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Comparison of Effective Mentoring Frameworks for Transitional-Aged Youth in

Educational Settings

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ABSTRACT
Comparison of Effective Mentoring Frameworks for Transitional-Aged Youth in Educational
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Every child deserves the opportunity to succeed. Mentoring and mentoring programs are believed to be an important community and educational initiative. It is incumbent upon educators to prepare and equip young people to meet the challenges of adulthood and achieve their full potential. The purpose of this study was to determine the program inputs that contribute to transitional-aged youth mentees' outcomes from mentoring. Strategies from formal, informal, and natural mentoring frameworks were considered. Mentoring programs' impact on resilience was also assessed. A qualitative comparative document analysis, grounded in the principles of mentoring frameworks, was utilized to determine strategies of mentoring programs' effectiveness. The researcher identified secondary resources to gather information on mentoring frameworks for youth. Data analysis and results from peer reviewed articles on mentoring frameworks were presented. Dissertations with research foci on the efficacy of mentoring programs were analyzed and compared. The research sought to answer, in general, why effective mentoring frameworks are needed in transitional-aged youth's educational settings. The coding exercises and creation of the codebook were achieved through utilization of Nvivo, a computerized qualitative coding software program, as well as memo entries and handwritten notes. Emergent themes and subcodes of 1) Elements of Mentoring Relationships; 2) Types of Youth; 3) Mentor Type; 4) Mentoring & Intervention Strategies; 5) Mentoring Impact & Outcomes for Mentees; 6) Mentoring Frameworks; and, 7) Mentor Selection Characteristics resulted from the thematic content analysis. Specific characteristics that emerged were 1) Mentor

Selection; 2) Elements of Mentoring Relationships; 3) Relationship Quality; and, 4) Relationship Intensity. The research revealed that there are specific strategies of formal, informal, and natural mentoring frameworks used to support youth in education settings. These empirically-supported strategies are parental involvement and mentor training. A conceptual framework that looks at the best practices of mentoring efficacy for transitional-aged youth, designed as a result of this study, will have the greatest and most favorable impact on transitional-aged youth mentees' needs. Its attributes of attachment theory are supported by lasting psychological connectedness between human beings and their related attachment behaviors/transactions.

Keywords: mentoring frameworks, impact of mentoring on youth, mentor/mentee relationships, formal mentor training, informal mentor training, transitional youth, attachment, and resilience.

DEDICATION AND ACKNOWLEDGEMENTS

I dedicate this work to the individuals who have been instrumental in its fruition - most notably, my grandmother, Orena "Big Mama" Griffieth, whose earthly life ended just after I began pursuing my undergraduate education. Her sacrifice for her family's benefit and her love and support for me were unparalleled; my mother, Patricia "Ms. Pat" Morris, who has consistently facilitated a tireless and enviable bond between mother and son; my family, many of whom are not related by blood, but who nurture and love me in ways that only a family can; and the scores of students who have allowed me to create supportive communities of learning in which they had the space and freedom to develop, flourish, and create lifelong relationships and opportunities for bright, fulfilling futures.

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Contents

Chapter 1: Introduction

Background and Overview

In 2010, there were 47.1 million youth and young adults between the ages of 14 and 24 living in the United States (The National Center for Educational Statistics, 2011), representing 15 percent of the total population. Success stories of youth who have persisted despite adverse situations often include the active presence of at least one influential, supportive relationship with a nonparent adult or mentor (Rhodes et al., 2002). Every child deserves the opportunity to succeed. Mentoring and mentoring programs are believed to be an important community initiative. It is incumbent upon educators to prepare and equip young people to meet the challenges of adulthood and achieve their full potential. Young people who are surrounded by a variety of opportunities for positive encounters engage in less risky behavior and ultimately show evidence of higher rates of successful transitions into adulthood. Youth empowerment programs are one form of mentoring program. The positive outcomes of participation in youth empowerment programs are improved social skills, improved behavior, increased academic achievement, increased self-esteem, and increased self-efficacy (Morton & Montgomery, 2011).

Rhodes et al. (2002) raised the point, worthy of strong consideration, that mentoring's popularity may be due to its attempt to compensate for deficiencies within the system that put children at risk. Many interventions have focused on "fixing" at-risk children, while ignoring ecological factors such as destructive relationships, climates of futility, learned irresponsibility, and loss of purpose (Brendtro, 1990) that contributed to their risk status.

According to Johnson (2002), there are several distinct yet interwoven functions provided by mentors to mentees. Kram (1985) noted that these functions cluster within two primary domains: the career and the psychosocial. Career functions include sponsorship, exposure and

visibility, coaching, protection, provision of challenging assignments, and transmission of

applied professional ethics (Kitchener, 1992). Psychosocial functions enhance the protégé's

sense of competence, identity, and work-role effectiveness. Spencer (2006) pointed out that

relational processes which support attributes like authenticity, collaboration, empathy, and

companionship exist in strong mentoring relationships and are missing in those that fail.

Mentoring Today

According to Wesely et al. (2017), mentoring involves a supportive relationship between

a youth and an adult who is not a caregiver and is intended to positively impact identity

development, relationships, and well-being. Mentoring programs in the United States of America

have been acting as intervention strategies to address young people's needs and serve as a guide

toward adulthood. The federal government has been funding some of these programs, improving

their progress and effectiveness while benefitting those who participate. A meta-analysis of these

interventions shows that processes such as identity, cognitive and social-emotional well-being

have promoted meaningful relationships between youth participants and non-parental adults

(Ferrer-Wreder, 2014).

Effective mentoring strategies found in mentoring frameworks include community-based

mentoring, school-based mentoring (Kanchewa et al., 2018), and e-mentoring (Tinoco-Giraldo et

al., 2020).

According to Rhodes and DuBois (2006), young people, especially teenagers today, enter

high school without personalized strategies for healthy development. To this end, the authors

stated that mentoring programs have been discovered to be more effective for people who may

have undergone environmental risk factors such as poverty or marginalization. Furthermore,

Bernstein et al. (2009) confirmed that mentoring programs have been effective for young people

transitioning from childhood to adulthood. Levinson first introduced mentoring frameworks in 1978, when he developed a model that clarified the phases mentors use by eradicating the organizational and psychological factors that cause a transition from one stage to another (Hunt & Michael, 1983). Since then, mentoring has become significant in education systems to aid students in overcoming challenges that may result from environmental factors. Additionally, mentoring frameworks help mentors and mentees enhance their skills and acquire learning techniques that may be used to attain maximum effectiveness in addressing learners' needs (Karcher et al., 2006).

Nationally and Regionally Recognized Youth Mentoring Programs

Fifty to eighty percent of American youth report having a meaningful relationship with a mentor, with about thirty percent of these relationships formally arranged through an organization (Wesely et al., 2017). Although mentoring programs across the country may take many different forms (e.g., school-based, community-based, faith-based), the commonality among them is that they pair a young person (mentee) with an older, more experienced person (mentor) with the expectation that the dyad will develop a relationship within which the mentor can impart support and guidance to the mentee (Thomson & Zand, 2010). Examples of such mentoring programs include, but are not limited to: Big Brothers Big Sisters, Perach (Hebrew acronym for Mentoring Project), The National Mentoring Partnership, World Wide Youth Mentoring, Los Angeles County Employee Youth Mentoring Program, Youth Action Network, 100 Black Men, Brotherhood Crusade, EmpowHer Institute, LA Team Mentoring, Youth Passageways, I Have a Dream Foundation, National Mentoring Resource Center, MENTOR: The National Mentoring Partnership, Boys & Girls Clubs of America, Youth.gov, Mentoring in America, Friends of the Children, and Tuesday's Children. The Mentoring in America poll

conducted by The National Mentorship Partnership (2016) estimated the existence of

approximately 5,000 mentoring programs and nearly two million youth served annually (Wesely,

2017). Outcome studies of mentoring programs have demonstrated that they hold considerable

promise in promoting competence across multiple developmental domains (Thomson & Zand,

2010). Among these, focus should be placed upon active listening, conflict resolution, future

orientation, and emotional regulation, which, according to Wesely et al. (2017), are four positive

coping strategies associated with enhanced resilience among at-risk youth. To that end, this study

is a qualitative document analysis of national and regional mentoring frameworks, styles, and

techniques.

Research Problem

Despite a recent surge in the popularity of mentoring programs and activities,

unanswered questions exist about program features, content, and approaches that will produce

the most beneficial outcomes for transitional youth who participate (Tinoco-Giraldo et al., 2020).

Mentoring programs in the United States of America have been serving as intervention tools to

address young people's needs and as a guide toward adulthood, yet there is more to be

understood about mentoring programs that claim success.

This comparison of effective mentoring frameworks for youth in educational and

community settings is desperately needed. Youth hold the country's future in their hands; thus, it

is critical to ensure that all is well in terms of their mental health, emotional support, and

psychological wellbeing (Schwartz et al., 2018). In this study I will discuss educational vs.

psychological mentoring environments, such as community-based mentoring, school-based

mentoring and e-mentoring.

Purpose Statement

Over time, young people have attained knowledge through formal or informal mentoring, with most of them improving their understanding of skills and techniques they will need for success in the future. Over 5,000 mentoring programs have been documented in the United States, and significance of programs has been noted in some instances where over three million people have reported pivotal transformation (Schwartz et al., 2018). Methodological and programmatic diversity in mentoring have been propelled by funding and development pressures from youth on the front line to ensure that the programs are effective (Karcher et al., 2006). There is, however, a gap in determining how effective these program frameworks have been. Program effectiveness can be gauged by the degree of impact and qualities of outcomes for the mentees who participated. Self-efficacy for mentoring is about a mentor's beliefs in their abilities to successfully perform future-focused mentoring tasks and achieve their mentoring goals (Deane et al., 2022). Nevertheless, mentoring is a widely-used intervention, especially in fields such as juvenile justice, public health, and education.

In addition, there is a need to explore the importance of comparison of the effective mentoring frameworks for the youth in educational and community settings. In this study, I explore three mentoring perspectives. First, I compare the mentor/mentee relationship between educational versus community settings. Second, I explore how youth mentoring relationships in educational settings look, including their unique significance on the development of transitional-age youth. Last, I identify the practical techniques that mentoring programs use in their framework designs to distinguish which is better in promoting effectiveness to youth in academic and community settings. To that end, the following research questions are explored in this study:

1. How are strategies and characteristics of formal, informal, and natural mentoring frameworks used to successfully support transitional-aged youth in educational settings?

2. How do these mentoring programs measure their impact on resilience for transitional-aged youth?

Rationale

Most mentoring relationships fall into one of two overarching categories: natural mentoring and formal mentoring. Natural mentoring relationships form organically between youth and older individuals (e.g., extended family, teachers, coaches). In formal mentoring, volunteers are matched with youth by an agency, which provides structure and oversight for the relationship (Schwartz et al., 2013). Natural mentoring relationships typically arise within social networks, and are characterized by bonds between older, more experienced adults and younger protégés. Natural mentors often provide ongoing guidance, instruction, and encouragement, facilitating the adolescents' transition into adulthood. (Schwartz et al., 2012). Natural mentors are an understudied source of positive youth development in the lives of young people who help facilitate successful transitions into adulthood (Larson, 2006). Research in this area has only been able to examine the short-term rather than long-term gains associated with mentoring (Grossman & Rhodes, 2002). I seek to contribute to the research of success models that foster resilience for youth in education and community settings by offering practical recommendations for successful mentoring models informed by theory.

Positionality of the Researcher

Researcher's Perspective that Mentoring Youth is Important. There are several individuals who have made a significant and lasting impact upon me and in my life. I didn't

approach any of them to ask if they would mentor me. In every case but one (where the relationship formed in a professional work setting), these were teacher/student relationships in a high school or university setting where a bond well beyond the institutional cycle of enrollment, lecture, assessment, and grade assignment was unintentionally formed.

Critically reflecting upon them now, these naturally emerging mentor/mentee relationships grew gradually and continually. In every case, I found myself being drawn to the energy of my mentor, intoxicated by their high standards of personal and professional excellence while they were simultaneously challenging me to raise my bar of self-expectation of academic, personal, and professional performance to match theirs. Although I was often unsuccessful in doing so, I studied their every mannerism, watched their faces while they listened to others, and memorized their responses – not merely *what* they said, but *how* they said it, and how their words made the recipients feel. A challenge I placed upon myself was to decipher the *why* of what my mentors said to others, and I would constantly query them to see if I was even remotely close in my assumptions. Subconsciously I monitored their punctuality, absences, reliability in keeping their word, advocacy of my peers and me, willingness to give me just an extra few minutes when they were able, and perhaps most importantly, the way their subordinates, colleagues, and superiors approached and treated them. What I gleaned from my informal, unsanctioned, and unskilled study of these influential adults during these formative years of my youth has truly carried – and even propelled – me through three academic degrees and the development of two distinct, respectable, and rewarding careers at this point.

Ford (1999, as cited in Colley, 2022) believes that a mentor may offer advice, but must first earn the client's trust and respect. This normally means standing alongside the client and being prepared to share the client's burdens (at least in terms of empathy, which is genuinely

experienced by the mentor, and transparent in its genuineness to the client). I support this attestation, as it aligns with my own lived experiences.

Professional Experiences as a Mentor in Educational and Community Setting

Just over five years ago, I had the pleasure of serving on a reunion committee that was assembled to honor my high school choral director, who had recently published a book chronicling his 40 years of teaching high school choral music. The committee was comprised of five other alumni from his choral program, each of whom was between 40 and 50 years of age. As we reminisced, the overall consensus among the group was that our choral director had provided valuable experiences within the culture he created for us during our formative years as his students. Some of these included:

- A sense of community and belonging

- A father figure to those of us who didn't have one at home

- Self-confidence both on- and off-stage

- Opportunities to be leaders

- Practice at and a drive for honing our work ethic to be as strong as possible

- The ability to receive, accept, and apply criticism

- Freedom to be our authentic selves without fear of judgment or ostracism

- Privilege and consequence of the decision-making process

I believe these skills and opportunities helped us to feel included in the choral classroom and beyond by providing a safe space for us to take risks, realize our personal identities, create

lifelong relationships, and freely express. Note that none of the experiences I listed included anything about music-making.

The telling part of these conversations was that we realized that we each had similar experiences and – some 30 years later – shared a common bond that was still unifying: We had each chosen our choral director as our mentor and he accepted each of us willingly and, in quite a few cases, he was still serving in that same capacity, which is definitely true in my case. It was through the experience of serving on this committee, and as emcee for this recognition event, that I realized that what our teacher and director had done for each of us – either intentionally or unintentionally – was supremely significant, telling, poignant, and worthy of further exploration. He was someone we wanted to please, make proud of us, never disappoint, and have present at any life milestone that we would experience in high school and beyond.

With confidence, I can say the huge impact of the mentor-mentee relationship I have with Dave is what served as a major motivation in my attending college and choosing to study his same discipline area, choral music. After teaching music in a traditional high school setting in upper-middle class communities of primarily white families for a few years, I realized that there were youth of color and lower socio-economic status in neighboring communities whose need for opportunity and support continued to go unfulfilled. From this revelation and with the support and involvement of my trusted network of friends, humanists, and supporters, I founded and served as executive and artistic director of an after-school performing arts academy, Celebration Entertainment Academy, for 10 years. This promotive resource (Fergus & Zimmerman, 2005) strove to positively affect youth through the organization's mission: "To bridge diverse communities by empowering transition-aged youth to develop self-esteem, self-discipline, and a sense of accomplishment through advanced, contemporary vocal and dance

training, showcases, and competitive performance opportunities." Over the years, the students and staff of the Academy enjoyed a combination of recognition, support, and grant awards from highly-respected organizations such as the American Choral Directors Association, the Los Angeles County Arts Commission, the National Association of Career and Technical Education, and the Tournament of Roses Foundation. None of these accolades were the goal, though; they merely provided the opportunity to give youth a venue to create a community and develop themselves. It was during this time that I had the humbling experience of being chosen as a mentor by scores of young people during their formative years and am honored to still have an active and present role in many of their lives to this day.

