

Mentoring Relationships And Programs For Youth

Mentoring Children and Adolescents Maureen A. Buckley 2003-11-30 Written in a clear, straightforward manner, this comprehensive volume offers an overview of the concept of mentoring and information on the role that caring adult-youth relationships play in fostering positive development for young people. The book presents up-to-date research on the efficacy and limitations of mentoring, types of mentoring programs, and key figures in the mentoring movement. It presents accessible information on issues crucial to developing, implementing, and assessing effective mentoring ventures. Also included are an extensive collection of current, practical resources and a directory of mentoring initiatives, foundations, and organizations. A valuable resource for young people seeking adult connections, this book is also beneficial to school personnel, youth group leaders, directors of volunteer programs, and anyone who cares about young people and youth issues.

Older and Wiser Jean E. Rhodes 2020-08-18 Youth mentoring programs must change in order to become truly effective. The world's leading expert shows how. Youth mentoring is among the most popular forms of volunteering in the world. But does it work? Does mentoring actually help young people succeed? In *Older and Wiser*, mentoring expert Jean Rhodes draws on more than thirty years of empirical research to survey the state of the field. Her conclusion is sobering: there is little evidence that most programs—even renowned, trusted, and long-established ones—are effective. But there is also much reason for hope. Mentoring programs, Rhodes writes, do not focus on what young people need. Organizations typically prioritize building emotional bonds between mentors and mentees. But research makes clear that effective programs emphasize the development of specific social, emotional, and intellectual skills. Most mentoring programs are poorly suited to this effort because they rely overwhelmingly on volunteers, who rarely have the training necessary to teach these skills to young people. Moreover, the one-size-fits-all models of major mentoring organizations struggle to deal with the diverse backgrounds of mentees, the psychological effects of poverty on children, and increasingly hard limits to upward mobility in an unequal world. Rhodes doesn't think we should give up on mentoring—far from it. She shows that evidence-based approaches can in fact create meaningful change in young people's lives. She also recommends encouraging “organic” mentorship opportunities—in schools, youth sports leagues, and community organizations.

Do Relationships Matter? Joanna Lindsey Sue 2014 Although relationships are central to psychological health throughout the lifespan, not all children have caring adults in their lives that can provide nurturing and stable relationships. Mentoring was established as a means of providing these essential adult relationships to at-risk children. Although the history of formal mentoring traces back to the beginning of 20th century America, only recently have systematic investigations of mentoring programs been conducted. Furthermore, a wide range of mentoring programs across North America have been implemented which has outpaced the research community's ability to provide evidence-based practice guidelines. The goal of this dissertation was to contribute to research and practice in the field of youth mentoring. In the first study I evaluated the effects of participating in a school-based intergenerational mentoring program. Although I did not find benefits of program participation for mentors or mentees, I identified methodological limitations that are important for future studies to take into consideration and determined two key strengths of the program. In the second study, I compared mentee, mentor, and mentoring coordinator perspectives on mentoring relationship quality and examined how two components of mentor-mentee interactions, relationship dimensions and mentor-mentee shared experiences, were associated with these different perspectives. I developed an observational rating scale to examine a new framework of relationships dimensions, identified several elements that characterize high quality mentoring relationships, and provided suggestions for how to apply this knowledge to mentor training. In the last study, I discussed the connection between research and practice in youth mentoring and identified strategies to promote collaborative interactions that empower individuals, build social relationships, and create synergy between researchers and practitioners. Through my investigation of both mentor-mentee and research-practice relationships, I gained insight into the processes of successful relationship formation and characteristics of long-term relationships. I encountered several methodological barriers and used these as opportunities to identify strategies for overcoming challenges inherent in mentoring research. The knowledge gained through this dissertation can be applied by mentoring agencies to develop evidence-based mentor training programs and by researchers and practitioners to form successful research-practice collaborations, which are necessary to continue to further our understanding of youth mentoring.

