An urban high school's mentoring program for Latino students:

Author: Robert P. Fitzgerald

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AN URBAN HIGH SCHOOL'S MENTORING PROGRAM FOR LATINO STUDENTS

Dissertation

by

Robert P. Fitzgerald, Jr.

submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education

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Dedication

This dissertation is dedicated to the memory of Robert P. Fitzgerald Sr., the best teacher/ coach I have ever witnessed. Also to my mother Barbara and grandmother Mary, whose love of learning was a driving force throughout my educational career. And finally to my beloved son Robert, who I hope will have a tremendous life and the courage to realize his dreams.

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ABSTRACT

AN URBAN HIGH SCHOOL'S MENTORING PROGRAM FOR LATINO STUDENTS

By

Robert P. Fitzgerald, Jr.

Dissertation Director: Dr. Elizabeth Twomey

The primary goals of this qualitative case study were to analyze and evaluate the perceived

benefits of a mentoring program on Latino mentees, mentors and school culture. A secondary

area of interest was that of the interpersonal and programmatic dynamics that presented

themselves during the implementation of a mentoring for urban Latino high school students.

Data collection instruments included interviews, observations, questionnaires, journals and

program documents. The findings suggest that mentors perceived the programmatic features of

training, monitoring and Mentor Mingles as being very supportive of their mentoring role.

Mentor qualities that fell into the Trust Theme, Personal Concern Theme, and Approachable

Theme were considered to be very effective in building positive relationships with the mentee.

The study found that there were four significant challenges that faced this mentoring program:

time, financial resources, recruiting mentors and the building and maintenance of effective

mentor/mentee relationships. Additionally the study found that Latino students had many

perspectives on how to improve their high experience and build school culture.

Implications for practice include ensuring that mentoring programs are built around

programmatic features that constitute best practice; making mentors aware that certain qualities

are more effective in building quality relationships with the mentee; developing strategies for the

challenges of time, recruiting mentors, financial resources and building and maintaining effective

mentor/mentee relationships; and developing the schools ability to assess school culture among

certain student populations. Limitations of this study included the researcher's role as headmaster, researcher bias, small sample size and the relatively brief study time. Recommendations for future study include monitoring the mentored Latino students and reporting on their graduation rates, conducting an additional study with a control group of Latino students who do not have the benefit of participating in a mentoring program, studying the impact of family configurations as they relate to the success of the mentees, an analysis of the mentor's age and success of the mentoring relationship, a similar mentoring program study on a different ethnic group, and a study and analysis of students mentored by teachers as opposed to non-teachers.

Chapter One

Introduction

The nation's educators are troubled with the alarming dropout rates that are prevalent throughout the country. The United States Department of Education (2006) reported in 2005 that 10.3 percent of our nation's high school students had dropped out; they report the dropout rate for Latino students is considerably higher than the national average, at 23.8 percent. According to several educators these numbers may be even higher because there is no national criterion for defining a dropout (Greene, 2006; Winters, 2006). Statistics from the New Hampshire Department of Education (2007) reflect that only fifty-one percent of Latino students in Norton (pseudonym) complete high school in four years. These types of figures are devastating to the fabric of communities. The lingering effects of high dropout rates will resonate throughout the community for years to come.

Today's students are facing problems and challenges that are far more complex than in the past. Poverty, unemployment, homelessness, teenage pregnancy, youth homicides, gang involvement, single parent homes, two parent working homes, child abuse, substance abuse, urban blight and a decrease in student achievement among at-risk students are all factors that influence drop out rates (Orfield, 2004; Greene, 2006; Winters, 2006). Cultural factors, limited English background and transient lifestyles also factor into the decision making of many dropouts (Orfield, 2004; Greene, 2006; Winters, 2006). Orfield (2005) lists family problems such as getting married prematurely, becoming pregnant, and needing to work as common reasons for students to leave school before they graduate. A close look at the world in which today's students live, highlights the complexity and challenges of their everyday lives. The

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economic, political and social problems present in our nation are challenging educators to expand opportunities for disadvantaged students (Orfield, 2004; Schargel, 2004; Smink, 2004; Greene, 2006; Winters, 2006).

Schargel and Smink (2004) found that one of the primary reasons students drop out of school is because they lack strong personal support from a parent, friend or teacher. A statement echoed by many at-risk students is that they feel no one cares. Chronic absenteeism, a high number of discipline referrals, low grade point average, below average credit accumulation and poor attitude toward school are all indicators that a student may drop out of school (Schargel, 2004; Smink, 2004; Orfield, 2004).

The aforementioned factors have resulted in dropout rates that are troubling educators across the United States (Greene, 2006; Winters, 2006). Repeatedly frustrated by lack of success in school, compounded with social problems, results in many students dropping out of school before graduating; often in order to obtain minimum wage jobs (Orfield, 2004; Greene, 2006; Winters, 2006). The costs of school failure and dropping out are high, resulting in negative personal, economic and social consequences (Orfield, 2004). Dropouts are more likely to end up unemployed, underpaid, receiving public assistance, and suffering from substance abuse and incarceration (National Dropout Prevention Center, 2007). There are substantial costs, monetary and social, associated with students dropping out of school (Orfield, 2004; Greene, 2006; Winters, 2006). This drop out problem not only impacts the student who does not graduate, it impacts both the quality of life and the economy of communities. The long-range effects of our dropout crisis could result in damaging consequences for our nation's economy (Orfield, 2004; Greene, 2006; Winters, 2006).

Statement of the Problem

This study was an attempt to reduce the dropout rates of high school Latino students through the implementation of a mentoring program. Working in urban settings, this researcher reflected on the large number of Latino students who left school early. At the same time there were also a significant number of Latino students who were highly successful. These successful Latino students had come from similar backgrounds and faced many of the same hurdles that the dropouts had, but they had persevered and graduated. Remembering the graduates versus the dropouts he determined that in a majority of cases, the graduates had formed a strong association with an influential adult who was able to provide them motivation, guidance and support. Thus, the principal researcher came to the conclusion that Norton High (pseudonym) should arrange these types of beneficial relationships through a planned mentoring program. The objective of the mentoring program was to organize a Community Collaborated Mentoring Program to help facilitate the graduation rates of the Latino students.

There are various reasons that students drop out of school but there are no simple solutions (Schargel, 2004; Smink, 2004; Orfield, 2004; Greene; 2006; Winters, 2006). A well-designed mentoring program has the potential to be an effective response to the problems and obstacles faced by these youth (Dubois, 2005; Weinberger, 2005; National Mentoring Partnership, 2003). Mentoring is considered to be an effective approach in promoting positive growth and in changing the lives of adolescents (Flaxman, 1992; Rhodes, 2002; DuBois, 2005; Weinberger, 2005). The philosophy that drives mentoring is that caring and influential adults can provide youth with a form of social capital that is invaluable to their development (Hall, 2003: DuBois, 2005; Weinberger, 2005). Adolescents use this social capital to build self-esteem which

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can lead to success in other areas of their life. Recruiting, screening, matching, orienting, training, sustaining and evaluating are all essential ingredients of a quality mentoring program (Brown, 1998; Rhodes, 2002; National Mentoring Partnership, 2003; DuBois, 2005). Research has shown mentoring relationships appear to have a positive impact on dropout rates (Grossman, 1998; Johnson, 1998; Smink, 2004; DuBois, 2005).

This dissertation examined the programmatic features of a mentoring program and their influence on a particular group of students in an urban school setting. It is a qualitative case study of a mentoring program for at-risk Latino students in an urban school setting. The project leader monitored the development of the relationships along with facilitating the necessary training of mentors and scheduling of group activities. Workshops were also designed for the mentees to acquire social skills, life training and academic assistance. The project leader also periodically assessed designated criteria to ensure that the mentoring relationship is effecting positive development in the mentee. The criteria also included attendance, grade point average, disciplinary referrals, credit accumulation and attitude towards school.

The mentoring program is not the only initiative Norton High has implemented in order to facilitate Latino students. The school has taken several other measures in order to better service Latino students and improve the school's culture. The school has implemented a dual language course which teaches a student a grammatical skill in his native tongue on one day and the same skill in English on the following day. A drop-in center located in one of the English Language Learner rooms is open after school on a daily basis to aid students in their studies. The room is staffed by an ELL teacher who is familiar with the students along with a different curriculum teacher on a rotating basis. We have also developed a study hall in conjunction with

the Norton Housing Authority located at a housing project where many of the Latino students live.

Furthermore, Norton High has actively recruited Latino teachers in an effort to diversify the faculty. This effort has resulted in the hiring of three Latinos who are now on staff. Norton High has also scheduled several Latino-themed nights which will offer the opportunity to sample Latino food, listen and dance to Latino music and experience some of the art and poetry that is rich to the Latino culture. These kinds of events have developed an increased ethnic pride in the Latino students as evidenced by high attendance and conversations with a number of Latino students. Furthermore, Norton High has created an after school Latino Dance Club and has made a much more concerted effort in trying to get these students to participate in after school activities.

The initiatives that Norton High had implemented to facilitate Latino students were intended to increase dialogue among the staff as well as to improve the school culture and climate for Latino students. The mentoring program therefore, was one facet of a broad range of initiatives Norton High School had implemented in order to facilitate Latino students to succeed and stay in school. The focus of this dissertation was studying the effectiveness of a mentoring program for at-risk Latino high school students in an urban setting.

This study has the potential to benefit a variety of people on varying levels. Mentors may learn about themselves, which can make them better professionals and more effective in their dealing with adolescents. The mentors may also get a better understanding of some of the obstacles these students face and advocate for policy changes that will benefit this population. Most importantly, the mentees could evidence positive development and remain in school. If more of the mentees stay in school, the school community is likely to be bolstered. Additionally,

the reduced drop out rate will have a positive impact on the evaluation by NCLB. The long term significance of the graduation of these Latino students is likely to be an asset to the community's economy. Further, the school may be able to learn what further changes are needed to be made in order to improve the school experience of at-risk urban Latino students. This study will be unique in the fact that it evaluates the apparent impact of a mentoring program for Latino students. On a broader scale this type of program may be implemented in other school districts that struggle with a high Latino dropout rate. Other school districts may be able to utilize the findings this study will provide, to implement effective programmatic features of mentoring programs that help build positive mentor-mentee relationships.

The primary goals of this study were to analyze and evaluate the perceived benefits of a mentoring program on Latino mentees, mentors and school culture. A secondary area of interest was that of the interpersonal and programmatic dynamics that presented themselves during the implementation of a mentoring program for Latino high school students. The mentoring program was designed to facilitate the growth of Latino students in order to improve their chances of graduating. Most importantly, this study sought to ascertain whether or not the efforts of the mentoring program had an observable effect on the mentee's ability to perform in high school and graduate. Implications yielded from the study's findings may ultimately be utilized by other school districts during their implementation of a mentoring program.

Research Questions

The research questions for this study will be:

1) Pertaining to the mentors, what specific programmatic features of the mentoring program for at-risk Latino students did they perceive as helpful to their role?