I realize now, after more than 20 years as a choral music director, college and career-readiness educator, K-12 administrator, and university leadership and communications lecturer, that the subject-matter focus was not the driving force behind my decision to become an educator, but rather the access to youth and young adults who could benefit from the guidance and support of an adult in a supportive and safe environment in which the youth chose to participate of their own accord.

Theoretical Frameworks

Hays and Singh (2023) tout grounded theory as one of the most popular research traditions in clinical and education disciplines of current times. Grounded theory hails from the discipline of sociology and has four key figures: Barney Glaser, Anselm Strauss, Juliet Corbin, and Kathy Charmaz. According to Charmaz et al. (2004), constructivist grounded theories are theoretical reviews that support one's ideas in a thorough analysis. Grounded theory is unique among qualitative design approaches since it depends solely upon data gleaned through the research process. Several authors discovered different theoretical frameworks to support the

mentoring frameworks that are effective for youth in educational settings. According to DuBois et al. (2011), youth-mentoring programs necessarily involve a relatively extensive array of interconnected activities and practices (Weinberger, 2005). These include, but are not limited to, outreach to targeted populations of youth; recruitment, screening and training of mentors; matching individual youth with mentors; and ongoing oversight and supervision of mentoring relationships. Such activities, in turn, must be supported by adequate organizational infrastructure and resources. Program design, furthermore, entails making decisions regarding a host of parameters such as targeted outcomes, selection criteria for mentors and youth, expectations for the duration of the mentoring relationship and the amount or frequency of mentor–youth contact, the setting(s) to be utilized, and the role(s) that mentors should be encouraged to take on in their relationships with youth (National Mentoring Partnership, 2017). Some of these theoretical frameworks will be discussed in this section.

Resiliency Theory

Developmental psychologist and clinician Norman Garmezy is widely recognized as the first to study a trait in children he later described as "resilience." Cicchetti and Garmezy (1993) pondered what individual, familial, or societal factors result in adaptive outcomes even in the face of adversity. Investigations of poverty and trauma all pre-dated work on resilience, but all uncovered findings that are relevant to the construct of resilience. Garmezy's work with his colleagues was among the earliest examples of efforts to stress the importance of examining protective factors in at-risk populations and laid a foundation for future study in the area of resilience. Resiliency theory (Garmezy, 1991) suggests that protective factors that a child may get during their youth can aid them in avoiding the negative consequences of the risk factors they

face. Protective factors include elements of a person's background or personality that could possibly enable success despite obstacles they may have faced. These protective factors enable individuals to circumvent life stressors. Mentors should, therefore, be caring and present to act as protective resources for the youth. These factors provide transitional-aged youth with the necessary support, guidance, and courage needed to help them overcome familial, peer, community, and school risk factors. Through recognition that even resilient children need support and may be vulnerable throughout their lives, necessary services for them can be provided. That availability of support could likely be a vital component in the child's ongoing expression of resilience (Cicchetti & Garmezy, 1993).

Hawkins (2000) stated that high-risk youth who may receive little or no informal mentoring may lack potential elements essential for healthy development. However, DuBois et al. (2011) and Schwartz et al. (2011) argued that despite the many advantages that mentoring programs may have, some disadvantages may also arise where the mentor and the mentee may develop a short-term relationship that doesn't last long enough to be effective through the entire transitional phase. In addition, some authors also argue that the adverse effects may be more than the positive ones if the relationship between the two is of poor quality.

Juvenile delinquency can be avoided, according to the principle of resiliency, if positive or protective influences sufficiently bolster a young person's life. Having access to caring mentors may give young people the direction, support, and oversight they need to counteract the effects of personal, social, academic, and community risk factors (Gonzalez, 2015). Mentorship programs may be a protective factor for high-risk youth who lack access to informal mentoring by healthy role models. Resiliency theory provides a framework for understanding why some youths who are exposed to a risk do not exhibit the problem behavior associated with that risk.

This framework enables us to go beyond basic bivariate analyses to gain a more thorough understanding of the complicated relationships between risk factors, outcomes, and potentially helpful factors such as having a natural mentor (Zimmerman et al., 2002). These formal mentoring programs allow youth to develop more generally despite exposure to potentially harmful external influences. Poon et al. (2022) stated that the indicated benefits of program participation for emotional well-being are perhaps not surprising. Youth may simply "feel better" with positive attention from a caring adult and opportunities to engage in enjoyable activities that, in themselves, may boost a child's mood. In addition, as noted, program-based youth mentoring shares features with behavioral activation, an evidence-supported treatment for depression in which patients identify and engage in activities they enjoy (Cuijpers et al., 2007). Mentoring provided through a program such as Big Brothers Big Sisters may also involve processes similar to those involved in cognitive behavioral treatment of internalizing difficulties, including modeling and reinforcement of realistic appraisals, problem-solving and adaptive coping (Kerr & King, 2014). Mentoring programs and partnerships can help reduce juvenile criminality, but risks are involved. Short-term or abruptly interrupted mentoring relationships within programs may have unintended consequences, such as diminished interest in future mentoring opportunities and feelings of rejection and loss. Others have concluded that if juvenile mentoring relationships are low quality, the hazards outweigh the benefits for the youth involved. It is noteworthy that the association between relationship quality and outcome measures extends over the two broad domains of academic achievement and self-esteem. This finding provides further evidence that the positive effects of mentoring can be wide-ranging, and can be felt in several different areas of youth's lives (Grossman & Tierney, 1998). Program administrators using this relationship quality inventory to evaluate the strength of the bonds

forming between their volunteers and youth participants can reasonably infer that a young person

with poor academic performance or personal self-esteem might experience improvements in

these areas if paired with a particularly dedicated, trustworthy, and consistent mentor (Rhodes et

al., 2005).

Ecological Systems Theory

Ecological systems theory emphasizes the need to consider systems' reciprocal and

interrelated nature (Bronfenbrenner, 2000). In terms of the mentee's academic and professional

development, a mentor would recognize and pay attention to how the mentee is juggling

competing values and priorities across various systems (Kolne & Lindsay, 2020). From an

ecological perspective, research on mentorship and the practice of mentorship should also center

on developmental networks, institutional frameworks, and social macrosystems rather than just

the connection between a mentor and mentee.

Attachment Theory

Attachment theory holds that a youth is mentored by someone older than their age.

According to Bowlby (1979), the bond between a child and their mentor determines their future

developmental characteristics and the levels of trust they may have. Youth closer to their parents

tend to follow in their footsteps, and it becomes easier to predict their character even when they

are very young. They also have a foundation of a social world, and their relationships, even with

non-parental adults, are fascinating (Mangelsdorf et al., 1994; Sroufe, 1997; and Zimmerman et

al., 2002). In addition, in the case of parents becoming more attached to their children during

childhood, it is widely perceived that the children may develop social support even during their

adolescence and even later in their adulthood. It indicates that their psychology and the way they

take things are perceived in relation to the behavior of those closest to them. One salient question

posed by Rhodes et al. (2002), for example, is the relative extent to which a mentor serves an as

attachment figure (to whom the youth turns for help and reassurance when distressed) versus a

friendship figure (with whom the youth enjoys companionship for fun and diversion). Therefore,

an excellent psychological setting is necessary to model a child's behavior. Through a good

psychological setting, the child gains emotional support, appraisal support, cognitive guidance,

and any other information that may be necessary for their self-evaluation in the future.

Definitions

Mentoring Frameworks. Mentoring frameworks present a model that clarifies the

phases mentors use to eradicate the organizational and psychological factors that are present

during transition from one stage to another. Additionally, mentoring frameworks help

mentors and mentees enhance their skills and acquire learning techniques that may be used to

attain maximum effectiveness of learners' needs (Karcher et al., 2006).

Recognized Mentoring Programs. These include programs or frameworks that have

been nominated or selected for awards or have earned grantee status on a regional or national

scale (to establish credibility), or have reached other levels of credible notoriety.

Youth. A clear definition of youth is necessary to appropriately discuss youth rights and

needs (Offerdahl et al., 2014). Although the meaning of the term 'youth' varies in different

societies around the world, youth is best understood as a period of transition from the

dependence of childhood to adulthood's independence. Age is the easiest way to define this

group, particularly in relation to education and employment, because "youth" is often referred to

as a person between the ages of 15 and 24 leaving compulsory education and finding their first job (United Nations, 2000).

The National Center for Education Statistics (2011) defines youth and young adults as aged 14-24 years. Youth is not a single category, and young people are not a homogenous group, but rather are diverse in gender, sexual orientation, economic situation, and ethnicity, among myriad other factors. Youth are often socially or biologically considered to be "in transition," not yet fully formed adults or members of society. This transition from childhood to adulthood is a complex, diverse journey that can last for an extended period of time, not just a few years.

Adolescent. The World Health Organization identifies the adolescent age range to be 10-19. According to Morton and Montgomery (2011), the period of adolescence is particularly important given its instrumental role in the development of habits and competencies that can affect young people's wellbeing and resilience throughout their lives (Kia-Keating et al., 2011). Adolescence is also a vulnerable time in which emotions and risk-taking tendencies are amplified (Morton & Montgomery, 2011). Older adolescents tend to have shorter relationships than younger adolescents. In light of developmental changes that occur throughout adolescence, this is not particularly surprising. For example, older adolescents' desires for autonomy and independence from adults may result in less compliance and emotional accessibility. Similarly, peer and romantic relationships may increasingly compete for adolescents' attention and commitment (Grossman & Rhodes, 2002).

Marginalized youth. Many young people over the age of 15 have been marginalized as an age cohort. Often, communities do not adequately take the rights and interests of young people into account, and youth and their communities suffer as a result. The Columbia University Global Policy Initiative (Offerdahl et al., 2014) explained that youth are likely to face

marginalization due to membership in excluded demographic groups, including women, indigenous, disabled, LGBTQI, refugee, ethnic minority, migrant, and economically impoverished. Additionally, young people are often further marginalized within these groups due to their age. Recognizing youth as a distinct social demographic with specific needs and potential for contribution rather than merely as a group that is in transition between childhood and adulthood would be an excellent foundation to invest in the equality and empowerment of youth.

The Organisation for Economic Cooperation and Development (2014) found that one in ten youth are "left behind," which the OECD defined as youth who are no longer in school and who experience various challenges (e.g., living in remote areas, being a member of a minority group, and lacking a diploma). Youth who are unemployed are more likely to be unemployed later in life, earn less money over their working life, and have decreased levels of happiness.

At-risk youth. According to the National Center for School Engagement (2020), the term "at-risk youth" typically implies a future with less-than-optimal outcomes. Involving youth in social skills groups or outside activities helps to engage them in the school process and redirect their energies toward positive alternatives. Youth are considered at-risk for a number of reasons that include:

- Homeless or transient

- Involved in drugs or alcohol

- Neglected at home or exist in stressful living environments

- Lacking social or emotional support

- Involved with delinquent peers

Youth violence prevention. A combination of individual, relationship, community, and societal factors contribute to the risk of youth violence (CDC, March 2020).

- Risk Factors

    o Individual risk factors

    o Family risk factors

    o Peer and social risk factors

    o Community risk factors

- Protective Factors

    o Individual protective factors

    o Family protective factors

    o Peer and social protective factors

Natural Mentoring. Natural mentoring includes the relationships that develop between an individual and a non-parental adult - someone typically older and more experienced - who takes an active interest in the personal and career development of the mentee (Dreher & Cox, 1996). The most commonly reported type of natural mentor is an extended family member, such as an aunt, uncle, cousin, or grandparent (Zimmerman et al., 2002).

Effective Mentoring Programs. Johnson (2014) noted that effective mentoring programs contain the successful delivery of: (1) accessibility and engagement, (2) provision of encouragement and support, (3) tailored mentoring to developmental needs of mentees, (4) intentional modeling, (5) sponsorship, (6) appropriate self-disclosure, and (7) balancing advocacy with gatekeeping.

These well-established theoretical frameworks are often used to design mentoring models for youth. As youth is a transitional age in one's development, mentoring opportunities, whether formal, informal, natural or online, during this period are impactful, especially for marginalized youth. Given the variety of mentoring models and relative lack of investigation of effective

mentoring frameworks in existing mentoring programs, this analysis will contribute to the literature on effective mentoring programs.

In this document, I present the literature base for current youth mentoring programs frameworks in chapter two, followed in chapter three by a description of the research methodology employed. In chapters four and five I present my findings from the analysis of the literature and research on several youth mentoring program frameworks, followed by my own conceptual framework developed from this comparative thematic analysis.

Chapter 2: Literature Review

According to Hansman (2002), mentoring is not a new phenomenon. Although it is most often associated with Greek mythology, the term "mentor" was not commonly used until it appeared in the titles of books aimed at helping young people during the 18th and 19th centuries. Youth mentoring programs are an increasingly popular intervention that can promote a range of positive developmental outcomes, but mentoring relationships that fail can be detrimental to the mentee (Rhodes et al., 2002). Programs offering adequate infrastructure increase the likelihood that relationships can endure difficult periods. In fact, research indicates that program practices that support the mentor and relationship (e.g., matching on the basis of shared interest, training mentors, offering structured activities for mentors and youth, having high expectations for frequency of contact, and monitoring of overall program implementation) produce stronger positive effects (Schwartz et al., 2012). However, the efficacy of these programs and the conditions necessary to optimize positive impact on young people who participate in them remain open concerns. As a result, mentoring has been widely used as an intervention method in fields as varied as public health, juvenile justice, and education. Despite mentoring programs' recent surge in popularity, many unanswered questions remain about their general efficacy and the prerequisites for producing the most beneficial outcomes for the adolescents who participate.

This chapter includes a detailed literature review comparing effective mentoring frameworks for youth in educational settings. It uses existing theories and notions to underpin the frameworks established for the research problem. The purpose of the review is to address the need to fill the identified gaps in the study. Taken together, the literature demonstrate that more data should be collected regarding program content, features, and promising approaches. There is heterogeneity in program components, making it

challenging to comprehend how mentoring can assist adolescents. Some researchers have

called for a shift in focus in future studies toward programs that serve children with

unique needs, like those who have mental health issues, or for more in-depth reporting on

the viewpoints of mentors and mentees.

Emergent Themes

The literature reviewed for this study was identified by searching the Ebscohost, ERIC,

ProQuest, J and STOR databases to find relevant research on mentoring, mentoring programs,

and mentoring frameworks. Keywords and search combinations used to find research articles

were mentoring, relationships, mentoring relationships, inclusion, at-risk youth, resilience,

qualitative research, adolescence, adolescent resilience, high-risk youth, youth mentoring,

mentorship, mentee, informal mentoring, natural youth mentoring, young adult, Greek

mythology, youth development, marginalization, self-efficacy, protective factors, grounded

theory, constructivist grounded theory, methodology, coding, writing literature reviews, and

document analysis. The emergent themes for mentoring frameworks for youth in educational

settings include the responsibilities and roles in the relationship during mentoring programs,

personal aspects, reciprocity, judgment, communication, trust, and time and proximity barriers

(e.g., Fruiht & Wray-Lake, 2013; Goldner & Mayseless, 2009). Hence, based on these themes,

mentors and mentees have certain obligations to ensure the mentoring programs are successful

and achieve the desired goals of nonmaleficence, autonomy, justice, transparency, boundaries

and multiple relationships, privacy, and competence (e.g., Johnson et al., 2018; Wesely et al.,

2017). These themes are the foundation of the literature review, as most notions are built upon

them.