Group Mentoring Carla Herrera 2002

The Science of Effective Mentorship in STEMM National Academies of Sciences, Engineering, and Medicine 2020-01-24 Mentorship is a catalyst capable of unleashing one's potential for discovery, curiosity, and participation in STEMM and subsequently improving the training environment in which that STEMM potential is fostered. Mentoring relationships provide developmental spaces in which students' STEMM skills are honed and pathways into STEMM fields can be discovered. Because mentorship can be so influential in shaping the future STEMM workforce, its occurrence should not be left to chance or idiosyncratic implementation. There is a gap between what we know about effective mentoring and how it is practiced in higher education. The Science of Effective Mentorship in STEMM studies mentoring programs and practices at the undergraduate and graduate levels. It explores the importance of mentorship, the science of mentoring relationships, mentorship of underrepresented students in STEMM, mentorship structures and behaviors, and institutional cultures that support mentorship. This report and its complementary interactive guide present insights on effective programs and practices that can be adopted and adapted by institutions, departments, and individual faculty members.

Relationships in a Career Mentoring Program Wendy S. McClanahan 1998

More Than a Mentoring Program Graig R. Meyer 2018-04-01 In striving to reduce racial achievement gaps, schools and youth development programs are increasingly turning to youth mentoring programs. But how to ensure success? Here, accomplished educators Graig Meyer and George Noblit reveal how one such program challenged institutional racism and eliminated persistent achievement disparities in a local school system that boasts a national reputation for excellence. The authors share personal lessons, strategic guidance, and detailed practical advice for education and community leaders seeking to create successful youth mentoring programs. Their story, backed by research, offers real-world perspective on the important work of challenging systemic racism in schools. Meyer and Noblit demonstrate how mentoring and advocacy come together in a strengths-based program that boosts academic success and post-secondary enrollment for youth of color, while also creating change to benefit all students in a school system.

After-School Programs to Promote Positive Youth Development Nancy L. Deutsch 2017-07-06 The second volume of this SpringerBrief presents a series of papers compiled from a conference addressing how after-school programs can promote positive youth development (PYD) hosted by Youth-Nex, the University of Virginia Center to Promote Effective Youth Development. It examines summer learning and best practices for different types of after-school programs by drawing on the experiences of researchers, program staff, and youth participants. It also presents case studies of five specialized programs and discusses their strengths, limitations, and challenges. In addition, the brief offers recommendations drawn from across the two volumes for how researchers, policy makers, and practitioners can move the field forward and maximize the potential of after-school time and programs to promote positive youth development for children and adolescents. Featured case studies of specialized after-school programs include: Richmond, Virginia's ROSMY. The Clubhouse: Where Technology Meets Imagination. The Young Women Leaders Program (YWLP). Whatever It Takes (WIT) Program. UTEC of Lowell, Massachusetts. *After-School Programs to Promote Positive Youth Development, Volume 2*, is a must-have resource for policy makers and related professionals, graduate students, and researchers in child and school psychology, family studies, public health, social work, law/criminal justice, and sociology.

The Kindness of Strangers Marc Freedman 1999-01-13 Many of us care deeply about the fate of young people growing up in poverty. We worry about their future and the future of an increasingly fragmented society. We want to help, but often don't know how, or even where to begin. *The Kindness of Strangers* reveals how caring adults in cities across America are trying to turn young lives around. It also tells of the much-celebrated mentoring movement they have created. Based on interviews with over 300 mentors, young people, scholars, and youth workers, this book takes a

hard look at mentoring and asks some critical questions: how much can mentoring really accomplish? what does it take to be a successful mentor? what makes the difference between an effective program and one fraught with difficulties? Marc Freedman brings experience, research, and realism to these questions in an effort to present the truth about the mentoring movement sweeping America today.

