, inclusive language within job descriptions."



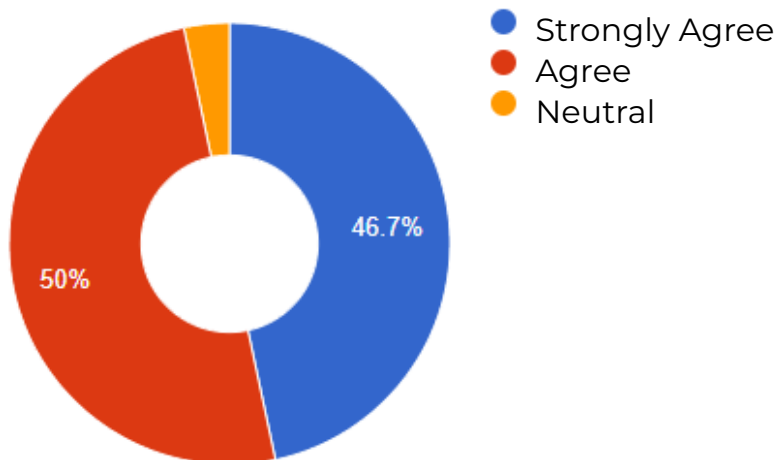
Employers for Change

04

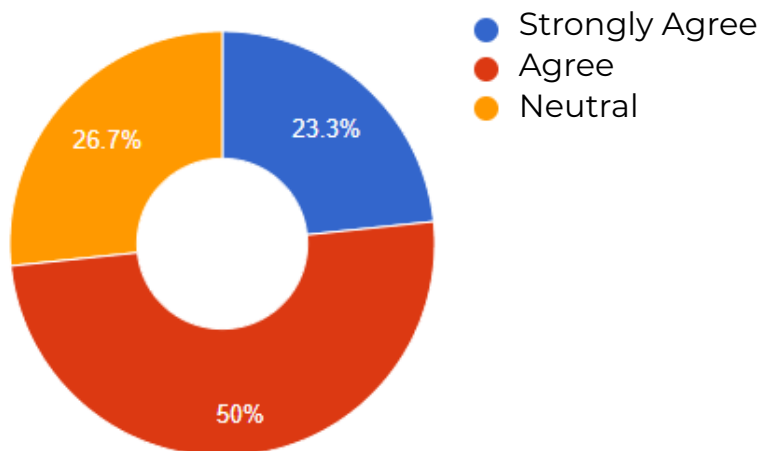
EMPLOYER
SURVEY
DATA



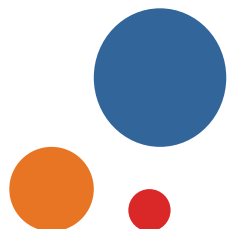
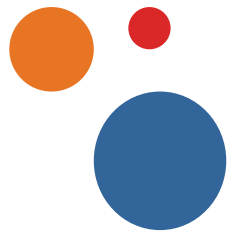
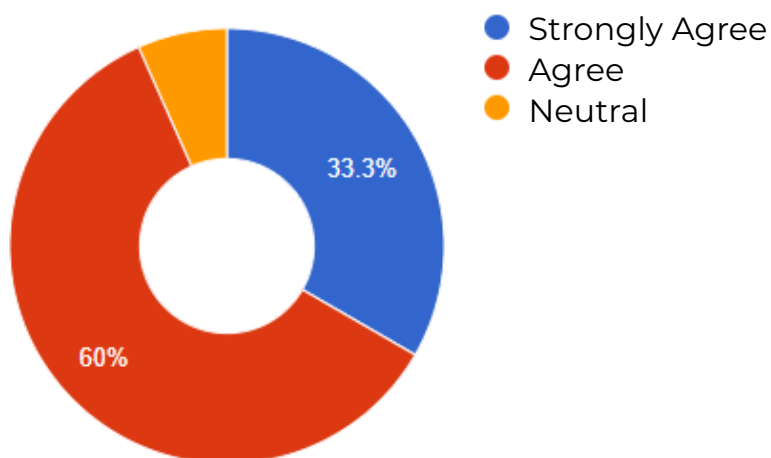
1. Employer communication skills as a mentor improved by 97.7% because of working with interns.



2. Employer team communication skills improved by 73.3% because of working with interns. intern improved their communication skills due to your mentoring.