Broad Overview

In this global pandemic era, a need exists for additional social-emotional support and social capital attainment for youth in educational and community settings. Mentoring programs are popular in most states in America. In addition, many states have reported positive results from mentoring (Karcher et al., 2006). A meta-analysis of the results shows that processes such as identity, cognitive and social-emotional support have promoted and resulted in meaningful relationships between youth and their associated non-parental adults. According to Schwartz et al. (2012), the social-emotional benefits of mentoring are assumed to lead to improvements in parental and peer relationships, which in turn influence positive outcomes in a range of other areas.

The mentoring frameworks help mentors and mentees to enhance their skills in teaching, assessment strategies, and learning techniques they may use to attain maximum effectiveness toward learners' needs (Karcher et al., 2006). Mentoring frameworks are comprised of three types of mentoring. First, there is traditional one-on-one mentoring. It is mentoring in which there is only one mentor and one mentee. Both mentor and mentee are matched through a program. Second, there is distance mentoring. Here, the mentor and the mentee may be in different locations, necessitating the mentor to reach the mentee through online methods. The third type is group mentoring, through which the mentor is matched with a group of mentees. The mentors use varying models to ensure that the process is successful.

Related research shows that many young people, especially teenagers, enter high school without a solid academic foundation (Karcher et al., 2006). Educators and policymakers have therefore found it necessary to introduce mentoring programs in high schools to aid young people in implementing personalized strategies for healthy academic and personal development.

However, according to Rhodes and DuBois (2006), mentoring programs have been discovered to be more effective for people who may be experiencing environmental risk factors such as limited access to resources or poverty. Furthermore, Bernstein et al. (2009) confirmed that mentoring programs have been effective for young people transitioning from childhood to adulthood. However, even though there is an increased use of mentoring frameworks, additional support must be provided to the younger generation to ensure they have the agency and social capital to successfully navigate academia, employment, and other societal systems. There is also an increased need for youth to receive emotional support from more experienced adults who interact with them in educational or community environments.

Social Capital Approach to Mentoring

The concept of social capital was developed to explain how the wealthy and powerful use their social capital to perpetuate their position from one generation to the next. An individual's social capital consists of the information, knowledge, and connections gained through participation in social structures, such as social networks (Johnson, 2014). Exchanges of ideas and information between people and the resulting shifts in interpersonal networks are two sources of social capital. To some extent, the social capital theory argues that people who are not part of crucial networks are not in a position to acquire knowledge vital to their success. Still, it does present a framework that builds on assets and experiences rather than deficits.

Social capital is defined in terms of its function, so social capital theory encourages us to investigate how mentors and mentees gain access to knowledge and resources (Johnson, 2014). Essentially, it can be used to determine the manner in which mentors pass information channels to their mentees to help them obtain government funding. According to DuBois et al. (2011), youth with higher levels of social competence tend to be held in higher regard by their peers,

teachers, and volunteer mentors (Morison & Masten, 1991; Spencer, 2006). Socially skilled youth in some ways may thus be particularly well-positioned to derive benefits from participation in a mentoring program. This does not preclude, however, the possibility for less competent youth to experience gains as well through the type of compensatory dynamics previously discussed.

According to research on social capital and its acquisition through academic mentoring, the degree of intimacy shared between mentor and mentee was related to the quantity and quality of social ties created between the two parties (Deane et al., 2022). Chen and Starobin (2019) highlighted that social capital may affect future success of students who are from underrepresented minority racial groups, low SES background, and first-generation status. According to this view, mentors are responsible for guiding their mentees toward ethical behavior in their personal and professional lives as well as through social and political structures. It is common in academia to expect mentors to have leadership abilities. Mentors may reap benefits from this perception by attracting high-quality students to their research groups through word of mouth. Also according to this view, mentors can receive fresh perspectives and approaches to mentoring and insights into scientific norms from their mentees (Li et al., 2018). This prompts more inquiry into the role of social networks in generating knowledge and information.

Student participation in research can reap greater benefits with the assistance of faculty mentors, who are already an essential part of young people's lives. However, the number of students who can participate in internship-style research activities is constrained by the quantity of faculty available to assist the youngsters. It is common practice for young people to act as mentors to undergraduate researchers, especially at large research universities, to increase the

number of undergraduates actively engaged in the research process (Li et al., 2018). However, there need to be more data on how having a postgraduate mentor affects the mentee. In summary, studies in this area suggest that postgraduates provide important forms of conceptual, psychosocial, and informational support to undergraduate researchers but that they can also influence undergraduates adversely by adding to the pressure to work long hours, increasing their sense of authority in lab groups, and varying in their abilities to mentor.

Professors as Mentors

According to Johnson (2014), professors should take a more strategic and calculated approach to setting up and overseeing mentorships with their students, yet guidance and mentoring are rarely rewarded directly. Mentoring is an important skill, but only some of us were ever taught how to become effective. When looking at the bigger picture of faculty operations, mentoring is usually relegated to the status of a "collateral duty;" few university committees seeking new faculty or reviewing applicants for promotion and tenure pay focus attention on a faculty member's level of excellence in relationships with students (Johnson, 2014). Hansman (2002) stated that mentoring has been called the "lost fourth leg in the academic stool" by one teacher, noting that strong student-faculty relationships are the missing piece of a stool (or an academic career) that relies solely on research, teaching, and service for support. Johnson (2015) pointed out that accounting procedures used to compute professor salaries often disregard the essential role that mentoring can play in shaping the next generation.

It is crucial to recognize that not all mentorships are created equal before discussing the unique advantages of mentoring in the lives of students and junior teachers. Academic advising and mentorship can range from phenomenally helpful to profoundly unsatisfying. Although most mentees express satisfaction with their mentors, the following benefits are more likely to be

realized by students who are paired with knowledgeable and encouraging adults (Li et al., 2018). There are also many intangible benefits of mentoring that should be remembered. The psychosocial aspect of the association has likely become more significant than the professional career aspect when a protégé reports high satisfaction with mentorship and the mentoring has lasted more than a year or two.

Academic success and persistence in higher education are linked to high-quality mentorship, especially extracurricular student-faculty engagement. Students are more likely to continue their college education after their first year if instructors encourage and support them. In addition to increasing the likelihood that a student will finish college, mentoring also increases the likelihood that they will earn higher grades (Li et al., 2018). Although some may fall outside of the range of transitional-aged youth of 16-25, graduate students who receive good mentoring are likelier to finish their dissertations and degrees on schedule. Mentors who excel at their jobs help their mentees stay on track, avoid unnecessary roadblocks, and keep up their morale and drive. Rhodes et al. (2002) make clear that supportive relationships with nonparental adults can be protective in the lives of vulnerable youth, and that the effectiveness of assigned mentors is dependent upon adequate support through mentoring and mentoring programs as important institutional initiatives.

Productivity on the part of mentees during their graduate studies and early in their academic careers is a well-established effect of good mentoring in academic environments. Having a mentor is strongly correlated with a conference presentation, publication of articles and book chapters, grant money, and finally, taking the reins as an independent scholar among Ph.D. students (Johnson, 2014). There is no substitute for training and mentoring from a successful sponsor and working with one's sponsor during graduate school for students interested in careers

in academia. The best mentors realize the value of having their students participate in ongoing research and go to great lengths to discover ways to teach students just starting in the field (Johnson, 2014).

Outcome studies of mentoring programs have shown that they hold significant promise in promoting competence across multiple developmental domains (Thomson & Zand, 2010). As articulated by Johnson (2014), there are a few fundamental elements that serve as the base for competent and effective mentors: (1) working alliance and relational formation, (2) helping orientation and empathy, (3) interpersonal warmth, (4) personal health and self-awareness, (5) humility, (6) sensitivity to matters of culture and stigma, and (7) capacity for professional intimacy.

Mentor-Mentee Connections

Lunsford (2014) discussed that there are mentoring programs in every conceivable type of business. They can be found teaching at all levels, from kindergarten to college. Moreover, they are an integral aspect of higher education, especially for those pursuing a doctorate, and can be found at virtually any university. More than a hundred academic mentoring initiatives were reported by the one university that has thoroughly investigated mentoring on its campus. However, there needs to be more data on the efficacy of mentoring. Although mentoring programs across the country may take many different forms (e.g., school-based, community-based, faith-based, etc.), the commonality among them is that they pair a young person (mentee) with an older, more experienced person (mentor) with the expectation that the dyad will develop a relationship within which the mentor can impart support and guidance to the mentee (Thomson & Zand, 2010).

The mentor acts as an example and guides the mentee, allowing the mentee to benefit from the mentor's knowledge, experience, and emotional stability. While this is true in most cases, a mentee's participation is crucial to the mentor-mentee connection. Having a mentor is a mutually beneficial relationship (Lunsford, 2014). When interacting with a mentor, a mentee will bring their own goals and perspectives. Mentors who offer companionship and genuine caring and support may challenge and help change the negative views protégés (mentees) have about themselves and their relationships with adults. Providing enrichment activities and direct and indirect teaching moments can contribute to protégés' cognitive development, as well as promote academic functioning and school motivation and values (Goldner & Mayseless, 2009).

In a mentoring relationship, an older, more experienced person guides a younger, less skilled individual. According to Gomez-Baya et al. (2019), mentors offer social and professional guidance to their mentees in the workplace. To expand further, Johnson (2014) also noted that research shows there are specific knowledge, skills, and attitudes that are necessary for the delivery of effective mentoring relationships: (1) accessibility and engagement, (2) provision of encouragement and support, (3) tailoring mentoring to developmental needs of mentees, (4) intentional modeling, (5) sponsorship, (6) appropriate self-disclosure, and (7) balancing advocacy with gatekeeping.

Kram (1985) revealed that the condition that mentors offer only one form of assistance is no longer necessary for a mentoring relationship to be effective. Alternately, mentors may offer varying degrees of each form of assistance throughout a relationship. In business settings, there exist four recognized phases of mentoring relationships: introduction, development, separation, and redefinition. Psychosocial assistance is a hallmark of the initiation/introduction phase, lasting up to six months. The cultivation/development phase might continue for up to five years,

making it crucial to have professional assistance throughout this time. During the latter two phases, mentoring is no longer provided. Mentors in the mentoring programs and the mentees may share a common developmental path.

Race and Gender Matter in Mentoring

Mentors and mentees in diverse mentoring relationships may be of different races, ethnicities, genders, sexual orientations, physical abilities, religious affiliations, financial backgrounds, or political affiliations. According to the power perspective, mentoring relationships are affected by the balance of power between different organizational groups. For instance, a mentoring relationship between people of different races will have different processes and outcomes in a historically black college than in a predominantly white university (Ragins, 2012). Similarly, the gender makeup of an organization should affect the dynamics of cross-gender relationships between male mentors and female protégés and female mentors and male protégés. High differences in background, experience and culture create great opportunities for learning, while also making it difficult to achieve the necessary levels of rapport (Clutterbuck, 2003).

The impact of mentees' race and gender on their descriptions of their mentors' behavior and function has been the subject of several studies. Both racial and gender inconsistencies are found in these results and provide a rich area of future research opportunities for this and other studies. Clutterbuck (2003) suggested that developing mentoring competence and raising awareness of the relevant diversity issues should include the nature of group disempowerment, how stereotyping occurs, and basic differences between how different cultures or genders may approach the same issues.

Research that considers the dynamic between the sexes provides a new and perhaps more realistic perspective than research that focuses on either sex or race in isolation. According to Gonzalez (2015), few researchers have looked at the racial or gender makeup of the mentor-mentee relationship, but those who have found that it affects the reports of mentor functions. When comparing same-race and cross-race partnerships, mentees of color reported receiving more help in social and professional growth when paired with someone of the same race (Gonzalez, 2015). Women who have female mentors said they benefited more from the mentors' psychosocial and role-modeling abilities than those who had male mentors. Mentors' accounts of their interactions with mentees vary by gender: Male mentors reported serving both male and female mentees equally well in psychosocial mentoring, whereas female mentors reported doing so to a greater extent for female than male mentees (Gonzalez, 2015).

Kolne and Lindsay (2020) attest that the gender of the protégé does not affect the career outcomes linked with the presence of a mentor, and there is evidence that individuals with mentors report higher remuneration, more promotions, and a more favorable work attitude than those without mentors. However, the gender of the mentor is a significant factor in determining the success of the protégé. Some research lends credence to a power viewpoint by showing that having a male mentor is connected to higher remuneration for the mentee than having a female mentor. More money is given to male protégés with male mentors than to any other gender combination, and the opposite is true for female protégés with female mentors.

Research by Jones et al. (2018) shows that undergraduate students of color, particularly Black students, often experience their campus environments as hostile and unsupportive. Racial microaggressions are present in multiple realms of academic spaces, such as student-faculty interactions, peer-to-peer interactions, and interactions within social spaces (Jones et al., 2018).

According to Harris (as cited in Davies, 1999), Eurocentrism and Afrocentricism both delineate perspectives in which people are viewed and react to their daily living and survival. These perspectives are critical in examining the complex process of mentoring for African American college students. Jones et al. (2018) stated the concept of Black faculty providing informal mentoring to Black students is consistent with the construct of "othermothering" – the tradition of matrilineal care of children in Black communities since the time of slavery. Black undergraduates reported that they were held to lower expectations and described feeling invisible, tired, helpless, intimidated, and incentivized to withdraw from classes or leave the university entirely (Pringle et al., 2010). Mentoring is seen as a support strategy that bridges the gap between immediate failure and academic success among African American college students. Utilization of mentoring models in academia and community-based organizations will promote a "collective vision" for enhancing individual, academic and social success (Harris as cited in Davies, 1999).

Conceptualizations of Mentoring Relationships

The mentor and mentee benefit from the institutional policies and practices of the departmental, university, and college in which the mentoring relationship develops. Additionally, the cultural and social attitudes and behaviors of the individuals in the mentoring relationship play a role in the partnership's effectiveness (, 2020). According to Kolne and Lindsay's research conducted with minority graduate psychology students, the most effective mentoring programs took into account both the individuals' individual situations and the interdependencies between them. As a result, ecological systems theory can provide insight into communities of practice and a mentorship culture by positing two essential ideas: first, that people grow through sustained social engagement, and second, that both local and global contexts impact that growth.

Onwuegbuzie and Weinbaum (2017) state that people who have never served as mentors may believe that their subject matter expertise and experience are sufficient preparation for the job. Unprepared mentors who take on the position experience disappointment and dissatisfaction. Potential mentors were encouraged to think about why they wanted to mentor someone and whether or not they were truly ready to do so. Why two people stay together or break up might be affected by their motivations. Mentors need to be proficient in a variety of process skills. The mentor's function in the mentoring relationship is recast from that of the "sage on the stage" to that of the "guide on the side" in this instructional resource.

To expect a mentor to be there "through thick and thin" is impractical, and this deters many capable individuals from taking on the mentor position. The mentee should learn to take the lead in their education rather than relying solely on their mentor. However, if the mentee is not yet capable of taking on such a large load, the mentor will work to develop the mentee's self-management skills throughout the life of the relationship (Stunden et al., 2020). As the necessity for lifelong learning becomes increasingly apparent in every facet of society, it is possible that having numerous mentors throughout one's life, or perhaps all at once, is preferable.