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2) What mentor qualities were most effective in building positive relationships with the mentee?

3) What are the challenges facing a mentoring program?

4) From the perspective of the mentored Latino students, what would improve their high school experience?

Theoretical Rationale

The theoretical rationale for this study is grounded in the understanding that today's adolescent is having a difficult time navigating the social complexities present in our society, which, in turn, is negatively impacting graduation rates (National Dropout Prevention Center, 2007). It appears that these societal problems are impacting Latino students in large numbers (Indiana Project for Latino American Cultural Competency, 2007; Orfield, 2004; Children's Board Hillsborough County, 2000). The United States Department of Education (2006) reported that 10.3 percent of our nation's high school students had dropped out; they report the dropout rate for Latinos students is considerably higher at 23.8 percent. It is evident from these numbers that schools have to do a better job of accommodating the needs of Latino students. The stage of adolescent development is a difficult one, further complicated with the aforementioned societal problems, in which many at-risk students drop out of school and put themselves in a precarious position to begin their adult lives (Galambos, 1998; Lerner, 1998; Luther, 1991). Mentoring has the potential to help these at-risk students successfully navigate this critical stage of adolescence in order to put themselves in a position to be successful adults (Weinberger, 2005; Rhodes, 2002). Thus, forms the rationale for studying a research-based mentoring program. This study's literature review provides the underlying research for the rationale. It will focus on five

significant themes: at-risk students, adolescent development, mentoring, adult learning and school culture.

At-Risk Students

The definitions of what is considered an "at –risk" youth are many and varied throughout the social science literature. Frymier and Gansneder (1989) state that "at-risk is a function of what bad things happen to a youth, how severe they are, how often they happen and what else happens in the child's immediate environment" (p.142). A broader generalized definition assumes that children are at-risk if they are likely to fail- either in school or life. The *Phi Delta Kappa Study* of at-risk youth, conducted by Frymier and Gansneder (1989), lists among the characteristics, the following top ten indicators of youth at-risk:

1) attempted suicide in the past year

2) used drugs or engaged in substance abuse

3) has been a drug pusher during the past year

4) student's sense of self esteem is negative

5) was involved in pregnancy in the past year

6) was expelled from school in the past year

7) consumes alcohol regularly

8) was arrested for illegal activity

9) parents have negative attitude towards education

10) has several brothers or sisters who dropped out

This literature review will consider the socio-economic, social, familial, academic and personal issues that lead to students being labeled at-risk.

Adolescent Development

A study of mentoring as an intervention in preventing high school students from dropping out forces a look at the stage of adolescent development. Adolescence refers to a critical stage of development in which young people search for their identity and values, acquire the competencies necessary for their future adult roles, and learn the norms for social interaction. Their identity is shaped by past, current and potential relationships that occur within the family, in school and in community organizations (Styles & Morrow, 1992). Erik Erikson's theory of development characterizes adolescence as a period at which a person defines oneself. The absence of a mentor to guide this process could lead to what Erikson refers to as "role confusion." DuBois (2005) stated "there are four changes that are critical to developing an understanding of how mentoring can fulfill the needs of adolescents: change in parent-adolescent relationship, changes in the peer context (including romantic relationships), adolescents' entrance into the workplace, and the move from middle to high school"(p.177). Chapter two will expand on theories of adolescent development.

Mentoring

An efficiently practiced mentoring program has the potential to decrease dropout rates, by facilitating improvements in the five criteria listed above (Smink, 2004; Schargel, 2004; DuBois, 2005; Rhodes, 2002). A successful mentoring program is based on the following critical components: recruiting, screening, matching, orienting, and training, sustaining and evaluating (National Mentoring Partnership, 2003; DuBois, 2005; Rhodes, 2002; Brown, 1998). To be effective, it is important to create benchmarks for mentoring programs and practices. Benchmarks enable mentoring programs to develop standards, by which program evaluators can determine what program effects will be derived from mentoring (National Mentoring

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Partnership, 2003). Flaxman and Ascher (1992) stress that "mentoring programs should continue to develop their own goals, including those for training, orientation and follow up; for determining the level of performance they expect from mentors, mentees, and staff; and very importantly, for deciding what youth and mentor can achieve through mentoring" (p.53).

The building of the relationship is critical to the success of the mentoring process (Weinberger, 2005; DuBois, 2005; Rhodes, 2002). A good mentor possesses a number of characteristics, such as flexibility, fluidity, caring, and the ability to be non-judgmental (Rhodes, 2002; DuBois, 2005). Effective mentors are capable of developing a high level of trust, in order to open lines of communication with the mentee (Rhodes, 2000; Grossman, 2000; Resch, 2000). Length of relationship and frequency of contact are key to building productive mentoring relationships (Weinberger, 2005; DuBois, 2005; Rhodes, 2002).

A productive mentor helps the student set and achieve goals, motivates the mentee, and uses constructive criticism to guide the mentee towards the acquisition of set goals (Flaxman, 1992; Ascher, 1992; DuBois, 2005; Karcher, 2005). Flaxman and Ascher (1992) state that "mentoring practitioners ideally capture the spirit of mentoring by using every available resource to give the youth what he or she personally needs" (p.52). An informed mentor acts as a facilitator in the growth of the mentee.

A review of the social science literature will reveal that there are many potential challenges to establishing effective mentoring programs for adolescents (DuBois, 2005; Lyons, 2005; MENTOR, 2007). Challenges related to finances, resources, time and human nature all possess the potential to negatively impact the efficiency of mentoring programs (National Mentoring Institute, 2003; DuBois, 2005; Weinberger, 2005; MENTOR, 2007).

Research has shown that positive mentoring relationships can impact the student's academic performance in a productive manner (Slicker, 1993; Palmer, 1993, Herrera, 1999, DuBois, 2005). Mentees may show an increase in attendance, credit accumulation and grade point averages, a decrease in discipline referrals and an improved attitude towards school (DuBois, 2005; Grossman, 1998; Johnson, 1998). This type of positive impact may decrease dropout rates (Grossman, 1998; Johnson, 1998; Smink, 2004; DuBois, 2005).

Adult Learning

Theories of adult learning have evolved from the observations and perceptions of educators who have had the experience of teaching adults. Beder and Durkenwald (1982) have found adult learners to be hardworking, curious, motivated, responsible and more precise about their learning objectives.

Knowles, Laidley and Braddock (2000) have identified three critical components of adult learning: task relevance, learner involvement in setting the educational objectives, and skill practice as an effective teaching tool. Two prominent adult learning theorists, Sprinthall and Thies-Sprinthall frame their studies using cognitive development. Sprinthall and Thies-Sprinthall (1983) produced a set of guidelines that provide educators a framework in dealing with adult learners.

The role of adult learning theory plays a critical role in a mentoring program's strategy for training its mentors. It is important that a mentoring program recognizes the adult learning theories presented in this section and constructs its training session based on the best practice this literature has revealed. Chapter Two will take a deeper look at adult learning theories.

School Culture

A positive school culture may be described as an institution where the students feel welcomed and view themselves as valued members of the school community. All students should have a voice in the governance of the school and an equal opportunity to maximize their learning and participate in school-related activities. Marzano (2003) believes that a school's climate is directly related to its academic achievement. It would then stand to reason that for a population of students' academic achievement to increase; they would have to experience an improvement in the school climate. Bolman and Deal (2003) stress the use of reframing when an organization seeks to find new opportunities for troubling organizational situations. They suggest organizations can be viewed through four frames: structural, human resource, political and symbolic (Bolman&Deal, 2003). This study will utilize these four frames in their relation to the implementation of our Community Collaborated Mentoring Program's effort to facilitate the reduction of the drop out rate for a specific group of Latino High School students.

Significance of the Study

This study has the potential to benefit a variety of people on varying levels. Mentors may learn about themselves, which can make them better professionals and more effective in their dealing with adolescents. The mentors may also get a better understanding of some of the obstacles these students face and advocate for policy changes that will benefit this population. Most importantly the mentees could evidence positive development and remain in school. If more of the mentees stay in school, the school community is likely to be bolstered. Additionally, the reduced drop out rate will have a positive impact on the evaluation by NCLB. The long-term significance of the graduation of these Latino students is likely to be an asset to the community's

economy. Additionally, the school may be able to learn what further changes are needed in order

to improve the school experience of Latino students. This study will be unique in the fact that it

evaluates the apparent impact of a mentoring program designed for Latino students. On a

broader scale this type of program may be implemented in other school districts that struggle

with a high Latino dropout rate.

Research Design

This research involved an evaluative qualitative case study that reviewed the

programmatic features of an effective mentoring program designed to enable Latino high school

students to stay in school. Obtaining a better understanding of a natural situation, which results

in a derived meaning, is a main purpose in qualitative research (McMillan, 2000). Patton (1990)

stated that qualitative study provides "detailed descriptions of people's activities, behaviors,

actions' recorded in observations and excerpts quotations, or entire passages extracted from

various types of documents" (p.10). A qualitative case study was the best model to study this

high school's mentoring program for Latino students at this stage and time. The researcher was a

participant observer.

The participants in the study included six mentors, three male and three female, five of

whom were Anglo high school teachers and one Latina teacher, all with at least four years

teaching experience. Also included in the study were six Latino students, three male and three

female, grades nine through twelve, who were mentored by these teachers. The six students

volunteered for the program based on their own feelings of a need to receive support to stay in

school and a self perceived weakness in one of the five following criteria: school attendance,

discipline referrals, grade point average, attitude toward school and attitude towards their future.

The participants were selected based on the potential they possess to create a dynamic mentoring

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relationship and their proximity to the researcher, who is also the headmaster. The participants in the study did so on a voluntary basis and were able to withdraw from the study at any time with no negative consequences.

The study took place in an urban city with a population of approximately 100,000 people, twenty percent being Latino. The mentors and mentees were from a nine through twelve high school with a population of approximately 2400 students. This school had a Latino population of 18%.

The researcher, who was also a participating mentor, was in regular contact with participants as he was involved in the same training programs and social activities. The researcher utilized data and input from the participants to gauge the effectiveness of the program and made modifications when necessary. The researcher was readily available to address any of the participants' concerns.

The data collection methods utilized in this qualitative study will included interviews, journals, observations, documents, questionnaires and a focus group. Data collection was completed with consideration of reliability, validity and researcher bias (the researcher was a participant in the project to be studied and was the headmaster of the school). Pre and post-project interviews with mentors and mentees were used to gain insight into:

A.) The specific programmatic features of the mentoring program for at-risk Latino students that were perceived as most helpful by the mentors.

B.) The most effective strategies mentors utilized to build positive relationships with the mentee.

C.) Challenges faced by the mentoring program.

D.) Information schools can utilize to improve the experience of Latino students.

Additional data from mentor and mentee journals, a questionnaire, and field notes taken throughout the mentoring leadership project, program documents and a focus group provided triangulation to enhance the study's internal validity (Merriam, 1998).