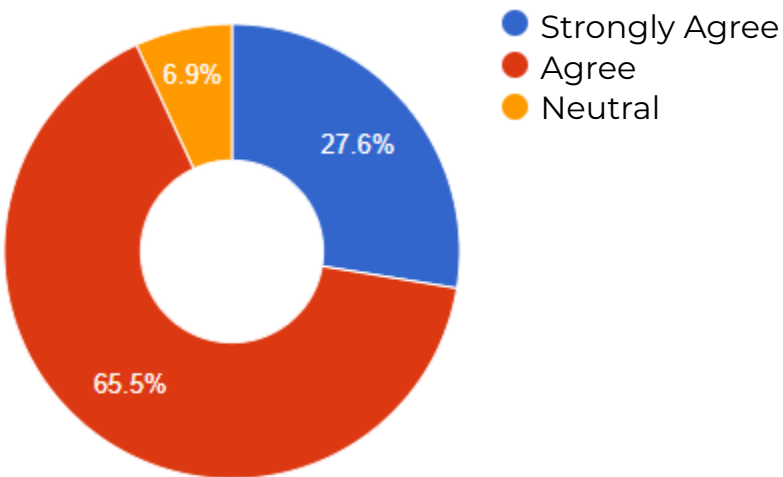


3. Employer improved intern communication by 93.3% due to employer mentoring skills.

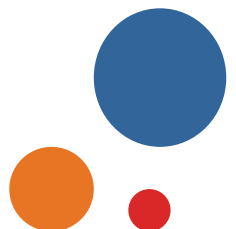
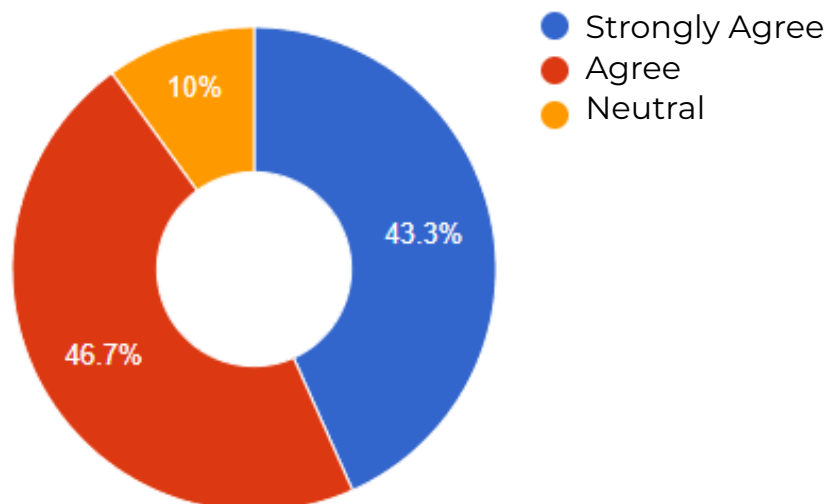




4. Employer learned and improved mentor skills by 93.1% when my intern shared information with me.



5. Employer identified and used innovative ways to improve organizational processes by 90% because of working with an intern.