Why Youth Mentoring Relationships End. Research in Action Renee Spencer 2007 Recognizing that some early endings are unavoidable, the author maintains that many mentor-mentee relationships quickly dissolve due to factors that may be avoidable, such as disappointment and dissatisfaction with the relationship. Findings from a range of research studies are offered. Higher levels of program support may be required for matches made with older youth and those with more complex problems. Early attention to expectations mentors and youth bring to the mentoring relationship is also cited, including discussion of ending the relationship appropriately. Training directed toward helping mentors identify some of their cultural and class-based values and beliefs and developing skills for effectively engaging in cross-cultural relationships with youth could be critical to the success of some mentoring relationships. Monitoring of matches and ongoing training for mentors are among the program practices associated with more positive youth outcomes, a practice that may also serve to reduce early endings. Regular contact with matches on a periodic basis may provide program staff the opportunity to identify difficulties as they arise and step in to provide assistance or to facilitate termination if necessary. Ongoing training may provide mentors with the chance to receive assistance with challenging situations and assist them with continued development of their skills as a mentor. By identifying and addressing common pitfalls in formal mentoring relationships, programs can better support mentors and youth in their efforts to build close, enduring, and growth-promoting relationships. The article is followed by suggestions on how practitioners can incorporate the research findings into mentoring programs and a list of additional resources. [The 10-issue "Research in Action" series, edited by Jean E. Rhodes, is the initial project of the MENTOR Research and Policy Council, charged with taking current mentoring research and translating it into useful, user-friendly materials for mentoring practitioners. For full series, see ED502220 through ED502229, inclusive.

Older and Wiser Jean E. Rhodes 2020

Youth Mentoring as a Viable Crime Prevention Strategy Jeffrey Bradley 2018 This thesis explored whether youth mentoring could be used as a crime prevention strategy for Ontario. It examined risk factors for youth crime and social bonding theory, the effectiveness of selected programs to prevent crime and best practices, and Ontario government reports on effective crime prevention. It also explored youth mentoring in practice with some mentors from Big Brothers Big Sisters of Ottawa and Sudbury Ontario. The analysis of the literature on risk factors for youth crime identified a number of individual, relationship, community, and societal level factors that correlate with the likelihood of a young person engaging in crime. Travis Hirschi's social bonding theory provided a lens to understand the contribution mentoring can have on preventing crime through attachment, commitment, involvement, and belief with parents and schools. The evidence-based research on the effectiveness of selected programs that had a mentoring component showed that the likelihood of offending could be reduced with other well-being indicators. Research on mentoring relationships showed that when mentors focused on the assets of the youth and were committed to the relationship, they could foster a lasting emotional bond. Best practices of an effective youth mentoring program included outreaching to vulnerable youth, involving parents, screening and training mentors, matching mentors and mentees based on background, having mentoring connected to a larger strategy, following a developmental approach, and developing standards for implementation. The recent reports from the Province of Ontario on crime prevention and community safety use much of the same evidence on risk factors and social development programs to confirm that prevention is an effective way to reduce crime. These reports also point to strong public support for government investment in prevention and education over punishment. The semi-structured interviews with mentoring practitioners in Sudbury and Ottawa, Ontario analyzed the methods used by mentors volunteering with high-risk youth in the Big Brothers Big Sisters community-based program. Results showed the organizational procedure, youth and risk factors, the bonding process between mentors and mentees, and challenges of mentoring at-risk youth were important. Mentors had positive beliefs on the impacts mentoring had on preventing crime and violence. Therefore, youth mentoring is a crime prevention strategy consistent with evidence and government reports and so is viable, but will require political support and investment upstream to make a difference across the province.

Handbook of Youth Mentoring David L. DuBois 2005-03-08 The Handbook of Youth Mentoring provides the first scholarly and comprehensive synthesis of current theory, research, and practice in the field of youth mentoring. Editors David L. DuBois and Michael J. Karcher, along with leading experts in the field, offer critical and informative analyses of the full spectrum of topics that are essential to advancing our understanding of the principles for effective mentoring of young people. The Handbook explores not only mentoring that occurs within formal programs such as Big Brothers Big Sisters, but also examines natural mentoring relationships that youth establish with adults outside of such programs.