The interview protocols and questionnaire used for this study were subject to pilot testing. Merriam (1998) stressed, "Pilot interviews are crucial for trying out your interview questions." The data gathering instruments were reviewed by the researcher's doctoral chair, mentor and fellow doctoral candidates.

Chapter Three provides the reader with a detailed outline of how and why data was collected to support this study.

Data analysis typically involves "consolidating, reducing and interpreting what people have said and what the researcher has seen and read- it is the process of making meaning" (Merriam, 1998, p.178). Constant comparative method was the major data analysis technique used in this study (Glaser, 1967; Strauss, 1967). The researcher constantly compared various data sources and develops tentative themes, patterns, etc., which were compared to one another within and across all levels of conceptualization. Even though this was not a grounded theory study, this technique was employed as a consistent means of making sense out of the data. The researcher utilized coding as the manner in which to organize the data and best illuminate the story of this data. Miles and Huberman (1998) described "codes as tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study" (p.56). Data from all of the data collection instruments utilized in this study was coded and analyzed.

Data was analyzed chronologically and any significant changes over time were noted. When the trends and themes warranted the incorporation of new categories they were implemented.

The researcher constructed the most efficient methods to represent the data to the reader. Miles and Huberman (1994) stressed that text alone is not a sufficient manner of display because the reader will have difficulty seeing the whole because it is presented over several pages. This study utilized the three main groupings for qualitative analysis: Categorizing strategies (such as coding and thematic analysis), contextualizing strategies (such as narrative analysis and case studies), and memos and displays (Merriam, 1998).

Limitations of the Study

There were limitations to this study. A significant limitation was the highly contextualized nature of the project in regard to the time, setting and population being studied (Rossman, 1998; Rallis, 1998). This limitation may have affected the generalization of this study. "Generalization refers to the extent to which the research findings can be credibly applied to a wider setting than the research setting"" (Bickman & Rog, 1998, p.34).

The reader should be aware that the researcher in this case study was the Headmaster of the school and the creator of the mentoring program. It was the researchers' intention to make this mentoring program as successful as possible and that could have interfered with his impartiality as an observer. Merriam (1998) noted, "in qualitative research where the researcher is the primary instrument of data collection, subjectivity and interaction are assumed" (p.103). It was important that the researcher considered the potential observational effects that this could have had on the effects of the study and account for them in analyzing the data (Merriam, 1998).

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Merriam further stated, "Some biases are not readily apparent to the researcher" (p.216). Evaluations were conducted by the researcher and there was the potential that the mentors responded according to what they feel the researcher wanted to hear. The informed consent form, signed by each participant, assured all participants of the independence of the study from their employment status and the fact that the information obtained by the researcher will remain confidential to the study. This researcher was therefore required to address potential participant and researcher bias in the study design.

The sample selection in this study may also be considered a limitation. The mentoring relationships chosen for the sample were purposefully selected because they possessed mentors who were teachers in the building and thus readily accessible to this researcher. This created a purposive convenience sample which is considered a limitation because convenience samples can yield information-poor data if not managed properly (Merriam, 1992).

Of the remaining threats to internal validity; mortality, instrumentation, maturation, may have also created limitations to this study (Consalvo, 2007). No students or mentors left the study eliminating the mortality threat. Maturation could still be a factor; however the short period of time this study covered would probably eliminate that threat. The most serious threat, that of instrumentation was always a factor since no researcher or observer acts as the instrument. The researcher recognized this limitation and as noted above was very sensitive to any observer bias that may have been present during the study.

A final limitation to the study occurs when analyzing outcomes related to the mentoring program. The mentored students may have been involved in other activities or have been involved with other factors that have contributed to their growth. Thus all data related to student growth cannot be solely attributed to the mentoring program.

<center>Definition of Terms</center>

The following terms will be utilized throughout the study. It will be beneficial to the reader that they be defined as to the context in which they are used in this study:

There are many definitions for **mentoring** as evidenced by reviewing social science literature. It is important that mentoring is clearly defined so the reader can understand the parameters of this definition and how it is related to the available social science literature. The National Mentoring Partnership (2003) defines mentoring as "a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee" (p.8). Rhodes (2002) defines mentoring as "a relationship between an older, more experienced adult and an unrelated, younger protégé- a relationship in which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the mentee" (p.3). Rhodes (2002) further characterizes the relationship between a mentor and mentee as one that develops a special bond of respect, identification, mutual commitment and loyalty over time and that facilitates the adolescent's transition into adulthood. The Mentoring Institute (2002) defines mentoring as" a relationship over a prolonged period of time between two or more people where older, wiser, more experienced individuals provide constant, as needed support, guidance, and concrete help to younger at-risk persons as they go through life"(p.50). The term "mentoring" is used across several disciplines to describe many different types of relationships where one person benefits from the knowledge of another, the focus of this social science literature review is to investigate the programmatic features of effective mentoring

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programs that consist of relationships between a trained adult mentor and an adolescent over a planned period of time.

DuBois (2005) defines a **mentor** as someone with greater experience or wisdom than the mentee, who offers guidance or instruction that is intended to facilitate the growth and development of the mentee. There is also an emotional bond that exists between mentor and mentee, which is grounded by a sense of trust. In relation to this study, the mentor is the assigned adult who is offering friendship, guidance and support to the mentee.

Weinberger (2005) defines a **mentee** as someone who receives friendship, and is counseled, guided and advised. In relation to this study that is the role of the student being mentored by the assigned adult.

Facilitate can be defined as making easier, helping, being of use or increasing the likelihood of a response.

An **at-risk youth** is one who is likely to either fail in school or in life as a result of bad things happening to him/her. Severity and frequency of these events are factors. This label may also be due to the negative influences in the child's immediate environment (Frymier, 1989; Gansneder, 1989). The term at-risk student is more precise to the educational setting. It refers to a student, who based on several risk factors, is unlikely to graduate from school (Slavin, 1989; Madden, 1989).

The **stage of adolescent development** refers to the stage from puberty to adulthood and includes both the physiological and psychological experiences of the child during this period. Adolescence is described as being the teen years, thirteen to eighteen years of age, which corresponds to the ages of the mentees involved in this study (Lewis, 1991).

Deal and Peterson (1999) defined **school culture** as the deep patterns of values, beliefs, and traditions that have been formed over the course of the school's history. The term has been used synonymously with a variety of concepts, including climate, ethos, and saga (Deal, 1993; Bolman, 1993).

Organization of the Study

This dissertation is organized into five chapters. Chapter one begins with an introduction followed by the focus of the study. This chapter also provides a description of the problem as it relates to the school selected for the study. It also defined important terminology in order to provide a common language and understanding of terms that would be used throughout the study. Also included are research questions, theoretical rationale, and significance of the study, research design, and limitations of the study.

Chapter Two will present an analysis of the relevant literature that has helped refine and develop the framework of this study. A comprehensive review of the mentoring field from its origins to current best practice will be provided in this chapter. It also provides an overview of the beliefs of major theorists in regards to at-risk students, adult learning, adolescent development, school culture and Bolman and Deal's four frames of organizational theory.

Chapter Three presents the overall research design. It will include the research methodology and describe why this method was selected, along with background on qualitative inquiry and case study presentation. This chapter also includes description of the sample, data gathering procedures and methods of data analysis. It will provide an overall understanding of how the study was developed and the ways in which data were collected and analyzed. Frameworks for discussing the findings and limitations of the study conclude this chapter.

Chapter Four presents the findings of the study. It summarizes the outcomes of the data collection instruments utilized throughout the course of this study. Data is presented in various formats to help identify commonalities and differences between the findings. The results are organized in a manner that responds to each of the research questions.

The final chapter provides an interpretation and discussion of the significance of the findings. Also, recommendations based on the findings of the study are listed and discussed for further research. The researcher concludes the chapter by sharing his reflections on his role as a leader throughout this study.

Chapter 2
Literature Review

INTRODUCTION

A review of current literature related to at-risk students, adolescent development, mentoring programs and school culture revealed that schools face a tremendous challenge in accommodating the educational needs of todays at –risk student. Schorr (1998) states that schools are faced with the ever-increasing intrusion of societal problems that complicates the job of the school and hinders the ability of at-risk students to graduate. Mentoring has been found to be a successful strategy in addressing the needs of these at-risk students (Schargel, 2004; Smink, 2004; Rhodes, 2002). Mentoring programs may be labeled differently but share the common purpose of providing at-risk students with a caring and supportive adult that will attempt to meet their unique needs. Facilitating the growth of these at-risk students may help them recognize their potential and avoid dropping out and the negative consequences that are often associated with dropping out.

Chapter II will summarize the current literature of four areas: at-risk students, adolescent development, and mentoring and school culture. The literature review will follow five main headings: An Overview of At-Risk Students, An Overview of Adolescent Development, Mentoring, An Overview of School Culture and An Overview of Bolman and Deal's Four Frames of Organizational Theory.

An Overview of At-Risk Students

Defining At-Risk Students

Social science literature provides a variety of definitions as to what is considered an "at-risk" youth. Educators use this term in attempt to categorize a certain group of students. The definition of at-risk varies thoughout the literature but it generally refers to children who are

more susceptible to academic failure and psychological distress than their peers (Aiello, 1988; Gatewood, 1989). To further simplify this concept, an even broader generalized definition would assume that children are at-risk if they are likely to fail in either school or life. *The Phi Delta Kappa Study* of at-risk youth, conducted by Frymier and Gansneder (1989), lists among the characteristics, the following ten top indicators of youth at-risk:

> 1) attempted suicide in the past year
>
> 2) used drugs or engaged in substance abuse
>
> 3) has been a drug pusher during the past year
>
> 4) student's sense of self esteem is negative
>
> 5) was involved in pregnancy in the past year
>
> 6) was expelled from school in the past year
>
> 7) consumes alcohol regularly
>
> 8) was arrested for illegal activity
>
> 9) parents have negative attitude towards education
>
> 10) has several brothers or sisters who dropped out

Additional characteristics for at-risk youth noted in a considerable amount of research are such things as retention in grade, behavior problems, low socioeconomic status, poor attendance, poor achievement, gang involvement and participation in and proximity to violence (Slavin, 1989; Madden, 1989; Frymier 1989; Gansneder 1989).

More precise to this study is defining what constitutes an at-risk student. An at-risk youth clearly enters a schoolhouse with the likelihood of being an at-risk student based on the information that has been provided. But educators are able to utilize a variety of indicators to place a narrower frame on the label at-risk student.

Slavin (1989) concentrates the definition of at-risk student with regard to school failure. Slavin (1989) defined students as at-risk if they were unlikely to graduate from school with basic skills because of identified characteristics and needs they present. Characteristics of students who are at-risk of failure include an exterior locus of control, chronic absenteeism, a history of poor academic achievement, discipline problems, low self-esteem and a negative attitude towards school (National Drop Out Prevention Center, 2007; Schargel, 2003). In contrast to this, the Nation Dropout Prevention Center (2007) reports that students who attend school regularly, have academic success and avoid discipline problems are less likely to drop out of school. Additionally, and extremely relevant to this study, students who are at-risk of school failure often perceive that their teachers and school personnel do not care about them (Orfield, 2004; National Dropout Prevention Center 2007) (Smink, 2004; Schargel, 2004).