QUALITATIVE EMPLOYER FEEDBACK

1. Having to work with my interns has helped me build more defined workflows and build more formalized pipelines.
2. It helped me realize how important it is to have a calendar, have hard deadlines and clear communication.
3. I have a background of 25 years of organizational leadership in the military and private sector. I have had extensive time with leading and mentoring others. So I already have substantial experience and skills in this area but there is always an opportunity to learn and improve and working with these interns has provided.
4. This process of working with an intern that is guided and directed and I am also guided and directed in supporting my intern; it is dynamic and has great results.
5. At our company we had seldom taken on more than one intern at a time. Now having established an internship program with intern pursuit we needed to better the way we work with more than one mentee. Setting up an onboarding process for interns, department documentation, tool kits and other materials were key. Our interns were instrumental in helping us set these processes up because they were able to provide their practitioner perspective and help us construct a better way to onboard interns and new employees.
6. It helped build leadership skills, gain a new perspective and helpful reminders for the team on fundamentals. It was great to be able to support and help mentor new skills and how the industry works. The internship helped us revamp a lot of our organizational and work processes to be more clear and collaborative.
7. Helped me realize there are a ton of communication, execution gaps and inefficiencies in our company.
8. I learned how to break down each step of a task more clearly in order to give our intern the right tools and knowledge to successfully perform the task. We found that doing a face-to-face or video meeting to explain a task or project is more valuable (than email for example) because it gives the intern a comfortable place to ask questions and feel more confident in how to approach the task. Once our intern had been working with us for 1-2 months we asked them to help identify a set of problems/challenges and present ideas to address them. We've implemented most of these ideas to help improve our processes.
9. Helpful to both mentee and mentor, I am enjoying the process of codifying processes and thinking through responsibilities while helping another person grow through the process.
10. Starting an internship program is a fantastic way to not only expand the team and increase productivity but improve processes, communication, and leadership skills within the existing team. In addition it is an easy and natural way to get fresh and new ideas into an organization.
11. Focusing on a project, versus operational tasks, for the intern increased his engagement and interest in working with me. Having open communications with the intern allowed me to select a project that would be beneficial for both the intern and our organization.
12. My intern was very strong on the Hard Skills and by the end of the internship appreciated the "Soft-Skills" needed to be a part of a team.
13. Working with interns gives us the opportunity to review our processes, training, and communication as we're now working with college students with little experience that need more guidance and explanations on how (and why) we do things a certain way.
14. As we have multiple people within our company working directly with the interns, we try to be as consistent as possible in what they're hearing from a variety of people and that overall we're all working towards the same goal.
15. Some of the questions we have received during training from the interns have led us to provide more documentations, or more details to some of the tasks we were asking our interns to complete.
16. Interns have eagerness to learn and that makes the mentor-intern relationship engaging and productive. My experience with interns has been of mutual growth and is extremely fulfilling watching people learn and succeed.
17. Discussing alternative solutions for how to improve communication provided great insights that deeply affect the experience and the overall result of the mentoring process.