The Blackwell Handbook of Mentoring Tammy D. Allen 2011-08-24 Cutting across the fields of psychology, management, education, counseling, social work, and sociology, The Blackwell Handbook of Mentoring reveals an innovative, multi-disciplinary approach to the practice and theory of mentoring. Provides a complete, multi-disciplinary look at the practice and theory of mentoring and demonstrates its advantages Brings together, for the first time, expert researchers from the three primary areas of mentoring: workplace, academy, and community Leading scholars provide critical analysis on important literature concerning theoretical approaches and methodological issues in the field Final section presents an integrated perspective on mentoring relationships and projects a future agenda for the field

Everyday Courage Niobe Way 1998-04 Developmental psychologist Way interprets first-person accounts of what it means to be among the nearly 40 percent of poor and/or ethnic minority adolescents in the 1990s, drawing upon 71 interviews (protocols appended) with a sample of the 95-plus percent who do not meet the media stereotypes of destructive urban teens or superheroes. With relational themes clustered in conceptual matrices, and statistics belying perceptions of the degree of high-risk behavior among youth, she challenges the pathological pictures which emerge from quantitative studies representing them in preconceived categories. Annotation copyrighted by Book News, Inc., Portland, OR

A Critical View of Youth Mentoring Jean E. Rhodes 2002-05-07 Mentoring has become an almost essential aspect of youth development and is expanding beyond the traditional one-to-one, volunteer, community-based mentoring. This volume provides evidence of the benefits of enduring high-quality mentoring programs, as well as apprenticeships, advisories, and other relationship-based programs that show considerable promise. Authors examine mentoring in the workplace, teacher-student interaction, and the mentoring potential of student advising programs. They also take a critical look at the importance of youth-adult relationships and how a deeper understanding of these relationships can benefit youth mentoring. This issue raises important questions about relationship-based interventions and generates new perspectives on the role of adults in the lives of youth.

Positive Support Shawn Bauldry 2006 Examines potential benefits of matching high-risk youth with faith-based mentors, drawing on surveys and interviews with young people who participated in the National Faith-Based Initiative, and concludes with a consideration of the challenges of implementing a mentoring program for high-risk youth.

Juvenile Mentoring Program 2000

Mentoring Jean Baldwin Grossman 1997

Social and Cultural Capital in Formal One-on-one Mentoring Relationships 2014 In recent years, formal mentorship programs for at-risk youth have grown increasingly in the United States. I investigate the ways in which mentoring models in these programs do or do not address the need to transmit social capital and cultural capital to the youth that they serve. Through observations of mentor-mentee matches, semistructured interviews of mentors and organizational staff, and data collection at two nonprofit organizations with formal mentoring components, this paper explores the ways in which these programs unknowingly set goals to transfer social and cultural capital to their mentees, and how mentors attain these goals.

Mentoring Richard M. Lerner 2007 While not discounting the importance of natural mentoring relationships, mentoring that occurs within the context of youth development (YD) programs may be particularly beneficial in the promotion of positive youth development (PYD). Effective, high-quality and enduring mentoring is associated with the capacity for youth to engage in high-quality social relationships, to have greater academic achievement, school engagement, school adjustment, and to view their futures more positively. Some programs to enhance positive development and

civic engagement succeed better than others. This article discusses the features of programs that are most associated with healthy and positive youth development: (1) Sustained, positive adult-youth relations; (2) Youth life-skill building activities; and (3) Youth participation and leadership of valued community activities. Practitioners that are engaged in effective mentoring and providing youth with opportunities to build life skills and to undertake leadership of valued community activities can facilitate the development among young people of 5 C's of PYD: (1) Competence; (2) Confidence; (3) Connection; (4) Character; and (5) Caring as well as a sixth C of Contribution, both to self and to society. The article is followed by suggestions on how practitioners can incorporate the research findings into mentoring programs and a list of additional resources. (Contains 1 figure.) [The 10-issue "Research in Action" series, edited by Jean E. Rhodes, is the initial project of the MENTOR Research and Policy Council, charged with taking current mentoring research and translating it into useful, user-friendly materials for mentoring practitioners. For full series, see ED502220 through ED502229, inclusive.]