Increase in At-Risk Students

The number of students being labeled "at-risk" has grown significantly over the last twenty-five years (National Dropout Prevention Center, 2007; Greene, 2006; Winters, 2006). The reasons for this increase appear to reside in the changes of our societal norms. The United States Census Bureau (2006) reported that close to 16 million children were living in poverty during 2005. More children are living in poverty because of the significant increase in the number of single parent homes (Greene, 2006; Winters, 2006). The divorce rate in the United States has risen almost 400 percent over the last twenty-five years (Orfield, 2004). Children living in a single parent home are four times as likely to be living under poverty as those in two parent homes (Greene, 2006; Winters, 2006).

Today's youth are faced with a more significant amount of pressure than those in the past. The United States Public Health Service (2006) reported that two thirds of high school

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students have experimented with illegal drugs. The statistics involving teenage homicide, gang involvement and teenage pregnancy are alarming and a detriment to the fabric of our society (Green, 2006; Winters, 2006). Suicide has become the second leading cause of death for youth between the ages of 10 and 24. Zavela (2002) reported that suicides amongst teenagers had increased by 14 percent over the past fifteen years. That number of unhappy adolescents also ends their lives should send an imminent message to our society as to the state of these at-risk students.

Particularly relevant to this study is the deterioration of adult and youth relationships, which has resulted in an increase of students being labeled "at-risk" (Weinberger, 2005; Rhodes, 2002). The breakdown of these relationships cuts across economic boundaries. The more affluent can compensate to some degree by hiring people to build relationships with their children. Children living in poverty do not have that type of access to support. Orfield (2004) reports that children in the lower socioeconomic group are more likely to be left unsupervised for three hours or more after school.

A variety of variables may lead to a student being labeled at-risk in this country. The significance of this label is to enable teachers and other adults the opportunity to provide intervention that can facilitate the growth of the student and avoid the negative academic consequences that usually occur in the lives of these students (Schargel, 2004; Smink, 2004). Hamilton and Hamilton (1992) reported that the presence of a strong adult figure can increase the chances of success for students who face these types of adversities. Mentoring possesses the ability to provide such a strong adult figure that may provide friendship, guidance and support (Manza, 2001; DuBois, 2005; Hall; 2006).

An Overview of Adolescent Development

Defining Adolescence

A study of mentoring as an intervention that facilitates at-risk high school students needs to look at the stage of adolescent development. Adolescence refers to the stage from puberty to adulthood and includes the psychological experiences of the child during this period. Adolescence is described as being the teenage years from thirteen to eighteen years of age; however, puberty decides the onset of adolescence (Lewis, 1991).The physiological changes the adolescent undergoes are in order to reach sexual maturity. This stage of development shows the youth as being quite concerned with his or her body image and if the child feels there is a problem with such it may be manifested through a variety of disorders. (Hopkins, 1983; Fieldman, 1990; Elliott, 1990).

Adolescents also undergo a considerable amount of psychological growth as children adjust their personalities due to the significant physical and sexual development that are characteristic of this period of life (Hopkins, 1983; Nakkula, 2006; Toshalis, 2006). The stage of adolescent development challenges the youth because they face ongoing conflict and difficulty adjusting to the sudden upsurge of sexual and aggressive drives (Coleman, 1999; Hendry, 1999). The changes the adolescent undergoes create a sense of unrest and confusion in the adolescents' inner selves and in the way they perceive the world (Fieldman, 1990; Elliott, 1990; Nakkulla, 2006; Toshalis, 2006).

The maturation of the adolescent is an individual phase of human growth where youth have to establish his or her own beliefs, values, and life goals (Nakkula, 2006; Toshalis, 2006; Hopkins, 1983). Adolescents are often characterized as being extremely self-conscious because they constantly, and realistically, appraise themselves (Nakkula, 2006; Toshalis, 2006). This

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self-evaluation process commences with long-range goal setting, emotional and social independence all of which begin to formulate the mature adult (Steinbert, 2001; Morris, 2001).

Theories of Adolescent Development

Developmental psychologists have constructed theories of human psychological development, which are helpful in understanding adolescents (Hopkins, 1983; Nakkula, 2006; Toshalis, 2006). These theorists have demonstrated sequential patterns of development and provide estimates as to what age the individual should demonstrate these developmental characteristics (Feldman, 1990; Elliott, 1990). Developmental psychology offers great benefits to both teachers and parents by suggesting ways to facilitate adolescents in our society and also provides a frame by which children who lack specific skills may be identified (Nakkula, 2006; Toshalis, 2006; Hopkins, 1983). The developmental areas of cognition, establishing identity and moral reasoning are integral to adolescent development and it is essential to present the three most prominent theorists in these three areas.

Piaget's Theory of Cognitive Development

Jean Piaget's work on cognitive development is considered by many as the most complete theory available and is widely respected throughout academia (Nakkula, 2006; Toshalis, 2006). Piaget believes children progress through four stages of cognitive development; sensorimotor (birth to two years of age), pre-operational (2 to 7 years of age), concrete operational (7 to 11 years of age) and formal operational (11 to 15 years of age) (Feldman 1990; Elliott, 1990). These stages all represent a qualitative leap forward in the child's ability to reason logically and solve problems (Elliott, 1990; Feldman, 1990; Hopkins, 1983).

The Piagetian stage most relevant to this study would be that of formal operational. At this stage, the adolescent is capable of testing hypotheses in a mature, scientific manner

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(Nakkula, 2006; Toshalis, 2006; Feldman, 1990; Elliott, 1990). They possess the ability to communicate their position on complete issues and to think abstractly (Nakkula, 2006; Toshalis, 2006; Hopkins, 1983).

Erikson's Psychosocial Theory

Erik Erikson's psychosocial theory believes that personality develops according to a predetermined plan that is maturationally set and that each society is structured to encourage challenges that arise during these times (Lewis, 1991). Erikson believes that individuals go though eight stages of development, beginning at birth and ending at death. Erikson's stage five, which focuses on puberty and adolescence is that which is most directly related to the study.

During this fifth psychosocial stage, which occurs during the ages of 11-18, adolescents begin to consider their futures and decide on careers (Feldman, 1990; Elliott1990). This stage is highlighted by the adolescents facing the conflict of identity versus role confusion (Nakkula, 2006; Toshalis 2006; Feldman, 1990; Elliott, 1990). Adolescents who formulate a successful plan of action for their future handle the conflict positively and an establishment of identity is achieved (Nakkula, 2006; Toshalis, 2006). Adolescents who fail to develop this sense of identity may develop role confusion, which may hinder their personal growth and develop a sense of insecurity about their future (Elliott, 1990; Feldman, 1990; Hopkins, 1983). Erikson's theory clearly illuminates this significant role of adults in helping children establish their identity in adolescence.

Kohlberg's Theory of Moral Reasoning

Lawrence Kohlberg based his Theory of Moral Reasoning on the different levels of reasoning people apply to the choices they make throughout their lives (Nakkula, 2006; Toshalis, 2006). The ability of a person's moral reasoning is dependent upon a person's social interaction

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(Coleman, 1999; Hendry, 1999). An individual progresses from one level of reasoning to the next as he or she is capable of understanding the higher level of reasoning and the ability to experience in social interactions a conflict that allows them to acquire the newer, higher level values (Feldman, 1990; Elliott, 1990). Kohlberg's theory contains three levels, which include six sequential stages. He believed these stages to be universal, with no stage being skipped, and applicable to all cultures (Nakkula, 2006; Toshalis, 2006). Kohlberg emphasized that the reasoning behind the decisions, not the decision-making, was what was important and determined a person's stage of development (Hopkins, 1983).

Thus, unlike the other theories discussed, Kohlberg's developmental levels and stages are unrelated to age. A child's developmental level is determined by the reasoning they utilize in making decisions to resolve dilemmas (Nakkula, 2006; Toshalis, 2006; Hopkins, 1983). The range of developmental levels goes from reasoning centered on self-gratification (pre-conventional morality), to conformity (conventional morality), to reasoning based on individual values that have been internalized (post-conventional morality). It is essential to recognize that adolescents will function at a level more frequently than others (Nakkula, 2006; Toshalis, 2006). To determine the stage at which an adolescent is functioning, one must observe the adolescent and evaluate the reasoning utilized by the child in resolving the conflict he or she faced (Nakkula, 2006; Toshalis, 2006; Feldman, 1990; Elliott, 1990).

DuBois' Four Social Changes of Adolescence

DuBois (2005) believes there are four social changes that an adolescent undergoes that are significant to understanding the fit between mentoring and the needs of adolescents: changes in the parent-adolescent relationship, changes in the peer context (which includes romantic

relationships), adolescent's entrance into the workplace, and the move from middle to high school (DuBois, 2005).

Parent-child relationships are altered during the transition from childhood to adolescence (Coleman, 1990; Hendry, 1999). Adolescents spend more time unsupervised, less time at home and are less likely to share information with their parents (Csikszentmihalyi, 1980; Larson, 1984).Adolescents, spending more time away from home, are more exposed to peers involved in at-risk behaviors such as drinking, sexual experimentation and substance abuse (DuBois, 2005).

The relationships between peers also change, they become more focused on intimate self-disclosure and social support and move away from shared activities (Brown, 2003; Klute, 2003). Adolescents also begin to experiment with romantic relationships. Adolescent romances are short-lived, time-consuming and emotional (Bouchy, 2003: Furman, 2003). Brown, Feiring & Furman (1999) state that romantic relationships come to be viewed as a context for intimacy; and romantic partners as a primary source of social support.

Adolescents often enter the arena of work for the first time. Steinberg and Morris (2001) report that 90 percent of students hold official, paid jobs before they graduate. Often the work environment places the youth with individuals only slighter older than them which prevents them from developing a close bond with more mature adults in the work environment (Greenberger, 1986; Steinberg, 1986).

Adolescents face changes in social context and close relationships, but equally significant is their change in school. An increasing distance often accompanies the move from middle to high school between teachers and students (DuBois, 2005). High School also places a greater emphasis on social comparison and performance expectations along with limited opportunities for creativity and abstract thinking (Eccles, 1996; Lord 1996; Buchannan, 1996). The positive

aspect of high school is the fact that it offers a greater variety of extra curricular activities, which offer increased opportunities to form close relationships with adults. Students involved in school-based extra curricular activities have evidenced many positive outcomes, such as lower levels of dropouts and increased student achievement, and it is believed that these benefits are facilitated by the supportive relationships these youth enjoy with activity leaders (Mahoney, 2002; Schweder, 2002; Stattin, 2002).