05

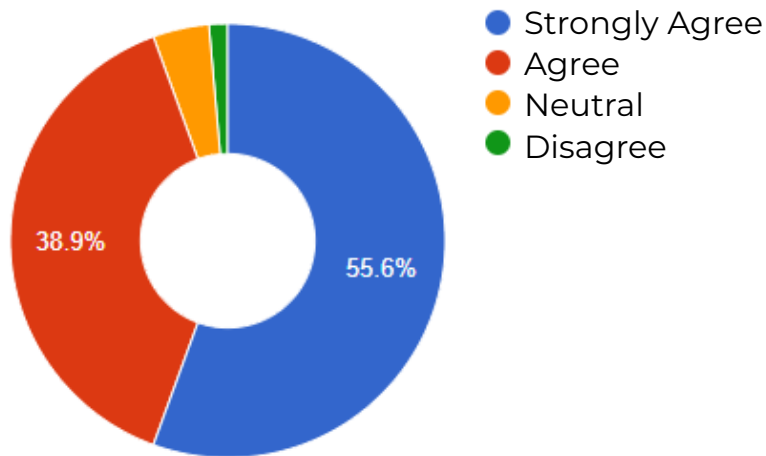
STUDENT
SURVEY
DATA



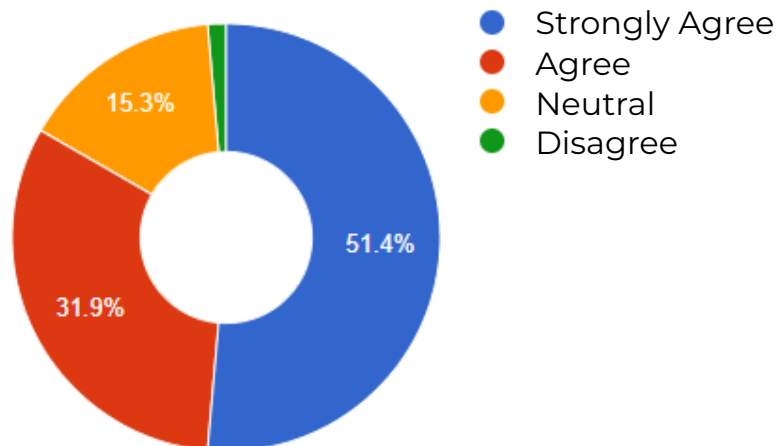
Employers for Change



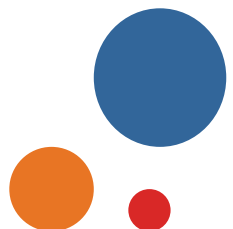
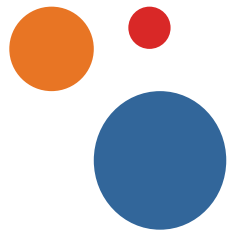
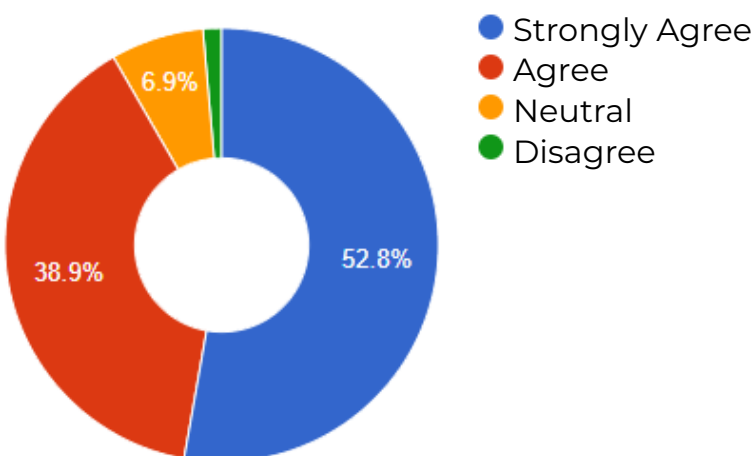
1. Interns communication skills improved 94.5% by working with an employee mentor.



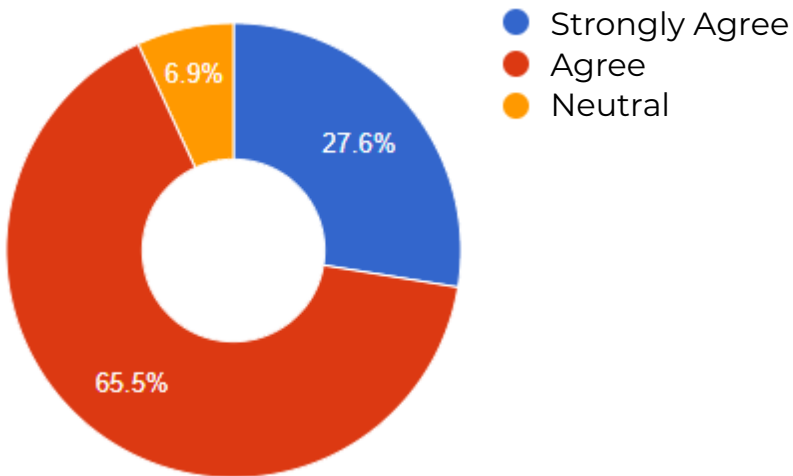
2. Interns research skills improved 93.1% by working with an employee mentor.



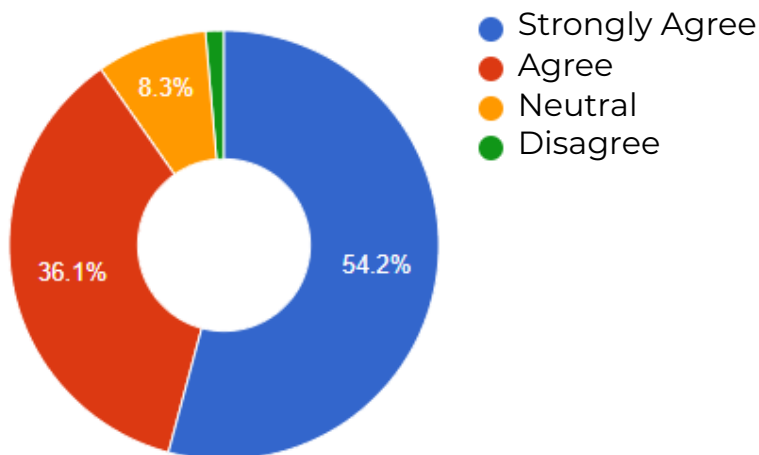
3. Interns problem-solving skills improved 91.7% by working with an employee mentor.