Mentoring Elements and Principles

Mentors have become increasingly important in today's educational and professional settings. In the mid-1970s, researchers started looking at the effects of mentorship on professional success. Mentoring is an "intense loving connection in which those with more expertise engage with persons with less experience to foster both professional and personal development." Mentors are guides who "bring us through the path of our life; they shine a light on the route ahead, interpret obscure signs, warn us of lurking dangers, and bring out unanticipated delights along the way," as Gonzalez (2015) puts it more eloquently. Although the

term "mentee" is commonly used to refer to the one who ultimately benefits from the mentoring process, numerous authors have argued that both parties stand to gain from experience.

Mentoring connections can pave the way for positive changes in an individual's psychological and social well-being. Mentors can gain a sense of accomplishment by helping shape the careers of the next generation of experts in their field. First-generation college students, first-generation professionals, and anyone of a different ethnicity or gender joining a field where they are a minority may benefit greatly from having a mentor. According to research by Kolne and Lindsay (2020), mentors in higher education not only help students learn more about their field of study and gain valuable socialization experiences, but they also boost their self-esteem, and self-esteem gives them a sense of direction for their careers.

Characteristics of Effective Mentors

All mentoring relationships are unique (Crisp & Alvarado-Young, 2018). Whether a mentoring connection is established formally or informally, there are certain key behaviors of mentees and mentors that are more likely to result in successful relationships. Aligning expectations, establishing rapport, keeping lines of communication open, and encouraging mentee initiative are all examples of such actions. We know that mentees who report these interactions with their mentors are more satisfied with the quality of their mentoring relationships. Addressing diverse considerations and keeping fairness in the mentoring relationship are also key components of effective mentoring behaviors.

There is growing evidence that mentoring practices that help mentees negotiate the power dynamics between their mentors and them, especially when those differences are based on race or gender, mitigate the negative effects of stereotype threat and affirm a sense of community

(Kolne & Lindsay, 2020). In their study examining science majors, Kolne and Lindsey found that when these mentoring practices help mentees negotiate the power dynamics between their mentor and them, it promoted a love of science, and they concluded it can increase the number of people from underrepresented groups in the scientific workforce. Clearly, mentoring works best when the mentor and mentee feel comfortable enough with one another to open up about their struggles and celebrate their successes. Interpersonal comfort, or feeling safe enough to speak one's mind without fear of retaliation, is a quality of mentoring several academics have studied. Interpersonal comfort predicts both the giving and receiving of psychosocial and career support as previously described, and the research described in this literature review has linked interpersonal characteristics and shared values between mentees and mentors to this effect.

Salient Behaviors and Skills of Successful Mentoring

Youth mentoring's popularity may be due to its attempt to compensate for deficiencies within the system that put children at risk. Vulnerable children would be better left alone than placed in relationships that cannot be sustained (Rhodes et al., 2002). Several characteristics of an effective mentor have been identified as crucial to promoting learning and development of youth. The mentee and the mentor will benefit more from the relationship when these characteristics are shared. For example, a mentor should have a genuine interest in knowledge and the satisfaction of seeing others succeed. The success stories of adolescents who have overcome adversity often include descriptions of at least one influential, supportive relationship with a nonparent adult or mentor (Rhodes et al., 2002).

Communication. Effective communication is essential for successful mentoring relationships. A mentee can only gain knowledge through understanding the advice given by a

mentor. To effectively communicate with your mentee, it is helpful to have some familiarity with the various learning preferences that exist. For instance, someone cannot expect their mentee to benefit from one's recommendation that they read five leadership books if they know that they want to be outstanding leaders (Bowers et al., 2017). Instead, an effective mentor would pick up on this desire in their mentee and modify their advice accordingly. In addition, a mentor may occasionally have to break some bad news to a mentee. Consider the scenario in which the mentor is asked to provide feedback on the mentee's presentation or report. A good communicator can give constructive criticism that will help their mentee improve.

Passion. Mentors must want to help those they are paired with. Therefore mentoring programs should seek out someone who has proven they enjoy assisting others. This person could be a senior executive or a colleague with a genuine interest in mentoring others. A mentor should be considerate and modest when assisting others. That they know how to offer help properly is a good sign (Varga & Zaff, 2018). A great mentor knows when to step aside and let someone else shine. A memorable mentoring experience results from mentors who can motivate their mentees.

Leadership. Relationships between mentors and mentees should involve more than just the mentor giving advice. In that instance, the dynamic becomes too similar to that of a manager and an employee to foster genuine development. Mentoring in the workplace should teach mentees to think critically and creatively about addressing issues on their own. Neither the mentor nor the mentee will get as much out of the mentoring relationship if they try to micromanage every aspect of their professional development. There is also some evidence that mentees tend to be more proactive when they have exercised some choice in the selection of their

mentor. Good practice appears to be that mentees are guided in their selection but left to make up their own minds (Clutterbuck, 2003).

Honesty and Curiosity. There should be no pretense in a mentor's comments to their mentee. Giving a mentee honest and straightforward guidance is an effective way to aid their development. It can strengthen a mentor's and mentee's bond by encouraging open communication and fostering a sense of reliability. The mentee will realize that the mentor is trustworthy since they will give them the truth. In addition to enhancing comprehension, asking questions can help put the mentee's situation in context (Varga & Zaff, 2018). It is a useful teaching technique that could inspire students to come up with an answer to the problem. Answering a mentee's comments or concerns with further inquiries shows that one has seriously considered their words. That is a great way to solidify the mutual trust that is already established.

Mentoring by Educating

Fruiht and Wray-Lake (2013) demonstrated that among high school students, mentoring positively predicts academic success and college attendance. Further, they found that having an adult mentor during adolescence has been found to contribute to academic success (2013). Kin- and community-mentors appeared to be more important to educational attainment during and before high school, respectively. As hypothesized by Goldner and Mayselesss (2009), closeness reported by protégés and mentors is positively associated with an increase in the protégés' academic and social-emotional functioning (as reported by teachers) and in protégés' perceived positive contribution of mentoring to their wellbeing and functioning in the social and academic realms.

Mentoring by Connecting

A godfather is a vital image during the mentoring process (Hagler, 2018) – someone who can open any door for their mentee if they need it. The mentor's job as a connection is to provide the mentee with the knowledge they need to succeed, then put them in touch with the people they should know to further their development. The mentor guides the mentee through developing and maximizing their network of contacts. The mentor's assistance is invaluable when their mentee is just starting out and lacks established contacts in their field. It is also possible to provide situational mentoring to help the mentee work through a specific problem or set of circumstances. As a mentor, all one has to do is offer assistance when asked for it.

Mentoring by Challenging

It is the job of a mentor as challenger to encourage the mentee to reach their full potential since they have a thorough understanding of the mentee's talents, and to consistently check in to make sure that the mentee is staying on track and accomplishing milestones. The mentor as challenger needs to pay close attention and ensure every last detail is in place. They also have the ability to be both pleasant and tough, depending on the circumstance, and are firm but highly supportive. Formal settings are ideal for this type of mentoring because they allow one to help the mentee establish clear objectives and check in regularly to make sure they are on track. To develop effective relationship skills in this area, Ragins (2016) said that mentors need to engage in empathic and active listening by not jumping into problem solving mode; be a sounding board and let the mentee know that the mentor truly hears them; build emotional intelligence by paying attention to underlying emotions and non-verbal cues; and practice perspective-taking and empathy by trying to understand the mentee's perspective and how they are feeling.

Mentoring by Cheerleading

Mentoring relationships, according to Ragins (2016), are growth-fostering interactions characterized by mutual experiences of care, concern, authenticity and engagement. Mentees experience positive emotions, feelings of well-being, self-efficacy and psychological safety as a result (2016). The purpose of cheerleading is to infuse a group with a cheerful attitude. Positive mentoring focuses on highlighting and encouraging the mentee's strengths. The role of a mentor is to help a mentee see the positive in any situation, including when the mentee makes a mistake (2016). Mentoring by cheerleading is the most popular approach since it ensures the mentee always has someone to lean on, even when times are tough (2016). Like a coach in a football game, a mentor who leads by cheering can infuse their mentee with positive energy that will get them through the tough times and help them make the most of the good ones.

Mentoring Techniques

Teaching and Modeling

Youth mentors benefit from their mentees' teachers because they gain access to their wealth of information and life experiences. To mold the growth of a mentee through one's own experiences and knowledge, one can employ the process of teaching, which can be applied in both formal and informal settings. Thus, the mentee learns from seeing someone and will mimic their behavior, values, views, ethics, attitudes, approaches, and styles (Kuperminc et al., 2020). Because the mentee is likely to mimic the mentor's actions, mentoring by modeling is an effective strategy. The mentee will often mimic the mentor's behavior, adapt their strategies, and follow the mentor's lead. As a result, the mentor's actions should be the kind that other people will want to copy.

Formal Versus Informal or Natural Mentoring

According to Avner et al. (2017), in an informal mentoring relationship, the mentor and mentee meet organically. This is done out of genuine friendship and mutual admiration for one another's talents and accomplishments. When an organization engages in formal mentoring, they do so by creating a formalized program and method for mentoring to occur. In most cases, the formal duration of the partnership is only a year, with the expectation that the two parties will maintain a casual, long-term connection. Mentors are selected even though they are volunteers (Avner et al., 2017). The mentees are required or strongly urged to take part. It is possible that the protégé and mentor will be assigned to each other rather than a meeting of their own. Most studies find that the mentor should not also be the boss, but a growing body of evidence suggests the opposite. For a mentoring relationship to be fruitful, a structured mentoring program should implement specific procedures and tasks.

Informal Mentoring

Mentoring in its informal form is an integral part of human interactions. It is present in all walks of life, from the home and the job to extracurricular and family gatherings. During an informal mentoring relationship, one person gets insight, wisdom, friendship, and assistance from another. Either party can initiate the mentoring relationship; the mentor can assist, while the protégé can benefit from guidance from an experienced individual (Scerri et al., 2020). Rather than formal mentoring, informal mentoring inside an organization is preferable. More career-enhancing activities, such as coaching, offering complex tasks, or raising the protégé's profile, were performed by informal mentors in the research of. Positive psychosocial behaviors like

counseling, encouraging social contacts, role modeling, and companionship were more common among informal mentors.

Formal Mentoring

Numerous organizations offer formal mentoring programs. Many features of formal mentoring, including its efficacy, have been the subject of academic research. There is also a body of written material, such as mentorship guides and articles from scholarly journals. Many people may never meet someone with whom they could begin a casual mentoring connection. Companies have a vested interest in the success of every employee and therefore must provide them with many growth opportunities (Avner et al., 2017). For this reason, businesses create and maintain structured mentoring programs. Although formal mentoring may not be as effective as informal mentoring, it is still a procedure companies should try to implement. The benefits are too significant to ignore. Companies should allocate time and money to plan and implement an effective mentorship program.

Natural Mentoring

Natural mentoring relationships form organically between youth and older individuals (e.g., extended family, teachers, coaches) (Schwartz et al., 2013). Natural mentoring relationships that endure for multiple years have also shown the strongest effects (DuBois & Silverthorn, 2005; Klaw, Fitzgerald, & Rhodes, 2003; McLearn, Colasanto, & Schoen, 1998; Werner, 1995). These are relationships that develop between an individual and a non-parental adult - someone typically older and more experienced - who takes an active interest in the personal and career development of the mentee.

Different Elements that Affect the Lives of Transitional-Aged Youth

When people are making the leap into adulthood, the teenage years and the years immediately after them are not always easy. Transition-aged youth are especially susceptible to mental health difficulties, including substance use concerns, due to variables such as increased stress and anxiety levels, being introduced to alcohol and other drugs, and juggling new experiences and responsibilities (Obara et al., 2021). However, they are among the least likely populations to really get help when they need it. Young people in this age range are difficult to define. The literature on mental health provides a wide range of ages, from 14 to 29. Some studies use the range of 14 to 21, while others use the range of 16 to 29. County of Marin Health and Human Services (County of Marin, 2023), The Interagency Working Group on Youth Programs (*Transition & Aging Out*, 2023), and the Mental Health Services Oversight and Accountability Commission of California (State of California, 2022) use the age range of 16-25 to define this population, which is the definition being utilized in this document.

Specifically, the group faces significant barriers while trying to access mental health care in the current social and health care system. Systemic, social, and individual barriers can all work together to make it difficult for young people in transition to reach out for assistance. Over a third of young people in the U.K. who struggle with mental health issues do not seek treatment, according to a recent survey. This may be due to various factors, including a lack of awareness about available resources, fear of retaliation, a lack of confidence in their ability to express their symptoms, and an unwillingness to ask for assistance.

Due to the disjointed nature of the system as a whole, it can be challenging to get the help, resources, and direction that one needs. Self-medication and problems in social, academic, and professional realms are only a few of the dire outcomes of these obstructions (Obara et al.,

2021). Accordingly, long wait times, stigma, high cost, lack of privacy, and inadequate mental health literacy are just some of the additional obstacles people face when trying to get help for their mental health. As a result, people's mental health often suffers, and they do not get the help they need. To effectively meet the mental health needs of this demographic, it is necessary to remove the numerous obstacles that prevent kids in transition from seeking help.

Nationally and Regionally Recognized Youth Mentoring Programs

Corporation for National and Community Service

Independent from other government departments, the Corporation for National and Community Service (CNS) runs initiatives to promote community service and volunteerism. The National and Community Service Act of 1990 and the Domestic Volunteer Service Act of 1973, both as revised, provide the legal basis for CNS. Despite the fact that CNS does not run a dedicated mentoring program, funding for mentoring and other volunteer activities has been made available through AmeriCorps24 and SeniorCorps. Members of AmeriCorps either take on the role of mentor themselves or work to improve mentoring programs so that more kids can benefit. Children of incarcerated parents are not alone in their struggle to find positive adult role models, and SeniorCorps' RSVP and Foster Grandparents programs aim to fill that need.

Youth Challenge Program

The Youth Challenge program is a quasi-military training program administered by the Army National Guard to help students who have been expelled or who have dropped out of school. The program places a heavy emphasis on and mandates mentoring relationships. The National Defense Authorization Act for FY1993 (P.L. 102- 484) established Youth Challenge as

a pilot program, and in FY1998, Congress permanently approved the program (P.L. 105-85). Since then, Congress has included funding for the program in annual appropriations for the Department of Defense (Nganga et al., 2020). There are currently 40 locations operating in 29 states, Washington D.C., and Puerto Rico. Annual appropriations from FY2010 through FY2019 are listed in the department's website. The Department of Labor used its enhanced FY2018 funding to allocate more resources toward expanding its Job Challenge pilot program, which was established using Labor Department funds and offers vocational education to kids who have been connected with the legal system. Thus, this form of mentoring is seen as important by the U.S. government.

Youth Mentoring Action Network

The Youth Mentoring Action Network (YMAN), led by Drs. Weiston-Serdan and Santiago, is a youth power-building organization in California facilitating transformative mentoring, education and wellness opportunities with young people across the globe. The founders and educators of YMAN recognize that young people are at their best when their voices are heard and they feel fully supported. Their work is rooted in critical mentoring, which is an innovative perspective that reframes the mentoring experience as a youth-centered one, with an emphasis on race, ethnicity, class, citizenship, gender, and sexuality.