In summary, the changes that take place during adolescence move the individual toward a social environment that is more dominated by peers and less populated by adults (DuBois, 2005). An adolescent's schedule becomes more tightly controlled and scheduled than that of a child. The schedule of an adolescent presents itself with family and peer commitments, romantic relationships, as well as work and school-based extracurricular activities (Nakkula, 2006; Toshalis, 2006). All of these changes in adolescent development lead to the potential benefits of mentoring relationships (Weinberger, 2005; DuBois, 2005). The role of a mentor can fill the gap that develops when the adolescent loses close, natural contact with unrelated adults (Rhodes, 2002; Hall, 2006).

<div align="center">Mentoring</div>

History and Definition of Mentoring

A journey through social science literature presents the most effective features of a mentoring program as well as a brief history of mentoring. The origin of mentoring is found in Greek Literature, *Homer's The Odyssey*. In *The Odyssey*, Odysseus leaves his son Telemachus in the care of his friend Mentor when he goes off to fight in the Trojan War. Mentor served as a friend and council to Telemachus, who benefited greatly from the relationship. A look into a range cultures reveals some common forms of mentoring: the master-disciple model in the

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martial arts world of The Orient, the vision quest of American Indians, and the apprenticeship practices in early Western Civilization. There are also many famous mentoring relationships throughout history. Keller and Sullivan, Freud and Jung, Plato and Socrates, King and Jackson are all well- known examples of the potential that exists in mentoring relationships. Relationships such as these provide instant credibility regarding the importance of mentoring. Boston (1976) describes the history of mentoring as long, venerable and productive. Most people have heard of mentoring and chances are that their impression of mentoring is a good one (DuBois, 2005).

Ernest Coulter, a clerk in the New York City Juvenile Court, is considered an icon in the early youth mentoring initiatives in the United States (DuBois, 2005). In 1902, Coulter was alarmed at the plight of many of the children who appeared before him in court. He felt compelled to act and posted an ad in the *New York Times* seeking 90 influential men to befriend a child of the court. The results were promising and as a result of his initial efforts, the Big Brothers of America was formed in 1904 (in 1978, this became Big Brothers and Big Sisters of America). The mission of Big Brothers and Big Sisters of America is widely known and it is the major mentoring program in America (DuBois, 2005; Weinberger, 2005). This well known organization serves 100,000 children in more than 500 agencies (DuBois, 2005).

Studies conducted by Grossman and Tierney (1995) found that student achievement increased as a result of a planned mentoring program. Improvements in student attendance, grades, attitudes towards school, relationships, discipline and credit accumulation, all that result in a decrease in the dropout rate, have been attributed to effectively run mentoring programs (Grossman, 1995; Tierney, 1995; Jekeilek, 2002; DuBois, 2005). Seeing the potential that mentoring can have on student achievement has sparked the growth of mentoring programs as

well as shift toward school based mentoring (DuBois, 2005). Students are the main ingredient of mentoring and it makes sense to work with them in the primary setting of a school. Manza (2001) found a 40 percent growth in mentoring programs from 1996 to 2001, with 70 percent of that growth in school-based programs. As a result, the current state of mentoring in the United States shows the formation of collaborations between schools and community-based organizations such as Big Brother Big Sister in order to effectively service youth in mentoring programs (DuBois, 2005). Grossman (1998) summed up this direction best when she stated "In schools, we're where the kids are, we know the teachers and counselors, and we see the records. Schools cover every inch of this country. What a great base for a mentoring program!"(p.23).

The social science literature presents many definitions for mentoring. It is very important that mentoring is clearly defined so the reader can understand the parameters of this definition and how it is relates to the available social science literature and to this study. The National Mentoring Partnership (2003) defines mentoring as "a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee" (p.8). Rhodes (2002) defines mentoring as "a relationship between an older, more experienced adult and an unrelated, younger protégé, a relationship in which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the mentee" (p.3). Rhodes (2002) further characterizes the relationship between a mentor and mentee as one that develops a special bond of respect, identification, mutual commitment and loyalty over time and that facilitates the adolescent's transition into adulthood. The Mentoring Institute (2002) defines mentoring as "a relationship over a prolonged period of time between two or more people where older, wiser, more experienced individuals provide constant, as

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needed support, guidance, and concrete help to younger at-risk persons as they go through life"(p.50). The term "mentoring" is used across several disciplines to describe many different types of relationships where one person benefits from the knowledge of another. The focus of this social science literature review is to investigate the programmatic features of effective mentoring programs that consist of relationships between a trained adult mentor and an adolescent over a planned period of time. This review will analyze the effectiveness of the mentoring programs that have a positive impact on dropout rates.

Programmatic Features of Effective Mentoring Programs

Mentoring is a strategy that helps young people succeed in life. Brown (1976) believed that the all-encompassing goal of the mentor- mentee relationship is for the mentee to change his way of life. Grossman (1998) states, "there is solid evidence that well-run mentoring programs can change youth's life trajectories and improve academic behaviors" (p.5). Like other youth development strategies, mentoring works best when measures are taken to ensure quality and effectiveness. The tool of change in mentoring is a close relationship, so everyone involved needs to proceed with care (National Mentoring Partnership, 2003; Bauldry 2004; Weinberger, 2005). Grossman (1998) and Dubois (2005) found that studies agree on critical program practices after they surveyed the literature. A comprehensive mentoring program can be divided into four sections: Program Design and Planning, Program Management, Program Operations and Program Evaluation (National Mentoring Partnership 2003; DuBois 2005; Weinberger, 2005). Within these four sections are several critical components that the literature emphasizes in building a successful mentoring program. Setting objectives, recruiting, screening, matching, orienting, training, sustaining, evaluating and modifying are all essential ingredients of a quality-

mentoring program (Brown, 1998; Rhodes, 2002; DuBois, 2005). The Mentoring Institute (2002) simplified the process of a successful mentoring program by stating "mentoring requires ongoing efforts to bring two individuals together, support the growth of their relationship and help them to continue meeting through the good times, the bad times and dull times" (p.4). The social science literature describes the programmatic features of an effective mentoring program.

Program Design

The first step in a quality-mentoring program should take is to design parameters for the program. The Mentoring Institute (2002) emphasizes, "It is important to have a strong mission statement that accurately, succinctly and powerfully represents your organization" (p.9). The organization needs to create a mission statement that will lead and inspire program participants. A vision and long-range plan of where the organization will be in the future are essential when beginning to design the program. It is important to define the youth to be served and the types of individuals who will be recruited as mentors (Rhodes, 2002; Weinberger, 2005). Program design should determine the type of mentoring to be offered - one to one, peer, and group – and whether the program will stand alone or be part of an existing organization. The goals and objectives of the program have to be clearly defined so the participants understand their roles and the goals (National Mentoring Partnership, 2003; DuBois, 2005). The program must determine where mentoring will take place, how often the mentors and mentees will meet (at least 4 hours a month) and how long the mentoring matches should endure (a minimum of a year) (Mentoring Institute, 2002; National Mentoring Partnership, 2003).

Founders of an effective mentoring program should seek out program stakeholders and create ways to promote the program (Weinberger, 2005). Successful mentoring programs regularly recognize and show appreciation for their participants (Weinberger, 2005). It should

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be decided, at the outset, how to evaluate program success and to establish case management protocol (National Mentoring Partnership, 2003). The program needs to decide on a design for program evaluation as well as what data will be collected and how it will be used to determine the effectiveness of the program. Policies and procedures for the program need to be established along with a comprehensive plan for staff training and professional development (Bouldry, 2004; Weinberger, 2005). A financial plan that includes a budget, an analysis for funding that looks at sustaining the program and an establishment of an internal control and an auditing procedure all need to be established (National Mentoring Partnership, 2003). An efficient and effective mentoring program that hopes to serve students in a quality fashion needs to be designed according to all of these best practices.

Program Management

Once the structure of design for the program is settled on, it is critical to ensure that the program is well managed. Forming an advisory group can help build credibility in the community and gain access to funding (Weinberger, 2005). A comprehensive system has to be developed to manage program information such as finances, personnel records, program activities, and documentation of mentor/mentee matches. Management needs to design a system to monitor the program and review policies, procedures, and operations on a regular basis (National Mentoring Partnership, 2003). It is also essential to create a staff development plan that provides on-going staff training and builds staff member knowledge and skills (DuBois, 2005). Once a quality-mentoring program has set up its program design and management system it can begin to implement its operations.

Mentor Recruitment

An integral component of the Program Operations piece is the recruitment of mentors. DuBois (2005) states "recruitment of mentors frequently poses a serious challenge to the successful implementation of programs" (p.226). The successful recruitment of mentors requires appropriate strategies to target and select volunteers who are likely to establish and maintain effective relationships with mentees (DuBois, 2005). A proposed recruitment plan will help target your recruitment efforts to a specific segment of the population (Mentoring Institute, 2002). Popular recruitment stages include: word of mouth, presentations, community events, Internet, free publications, college fairs, and newspaper articles (Mentoring Institute, 2002). Roaf et al.'s (1994) survey of Big Brother Big Sister Programs reported that word of mouth is seen as the most successful of these strategies and that this practice is consistent with theory and research that suggests that the best way to turn intentions into actions is to ask mentors directly. Similar to selling a product, when recruiting mentors it is important to emphasize the benefits and rewards to them. Grossman (1998) found that "mentors personally value their experience as mentors, stating that they are very satisfied with the experience and personally learned something through mentoring. When asked what they liked most about being a mentor virtually all could name a positive aspect of the experience, including: increased patience, friendship, a feeling of effectiveness and new skills" (p.80). Selectivity in mentors is also a vital part of a good mentoring program.

Screening

Volunteer screening is critical to ensure the safety of every child and the success of the mentoring organization. The first priority of any youth organization is to maintain the safety of children in the program (Mentoring Institute, 2002). DuBois (2005) determined "the screening

should include, at a minimum, a written application, a personal interview, a check of employment history, federal and state criminal background checks (that includes fingerprinting), character references, and a review of the child abuse registry" (p. 227). It is critically important that the screening process clearly outline the time commitment the mentor will be making to the program. Screening should also clarify to the mentor that the focus of the mentoring relationship is driven by the mentee, and is not directed by the mentor's agenda (Weinberger, 2005). Herrera (1999), Rhodes (2000) and DuBois (2005) have determined that mentoring relationships that end prematurely are more detrimental than beneficial to the adolescent. Many of these at-risk youth have been hurt in the past and a short-term negative mentoring experience can have extremely damaging effects (Rhodes, 2002; DuBois, 2005). The mentoring organization has to be extremely thorough in its screening process to ensure that the mentee will receive a mentor who is qualified, capable and willing to sustain his/her connection with the mentee. Grossman (1998) states, "programs that lack sufficient infrastructure to screen and monitor volunteer efforts are unlikely to produce relationships that have many positive effects" (p.25).