An Interpretive Phenomenological Analysis of Long-Term Mentoring Relationships from the Youth Perspective 2016 When mentoring programs are well-designed and well-implemented, young people can experience positive gains in a number of social, emotional, behavioral, and educational areas. While some of the processes underlying mentoring relationships have been explored, the voices and perspectives of participants themselves have thus far been largely excluded from the mentoring literature. The lack of participant voice in mentoring research suggests that an important source of empirical and interpretive information is unavailable to the field in the process of designing, implementing, and researching mentoring programs. This study used interpretive phenomenological analysis (IPA) to explore how youth participants in the Friends of the Children (FOTC) mentoring program experience and understand their long-term mentoring relationships. This study used an innovative approach to IPA that combines traditional phenomenological techniques with poetry writing as a key interpretive tool to explore the interplay between the content and meaning of participants' experiences. IPA methods were used to collect and analyze interview data from 12 FOTC participants who had been in the program for more than ten years and who had the same mentor for at least the last four years. Participants were selected purposively to maximize the potential depth and richness of the data. The study included several elements to ensure trustworthiness, including a reflexivity journal, an audit trail, and member checking. Findings suggest that for the participants in this study, long-term mentoring relationships meant: 1) unconditional support and commitment, 2) consistent and reliable help in difficult situations, 3) the chance to develop and appreciate one's own identity, and 4) a path to expanded opportunities in many facets of life. Subthemes within each category are described and interpreted. The poems created from the interview transcripts provide powerful and complementary illustrations for emergent themes by capturing some of the emotional content that can be lost in the process of analyzing, categorizing, and describing complex human phenomena. Key recommendations for mentoring programs and social work professionals are provided. Implications for future research are also discussed.

Mentee Risk Status and Mentor Training as Predictors of Youth Outcomes Janis B. Kupersmidt 2017 Archival national data from a wide range of mentoring programs were examined to determine whether mentee risk status predicted match outcomes. In addition, archival national data from Big Brothers Big Sisters agencies accompanied by program practice self-assessments from a subset of agencies were examined to determine the relationship between program practices and outcomes for mentoring relationships, in general, as well as for mentoring relationships of special populations (i.e., children with an incarcerated parent, youth in foster care). Mentees who were adolescents when first matched or with exposure to many risk factors such as exhibiting antisocial behavior problems or experiencing many stressful life experiences were less likely to have mentoring relationships that are effective and long lasting; however, mentoring program practices make a difference in match longevity, even with high-risk youth. Specifically, the sum total number of both benchmark program practices and standards described in the Elements of Effective Practice for Mentoring (EPPM; Third Edition) implemented by mentoring programs were associated with match length and long-term relationships; however, neither predicted premature match closure. These findings were true for matches in general, as well as for matches including youth in foster care. Notably, the Training Standard in the EPPM predicted match length of mentoring relationships, in general. In addition, children of incarcerated parents (COIP) have shorter mentoring relationships, and have lower grades, school attendance, and parental trust after one year of mentoring, compared to youth who are non-COIP. In addition, providing specialized mentor training on issues associated with mentoring of children of incarcerated parents was associated with longer and stronger matches and mentees having higher educational expectations. Mentees who were children of incarcerated parents (COIP) experiences benefits from mentoring programs that received additional funding specifically for serving COIP. Given the importance of having a set of standards of practice for the field of youth mentoring that defines both research- and safety-based program practices, a model for the development of practice guidelines and recommendations for the youth mentoring field was adapted from the health care literature on the development of Clinical Practice Guidelines. This model includes replicable and transparent procedures that can be used to update the EPPM as well as create supplemental guidelines for special populations of mentees or mentors, or special mentoring intervention models or settings.