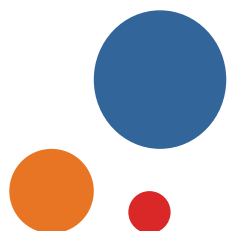
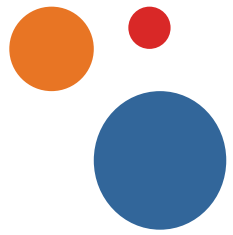
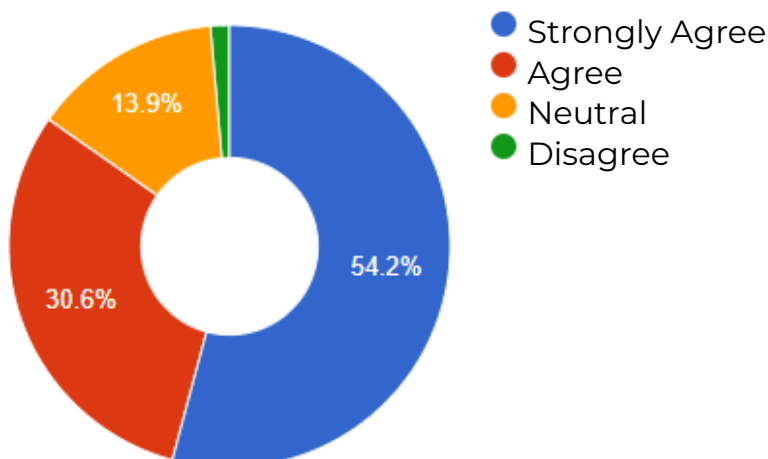
4. Interns critical thinking skills improved 84.7% by working with an employer mentor.



5. Interns creativity skills improved 90.3% by working with an employee mentor.



6. Interns time management skills improved 84.8% by working with an employee mentor.



QUALITATIVE STUDENT FEEDBACK

1. Working in a professional setting for the first time put my abilities to a test and gave me the opportunity to really understand what I was capable of thus, allowing me to strengthen skills such as time management and communication.
2. I was given freedom with my work and encouraged to take ownership and be proud of my work.
3. I was able to identify what aspects of research, creativity, and problem solving I should focus on refining. Even if they were not as prevalent throughout my tenure, my success manager made sure to emphasize its importance.
4. The skills I have learned through my internship experience will be vital to my success in the entertainment industry. I have learned how to coordinate schedules and network to accomplish projects. I have learned how to effectively communicate with my mentor and my peers in a professional atmosphere. I have been afforded many opportunities to be creative with my music writing and editing, while also adhering to a client's needs for my work. This internship has helped me hone my attention to detail and I have learned the value of detail oriented work in a professional setting. My mentor has been informative, present, easy to communicate with and patient while I was able to learn these important work skills during my internship.
5. I was able to get feedback on everything I was doing which allowed me to perform better and understand how my actions affected the company. My mentor guided me through and answered all my questions.

6. Because my mentor helped me through working with tougher clients it allowed me to gain critical thinking skills and then reflect upon my mistakes with someone more experienced.
7. My mentor at my internship was very great at leading by example. A lot of the skills I developed were just by observing and emulating her. She was a great teacher and an extremely strong leader.
8. Time management is a huge takeaway. Balancing different projects at the same time helped me budget my time wisely. Considering each project was going to be battling for



time with work, school, or personal projects. It helped me form schedules and stick to them which is not something I really committed to prior. Now I love to plan things down to the hour and give myself little deadlines to stick to.

9. My mentor gave positive critiques when it came to time management and communication to remember that there's not much room for delays in the work world. I carried this with me in my full-time job, post internship when dealing with email responsiveness and respectful communication with clients. She helped me think outside the box and to always think of the future in my field to be one step ahead. This helped me greatly moving into my marketing position since I need to think this way for an ongoing, changing industry.