The screening of mentees is also essential to the implementation of a quality-mentoring program. Miller (2002) emphasized "it is very important to put a positive spin on the mentoring program to avoid any sense in which there might be a stigma attached to it. Students should be made to feel that it is a privilege to have a mentor" (p.214). The mentee must have the desire and motivation to participate in the program as well as realistic expectations with regard to the program objectives (Mentoring Institute, 2002). Recruiting mentors is one of the most difficult aspects of creating a mentoring program and it is important that the mentees are sincere about the program. It is necessary to evaluate whether the mentee can benefit from the program. The Mentoring Institute (2002) reports, "in order to avoid any potential harm, program coordinators

need to determine whether or not the services provided will appropriately meet the needs of the particular youth"(p.15). Once mentors are recruited and screened, they would benefit from an orientation.

Orientation

Orientation of mentors is another important aspect in the construction of an effective mentoring program. The Mentoring Institute (2002) states "a captivating volunteer orientation describes the need for mentoring, explains the procedures, increases the potential volunteer's commitment to helping youth, clarifies expectations of program requirements, and prepares volunteers to take the next steps (p.40). Mentors and mentees should both be oriented to an overview of the program, which clarifies roles, responsibilities and expectations. Discussion of how to handle a variety of situations is a useful tool of orientation. The level of expected commitment including time, energy and flexibility needs to be reviewed during the orientation process (National Mentoring Partnership, 2003).

It is important to actively encourage parental support and involvement during the orientation and throughout the length of the mentoring relationship. The intent of mentoring is not to displace the parents but to support them. Studies have shown that a mentoring program functions more efficiently when the parents support it and are involved (Rhodes, 2002; Dubois, 2005; Hall, 2006). Mentoring has also proven that it may help improve the relationship between the mentee and their parent(s) (Rhodes, 2002). Grossman (1998) found that "non-supportive parents can sabotage these programmatic relationships; successful mentors have found it helpful to meet and interact with their mentee's parents" (p.16). All program participants should conclude orientation with a clear understanding of their role and responsibility along with the program's mission. The next step is to find a good match between a mentor and a mentee.

Matching

The Mentoring Institute (2002) reports, "a strong matching strategy supports the success

of a mentoring relationship" (p. 59). The goal behind matching is that pairing two individuals

with common interests will allow the mentoring relationship to move from the awkward stage

into a life impacting relationship. Brown (1976) emphasized that "care should be taken in

interviewing both the mentor and mentee to insure compatibility" (p.32). A thorough screening

process of the mentors and mentees will provide information that will assist the organization in

the matching strategy (Mentoring Institute, 2002). The more information an organization has,

the better prepared it is to make a good match. Making an appropriate match should be based on

sound matching criteria that may include: interests, skills, hobbies, personality traits, energy

level, values, geographic proximity, life-long goals, cultural heritage, and life experiences

(National Mentoring Partnership, 2003; Mentoring Institute 2002; Weinberger, 2005). Input

from both mentor and mentee is valuable when trying to select the right match. Making matches

based on sound matching criteria will increase the likelihood that the relationship will be

successful (Rhodes, 2002; Hall, 2003; Mentoring Institute, 2002). An effective mentoring

program would then seek to construct the programmatic features of program support, training,

supervision, and monitoring of relationships.

Program Support, Training, Supervision, and Monitoring of Relationships

A structured first meeting that includes staff, parent(s), legal guardian(s), mentors and

mentees with a planned agenda and a set process should be held to allow all parties to feel

comfortable with one another. It is advised that the program director should be present at the

time of the initial match to act as the intermediary; the match day should be used as an

opportunity to help the friendship "break the ice" and transition into the next meeting (National

Mentoring Partnership, 2003). The Mentoring Institute (2002) recommends that "the match day is an excellent opportunity to reinforce the goals and requirements of the program" (p.62). This is an opportunity to get signed permission slips, waivers, and statements of understanding of the mentoring conditions.

A quality mentoring should be programmed to provide ongoing support, training, supervision and monitoring of relationships. Grossman (1998) determined that "one of the strongest conclusions that can be drawn from the research on mentoring is the importance of providing mentors with support in their efforts to build trust and develop a positive relationship with youth. The research suggests that three areas are especially important in fostering the development of successful relationships: screening, orientation and training, and support and supervision" (p.17). Constant follow up communication with both parties is essential in ensuring that the mentoring relationships have an opportunity to grow. Coordinators should communicate regularly with program participants and offer support. Effective mentoring programs offer mentors and mentees support to help ensure that they stay motivated and committed to the mentoring relationship (Hall, 2006). Grossman (1998) found that "programs in which professional staff provide regular support to volunteers are more likely to have matches that meet regularly and participants who are happy with their relationships" (p.19). Continuous training opportunities should be offered for all program participants. Creating opportunities for mentors to get together to share ideas and offer each other support has also proven to be an effective tool (National Mentoring Partnership, 2003; Weinberger, 2005). An effective mentoring program uses a developed process to manage grievances, resolve issues and provide positive feedback. Grossman (1998) emphasized that "training can equip volunteers with the information and strategies they need to maximize their chances of developing mutually satisfying relationships

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with youth. Toward this end, training should focus on the practices of effective mentors"(p. 18).

Mentors need to better understand their youth and the differences that might exist between them.

Training should seek to create an awareness of these differences and better prepare mentors to

work effectively (DuBois, 2005). When pertinent, cultural sensitivity training should be

provided for the mentors so they have a better understanding of the population with which they

are working. Training should be designed with only the most relevant information and it should

be interactive, utilizing a variety of learning methods (Mentoring Institute, 2002). After

providing the appropriate program support, training, supervision and monitoring of the

mentor/mentee relationships, it is very important to evaluate the mentoring program.

Program Evaluation

With the Design, Management and Operation pieces in place for an effective mentoring

program, it is imperative that the organization utilizes the selected measurement tools to evaluate

the progress of the mentoring program. The organization needs to evaluate whether it is

accomplishing the specific outcomes the program had set as objectives in the design phase.

Observations, interviews, school records, questionnaires and surveys are examples of the types

of instruments that can be utilized to measure outcomes (National Mentoring Partnership, 2003).

The most important evaluation made is the one that evaluates the impact the program is having

on the lives of clients (Mentoring Institute, 2002). Besides the primary evaluation of the

program's impact on the mentee, the program may evaluate: orientation effectiveness; training

effectiveness; effectiveness of recruitment efforts; length of matches; constituent satisfaction;

level of support and training provided to mentors; change relative to outcomes; everyday

operations; program quality; organizational effectiveness; organizational capacity; connectedness

to the community and implementation of quality assurance standards (Mentoring Institute, 2003,

DuBois, 2005). The criteria for evaluation will measure progress towards the stated vision and desired outcomes for each client. The data collected needs to be analyzed and then acted on to define the program design and operations based on the findings. The goal of the evaluation process needs to focus on the primary aspect of the program, creating quality-mentoring relationships that may positively impact the youth. The program should develop reports based on evaluation findings and deliver them to constituents, funders and the media (National Mentoring Partnership, 2003; Weinberger, 2005).

Summary

Social science literature emphasizes that mentoring programs need to incorporate the programmatic features of design, management, operations and evaluation in order to be effective. Best practices that include screening, matching, orientation and training, support and supervision along with utilizing evaluation tools to modify the program will increase the quality and effectiveness of the mentoring program (National Mentoring Partnership, 2003; DuBois, 2005).

The programmatic features that have been highlighted thus far are the building blocks of any effective mentoring program. The best practices I have described are intended to help mentoring relationships thrive and endure. The risks and improvements to the adolescent are proportional to how long the relationship lasts (Rhodes, 2002). The longer a relationship endures the better chance of a closer bond and greater benefit to the adolescent.

An effective mentoring program practices proven programmatic features in order to optimize the potential of the growth of the mentoring relationship and having a positive impact on the adolescent, which is the primary goal of mentoring. A quality mentoring program is built and based on the use of best practice in its design, management, operation and evaluation. That is, the program director recruits the best potential candidates: screens out the incapable, makes

the best possible matches of mentors and mentees, provides training, support and supervision throughout the mentoring relationship; and utilizes evaluation data to make improvements to the program.

The tool of change in mentoring is the close relationship between mentor and mentee. To increase the possibility of that relationship to positively impact the adolescent, it is strongly recommended that an effective mentoring program follow the sequence of guidelines that has been presented in this literature review (DuBois, 2005).

After following the prescribed guidelines, the literature states that the mentoring relationship has the potential to have an impact on the mentee (Weinberger, 2007; National Mentoring Partnership, 2003). Research describes qualities of effective mentors and successful strategies the mentor can use to help build an effective relationship that may positively impact the adolescent (Hall, 2006: The Mentoring Institute, 2002).

<center>Building a Positive Mentoring Relationship</center>

The role of the mentor is versatile. The literature points to a variety of qualities that may enhance the effectiveness of their relationship with the adolescent. Grossman (1998) states "research has consistently shown that the mentor's behavior is far more important to the success of the relationship than the manner in which the match is made" (p.20). Successful mentors are genuinely committed to being a part of their mentees' life and have to be invested in the long haul, and have the time to make a difference. Brown (1976) emphasized this point by stating "the central issue here is that in order for the mentor-mentee relationship to work, to do what it is supposed to do, a commitment is necessary" (p.10). Caring, persistence and patience are characteristics that a mentor must practice on a regular basis. Patience is essential to allow the mentee to search for their own identity. The Mentoring Institute (2002) reports, "the most

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effective mentors are able to let go of their need to make change happen" (p.53). A quality mentor is objective and accepts the uniqueness of the individual. An effective mentor must exemplify that he is trustworthy. The mentee must feel that the mentor can be trusted or communication will fail and the relationship will flounder (Weinberger, 2005; Hall, 2006).

An effective mentor is a skilled communicator who has the ability to build a rapport with the adolescent. Active listening is a necessary ingredient for the growth of the relationship; mentees want to be heard so it is essential that mentors utilize and improve on their listening skills (Weinberger, 2005; Hall, 2006). The mentor must be non-judgmental when listening and have the ability to accept different points of view. It is difficult to suspend your point of view and offer judgment but a good mentor just listens and gives the mentee an opportunity to examine their own thoughts by asking thoughtful questions (Bauldry, 2004). The Mentoring Institute (2002) found that "sometimes youth will feel better simply by openly stating some of their concerns" (p.54).

Effective mentors are respectful; they value the ability of the mentee to make his or her own choices in life. They are empathetic and have the ability to feel with people and they attempt to understand how their mentees see the world. Quality mentors are both visionary and realistic; they have the ability to see solutions and opportunities as well as barriers (Morrow, 1995; Styles, 1995). A good mentor recognizes that relationships take time to develop and remain flexible and open. An efficient mentor is responsible and understands the importance of his or her mentoring responsibilities. They exhibit the qualities of confidentiality in all communications (Weinberger, 2005). A mentor who seeks to make a positive impact with their adolescent must be resourceful in seeking out resources that will most effectively facilitate the growth of their mentee. Grossman (1998) declared, "Successful mentors seek and use the help

and advice of the staff. These mentors recognize that they do not have all the answers and value the support and guidance that program staff can provide"(p.16). Flaxman and Ascher (1992) build on this concept by advising "mentoring practitioners ideally capture the spirit of mentoring by using every available resource to give the youth what he or she personally needs" (p.52).