Informal Mentorships: Higher Effectiveness than Formal Assigned Mentorships

Informal mentoring is a form of mentoring that has great potential and can be highly effective in ways that are not strategically obvious. According to Jones (2002), "informal mentoring relationships are volunteer relationships, are initiated by the mentor or student, and take on various forms such as informal conversations over a meal, telephone calls, letters, emails,

or office visits" (p. 11). Informal mentoring has great potential for affecting both the mentor and the mentee without being strategic and intentional. A person may go through these experiences while never cognitively aware of mentoring taking place. As Allen and Eby (2003) stated, "learning may be enhanced in informal mentorships because informal mentors may become involved in the mentorship based on the belief that a given protégé has something to offer in terms of expertise, background, and a fresh perspective on the organization" (p. 471). An effect of informal mentoring is that mentees are happier with their relationships than those in formal mentoring settings (Nganga et al., 2020). The varying relationship structures may be at the root of these variations. Protégés and mentors can easily see themselves in one another, leading to informal mentoring relationships (2020). Both the mentor and the mentee can find reflections of themselves in the other (2020). With informal mentoring, the mentor and mentee choose each other and the people they choose to spend years working with.

Mentoring in a less formal setting can be an effective method for fostering an employee's growth (Chao, 1991). It happens when two people choose to create a relationship with one another. As important as education and a successful job are, friendship comes first. On the other hand, many features of formal mentoring, including its efficacy, have been the subject of academic research. There is also a body of written material, such as mentorship guides and articles from scholarly journals. Many people may never meet someone with whom they could begin a casual mentoring connection (Erickson et al., 2009).

Lack of Authenticity Resulting in the Embrace of Natural Mentoring

The modern definition of leadership prioritizes authenticity. However, a lack of authenticity in mentoring contributes to poor outcomes for both the mentor and mentee. As a

result, it develops poor relationships between the parties involved. Nevertheless, early academic career success depends heavily on young professors' mentorship (Scerri et al., 2020). When compared to formal mentorship programs, informal mentoring can lack inclusivity, standardized reporting functionalities, and structured oversight. Additionally, lack of authenticity results in negative mentoring experiences, preventing the mentor and the mentee from attaining the required goals and objectives. In this regard, many negative consequences on the job can be traced back to a negative mentoring experience, including a lack of confidence in the mentor's ability to help the mentee succeed, dissatisfaction with the job overall, and even thoughts of quitting. Furthermore, Ragins et al. (2000) observed that in a nationally representative sample of professionals, individuals with no mentorship reported more positive employment and career results than those with negative mentoring experiences. Those who had negative mentoring connections would have been better off without any guidance.

Educational vs. Psychological Settings

Youth are the ones who hold the country's future in their hands; thus, it is critical to ensure that all is well in terms of their mental health, emotional support, and psychological wellbeing (Schwartz et al., 2018). The federal government encourages mentoring programs to aid in guiding youth and shaping their future. These programs are provided in community-based, school-based, and e-mentoring settings. Youth in the transitional age of life experience much psychological and social development as they are moving from dependence on caregivers to independence or self-sufficiency. It is at this stage that youth start thinking about the future and their adult lives (*Special Populations: Transition Age Youth (TAY) - MVP Health Care,* 2020).

Community-based Mentoring

Every community has cultural beliefs which mark a child's general background. Community-based mentoring holds a tenet that at-risk youth should have a mentor by their side. The two parties must meet for at least 4 to 8 hours a month, and their relationship may be either long-term or short-term (Schwartz et al., 2018). The pair typically develops through various social activities, including games, sports events, movies, and visiting a museum or the community library. Among the agencies that support community mentoring programs is the Department of Justice's Office of Justice and Juvenile Delinquency Program (OJJDP), which funds mentoring activities through federal funds. They aim to expand mentoring programs and provide services to more at-risk youth populations.

School-based Mentoring

Mentoring happens particularly at schools and learning institutions. The students or youth are assigned to a mentor who acts as a positive role model to them – like a teacher or counselor, or perhaps an older student or alumnus. Since it is in a school setting, the mentoring activities are concentrated more on academics. The students are molded through interactions that occur a minimum of one hour weekly. According to Mangione et al. (2018) and Herrera et al. (2007), schools are named the best sites for mentoring because they are known to capitalize on adult referrals, knowledge, and support. In the United States, school-based mentoring is often utilized for at-risk middle school students, who are mentored on techniques to perform well in class, decrease disciplinary episodes, and maintain life satisfaction after school (Schwartz et al., 2018). In all educational settings, youth mentoring programs should be accessible to allow students to ask questions and have them answered by their mentors. They should respect their mentor's time

by showing interest in what their mentor is demonstrating and keeping communication lines open.

E-mentoring

Virtual learning options and social media applications have become widespread, where most students can receive lectures, submit assignments, and create more flexible relationships with peers. E-mentoring encompasses all the processes that are involved in delivering messages electronically. The relationships in e-mentoring are developed and nurtured through social media (Tinoco et al., 2020). The programs save time for those who may be busy since they may need to set aside a few minutes and enter into online social media and meet their mentor instead of traveling to meet them physically. O'Hare et al., (2007) argued that e-mentoring programs benefit those who are homebound, maybe due to diseases such as kidney failure, heart disease, and hypertension (O'Hare et al., 2007). It is a beneficial and effective alternative because youth can meet their mentors without altering their daily schedule. According to studies reviewed, many youth prefer this kind of mentorship program if they are away from the usual school setting.

Gaps in Literature

More data should be collected regarding program content, features, and promising approaches. There is heterogeneity in program components, making it challenging to comprehend how mentoring can assist adolescents. Some researchers have called for a shift in focus in future studies toward programs that serve children with unique needs, like those who have mental health issues, or for more in-depth reporting on the viewpoints of mentors and mentees. Policymakers and others are very interested in the effects of mentoring on outcomes,

including educational attainment, juvenile offending, and obesity. Others point out the need for more research into mentoring programs that focus on these populations.

Finally, as described in this literature review, it has been advised that more research be done to determine whether or not young people who develop strong bonds with their mentors go on to have more success in life than their similarly situated counterparts who do not have mentors. Numerous suggestions from the literature described here highlight the ongoing importance of high-quality research on mentoring programs, such as randomized controlled trials, sufficient sample sizes, low attrition rates, and more studies that identify moderating and mediating interactions, such as the amount of mentoring that participants receive and the degree to which youth display behavioral difficulties.

Chapter 3: Research Methodology

General qualitative research is a descriptive methodology that is aimed at comprehending how individuals make meaning of situations or phenomena based upon what will work best in finding answers for the questions being investigated. This, according to Cooper (2007), is a traditional inductive approach in qualitative research that can be used to describe and understand a phenomenon. In this chapter, I outline the methods used to conduct the research. The methods applied here align with the study's objectives to ensure that the expected results were met. This chapter includes research design, the population of the study, data collection, and data analysis.

Research Design

Document Analysis

Morgan (2022) described document analysis as a valuable research method consisting of various types of documents including books, newspaper articles, academic journal articles, and institutional reports. Identifying documents for a study must include consideration of authenticity, credibility, representativeness, and meaning (Flick, 2018). Any document containing text is a potential source for qualitative analysis (Patton, 2015, as cited in Morgan, 2022).

A document analysis of existing mentoring frameworks, techniques, and styles was conducted for this study. I found secondary resources in the community library and online journals to gather information on mentoring frameworks for youth. I answered, in general, why effective mentoring frameworks are needed in a child's educational and psychological settings. More specifically, the following research questions were addressed:

1. How are strategies and characteristics of formal, informal, and natural mentoring frameworks used to successfully support transitional-aged youth in educational settings?

2. How do these mentoring programs measure their impact on resilience for transitional-aged youth?

All data related to these research questions were analyzed thoroughly, with comparisons done in every section where it was necessary.

Population and Sample Selection Criteria

No physical participants were included for this research. Thorough research from different articles and mentorship organization websites was incorporated to provide the necessary data for a document analysis. Thus, the available research and literature provided detailed information on the existing mentoring frameworks that mentors utilize to ensure that students are molded correctly and effectively during their transitional-aged years. From sources in the library and the scholarly sources available on the online platforms, I narrowed down the study in order to use time efficiently and make the research as easy as possible to comprehend. In order to garner consideration for initial document review, the source had to be an article on mentoring frameworks, a dissertation on mentoring program efficacy, or a program evaluation report on a mentoring program. Additional data were obtained from credible materials, including state and national databases and organizational websites, to compare mentoring frameworks across the United States. Comparative analysis can be employed to examine similarities and differences across the data (Garza et al, 2019). In this case a comparative analysis, grounded in the principles of the mentoring frameworks described in chapter 2, supported determining a mentoring program's effectiveness. These include mentoring framework models that clarify the

phases mentors use to eradicate the organizational and psychological factors that are present during transition from one stage to another. Additionally, mentoring frameworks help mentors and mentees enhance their skills and acquire learning techniques that may be used to attain maximum effectiveness in addressing learners' needs (Karcher et al., 2006).

Data Collection

Data from the following credible sources were utilized in the execution of this study:

1. Dissertations on Mentoring Programs and Frameworks through the EBSCO Host Database

2. Peer-Reviewed Scholarly Articles through EBSCO Host, ERIC, ProQuest, Google Scholar, Educational Resources Information Center (ERIC), and JSTOR Databases

3. Program Evaluation Reports of Federally Funded or State Funded Grant Mentoring Programs

Trustworthiness Strategies

Although document analysis is frequently used to complement other methods, some researchers use it as their sole method of research. In certain cases, using pre-existing documents allows researchers to gain access to the best source of data for completing a project (Morgan, 2022).

The research coding was consistent and reliable through clear note-taking criteria and multiple passes of document review. Multiple secondary sources were used in the process of data collection.

Data Analysis

Qualitative data analysis is often an inductive process using text or recorded interview data to derive meaning, make assumptions, or even to develop theory (Merriam & Tisdell, 2016). For this study, I used a reflexive approach to coding to allow for identifying unexpected meanings and answers to the research questions. This work was framed by resiliency theory (Garmezy, 1999), which suggests that protective factors that a child may get during their youth can aid them in avoiding the negative consequences of the risk factors they face; ecological systems theory, which emphasizes the need to consider systems' reciprocal and interrelated nature (Bronfenbrenner, 2000) that focuses on developmental networks, institutional frameworks, and social macrosystems rather than just the connection between a mentor and mentee; and attachment theory (Bowlby, 1969), which holds that a bond between a child and their mentor determines their future developmental characteristics and the levels of trust they may have. It is from these theories that I sought to discover which hold the greatest impact for transitional-aged youth.

The coding process followed Lichtman's (2013) steps in coding as follows: 1) initial coding; 2) revisit initial coding; 3) develop initial list of categories; 4) modify initial list based on rereading; 5) revisit categories and subcategories; and 6) collapse categories into concepts. The process was cyclical and continued until no new information arose as recommended by Merriam and Tisdell (2016).

I used the Nvivo software programs to analyze data in this qualitative research study. After inputting the data, I removed the unnecessary data and aligned the filtered results. Nvivo is secure, as the data will be encrypted, allowing one authorized person to log into the site at a time.

Study Selection Process

Step 1: Development of Inclusion/Exclusion Criteria

At the outset, the integrity of the document selection process was evaluated by (a) establishing criteria that the researcher believed would be instrumental in answering the research questions posed, (b) listing the source documents on a table on a vertical axis, (c) listing the inclusion criteria on the same table's horizontal axis, and (d) measuring each document garnered through the literature review process against the inclusion criteria on a on a scale of 1-4. Documents that scored 4 out of 4 as well as those that scored 3 out of 4 earned inclusion in the study, while those that earned 0, 1, or 2 out of 4 were excluded. Inclusion criteria were as follows:

Table 1   *Document review criteria for study selection process*

Document Source Required for Consideration
A. article on mentoring frameworks,   B. dissertation on mentoring program efficacy, or   C. program evaluation report

Criteria 1:   Match 1+ Keyword Search Terms: mentoring frameworks, impact of mentoring on youth, mentor/mentee relationships, informal mentor training, or resilience

Criteria 2:   Occurs in Education Setting

Criteria 3:   Focused on Transitional-Aged Youth (TAY) ages 16-25

Criteria 4:	
4.1: Peer-reviewed	4.2 Recognized (award or grantee)

Step 2: Application of Inclusion/Exclusion Criteria

Thirty documents were included in the document review (Table 2). The earliest was published in 1998, with 15 being published during or after 2013. The documents included the following distribution of research types: 4 Qualitative (13.5%), 8 Quantitative (27%), 4 Mixed Methods (13.5%), 7 Literature Review (23%), 2 Theoretical (7%), 1 Discussion Paper (3%), 3 Summary Report (10%), and 1 Content Analysis (3%). Of the documents reviewed, there was a combination of some framed within an educational setting and others within a community setting.

In order to garner consideration for initial document review, the source had to be an article on mentoring frameworks, a dissertation on mentoring program efficacy, or a program evaluation report on a mentoring program. Having met that consideration, the source document also needed to meet at least 3 of the following inclusion criteria: (1) match at least one keyword search terms of mentoring frameworks, impact of mentoring on youth, mentor/mentee relationships, informal mentor training, or resilience; (2) mentoring program occurs in an education setting; (3) document was focused on transitional-aged youth ages 16-25; and/or was either (4.1) peer-reviewed or a (4.2) program/framework that was recognized with awards or grantee status on a regional or national scale.

Step 3: Refinement of Inclusion/Exclusion Criteria with Reasons

At this stage of the document selection process, the researcher discovered that the inclusion criteria for transitional-aged youth was too specific to garner an acceptable sample for consideration. The main goal, Sandelowski (1995, p.183, as cited in Fugard & Potts, 2014) argued, is to ensure that the sample size is small enough to manage the material and large enough

to provide "a new and richly textured understanding of experience," and this is always a matter of subjective judgment, i.e., guided by researcher experience and assessing the data as they are analyzed in relation to the goals of the research. Considering this, the researcher expanded the criteria for # 3 to simply 'youth'. After a thorough document review, the researcher decided to withhold 4 source documents of the 25 that met inclusion criteria. The 4 that were withheld were those identified as program evaluation reports. These were withheld because the researcher believed that a more beneficial and meaningful use of the program evaluation reports would be to later evaluate them with a rubric/template of best practices developed from this study as the applied, practical part of their planned future study on mentoring frameworks for transitional-aged youth. This will be discussed in greater detail in the recommendations for future research and study in the next chapter. At this point, the researcher also excluded those documents that did not meet of 3 out of 4 inclusion criteria in the study selection process.

