

TeamMates Data Highlights

Strengths-based mentoring positively influences student engagement with school. Including strengths within the mentoring process significantly impacted mentees' engagement with school over the course of the school year.

Reference:

The engagement GrandMeans (the mean of the means for all five items in the Engagement Index) for the control group were 4.43 for wave one and 4.04 for wave two. The intervention group GrandMeans were 4.29 and 4.16 for waves one and two, respectively. Again, the control group started with an engagement value higher than that of the intervention group prior to any intervention. **When controlling for this variance in starting GrandMean between the control and intervention groups, the strengths intervention had a meaningful and statistically significant impact on the students' engagement level with school over the course of the school year.**

Students in the strengths-based mentoring program were more likely over time to strongly agree that they know how to build on their current strengths. Significantly higher percentage of students in the strengths-based mentoring group strongly agreed they know how to build on their current strengths.

Reference:

The Strengths Self-Efficacy Scale measures student perceptions of the utility of strengths in their everyday lives. Significantly fewer students in the control group strongly agreed that they accomplish a lot using strengths, use their strengths in many situations, and find ways to use their strengths every day by wave two of the study. In contrast, a significantly higher percentage of students from the intervention group strongly agreed by wave two that they know how to build on their current strengths, evincing a meaningful impact of strengths-based mentoring for helping students build their own self-concept through strengths development.

There is a relationship between strengths self-efficacy and student engagement with school. There is a correlation between students having strategies to grow their strengths and the students school engagement GrandMean.

Reference:

There is a correlation (0.43) in wave two for all students between having strategies to grow strengths and students' engagement GrandMean.

Students in the control group who received no strengths training as part of their mentoring program were significantly less likely to strongly agree that they looked forward to seeing their mentor over time. There is positive correlation between a student's looking forward to seeing

their mentor and students' overall levels of hope, engagement and wellbeing (as calculated with the RFF score—see report).

The Working Alliance Index is a short battery of items gauging each student's perception of the mentoring relationship. Results were mostly consistent from wave one to wave two for the control and intervention groups with the exception of the final item, which asks whether students look forward to seeing their TeamMates. A significantly lower percentage of students in the control group strongly agreed with this item in wave two (on a 5-point scale where 1 is strongly disagree and 5 is strongly agree). Such a significant decline was not seen in the strengths intervention group. There is 0.36 correlation in wave one and a 0.24 correlation for wave two between a student looking forward to seeing their TeamMate and the student's Ready for the Future score.³