10. Thankful for E4C and my mentor helped me tremendously when it comes to networking and learning how to effectively communicate with people from all walks of life. Isabella taught me how to think outside of the box and how to make my work skills transferable.
11. This experience improved my skills in all the above mentioned categories. For research, I had to write a lot of code for which I had to research algorithms and learn the best way to approach the problem at hand. This also helped me build on my problem solving, critical thinking, and creativity skills. Time management improved as I was asked every week what my tasks are and assigned time limits to each of them. I also had daily meetings with the team and that helped me work on my communication.
12. My internship felt more like a job than an internship. I was given responsibilities and I was also never micromanaged so it gave me the opportunity to learn self discipline and to hold myself accountable for my work and my team. I also got better at thinking outside the box and learned so many things I didn't expect I would come into the internship. I used these skills on a daily basis which made them stronger by the time I left.
13. Consistent feedback and communication allowed for me to progress my time management and critical thinking skills, and receiving tasks to complete throughout the summer allowed me to develop better time management skills as well.
14. I managed to gain a significant amount of skills during my internship. It changed my life forever. Today, I can be an outstanding and fearless professional ready to solve any sort of problem.
15. I found that my communication skills vastly improved during my internship due to constant contact with the team and my mentor. We challenged each other and brainstormed together a lot.
16. I loved how most tasks were mostly dependent on me. While my mentor was there for help, I was the one responsible for that task. It helped me build my skills without heavily relying on another person. I can definitely work on my communication skills. While I definitely improved over the course of the internship, I still need to practice the idea that sometimes over-communication is better than no communication.

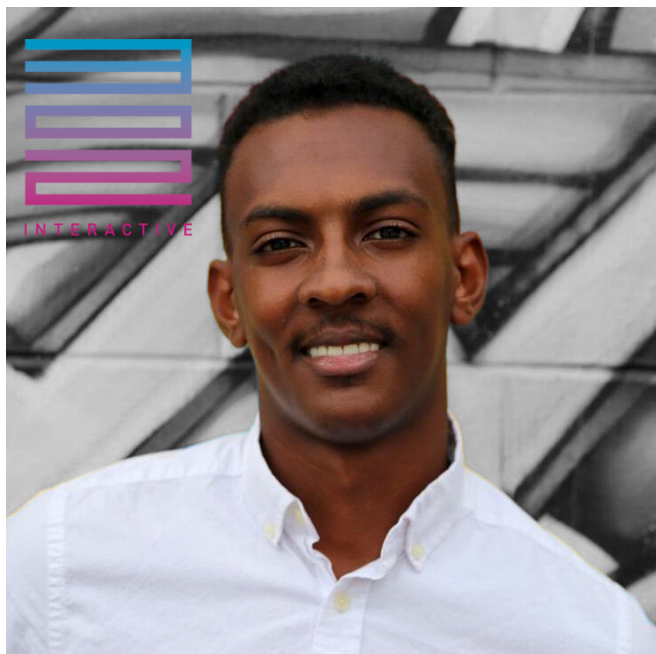
Based on the literature findings shared, it is recommended that organizational leaderships should continue to engage in the practice of mentoring for its effectiveness and efficiency to develop employee skills and improve organizational outcomes. Additional research opportunities present to expand the impact of peer and reverse mentoring as part of the multidimensional learning in the areas listed below.

1. Expand study to measure how peer and reverse mentoring improves employee engagement, satisfaction, and retention.
2. Expand study to increase how E4C multidimensional learning platform makes a 1 semester internship equal to 1 year of experience.
3. Expand study to include how multidimensional learning modules improve peer and reverse mentoring relationships between employee mentors and interns.
4. Measure unpaid and paid interns skill development and ability to obtain an entry level position more quickly (longitudinal study).
5. Expand study to include organizational improvement due to multigenerational and multidimensional learning impact on employee engagement, satisfaction, and retention.
6. Consider measuring impact on improved processes, increased sales, improved cultural diversity and inclusion.
7. Consider additional impact studies on traditional students, non-traditional students, transitioning veterans as interns with 10+ years experience, neuro diverse students, volunteer skill development, and formerly incarcerated students.



Photography by: Lagos Techie

CASE STUDY



• **Kyle Morrand**



• **Robert Torres**

"We ultimately hired one of our interns to work full-time as a content manager and continue professional relations with our PR intern to help us build PR relations locally."



INTERACTIVE

With Employers 4 Change, we started an internship program with mentorship culture and talent acquisition being a new part of our company's growth and expansion.

Our previous experience with interns was challenging and unfamiliar, but having the confidence of being matched with passionate, prepared interns who can fit within our company culture helped us tremendously.

Getting matched to our interns Claudia and Michael set the bar high and helped build a more formal internship program. We ultimately hired one of the interns to work full-time as a content manager and continue professional relations with our PR intern to help us build PR relations locally.

We appreciate that the E4C platform increases diversity, equity, and inclusion as a cultural mindset and our interns developed a solid set of skills.



CASE STUDY



At one point in time I was working with two interns at two different organizations. One was with me at my full-time startup company and the other was helping at my non-profit. Both interns were unpaid and worked remotely.