An Impact Study of the Youth and Families with Promise Mentoring Program on Parent and Family Outcomes Janet H. Cox 2001 This study examined the effects of the Youth and Families with Promise mentoring program on family relationships; specifically, whether aspects of the youth's relationship with parents and siblings changed while he/she was involved in the mentoring program, and whether parent functioning and behavior became more effective and positive. Family systems theory and the social systems model of family stress provided the theoretical frameworks for the analysis. Several aspects of the mentoring relationship were examined to understand their impact on family outcomes. These factors included the intensity of the mentoring experience, family involvement in program activities, and the unique aspects of the Youth and Families with Promise mentoring program. Qualitative and quantitative methods of data collection were utilized to provide a more complete picture of the program outcomes. Survey data were collected from parents, youth, and mentors approximately eight months after youth were enrolled in the program. Qualitative data were collected through focus group interviews with parents, mentors, and grandmentors to identify specific changes observed in the youth. Additional data were collected through individual youth telephone interviews to understand how the youth perceived the program and its beneficial components. Data were analyzed using paired t-tests and a content analysis of the qualitative data. Comparisons were also made between youth actively involved in the program with an assigned mentor and youth who were enrolled but had little contact with their mentor or program activities. Analyses showed that participation in this program had a positive impact on parent-child relationships, parent functioning, and sibling relationships for approximately one third of the youth and their families. This study suggests that the benefits of mentoring programs may extend beyond the mentored youth into the family system. To fully understand the impact of a mentoring program, these changes must be evaluated.

Understanding and Facilitating the Youth Mentoring Movement. Social Policy Report. Volume 22, Number 3 Jean E. Rhodes 2006 In this report, we review current scientific knowledge on the topic of youth mentoring, including what is known about relationships and programs, and their interface with organizations and institutions. Two primary conclusions can be drawn from this review. First, mentoring relationships are most likely to promote positive outcomes and avoid harm when they are close, consistent, and enduring. Second, to date, programs have achieved only limited success in their efforts to establish and sustain such relationships. This is evident in a modest and inconsistent pattern of effects on youth outcomes, well-documented implementation problems, and a lack of compelling evidence of cost-effectiveness. We also review public policy issues in the field, focusing on factors underlying the popularity of youth mentoring in the US and recent efforts to extend its reach. We argue that these factors have had undesirable consequences that include decreasing intensity and infrastructure support for youth mentoring programs as well as a failure to take advantage of the full range of opportunities to cultivate and sustain mentoring relationships across different contexts of youth development. We call for a better alignment of research and practice in the area of youth mentoring, recommending policies that (a) promote evidence-based innovation, rigorous evaluation, and careful replication in dissemination for youth mentoring programs, and (b) encourage intentional and scientifically informed approaches to mentoring across the full-spectrum of youth-serving settings. (Contains 1 table and 1 figure.)

Creating a Quality Youth Mentoring Relationship Rachel Radina 2010 Youth mentoring in the school setting is a fairly new context for youth mentoring programs to occur; therefore, more research is needed in this context to determine how to make this program type most effective. This

qualitative study was designed to explore what mentors' define as quality within youth mentoring relationships in order to determine what factors promote the formation of a bond between the mentor-mentee pair. During in-depth interviews mentors identified four factors they considered to be components of bond building: (1) consistency; (2) a community-based component (i.e. meeting outside of school); (3) spending more time together; and (4) listening. The main overarching goal of this study was to advance the mentoring literature so that it can be used to improve current programs and help enhance the creation of new, more effective programs.

The SAGE Handbook of Mentoring David A. Clutterbuck 2017-02-09 The SAGE Handbook of Mentoring provides a scholarly, comprehensive and critical overview of mentoring theory, research and practice across the world. Internationally renowned authors map out the key historical and contemporary research, before considering modern case study examples and future directions for the field. The chapters are organised into four areas: The Landscape of Mentoring The Practice of Mentoring The Context of Mentoring Case Studies of Mentoring Around the Globe This Handbook is a resource for mentoring academics, students and practitioners across a range of disciplines including business and management, education, health, psychology, counselling, and social work.

Multiple Mentors and Family Involvement in Mentoring At-risk Youth Christine W. Woodbury 2004 This study examined whether higher family involvement plus additional mentoring relationships had a greater positive effect than a one-on-one relationship with a mentor and low family involvement. The study demonstrated, in this sample, that having two mentors does not have a greater impact on academic motivation, social competency, family unity, self-esteem, and deviance than having one mentor. It was also shown, in this sample, that higher family involvement does not have a greater impact on academic motivation, social competency, family unity, self-esteem, and deviance than lower family involvement. Although additional studies are needed to fully understand the impacts of mentoring and family involvement, this study suggests that the multiple components of two mentors and increased family involvement do not have a greater impact on at-risk youth than a traditional mentoring program utilizing only one-on-one mentoring. The information from this study could prove useful in designing comprehensive support programs for families of at-risk children.