A review of the literature on the mentoring relationship points to a variety of strategies that an effective mentor may utilize to help to attempt to build a positive connection with their mentee. Time is one element noted to strengthen the relationships and frequency of contact is another essential piece in helping to build the relationship (Flaxman, 1992; Grossman, 1998; Weinberger 2005; DuBois 2005). The key researchers suggest that a mentor needs to spend a minimum of four hours a month with the youth; the contacts should be no further than two weeks apart (Morrow, 1995; Styles, 1995). Telephone and Internet communications can supplement but not replace these contacts. Length of the relationship is also critical to productive growth and participants should agree to a minimum of a year (National Mentoring Partnership, 2003; Rhodes, 2002). The National Mentoring Partnership (2003) states, "the risks and improvements to the young person are proportional to how long the relationship endures" (p. 1).

The relationship needs to initially be centered on participating in enjoyable activities that the youth helps select (Mentoring Institute, 2003; Hall, 2006). Planned social activities are a programmatic feature employed by quality mentoring programs, which fosters the potential of growing successful mentoring relationships (Hall, 2003; Rhodes, 2002; Manza, 2001). The literature indicates that mentors need to center their involvement on developing a reliable, trusting relationship and that is enhanced by allowing the mentee to be involved in the decision making process. As the relationship strengthens, the mentor can widen the scope of his efforts (Hall, 1998). The mentee needs to feel support as the relationship builds, so it is important to let

the adolescent guide the direction of both the relationship and the communication within it. Research warns not to judge or reproach and states that a good mentor should always talk positively to help build the mentee's confidence (DuBois, 2005; Weinberger, 2005).

Additionally, the literature supports the belief that the mentor should provide persistent, positive attention, which may increase self-esteem in the mentee. The relationship should focus on the friendship aspects: establishing a bond, a feeling of attachment, a sense of equality and mutual enjoyment of shared time (Morrow, 1995; Styles, 1995; Weinberger, 2005). The mentor, being the adult, needs to take responsibility for making and maintaining contact. A good mentor will model consistency and stability throughout the relationship. An effective mentor should convey empathy and become an empathetic adult who provides consistent support. It is explained that the relationship needs to build before habits; social skills and goals are addressed. An informed mentor needs to be aware that initial attitudes and approach are very important and nurturance comes before guidance (Weinberger, 2005; Manza, 2001).

The researchers concur that the critical aspect of whether the relationship will prosper or not is trust (Flaxman, 1992; DuBois, 2005; Rhodes, 2002). Grossman (1998) found that "mentors who focus first on building trust and becoming a friend to their youth tend to be more effective than those who immediately try to change or reform the mentee" (p.15). The mentee needs to know that he or she can trust the mentor. The adolescents need to feel that they can express themselves and not get a negative reaction. The literature reveals that the mentor must always consider the relationship before responding; any punitive or authoritarian response could jeopardize the closeness and trust of the relationship (Morrow, 1995; Styles, 1995; Hall, 2006). These writers go on to say that the intelligent mentor will always seek to avoid using power that

risks the youth's trust. They feel that trust is the mortar that will build the relationship and it must be handled carefully.

The National Mentoring Partnership (2003) states that setting boundaries will foster trust in a relationship. It will give the youth a sense of security, safety, stability and consistency. The Mentoring Institute (2002) reports, "that setting boundaries is one of the most difficult things for mentors to do; however, boundaries are essential for the long-term well being of the youth" (p.54). The institute holds that good training makes mentors aware that they need to set boundaries because they are essential to the relationship. Time, money, transportation, confidentiality about life impacting issues, and working with parents are all areas where boundaries should be set (Weinberger, 2005).

The social science literature has suggested strategies that mentors may utilize to help build positive relationships with their mentees. The literature also warns mentors to stay away from certain behaviors if they desire to attempt to have a positive impact on their adolescent. Several warnings are noted in the research: a mentor should not set out to transform the youth, transmit values on the youth, step into an authoritarian role, focus on goals, view the role as parent-like, overstep family boundaries or criticize the youth's family (Morrow, 1995; Styles, 1995). Weinberger (2005) and Hall (2006) believe that an effective mentor does not ignore the mentee's preferences or requests nor does one enforce tasks with rewards and penalties. A good mentor will not push activities or an agenda; the mentor will let the mentee guide the process. Weinberger (2005) goes on to say that a successful mentor will not criticize, lecture, badger, or force the youth to talk about something that they do not want to. The mentor should never expect the mentee to take equal responsibility in the relationship or view the mentee as taking advantage of the relationship.

Social science literature has revealed to us that a quality mentoring program will utilize programmatic features designed to increase the possibility of a mentoring relationship that may have a positive impact on the adolescent. It was evidenced a literature review that mentoring programs focusing on implementing best practice increase the chance for their effectiveness. The experts in the field of mentoring adolescents feel that the most salient aspect of a mentoring program is the relationship between mentor and mentee. This relationship is what will ultimately produce the desired outcome of a positive impact on the life of the adolescent. DuBois (2005), through his meta-analysis of mentoring programs, concluded, "we were able to identify certain elements that were associated with more successful programs. There were several features of the programs that predicted greater effect sizes. These features include utilization of greater numbers of theory-based and empirically based best practices and the development of strong relationships between mentors and youth" (p.547). This review has shown the importance of the link between the effective features of a quality-mentoring program and the ability it provides the mentor to enter the relationship with the opportunity to make a positive impact on the adolescent. The connection between the programmatic features and the mentoring relationship and revealed what a good mentor should be and do. A review of the social science literature relates how a quality mentoring relationship that originates from an efficiently organized mentoring program can positively impact student attitudes, achievements and, most importantly, for purposes of this study, dropout rates.

Challenges to Mentoring Programs

The literature review clearly revealed the many obvious advantages to having mentoring programs for adolescents. In light of this, it would seem that this historic and effective method of educating adolescents would be an easy task to accomplish (Lyons, 2005). However, a further

review of literature on mentoring finds that this is not as easy as it seems on the surface. There are many potential challenges to establishing effective mentoring programs for adolescents (DuBois, 2005; Lyons, 2005; Weinberger, 2007). Challenges related to finances, recruiting mentors, resources, time and human nature all possess the potential to negatively impact the efficiency of mentoring programs (National Mentoring Institute, 2003; DuBois, 2005; Weinberger, 2005; MENTOR, 2007).

One of the first challenges would be a lack of funding for staff to establish a mentoring program. Currently, student activities funds are overtaxed and have little additional capital to establish mentoring programs. Research has shown that successful mentoring programs have funded staffs. Attempting to establish a mentoring program without a funded staff and sufficient financial resources is a monumental challenge that is difficult to overcome (MENTOR, 2007; Rhodes, 2002).

A second challenge would be a lack of student interest. Many schools and communities do not offer mentoring programs because students do not evidence the motivation to be involved in them (Lyons, 2005). Lyons (2005) reported, "Student apathy is especially harmful to mentoring programs because students must be fully engaged to make the program work" (p. 46).

Research shows the importance of the necessary bond that needs to develop between the mentor and the mentee in order for a mentoring relationship to be successful (Hall, 2006; Mentoring Institute, 2002; Flaxman, 1992). Despite sophisticated matching systems, oftentimes the relationship between mentor and mentee does not click (Bauldry, 2004; Hartman, 2004; Mentoring Institute, 2002). Personality mismatches frequently lead to problematic outcomes for the mentors and the mentees (Ehrich et al., 2004; DuBois, 2005; National mentoring Partnership,

2003). Mentor-mentee relationships that fail to develop the necessary "chemistry for success," pose a tremendous challenge to mentoring programs.

Lack of time is often cited as one of the great challenges facing mentoring program participants (Ehrich et al., 2004; DuBois, 2005; Weinberger, 2005; MENTOR, 2007). Mentors who, in good faith, volunteered to participate later realize that they cannot commit the necessary time because of work, family or personal commitments. Freedman (1993) states a major problem with mentoring youth is lack of time. The adults who volunteer as mentors do not have the time to spend with the young people with whom they are matched. They are often working parents who also volunteer at other activities. Mentees, who as adolescents are developing more independent schedules, are also often at fault for failing to honor the time they committed to. Mentoring program participants are challenged to find the time to participate when they are often already over-burdened with their present schedules (DuBois, 2005; Weinberger, 2005).

Mentoring literature revealed that frequency of contact and duration of relationship have a positive impact on the quality of the relationship between mentor and mentee (Palmer, 1998; Slicker, 1998; DuBois, 2005). Mentoring relationships that do not have frequent contact or relationships that terminate prematurely are both formidable obstacles for a mentoring program to overcome (Weinberger, 2005; Mentoring Institute, 2002).

Furthermore, directors of mentoring programs often underestimate the amount of time needed to ensure that the meeting of mentor and mentee takes place unhindered. Rhodes et al., (2005) noted that mentoring program staff members are often burdened with numbers of relationships too large to monitor effectively and as a result miss the warning signs that a relationship is in trouble.

Freedman (1992) highlighted that mentoring programs' reluctance to make excessive demands on volunteer mentors represent potentially formidable obstacles to providing a more sustained infrastructure in programs.

Another challenge that presents itself to mentoring programs is their ability to properly train their mentors (Mentoring Institute, 2002; National Mentoring Partnership, 2003; MENTOR, 2007). It is indicated that mentors often cite that they had no idea what their responsibilities were or how to handle some of the situations that presented themselves. Mentoring programs with inadequate training programs will face serious challenges (Weinberger, 2005; Mentoring Institute, 2002).

Mentoring is an inherently interpersonal endeavor. As a result, it may be especially susceptible to obstacles and difficulties that arise when youth targeted for intervention are already demonstrating significant personal problems (Hall, 2006; Jekeleik, 2002; Flaxman, 1992). Many of these youth are likely to be in need of relatively extensive amounts of specialized assistance, situations that voluntary mentors are usually not qualified to provide (Freedman, 1992; MENTOR, 2007).

Additionally, it was evident in the review of the literature that the effects of mentoring programs may not be sufficient to neutralize the academic, personal, and social risks with which students entered the program (McPartland & Nettles, 1991; Flaxman, 1992; Hall, 2006). Rhodes et al. (2002) expanded on this point by explaining that, often, mentoring cannot make up for the years of accumulated failure of the school system, and scars from other failures of family, community, and the economy. Mentoring programs need to be supported by other policies (Weinberger, 2005; National Mentoring Partnership, 2003).