The intern at my startup was highly engaged. I spent daily time with her. She was empowered and felt a part of the team.

However, as I had to work on the non-profit organization in my spare personal time, I realized I was not investing the same amount of time with my intern there. Less engagement on my part, meant that the intern did not perform and unfortunately she left and was no longer interested in working on the project.

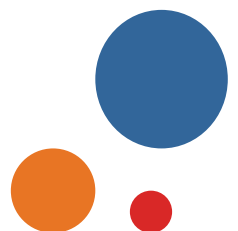
One excelled and taught me the value of good mentoring. The other intern left, and I realized how important it is to develop the skills and a relationship with that intern.

An additional benefit of working with interns is that we could quickly identify process gaps and update documentation. We asked ourselves, "Why are we doing this the same way?" Working with our interns, I have personally improved the way I communicate, which has helped with ideation and leveraging more design thinking skills to the benefit of our culture and processes.



• Jacques Fu

"Both interns were unpaid and worked remotely. One excelled and taught me the value of good mentoring. The other intern left, and I realized the how important it is to develop the skills and a relationship with that intern."



CASE STUDY



If you want to have a successful internship program, and recruit qualified interns while saving time and money, try E4C's platform, because they do the heavy lifting.

We have hired several of their interns and they have turned out to be valuable employees. One of our highest priorities is to make sure we have a good culture fit within the hiring process.

We especially appreciate that the E4C platform addresses the compliance component, so that is completely handled when hiring unpaid interns, allowing companies to reduce their risk and have less to worry about.

An added benefit of working with interns is it improves internal processes by having these reviewed during training sessions with our employees, and that is highly beneficial.



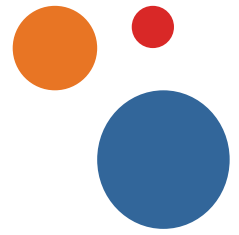
"We have hired several of their interns and they have turned out to be valuable employees. One of our highest priorities is to make sure we have a good culture fit within the hiring process."



In today's highly competitive market, savvy leaders and HR professionals that effectively manage their demographically diverse workforce will enjoy a competitive advantage if they understand what motivates and drives today's multidimensional learners that are joining the workforce. Rising GenZ and Millennials want and demand mentoring. Peer and reverse mentoring is a win/win scenario that promotes a culture of diversity, equity, and inclusion for multidimensional learners.



While most research to date has focused on protege benefits. Further empirical research on peer and reverse mentoring and its impact to upskill mid-level and senior employees along with organizational effectiveness and efficiency warrants additional research.



Duggah, S. and Galadanchi, A. (2014, August). Employee Mentoring: A training and development technique in enhancing organizational effectiveness and efficiency.

International Journal of Management, 5(8) 57-66. https://www.academia.edu/19858002/Employee_mentoring_a_training_and_development_technique_in_enhancing_organizational_effectiveness_and_efficiency

Duncan, A. (2021). The ROI of Mentoring: How to Increase Productivity, Revenue & Profit with Formal Mentoring Programs. Chronus.com.

<https://get.chronus.com/rs/910-YDI-216/images/The-ROI-of-Mentoring-Coaching-and-other-Employee-Development-Programs.pdf>

Eby, L., Durley, J., Evans, S., and Ragins, B. (2006). The relationship between short-term mentoring benefits and long-term mentor outcomes. Journal of Vocational Behavior, 69, 424–444.

IBM. (2019, August). What Learning Should Be - Keeping Skills Fresh Requires a Multimodal Journey. IBM Corporate Social Responsibility.

<https://www.ibm.com/downloads/cas/EPYMNBJA>

Johnston, I. (2021, July). What is multidimensional learning and why it is important for your business. Brainz Magazine.

<https://www.brainzmagazine.com/post/what-is-multidimensional-learning-and-why-it-is-important-for-your-business>

Orlando Economic Partnership. (2020). Re-imagining Orlando's talent supply: skills-based hiring for upward mobility.

Orlando Economic Partnership. (2021). Re-imagining Orlando's talent supply: A business perspective on in-demand skills.

Produced By : [Employers 4 Change](#) 2021

Layout Designer : [Joseph Szukala](#)

Founded in Partnership with :

[The City of Orlando](#) & [Orlando Economic Partnership](#)