Step 4: Identification and Acceptance of Sources for Study Inclusion

There is no commonly accepted sample size for qualitative studies because the optimal sample depends on the purpose of the study, research questions, and richness of the data (Elo et al., 2014). The inclusion results of the 30 documents reviewed were:

Met inclusion criteria at 4 out of 4 =	9 documents
Met inclusion criteria at 3 out of 4 =	16 documents
Failed to meet inclusion criteria =	<u>5 documents</u>
	30 documents
Sources meeting inclusion criteria =	25 documents
Sources withheld from inclusion for future study use =	<u>4 documents</u>
Total remaining sources included in this study =	**21 documents**

Table 2   *Sources included in document review*

Source Information (A, peer-reviewed article on mentoring frameworks, B. dissertation on mentoring program efficacy, or C. program evaluation report)	Criteria 1: Met 1- Keyword Search Terms (mentoring frameworks, mentor/mentee relationships) / Impact of mentoring on youth, / Informal mentor training, resilience)	Criteria 1	Criteria 2. Occurs in Education Setting	Criteria 3. Focused on Transitional-Aged Youth ages 16-24 (TAY)	Criteria 4.1. Peer Reviewed	Criteria 4.2. Recognized (award or grantee)	TOTAL CRITERIA MET (3+ required for inclusion in study)	NOTES
Friends of the Children (Grossman)	Mentoring; Mentoring Framework; Impact of Mentoring on Youth		✓					WHAT SOURCE?; first and only long-term professional mentoring program in the country
Career Guidance Mentoring for Disengaged Young People_Ford	Mentoring frameworks; Impact on youth;	✓	✓	✓			4	Source A
Mentoring Relationships and Adolescent Self-Esteem_Schwartz et al	Impact of Mentoring on Youth; Mentor/Mentee Relationships; Mentor Training	✓	✓	✓			4	Source A; Natural mentors
Morton - Youth Empowerment Programs for Improving Self Efficacy and Self Esteem	Impact of Mentoring on Youth; Resilience	✓	✓	✓			4	
The Comparative Roles of Mentor Self-Efficacy and Empathy in Fostering Relationship Quality with Youth_Deane et al	Impact of Mentoring on Youth; Mentor/Mentee Relationships; Mentor Training	✓	✓	✓			4	Source A
The Test of Time-Predictors and Effects of Duration in Youth Mentoring Relationships_Grossman and Rhodes.pdf	Mentoring	✓	✓	✓			4	
Understanding and Facilitating the Youth Mentoring Movement_Rhodes and DuBois	Mentoring; Mentor/Mentee Relationships; Impact of Mentoring on Youth; Resilience	✓	✓	✓			4	Source A
YIM Investigating a New Approach to Working with Vulnerable Adolescents_Schwartz et al	Mentoring; Mentor/Mentee Relationships;	✓	✓	✓			4	Source A
The STARS Peer Mentoring Partnership	Mentoring; Mentor/Mentee Relationships; Resilience; Impact of Mentoring on Youth	✓	✓			✓	4	Source C; Grantee; HOLD FOR FUTURE STUDY MATERIAL
New Findings: Natural Mentoring Relationships Can Advance College Students' Emotional Regulation and Mental Health	Mentoring; Mentor/Mentee Relationships; Impact of Mentoring on Youth	✓	✓	✓			4	Source A; Natural mentors
An application of the mentoring framework to investigate the effectiveness of mentoring programs between industry mentors and student mentees in hospitality_Scerri	Mentoring frameworks	✓		✓			3	Source A
Columbia-Youth-Report-Overcoming Youth Marginalization	Impact on Youth	✓	✓				3	Source C; HOLD FOR FUTURE STUDY MATERIAL
Critical Perspectives on Mentoring- Trends and Issues. Information Series_Hansman	Mentoring	✓		✓			3	Source A
DESIGN, DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF THE PROGRAM "E-MENTORING IN ACADEMIC INTERNSHIP PROGRAMS"_Tinoco-Giraldo	Mentoring	✓	✓				3	Source B
Effects of the Big Brothers Big Sisters of America Community-BasedMentoring Program on social-emotional, behavioral, and academicoutcomes of participating youth	Mentoring; Youth Development	✓		✓			3	Source A; (community-based)
Natural mentors and adolescent Resiliency..._Zimmerman et al	Informal Mentoring; Resilience	✓		✓			3	Source A; PROTECTIVE FACTOR RESILIENCE THEORY FRAMEWORK
The Characteristics of Organic Youth Mentoring Relationships	Mentoring; Mentor/Mentee Relationships; Resilience; Impact of Mentoring on Youth	✓	✓				3	Source B
The Impact Of Mentoring African-American Males During Their Under - Dissertation_Blount	Mentoring; Mentor/Mentee Relationships; Informal Mentoring	✓	✓				3	Source B: Masters Thesis

I accepted 21 sources for document analysis in the study. These documents constitute the sample of studies for analysis and are presumed to be representative of the population of relevant studies. Selection process ended at this point and coding and analysis of data began.

Step 5: Data Analysis Procedures and Evaluation of Documents

According to Wach and Ward (2013), qualitative document analysis (QDA) is a research method for rigorously and systematically analyzing the contents of written documents. The researcher read the included documents several times to gain a sense of what each included. The research coding was consistent and reliable through clear note-taking criteria and multiple passes of document review. Secondary sources, such as program evaluation reports, were used in the process of data collection. Qualitative data analysis is often an inductive process using text or recorded interview data to derive meaning, make assumptions, or even to develop theory (Merriam & Tisdell, 2016). For this study, there was a reflexive approach to coding to allow for identifying unexpected meanings and answers to the research questions. The coding plan followed Lichtman's (2013) steps: 1) initial coding; 2) revisit initial coding; 3) develop initial list of categories; 4) modify initial list based on rereading; 5) revisit categories and subcategories; and 6) collapse categories into concepts. The process was cyclical and continued until no new information arose (Merriam & Tisdell, 2016). In order to analyze the documents and to ensure validity of data session after session, the researcher applied these steps in the following manner:

1. Read research questions for grounding and framing.

2. Read for inclusion criteria and initial coding.

3. Read research questions for grounding and framing.

4. Read for rating and expansion of coding.

5. Read research questions for grounding and framing.

6. Read for 100% (4 out of 4) criteria matching and development of codebook.

7. Chunked data into overarching themes.

8. Read research questions for grounding and framing.

9. Read for 75% (3 out of 4) criteria matching; refinement of primary codes, and development of sub-codes.

10. Checked for saturation through testing of established codes.

11. Read research questions for grounding and framing.

12. Extracted meaningful themes from primary and sub-codes gathered in codebook.

Data Sets

For this study, thirty documents were reviewed. Of these, nine met inclusion criteria at 4 out of 4, and sixteen met inclusion criteria of 3 out of 4. Five failed to meet inclusion criteria. From the twenty-five that remained, 4 were program evaluation reports, which were withheld from inclusion for use in future research study as direct application of the conceptual framework that was developed, and as an extension of this study on mentoring program frameworks. The researcher accepted 21 sources for document analysis in the study. These documents constituted the sample of studies for analysis and were presumed to be representative of the population of relevant studies.

In relationship to emergent themes, the themes discovered and their respective reference coding counts were as follows, evidence of which can be found in the researcher's codebook in Appendix 1: Elements of Mentoring Relationships (221 references); Mentor Selection Criteria (49 references); Mentor Type (68 references); Mentoring & Intervention Strategies (85

references); Mentoring Impact & Outcomes for Mentees (290 references); Mentoring

Frameworks (231 references); and Types of Youth (31 references).

Ethical Considerations

Since there will be no human subjects utilized in the study, no ethical issues of concern

exist.

Limitations and Delimitations

Morgan (2022) stated that the limitations associated with conducting a document analysis

do not deem it a less worthy approach to research. Conducting a document analysis allows the

researcher access to data that would otherwise take enormous effort and time to collect. This

research did not have a limitation in the number of sources to be used. This allowed for a

research process that provided insight into mentoring frameworks that can be used to mentor

young people regionally and nationally in the United States. Thus, the research is not a

controlled study, but a scholarly comparative analysis of research.

The selected analysis approach for the study allowed for further research on each

mentoring framework that the reader can use to better understand its function. The comparison

provides details on the advantages of each framework and its effectiveness in different settings

and how the frameworks interact with each other to bring beneficial outcomes to the mentee.

Chapter 4: Data Analysis And Results

Purpose of Study

The purpose of this study was to determine the program inputs that contribute to the transitional-aged youth mentees' outcomes from mentoring. Strategies from formal, informal, and natural mentoring frameworks were considered. Mentoring programs' impact on resilience was also assessed. A comparative analysis, grounded in the principles of the mentoring frameworks (Garza et al., 2019), was utilized to determine strategies of mentoring programs' effectiveness. Data analysis and results on peer-reviewed articles on mentoring frameworks will be presented. Dissertations with research foci on the efficacy of mentoring programs were analyzed and compared.

Research Methodology

General qualitative research is a descriptive methodology that is aimed at comprehending how individuals make meaning of a situation or phenomenon based upon what will work best in finding answers for the questions being investigated. This, according to Cooper (2007), is a traditional inductive approach in qualitative research that will be used to describe and understand a phenomenon.

Morgan (2022) described document analysis as a valuable research method consisting of examining various types of documents including books, newspaper articles, academic journal articles, and institutional reports. Identifying documents for the study must include consideration of authenticity, credibility, representativeness, and meaning (Flick, 2018). A document analysis of existing mentoring frameworks, techniques, and styles was conducted for this study. The researcher found secondary resources to gather information on mentoring frameworks for youth. The research sought to answer, in general, why effective mentoring frameworks are needed in

transitional-aged youth's educational settings. More specifically, the following research questions were addressed:

1. How are strategies and characteristics of formal, informal, and natural mentoring frameworks used to successfully support transitional-aged youth in educational settings?

2. How do these mentoring programs measure their impact on resilience for transitional-aged youth?

No physical participants were included for this research. Using pre-existing documents allows researchers to gain access to the best source of data for completing a project (Morgan, 2022). Peer-reviewed scholarly articles focused on mentoring frameworks were studied. The researcher searched for articles in English. Search strategies included keyword searches for "mentoring frameworks"; "impact of mentoring on youth"; "mentor/mentee relationships"; "formal mentor training"; "informal mentor training"; "transitional youth"; and "resilience". Additionally, published dissertations on the efficacy of mentoring programs were included. Included in the population selected were strategies that mentors utilize to ensure that students are molded correctly and effectively during their transitional-aged years. No date exclusions were made. From sources in the library and the scholarly sources available on online platforms, the researcher narrowed down the study to make determinations to ensure that the research was as easy to comprehend as possible.

Sample Profile

Any document containing text is a potential source for qualitative analysis (Patton, 2015, as cited in Morgan, 2022). In selecting documents for the analysis, the researcher had to consider which documents would be included as well as the types of documents to be reviewed. Available research on effective mentoring techniques and frameworks for youth in educational settings was

the determinant. Difficulties related to the selection and analysis of source documents will be discussed later in this chapter. Thus, data from the following credible sources was utilized in the execution of this study:

- Dissertations on Mentoring Programs and Frameworks through the EBSCO Host Database

- Peer-Reviewed Scholarly Articles through EBSCO Host, ERIC, ProQuest, Google Scholar, Educational Resources Information Center (ERIC), and JSTOR Databases

- Program Evaluation Reports of Federally Funded or State Funded Grant Mentoring Programs

The coding exercises and creation of the codebook (Appendix A) were achieved through utilization of Nvivo, a computerized qualitative coding software program, as well as by making memo entries and handwritten notes in the researcher's spiral-bound notebook. As indicated by Braun and Clarke (2022, p. 226), some researchers early in the history of thematic analysis (TA) used the term interchangeably with 'content analysis' to describe their analytic techniques. The term 'thematic content analysis' is still relatively common. Through the researcher's content analysis, resilience theory was utilized as the theoretical framework to examine best practices of the mentor and how those practices impact outcomes of the transitional-aged youth mentee. Initial coding is breaking down qualitative data into discrete parts, closely examining them, and comparing them for similarities and differences. It is an opportunity for the researcher to deeply reflect on the contents and nuances of their data and begin taking ownership of them (Saldaña, 2013, p. 100). The initial round of coding produced the following set of primary codes:

Table 3   *Initial Primary Codes*

PARENT CODES	YOUTH	MENTOR	MENTORING	SETTING	MENTEE	RESILIENCE	SOCIAL CAPITAL
	At-Risk Youth	Formal Mentor	Mentoring Approaches	Educational Setting			
	Adolescent Youth	Natural Mentor	Mentoring Frameworks	School Setting			
	Marginalized Youth	Informal Mentor	Mentoring Impact				
	Transitional Youth		Mentoring Relationships				
			Mentoring Strategies				

Initial coding is appropriate for virtually all qualitative studies, but particularly for beginning qualitative researchers learning how to code data. After the initial round of coding occurred, the researcher felt more comfortable and confident applying the codes to the data. The researcher engaged in cyclical steps for conducting the content analysis (Hays & Singh, 2023, p. 370), which included unitizing the data sources to count as one unit of analysis in alignment of the research questions; sampling, which allows for the findings to be transferred to a broader population; recording, which involves specifying categories to be coded in the data and developing a codebook and coding sheet to guide the coding process; and reducing to resolve any discrepancies.

With these emergent themes and subcodes, the researcher has engaged in constant comparison (Lincoln & Guba, 1995, as cited in Hays & Singh, 2023) through the continuous process of using earlier coding systems to code future data sources, thereby keeping the integrity of the codebook as high as possible. In order to present the coding results carefully and systematically show appropriate connections, a figure is presented below that includes the resulting themes in a cohesive manner.

Figure 1   *Emergent Themes and Subcodes*
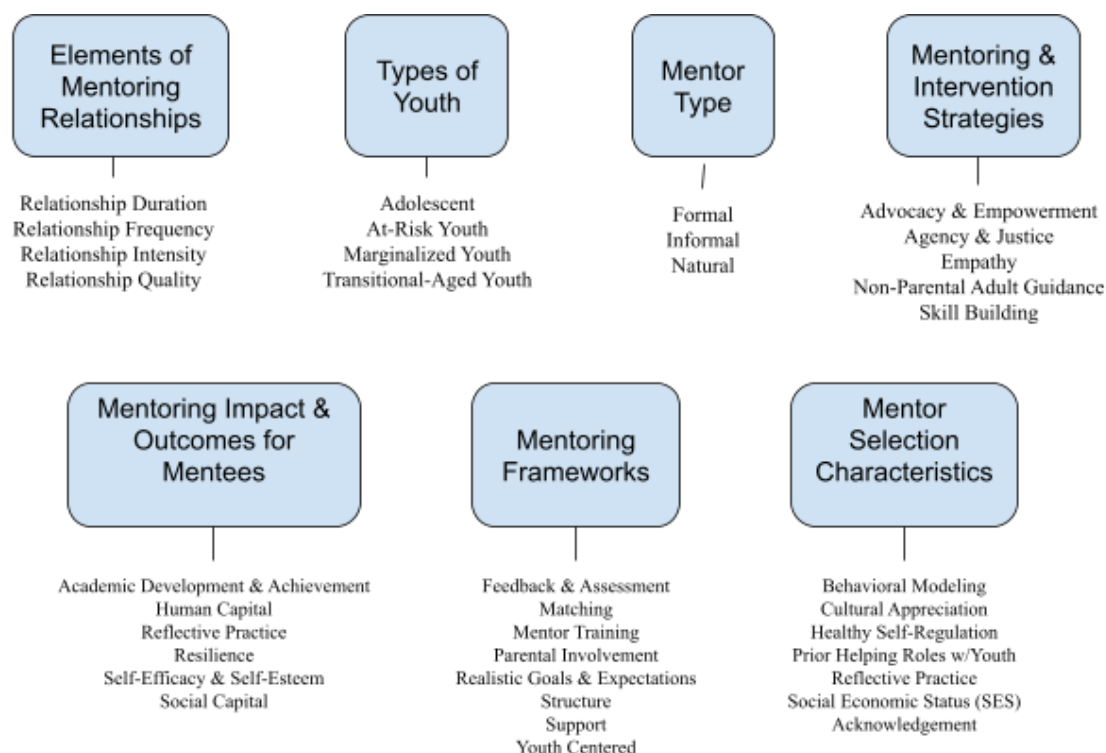
As explained by Braun and Clarke (2022, p. 55), coding is a subjective process shaped by what

researchers bring to it. It's a process of interpretation – or meaning-making – and researcher

subjectivity. Listed in Table 4 below are meaningful quotes that were coded within the identified

themes previously mentioned, which helped the researcher create meaning of and alignments

from understanding from the study.