Fostering Close and Effective Relationships in Youth Mentoring Programs. Research in Action Jean Rhodes 2007 Successful mentors seem to understand and appreciate their mentees, entering their worlds to uncover their unique strengths and capabilities. This sort of empathy and sensitivity goes a long way toward facilitating close relationships, as does the mentee's willingness to fully engage in the mentoring experience. And, since initial resistances may be strong, and trust and understanding tend to deepen with time, successful relationships also require consistency and persistence. The author of this report describes a range of factors that can facilitate the formation of close, enduring, and, ultimately, effective mentor-youth ties. The report concludes that every mentoring relationship is a unique blend of experiences, personalities, and circumstances of both mentor and mentee. Success requires motivation, commitment, and flexibility on the part of both. The article is followed by suggestions on how practitioners can incorporate the research findings into mentoring programs and a list of additional resources. [The 10-issue "Research in Action" series, edited by Jean E. Rhodes, is the initial project of the MENTOR Research and Policy Council, charged with taking current mentoring research and translating it into useful, user-friendly materials for mentoring practitioners. For full series, see ED502220 through ED502229, inclusive.].

Mentoring Across Generations Andrea S. Taylor 2012-12-06 Currently, blame for the difficulties facing youth is too often laid on one particular segment of the community - whether parents, school personnel or the children themselves. However, the problems of today's young people are problems for all generations. In response, the past decade has seen unparalleled proliferation of planned mentoring initiatives. Across Ages, the multi-faceted and multigenerational intervention described in this volume, uses older adult volunteers as mentors for young people. By acting as advocates, challengers, nurturers, role models and friends, older mentors help children develop the awareness, self-confidence, and skills they need to overcome overwhelming obstacles. Across Ages is cost-effective and feasible even where resources are fairly limited. Although designed as a school-based model, this program can easily be adopted to other settings. Each of the four major program components - mentoring, community service, 'life skills' instruction, and family support - is described in step-by-step detail.

The Role of Mentoring Within Cooperative Extension Gail Elizabeth Feagles 1990

Mentoring Cynthia L. Sipe 1996

Youth Mentoring Erwin Flaxman 1988

Mentee to Mentor Transition of Females in Young Life : a Qualitative Study Molly E. Prescott 2014 Mentoring programs are important for youth for many reasons. A mentoring relationship often leads to tangible, positive outcomes for the adolescent such as increased performance in school, better psychological and emotional health, improved behavior, and increased confidence about the future (Herrera, Grossman, Kauh, Feldman, McMaken, and Jucovy, 2007; Rhodes, 2005). This paper discusses youth mentoring on several different levels, including gender differences in mentoring, mentoring and prevention of juvenile delinquency, and faith-based mentoring, among other youth mentoring topics. Its primary purpose is to analyze youth mentees who make the transition to a mentor role. This qualitative study is comprised of interviews in which twelve female Young Life mentors who had been mentees were asked about their experiences transitioning from mentee to mentor. The study identified several major findings and themes: (1) initiation into Young Life; (2) the role of gender in mentoring relationships; (3) juvenile delinquency and mentoring; (4) junior leadership; (5) what it takes to be a mentor; and (6) the phenomenon of mentoring while being mentored. Program implications are also discussed.