Table 4   *Meaningful quotes from document analysis*

Theme	Quote
Elements of Mentoring Relationships	"While this means close and enduring mentoring relationships can positively influence self-esteem, it also means that relationships have the potential to decrease self-esteem. Children and adolescents whose mentors attend inconsistently or simply disappear from their lives may feel rejected and make negative self-appraisals of their likeability or self-worth (Schwartz et al., 2012)."
Types of Youth	"Relatively little research differentiates the characteristics and outcomes of mentoring relationships for different-aged youth. There is some evidence, however, that the older youth (13- to 16-year-olds) are at greater risk than younger youth (10- to 12-year-olds) for being in an early-terminating relationship (Rhodes & DuBois, 2006)."
Mentor Type	"Most mentoring relationships fall into one of two overarching categories: natural mentoring and formal mentoring. Natural mentoring relationships form organically between youth and older individuals (e.g., extended family, teachers, coaches). In formal mentoring, volunteers are matched with youth by an agency, which provides structure and oversight for the relationship (Schwartz et al., 2013)."
Mentoring & Intervention Strategies	"The key findings illustrate that mentoring relationships enable mentees to build knowledge and skills, develop networking opportunities, build confidence and gain self-reflection abilities, with benefits for mentors associated with personal satisfaction and a reflection on their own learning processes (Scerri et al., 2020)."
Mentoring Impact & Outcomes for Mentees	"It is likely that, over time, mentors and youth develop emotional closeness, and that such bonds drive the positive effects of mentoring on mentored youth. Research to date has shown that the quality of the mentoring relationship predicts social and academic adjustment (Schwartz et al., 2012)."
Mentoring Frameworks	"The main theoretical implication relates to the application of a four- stage mentoring program framework (D'Abate & Eddy, 2008). Most mentoring research investigates perceptions about mentoring programs or targets specific elements of mentoring behaviour rather than adopting a theoretical framework to comprehensively elicit attitudinal factors. In this study, the framework was applied to explore each stage of the mentoring program (1. initiation; 2. goals and action plans; 3. cultivating the relationship; and 4. evaluating the relationship) and inform a more complete understanding of mentoring programs (Scerri et al., 2020)."
Mentor Selection Characteristics	"Close, effective mentoring relationships seem to be facilitated when adults possess certain skills and attributes. These include prior experience in helping roles or occupations (DuBois, Holloway, Valentine, & Cooper, 2002), an ability to demonstrate appreciation of salient socioeconomic and cultural influences in the youth's life (Hirsch, 2005), and a sense of efficacy for being able to mentor young people (Rhodes & DuBois, 2006)."

A document analysis of existing mentoring frameworks, techniques, and styles was conducted for this study. The research sought to answer, in general, why effective mentoring frameworks are needed in transitional-aged youth's educational settings. More specifically, the following research questions were addressed:

Research Question 1:

How are strategies and characteristics of formal, informal, and natural mentoring frameworks used to successfully support transitional-aged youth in educational settings?

- **Strategies**. The research revealed that there are specific strategies of formal, informal, and natural mentoring frameworks used to support youth in educational settings. These empirically-supported strategies are **Parental Involvement** (by making mentors familiar with the developmental literature on adolescent–parent relationships, and by receiving parent reports on the impact of their youth's mentorship) and **Mentor Training** (to ensure an appropriate and potentially successful match with mentees).

- **Characteristics.** The research also revealed specific characteristics of formal, informal, and natural mentoring frameworks used to support youth in educational settings. These empirically-supported characteristics that emerged are **Mentor Selection** (including healthy self-regulation, acknowledgement of mentee SES, cultural appreciation of mentee, and prior helping roles with youth); **Elements of Mentoring Relationship** (occurring in an informal/natural setting, at least 3 sessions per month, and for a duration of one year or more); **Relationship Quality** (mentor is engaged in the youth-centeredness and benefit of the mentee); and **Relationship Intensity** (interpersonal connection, joint activities, and natural approach).

Research Question 2:

How do these mentoring programs measure their impact on resilience for transitional-aged youth?

 While this research question was grounded by Garmezy's Resilience Theory that focuses on protective factors in at-risk populations that would enable individuals to circumvent life stressors, evidence of this did not emerge in a significant way from this study. Instead, and of far greater significance, evidence of elements aligning with Bowlby's Attachment Theory surfaced. Attachment Theory suggests that children come into the world biologically pre-programmed to form attachments with others, because this will help them to survive. Attachment is defined as a "lasting psychological connectedness between human beings" (Bowlby, 1969, p. 194) and may be considered interchangeable with concepts such as "affectional bond" and "emotional bond." Attachments of various kinds are formed through the repeated act of "attachment behaviors" or "attachment transactions," a continuing process of seeking and maintaining a certain level of proximity to another specified individual.

 Following is a narrative demonstration of the alignment of the emergent strategies and categories discovered in the answering of research question 2, and how they relate to the attributes of Attachment Theory from the study.

- **Elements of Mentoring Relationship** + **Mentor Selection** = Lasting psychological connectedness between human beings (affectional bond and emotional bond)

- **Relationship Quality** + **Relationship Intensity** = Attachment behaviors or Attachment transactions

Through utilization of these characteristics and strategies, mentoring programs can have a model with which to measure program impact and efficacy. These have been included in a conceptual

framework (Figure 2), designed as a result of this study, that looks at the best practices of

mentoring that will have the greatest and most favorable impact on the transitional-aged youth

mentee.

Figure 2   *Conceptual Framework of Mentoring Efficacy for Transitional-Aged Youth*

Results
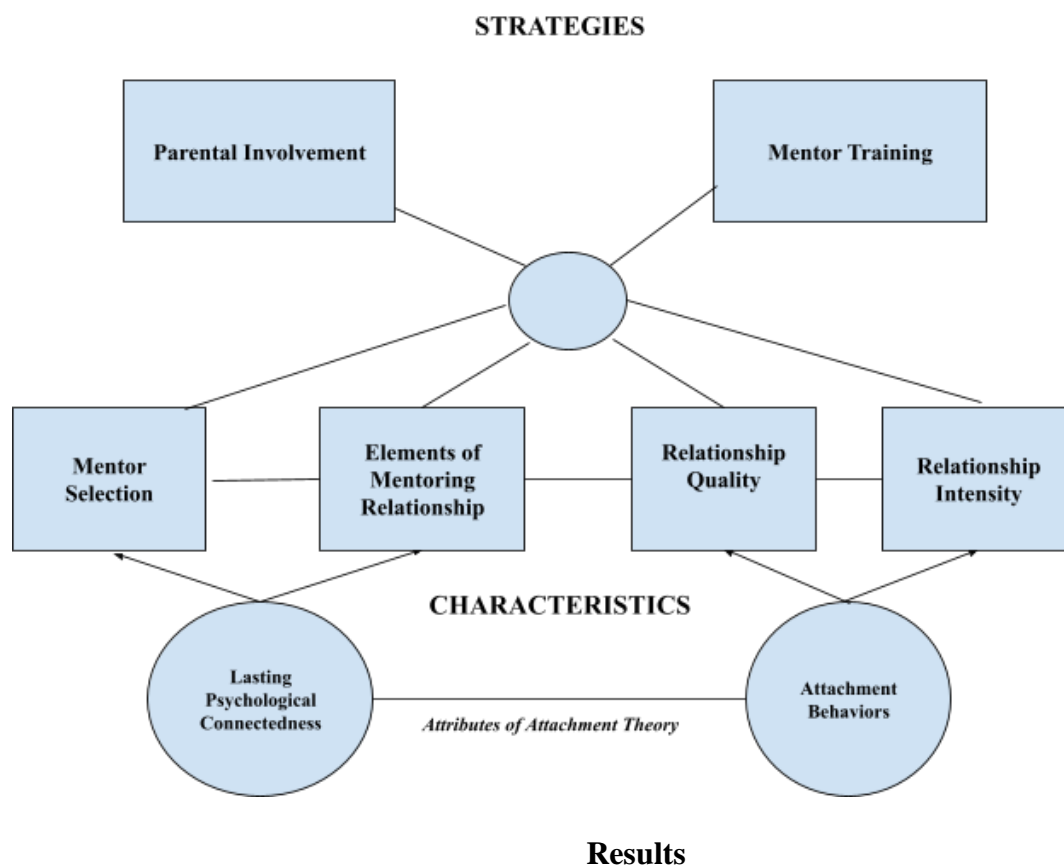
From this study's extensive coding process, the researcher learned that effective

frameworks, strategies, etc. are mostly aligned with Attachment Theory far more than Resilience

or Ecological Systems Theories, all of which were explored and considered within the

introductory chapter of this document. Attachment Theory holds that a youth is mentored by

someone older than their age. According to Bowlby (1969), the bond between a child and their

mentor determines their future developmental characteristics and the levels of trust they may

have. Therefore, an excellent psychological setting is necessary to model a child's behavior. Through a sound psychological setting, the child gains emotional support, appraisal support, cognitive guidance, and other information that may be necessary for their self-evaluation in the future. Although we, especially in the education disciplines, often think of them as the same, Attachment Theory is distinct from Resilience because fads and terms are always emerging and entering our sphere of knowledge, but our genuine connections with other human beings are natural, necessary, persistent, and never-ceasing. As humans, we are biologically pre-programmed to form attachments with others because we know, instinctively, that this will help us survive.

As K-16 education practitioners, we talk about at-risk and marginalized youth as one and the same, but they are different. The literature analyzed in this study only minimally addressed marginalized youth. A clear definition of youth is necessary to appropriately discuss youth rights and needs (Offerdahl et al., 2014). Although the meaning of the term 'youth' varies in different societies around the world, youth is best understood as a period of transition from the dependence of childhood to the independence of adulthood.

According to the National Center for School Engagement (2020), the term 'at-risk youth' typically implies a future with less-than-optimal outcomes. Youth are considered at-risk for a number of reasons that could include: homeless or transient; involved in drugs or alcohol, neglected at home or exist in stressful living environments; lacking social or emotional support, and/or involved with delinquent peers.

This designation between at-risk and marginalized youth is significant, as noted by The Columbia University Global Policy Initiative (Offerdahl et al., 2014), which explained that youth are likely to face marginalization due to membership in excluded demographic groups,

including women, indigenous, disabled, LGBTQI, refugee, ethnic minority, migrant, and economically impoverished. Additionally, young people are often further marginalized within these groups due to their age.

Summary

A qualitative, thematic document analysis of existing mentoring frameworks, techniques, and styles was conducted for this study. The research sought to answer, in general, why effective mentoring frameworks are needed in transitional-aged youth's educational settings. More specifically, both research questions posed were addressed. The documents analyzed in this study revealed equal numbers of codes for formal, informal, and natural mentoring types. The relationships that develop between an individual and a non-parental adult - someone typically older and more experienced - who takes an active interest in the personal and career development of the mentee. Through utilization of the characteristics and strategies that emerged from the research study, a Conceptual Framework of Mentoring Efficacy for Transitional-Aged Youth was designed as a model with which to measure program impact and efficacy. The framework provides a tool for practitioners to examine the best practices of mentoring that will have the greatest and most favorable impact on the transitional-aged youth mentee.

Limitations

There were limitations that emerged from data analysis. The research revealed that transitional-aged youth (ages 16-25) are often conflated with adolescent youth (ages 11-15). There were few delineations, if any, between these groups. Also, 'youth' and 'adolescent' were broadly used in the majority of documents reviewed. Noting this, specific research on mentoring efficacy for the transitional-aged youth population was not the sole focus of the study. Search inclusion criteria were modified to consider documents that focused on various types of

youth that included adolescents, at-risk youth, marginalized youth, and transitional-aged youth in order to develop a feasible sample.

A need exists for contributions to the greater body of research in this area, which will be addressed in greater detail in the Summary, Conclusions, and Recommendations chapter that follows.

Chapter 5: Summary, conclusions, and recommendations

Introduction and Summary of Study

The purpose of this study was to determine the program inputs that contribute to the transitional-aged youth mentees' outcomes from mentoring. Strategies from formal, informal, and natural mentoring frameworks were considered. Mentoring programs' impact on resilience was also assessed. A comparative analysis, grounded in the principles of the mentoring frameworks, was utilized to determine strategies of mentoring programs' effectiveness. Data analysis and results from peer-reviewed articles on mentoring frameworks were presented. Dissertations with research foci on the efficacy of mentoring programs were analyzed and compared.

A document analysis of existing mentoring frameworks, techniques, and styles was conducted for this study. In selecting documents for the analysis, the researcher had to consider which documents would be included as well as the types of documents to be reviewed. Available research on effective mentoring techniques and frameworks for youth in educational settings was the determinant. The research sought to answer, in general, why effective mentoring frameworks are needed in transitional-aged youth's educational settings. More specifically, the following research questions were addressed:

1. *How are strategies and characteristics of formal, informal, and natural mentoring frameworks used to successfully support transitional-aged youth in educational settings?*

2. *How do these mentoring programs measure their impact on resilience for transitional-aged youth?*

For this study, there was a reflexive approach to coding to allow for identifying unexpected meanings and answers to the research questions. The coding plan followed Lichtman's (2013) steps: 1) initial coding; 2) revisit initial coding; 3) develop initial list of categories; 4) modify initial list based on rereading; 5) revisit categories and subcategories; and 6) collapse categories into concepts. The process was cyclical and continued until no new information arose.

Research Question 1:

How are strategies and characteristics of formal, informal, and natural mentoring frameworks used to successfully support transitional-aged youth in educational settings?

The literature review demonstrated that more data should be collected regarding program content, features, and promising approaches specifically for transitional-aged youth. Within the literature review, the emergent themes for mentoring frameworks for youth in educational settings included the responsibilities and roles in the relationship during mentoring programs, personal aspects, reciprocity, judgment, communication, trust, and time and proximity barriers. Hence, based on these themes, mentors and mentees have certain obligations to ensure the mentoring programs are successful and achieve their desired goals. These themes are the foundation of the literature review. In response, the research revealed that there are specific strategies of formal, informal, and natural mentoring frameworks that are used to support youth in educational settings.

These empirically-supported strategies are (a) parental involvement and (b) mentor training. Natural mentorships (those that form organically between youth and other individuals, e.g., extended family, teachers, coaches) are an understudied source of positive youth

development that help facilitate successful transitions into adulthood, and yet these types of relationships, along with mentoring behaviors forged in informal settings (which have longer durations and are not situated within a formal mentoring program), have the greatest benefit for transitional-aged youth.

Research Question 2:

How do these mentoring programs measure their impact on resilience for transitional-aged youth?

The mentoring frameworks help mentors enhance their skills in teaching, assessment strategies, and learning techniques they may use to attain maximum effectiveness toward learners' needs, as was discussed in the literature review. In response, this study revealed specific characteristics of formal, informal, and natural mentoring frameworks used to support youth in educational settings. The characteristics that emerged are (a) mentor selection; (b) elements of mentoring relationship; (c) relationship quality; and (d) relationship intensity. Through utilization of these characteristics and strategies, mentoring programs can have a model with which to measure program impact and efficacy. A conceptual framework that looks at the best practices of mentoring efficacy for transitional-aged youth, designed as a result of this study, will have the greatest and most favorable impact on the transitional-aged youth mentee's needs. Its attributes of attachment theory are supported by lasting psychological connectedness between human beings and attachment behaviors/transactions.