Play, Talk, Learn: Promising Practices in Youth Mentoring Michael J. Karcher 2011-10-04 This volume brings together the findings from separate studies of community-based and school-based mentoring to unpack the common response to the question of what makes youth mentoring work. A debate that was alive in 2002, when the first New Directions for Youth Development volume on mentoring, edited by Jean Rhodes, was published, centers on whether goal-oriented or relationship-focused interactions (conversations and activities) prove to be more essential for effective youth mentoring. The consensus appeared then to be that the mentoring context defined the answer: in workplace mentoring with teens, an instrumental relationship was deemed essential and resulted in larger impacts, while in the community setting, the developmental relationship was the key ingredient of change. Recent large-scale studies of school-based mentoring have raised this question once again and suggest that understanding how developmental and instrumental relationship styles manifest through goal-directed and relational interactions is essential to effective practice. Because the contexts in which youth mentoring occurs (in the community, in school during the day, or in a structured program after school) affect what happens in the mentor-mentee pair, our goal was to bring together a diverse group of researchers to describe the focus, purpose, and authorship of the mentoring interactions that happen in these contexts in order to help mentors and program staff better understand how youth mentoring relationships can be effective. This is the 126th issue of New Directions for Youth Development the Jossey-Bass quarterly report series dedicated to bringing together everyone concerned with helping young people, including scholars, practitioners, and people from different disciplines and professions. The result is a unique resource presenting thoughtful, multi-faceted approaches to helping our youth develop into responsible, stable, well-rounded citizens.

Critical Mentoring Torie Weiston-Serdan 2023-07-03 This book introduces the concept of critical mentoring, presenting its theoretical and empirical foundations, and providing telling examples of what it looks like in practice, and what it can achieve. At this juncture when the demographics of our schools and colleges are rapidly changing, critical mentoring provides mentors with a new and essential transformational practice that challenges deficit-based notions of protégés, questions their forced adaptation to dominant ideology, counters the marginalization and minoritization of young people of color, and endows them with voice, power and choice to achieve in society while validating their culture and values. Critical mentoring places youth at the center of the process, challenging norms of adult and institutional authority and notions of saviorism to create collaborative partnerships with youth and communities that recognize there are multiple sources of expertise and knowledge. Torie Weiston-Serdan outlines the underlying foundations of critical race theory, cultural competence and intersectionality, describes how collaborative mentoring works in practice in terms of dispositions and structures, and addresses the implications of rethinking about the purposes and delivery of mentoring services, both for

mentors themselves and the organizations for which they work. Each chapter ends with a set of salient questions to ask and key actions to take. These are meant to move the reader from thought to action and provide a basis for discussion. This book offers strategies that are immediately applicable and will create a process that is participatory, emancipatory and transformative.

Stand by Me Jean E RHODES 2009-06-30

Successful Youth Mentoring Keith W. Drury 1998

After-School Centers and Youth Development Barton J. Hirsch 2011-09-12 This book examines after-school programs in light of their explosive growth in recent years. In the rush to mount programs, there is a danger of promoting weak ones of little value and failing to implement strong ones adequately. But what is quality and how can it be achieved? This book presents findings from an intensive study of three after-school centers that differed dramatically in quality. Drawing from 233 site visits, the authors examine how - and why - young people thrive in good programs and suffer in weak ones. The book features engaging, in-depth case studies of each of the three centers and of six youths, two from each center. Written in a highly accessible style for academics, youth workers, after-school program leaders and policy makers, the study breaks new ground in highlighting the importance of factors such as collective mentoring, synergies among different programs and activities, and organizational culture and practices.

Mentoring Minutes Robin Cox 2020-08-04 Mentoring Minutes: Weekly Messages to Encourage Anyone Guiding Youth aims to encourage and equip people working with youth with the knowledge, strategies, ideas, and recent youth research to build meaningful and developmental relationships with these young people. There are five daily messages for fifty-two weeks of the year which cover topics like: understanding the world of youth, self-image, the impact of technology on youth, resiliency, goal setting, effective communication, values, how to resolve conflicts using a positive mindset, the role of family and other networks in the lives of youth, and the power of mentoring. True stories of mentoring experiences of the author and others are included, along with short daily tips to promote the spirit of mentoring, and weekly quotes to inspire the reader. The hundreds of strategies and tips are arranged into general themes focused on the development of the whole person. This user-friendly book will be an encouragement to schools, youth workers, mentors, parents, grandparents, employers of young people, indeed, anyone who wishes to see young people fulfill their potential.

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