Mentoring programs in the United States have been serving as intervention tools to address young people's needs and as a guide toward adulthood, yet there is more to be understood about mentoring programs that claim success.

Implications

Theoretical Implications. Resilience Theory, Attachment Theory, and Ecological Systems Theory provided the theoretical framework for this research. While the research questions were grounded by Garmezy's Resilience Theory, which focuses on protective factors in at-risk populations, evidence of this did not emerge in a significant way from the study. Evidence of elements aligning with Bowlby's Attachment Theory surfaced instead. Through utilization of these elements in alignment with discovered characteristics and strategies, mentoring programs can have a model with which to measure program impact and efficacy.

From a research standpoint, to support and inform these efforts there is a pressing need to (a) gauge the impact of mentoring interventions on key outcomes of policy interest and on the outcomes of participating youth at later points in their development; (b) utilize study designs and analyses that are capable of addressing the relative effectiveness of competing models and practices, the unique contributions of mentoring within more complex, multi-component interventions, and differences in youth responsiveness (including potential harmful effects for some youth); (c) investigate increasingly well-specified models of how different types of program practices and processes may be instrumental in shaping consequential features of mentoring relationships and ultimately, the realization of particular desired outcomes for youth; and (d) establish a research registry to improve the quality and synthesis of available evidence regarding the effectiveness of youth mentoring as an intervention strategy (DuBois et al., 2011).

Limitations. There were limitations that emerged from data analysis. The research revealed that transitional-aged youth (ages 16-25) are often conflated with adolescent youth (ages 11-15). There were few, if any, delineations between these groups. Also, 'youth' and 'adolescent' were broadly used in the majority of documents reviewed. Noting this, specific

research on mentoring efficacy for the transitional-aged youth population was not the sole focus of the study. Search inclusion criteria were modified to consider documents that focused on various types of youth that included adolescents, at-risk youth, marginalized youth, and transitional-aged youth in order to develop a feasible sample.

A deeper understanding of mentoring relationships, combined with high-quality programs, enriched settings, and a better integration of research, practice, and policy, will better position programs to harness the full potential of youth mentoring (Schwartz et al., 2012).

Recommendations for Future Research and Practice

Higher education practitioners, K-12 educators, human services professionals, youth program leaders, mentors, mentees, parents and others can benefit from this study. Recognizing youth as a distinct social demographic with specific needs and potential for contribution rather than merely as a group that is in transition between childhood and adulthood creates an excellent foundation to invest in the equality and empowerment of youth through research and practice. Recommendations for future research related to this topic include:

1. **Application of Conceptual Framework.** Using the Mentoring Efficacy for Transitional-Aged Youth Conceptual Framework (Figure 2) that was developed as a result of this study, a practitioner can assess and determine a mentee-focused mentoring program's efficacy and/or design a mentoring program that encompasses best practices gleaned from this research.

2. **Mentor Training.** Design and deliver mentor certification training as a coaching strategy offered through Mental Health Connect, an organization that creates systems that enable institutions and business to offer skills and resources to their students, staff, and

workforce, to create a qualified pool of candidates to serve unique, transformative

grassroots programs who are "doing it right" like the ones below.

      a. Fr1ends of the Ch1dren (*www.friendsofthechildren.org*) - Portland, OR

      b. Youth Mentoring Action Network (*www.yman.org*) - Claremont, CA

3. **Qualitative Study.** I may interview former students (mentees) who previously

   participated in my performing arts program, Celebration Entertainment Academy, to

   learn about their experiences and if they perceive their involvement with me had any

   impact.

4. **Modification of Conceptual Framework for BIPOC Populations.** Conduct a study on

   the cultural diversity awareness of BIPOC populations and the mentoring best practices

   that would serve them best. Modifications to this study's Conceptual Framework of

   Mentoring Efficacy for Transitional-Aged Youth may help accomplish this. Byars-

   Winston and Butz's (2021) article, "Measuring research mentors' cultural diversity

   awareness for race/ethnicity in STEM: Validity evidence for a new scale," can be utilized

   as a source document.

5. **Conduct Research on Mentoring Efficacy in Specific Populations.** Since the results of

   this study were strongly geared to a general adolescent population, research should be

   strategically conducted in the focused areas of:

      1. Transitional-aged youth

      2. Marginalized youth

Agape (Ford, 1998) is a Greek word meaning "genuine charity and selflessness of service." Let us all choose mentorship as a vessel of charity and service. Our youth deserve this support and guidance.

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APPENDIX A

Codebook:

Coding Counts by Source Document

Coding Counts by Primary Codes, Subcodes, and Themes

Primary Keyword and Codebook Definitions

Files	Number of coding references	Number of codes coding
Files\\Natural mentors and adolescent Resiliency.....	196	14
Files\\Prevention Approaches to EnhanceResilienc...	106	15
Files\\DESIGN, DEVELOPMENT, IMPLEMENTATIO...	219	20
Files\\New Findings~ Natural Mentoring Relations...	142	21
Files\\Promoting Successful Youth Mentoring Rela...	194	22
Files\\Critical Perspectives on Mentoring- Trends...	484	24
Files\\The Characteristics of Organic Youth Mento...	1,045	26
Files\\An Exploratory Study of Youth Mentoring in...	179	27
Files\\Career Guidance Mentoring for Disengaged...	227	27
Files\\A MODEL FOR THE INFLUENCE OF MENTO...	193	28
Files\\The Impact Of Mentoring African-American...	976	29
Files\\Morton - Youth Empowerment Programs for...	896	30
Files\\The Comparative Roles of Mentor Self-Effic...	322	32
Files\\The Test of Time-Predictors and Effects of...	353	32
Files\\Effects of the Big Brothers Big Sisters of A...	179	35
Files\\Youth Mentoring and Resilience- Implication...	177	36
Files\\An application of the mentoring framework...	191	37
Files\\Mentoring Relationships and Adolescent Sel...	275	37
Files\\YIM Investigating a New Approach to Worki...	320	38
Files\\How Effective Are Mentoring Programs for...	323	39
Files\\Understanding and Facilitating the Youth M...	361	45

Codes	Number of coding references	Aggregate number of cod...	Number of items cod...	Aggregate number of items coded
Codes\\Community-Based Setting	25	25	11	11
Codes\\Educational Setting	21	52	12	17
Codes\\Educational Setting\9-12	4	4	4	4
Codes\\Educational Setting\After-S...	1	1	1	1
Codes\\Educational Setting\Higher...	23	23	5	5
Codes\\Educational Setting\K-8	3	3	3	3
Codes\\Elements of Mentoring Rel...	15	221	3	19
Codes\\Elements of Mentoring Rel...	74	74	14	14
Codes\\Elements of Mentoring Rel...	17	17	10	10
Codes\\Elements of Mentoring Rel...	27	27	11	11
Codes\\Elements of Mentoring Rel...	82	82	18	18
Codes\\Elements of Mentoring Rel...	6	6	4	4
Codes\\Good Quotes	44	44	15	15
Codes\\Inclusion Criteria Met	0	2,488	0	21
Codes\\Inclusion Criteria Met\Disse...	264	264	3	3
Codes\\Inclusion Criteria Met\Focu...	567	567	17	17
Codes\\Inclusion Criteria Met\Met 1...	661	661	20	20
Codes\\Inclusion Criteria Met\Occu...	572	572	15	15
Codes\\Inclusion Criteria Met\Peer...	424	424	18	18
Codes\\Inclusion Criteria Met\Reco...	0	0	0	0
Codes\\Mentor Selection Characte...	5	49	5	12
Codes\\Mentor Selection Characte...	4	4	2	2
Codes\\Mentor Selection Characte...	9	9	6	6
Codes\\Mentor Selection Characte...	11	11	7	7
Codes\\Mentor Selection Characte...	8	8	4	4
Codes\\Mentor Selection Characte...	3	3	2	2
Codes\\Mentor Selection Characte...	9	9	6	6
Codes\\Mentor Type	0	68	0	13
Codes\\Mentor Type\Formal Mentor	19	19	7	7
Codes\\Mentor Type\Informal Mentor	13	13	7	7
Codes\\Mentor Type\Natural Mentor	36	36	7	7
Codes\\Mentoring	20	20	7	7
Codes\\Mentoring & Intervention S...	23	85	2	12
Codes\\Mentoring & Intervention S...	18	18	4	4
Codes\\Mentoring & Intervention S...	5	5	5	5
Codes\\Mentoring & Intervention S...	12	12	3	3
Codes\\Mentoring & Intervention S...	10	10	3	3
Codes\\Mentoring & Intervention S...	17	17	8	8
Codes\\Mentoring Frameworks	34	231	13	19
Codes\\Mentoring Frameworks\Fee...	27	27	10	10
Codes\\Mentoring Frameworks\Mat...	38	38	10	10
Codes\\Mentoring Frameworks\Me...	31	31	11	11
Codes\\Mentoring Frameworks\Par...	17	17	6	6
Codes\\Mentoring Frameworks\Rea...	28	28	12	12
Codes\\Mentoring Frameworks\Str...	20	20	10	10
Codes\\Mentoring Frameworks\Su...	16	16	11	11
Codes\\Mentoring Frameworks\You...	20	20	7	7
Codes\\Mentoring Impact & Outco...	15	290	6	20
Codes\\Mentoring Impact & Outco...	43	43	16	16
Codes\\Mentoring Impact & Outco...	22	22	8	8
Codes\\Mentoring Impact & Outco...	3	3	2	2
Codes\\Mentoring Impact & Outco...	16	16	7	7
Codes\\Mentoring Impact & Outco...	67	67	15	15
Codes\\Mentoring Impact & Outco...	42	42	13	13
Codes\\Mentoring Impact & Outco...	67	67	15	15
Codes\\Mentoring Impact & Outco...	15	15	7	7
Codes\\Research Design	4	250	3	16
Codes\\Research Design\Case Study	2	2	1	1
Codes\\Research Design\Content...	82	82	1	1
Codes\\Research Design\Literature...	29	29	3	3
Codes\\Research Design\Mixed Me...	69	69	3	3
Codes\\Research Design\Qualitative	13	13	4	4
Codes\\Research Design\Quantitati...	23	23	2	2
Codes\\Research Design\Summary...	0	0	0	0
Codes\\Research Design\Theoretical	28	28	2	2
Codes\\Theoretical Framework	2	13	2	6
Codes\\Theoretical Framework\Att...	4	4	3	3
Codes\\Theoretical Framework\Eco...	2	2	1	1
Codes\\Theoretical Framework\Res...	5	5	3	3
Codes\\Types of Youth	31	151	8	19
Codes\\Types of Youth\Adolescent	38	38	12	12
Codes\\Types of Youth\At-Risk Youth	61	61	17	17

Codes\\Types of Youth\Marginalize...	7	7	3	3
Codes\\Types of Youth\Transitional...	14	14	6	6

Primary Keyword/Code Name	Description
Community-Based Setting	
Educational Setting	Its context happens particularly at schools and learning institutions. What happens here is that the students or youth are assigned to a mentor who acts as a positive role model to them – like a teacher or counselor, or perhaps an older student or alumnus. Since it is in a school setting, the mentoring activities are concentrated more on academics.
Educational Setting\9-12	
Educational Setting\After-School or Extended Day	
Educational Setting\Higher Ed & Post-Secondary	
Educational Setting\K-8	
Elements of Mentoring Relationships	There are specific knowledge, skills, and attitudes that are necessary for the delivery of effective mentoring relationships: (1) accessibility and engagement, (2) provision of encouragement and support, (3) tailoring mentoring to developmental needs of mentees, (4) intentional modeling, (5) sponsorship, (6) appropriate self-disclosure, and (7) balancing advocacy with gatekeeping.
Elements of Mentoring Relationships\Relationship Duration	
Elements of Mentoring Relationships\Relationship Frequency	
Elements of Mentoring Relationships\Relationship Intensity	
Elements of Mentoring Relationships\Relationship Quality	
Elements of Mentoring Relationships\Relationship Setting -	
Good Quotes	Significant quotes to be used in body of dissertation.
Inclusion Criteria Met	
Inclusion Criteria Met\Dissertation	dissertation on mentoring program efficacy
Inclusion Criteria Met\Focused on Youth	Criteria 3: Focused on Youth or Transitional-Aged Youth ages 16-24 (TAY)
Inclusion Criteria Met\Met 1+ Keyword Search Terms	Criteria 1: Met 1+ Keyword Search Terms (mentoring frameworks, impact of mentoring on youth, mentor/mentee relationships, informal mentor training, resilience)
Inclusion Criteria Met\Occurs in Education Setting	Criteria 2: Occurs in Education Setting
Inclusion Criteria Met\Peer Reviewed Article	Criteria 4.1: Peer Reviewed
Inclusion Criteria Met\Recognized (award or grantee)	Criteria 4.2: Recognized (award or grantee)
Mentor Selection Characteristics	
Mentor Selection Characteristics\Behavioral Modeling	
Mentor Selection Characteristics\Cultural Appreciation	
Mentor Selection Characteristics\Healthy Self-Regulation	
Mentor Selection Characteristics\Prior Helping Roles with Youth	
Mentor Selection Characteristics\Reflective Practice	
Mentor Selection Characteristics\SES Acknowledgement	
Mentor Type	A young person (mentee) is paired with an older, more experienced person (mentor) with the expectation that the dyad will develop a relationship within which the mentor can impart support and guidance to the mentee.
Mentor Type\Formal Mentor	Numerous organizations offer formal mentoring programs. When an organization engages in formal mentoring, they do so by creating a formalized program and method for mentoring to occur. In most cases, the formal duration of the partnership is only a year, with the expectation that the two parties will maintain a casual, long-term connection. Mentors are selected even though they are volunteers.
Mentor Type\Informal Mentor	In an informal mentoring relationship, the mentor and mentee meet organically. This is done out of genuine friendship and mutual admiration for one other's talents and accomplishments. Either party can initiate the mentoring relationship; the mentor can assist, while the protégé can benefit from guidance from an experienced individual. Positive psychosocial behaviors like counseling, encouraging social contacts, role modeling, and companionship were more common among informal mentors.
Mentor Type\Natural Mentor	The relationships that develop between an individual and a non-parental adult - someone typically older and more experienced - who takes an active interest in the personal and career development of the mentee
Mentoring	Mentoring is an intense loving connection in which those with more expertise engage with persons with less experience to foster both professional and personal development.
Mentoring & Intervention Strategies	Salient Behaviors and Skills of Successful Mentoring: Communication, Passion, Leadership, Honesty and Curiosity, Educating, Connecting, Challenging, and Cheerleading.
Mentoring & Intervention Strategies\Advocacy vs.	
Mentoring & Intervention Strategies\Agency & Justice	
Mentoring & Intervention Strategies\Empathy	
Mentoring & Intervention Strategies\Non-Parental Adult	
Mentoring & Intervention Strategies\Skill Building	
Mentoring Frameworks	Mentoring frameworks include the mentor/mentee relationship in an educational setting; the unique significance of mentoring on the development of transitional-age youth; and, the practical techniques that mentoring programs use in their design to distinguish which is better in promoting effectiveness and resilience for youth.
Mentoring Frameworks\Feedback & Assessment	
Mentoring Frameworks\Matching	
Mentoring Frameworks\Mentor Training	
Mentoring Frameworks\Parental Involvement	

LIST OF TABLES

LIST OF FIGURES