A tremendous challenge lies in the fact that there are not enough volunteer mentors to meet the need of every mentee (MENTOR, 2007; National Mentoring Partnership, 2003). This is evidenced in the average eighteen month waiting time of the Big Brothers/Big Sisters Program (Public/Private Ventures, 2002). MENTOR (2007) reports that 17.6 million young people could benefit from mentoring, and that recruiting enough mentors to satisfy the demand is one of the biggest issues confronting the mentoring movement today.

Research indicated additional challenges that may face mentoring programs:

- The negotiation of intimacy in cross-gender mentoring relationships could pose a challenge to mentoring programs (Weinberger, 2005; National Mentoring Partnership, 2003). It is a struggle to determine the appropriate level of intimacy in the relationship. How do you get close enough in the relationship to be open and develop trust with one another but maintain enough distance so the relationship does not become inappropriately intimate? (Blake-Beard, 2001).

- Mentors have to be careful not to overstep the boundaries of the parental relationship (Dubois, 2005; Weinberger, 2005; Mentoring Institute, 2002). In contrast to this, they also have to be cautious of parents who want them to "parent" their children (Broussard et al., 2006).

- Recruiting mentors is often reduced to recruiting them one at a time, which is costly (time) and inefficient (Weinberger, 2005; Rhodes, 2004).

- Mentoring programs dealing with immigrant parents may have to deal with the parent's excessive work schedules, cultural differences, and language barriers. Immigrant parents may view the mentor as usurping parental authority (Roffman, 2007; Weinberger, 2005).

- The cost of funding well-run research often exceeds a mentoring program's limited budget (Keating et al., 2002; DuBois, 2005).

- Grossman and Rhodes (2002) report that it is often difficult to engage relationship-resistant young people. Adolescents who have been subject to the extreme at-risk conditions may be hardened to the point that they will not respond or benefit from a mentoring relationship (Flaxman, 1992; Dubois, 2005; Hall, 2006).

- There is always the chance that an undesirable mentor will somehow subvert the screening process and enter into a damaging mentor-mentee relationship (Jackson, 2002; Mentoring Institute, 2002).

- National Mentoring Partnership (2003) reports that mentee age can be a characteristic that can lead to a stronger relationship. Elementary school children are more likely to benefit from a mentoring relationship than high school students, thus mentee age can be considered a challenge to a mentoring program (Hall, 2006; MENTOR, 2007).

- Mentors often live a considerable distance from their mentees; this presents a challenge (Weinberger, 2005; Flaxman, 1992).

- Most mentoring programs find that locating, training and supervising adult volunteer mentors in the community constitutes a challenging, recurring, and complex problem (Karcher et al., 2002; DuBois, 2005; Weinberger, 2005).

- Recruiting mentees can also pose a challenge to mentoring programs because many students are unwilling to indicate a need for a mentoring relationship (Ogbu, 1990; Hall, 2006,).

- High staff turnover is a challenge to a mentoring program (Ingram et al., 2003; National Mentoring Partnership, 2003).

- Jekeilek et al. (2002) reported that other mentoring program obstacles could include: unrealistic funder expectations, withdrawal of or decreased funding, inadequate infrastructure, social skills challenges facing mentees, ineffective collaborations, difficulty meeting special needs populations, and ineffective developmental practices.

This section of the literature review revealed the many challenges a mentoring program faces. Mentoring programs can overcome these challenges by utilizing the best practice in programmatic features that was noted earlier in this review of the literature (Mentoring Institute, 2002; National Mentoring Partnership, 2003; DuBois, 2005; Weinberger, 2005).

Effective Mentoring Programs Impact Dropout Rates

The social science literature review has described the characteristics of a quality mentor and the strategies a mentor uses to build a positive relationship with the adolescent. Based on this information it appears mentoring has the potential to have a positive impact on many students who are at-risk of dropping out if school. Mentoring has proven to be a successful intervention in improving attendance, discipline, grade point averages, credit accumulation and attitude towards school, all of which are indications that a student may drop out of school (Schargel, 2004; Smink, 2004; Orfield, 2003). Mentoring's ability to positively impact student achievement in these areas has led to a decrease in dropout rates amongst mentees (DuBois, 2005; Rhodes, 2002; Flaxman, 1993).

DuBois (2005) explained, "Rigorous research methodology is required for advancement of the scientific knowledge base of the field" (p.44). He explained that an absence of evidence generated by such methods in the field of mentoring had resulted in it being driven by a pseudo-knowledge base or what he called bad science (DuBois, 2005). Research that met the criteria for rigor in the field of mentoring was first conducted in 1995 when Tierney, Grossman and Resch

partnered with Public/Private Ventures and conducted an effectiveness study of the Big Brothers Big Sisters programs. This study determined that mentoring helped students improve their attitude towards school, decreased absenteeism and disciplinary referrals, improved their perceived academic competence and their actual academic achievement (Tierney, 1995; Grossman, 1995; Resch, 1995). A number of rigorous studies have since been conducted as to evaluate the effectiveness of mentoring relationships in the area of academic achievement. These studies have determined that mentoring has a positive impact on student dropout rates by improving attitude towards school, increasing academic confidence that leads to improved student achievement, an improved self-concept, increasing feelings of school connectedness, decreasing disciplinary problems and violent behavior, and improved parental and teacher relationships (DuBois, Neville, Parra & Pugh-Lilly, 2002; Jekielek, Moore & Hair, 2002; Karcher, 2005; Rhodes, Grossman & Resch, 2000, Slicker & Palmer, 1998). This review of related literature revealed a quality mentoring program that utilizes programmatic features designed by best practice, helps to improve the possibility that a mentor can build a positive mentoring relationship with an adolescent, a strategy which has the potential to facilitate that student's ability to stay in school.

Conclusion

The field of mentoring has grown tremendously in the past 15 years as a result of more rigorous research methodology being applied to it. Organizations that wish to implement mentoring programs can do so effectively by using the programmatic features that have been determined to be efficient (National Mentoring Partnership, 2003). Sound research methods have been utilized to determine the effectiveness of mentoring and its impact on dropout rates and the results have been promising (DuBois, 2005). The policy makers of our nation have

shown their belief in the potential of mentoring by investing 450 million dollars into the Mentoring for Success Act of 2001. They recently reinvested 150 million for 2007 (Mentor, 2007). This investment in mentoring will bolster existing programs and provide important research data that will improve on current programmatic features of effective mentoring programs. Hopefully, this will result in more efficient mentoring programs in the future. The Mentoring for Success Act of 2001 has provided the resources to allow the field of mentoring to continue to improve itself and its ability to address our nation's dropout dilemma. In addition to the increased funding, it also important to consider the schools culture, as the context to determine the potential for success of a mentoring program.

Adult Learning Theory in Mentor Training

The literature review revealed mentor training to be an essential component of effective mentoring programs. It is important that we consider the role of adult learning theory in mentor training.

Theories of adult learning have evolved from the observations and perceptions of educators who have had the experience of teaching adults. Beder and Durkenwald (1982) have found adult learners to be hardworking, curious, motivated, responsible and more precise about their learning objectives.

Knowles, Laidley and Braddock (2000) have identified three critical components of adult learning: task relevance, learner involvement in setting the educational objectives, and skill practice as an effective teaching tool. Laidley and Braddock (2000) also stress another important aspect of adult learning as it relates to the training of mentors – their knowledge base. New knowledge is processed according to existing frames of knowledge; adult learners process this

knowledge if they find it salient and relative to their prior knowledge base (Laidley and Braddock, 2000).

Two prominent adult learning theorists, Sprinthall and Thies-Sprinthall frame their studies using cognitive development. Their research has stated that the developmental stage of a teacher positively correlates to the effectiveness of that teacher. Sprinthall and Thies-Sprinthall (1983) have found "that persons judged at higher stages of development function more completely, possess a wider repertoire of behavioral skills, perceive problems more broadly, and can respond more accurately and empathetically to the needs of others" (p. 21).

When considering adult learning theory, it is noteworthy to explain the concept of plasticity. The theory of plasticity as it relates to adult learning states that with the appropriate learning environment, adults may grow in the area of cognitive developmental maturity.

Sprinthall and Thies-Sprinthall (1983) produced a set of guidelines that provide educators a framework in dealing with adult learners. The following seven guidelines are considered "emergent" components:

1. Growth toward more complex levels of cognitive-developmental functioning appears to be most influenced by placing persons in significant role-taking experiences.
2. Developmental stage differences imply major differences in the initial ability to take roles.
3. A genuine need or careful and continuous guided reflection. The general education enterprise rarely teaches anyone how to reflect upon real experiences.
4. Balance is needed between the real experience and discussion/reflection/teaching. Guided reflection is essential.

5. Programs need to be continuous. The time for significant change is probably one year.

6. Instruction needs to provide both a personal support and challenge. A person must incorporate the new and "give up" the old learning.

7. Cognitive-developmental theory is new and work in the assessment levels is needed. (pp. 27-31).

The Mentor Mingles component of the Latino Mentoring Program was viewed as a strong resource in the development of adult learning as it pertained to mentors. Mentors met every six to eight weeks to brainstorm strategies as to how to most effectively facilitate the growth of the mentoring relationship and, most importantly, their mentee. Here, collegiality was a compelling force in the development of the Latino Mentoring Program at Norton High.

Little and Bird (1986) defined collegiality as

- specific staff discussion of teaching practice

- observing and being observed at work

- working together on plans and materials

- learning from and with each other (p. 498)

The mentoring program practiced collegiality along these lines in order to facilitate and support the growth of our mentors. These norms of collegiality should be evident in a learning organization's practice (Little and Bird, 1986).

Providing support and receiving support is characterized by asking for support and providing support when you are asked to do so by a colleague. It appears this type of behavior would be productive in the teaching profession, yet Little found that "teachers with many years' experience, armed with well-formulated and well-grounded views on effective teaching,

nonetheless refrain from advocating specific approaches even to beginning teachers" (Little, 1990, pp. 515-516). It was an objective of the Latino Mentoring Program to utilize the collective knowledge of our teacher/mentors to increase each individual teacher/mentors knowledge base with the goal being to facilitate the growth of each mentor so they could more effectively service their mentee.

The role of adult learning theory plays a critical role in a mentoring program's strategy for training its mentors. It is important that a mentoring program recognizes the adult learning theories presented in this section and constructs its training session based on the best practice this literature has revealed.

An Overview of School Culture

Defining School Culture

Deal and Peterson (1999) define school culture "as the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the persona of the school" (p.1). That core set of beliefs underlies the school's overall culture or climate as some refer to it. A school with a positive culture may be described as an institution where the students feel welcomed and view themselves as valued members of the school community. All students should have a voice in the governance of the school and an equal opportunity to maximize their learning and participate in school-related activities. Marzano (2003) believes that a school's climate is directly related to its academic achievement. Research on effective schools has clearly demonstrated that those schools have a culture that is purposeful and conducive to learning (Levine and Lezotte, 1990). It would then logically follow that for a population of students' academic achievement to increase; they would have to experience an improvement in the school

climate. A powerful school culture is one that supports high expectations for all students (Marzano, 2003).

Characteristics of A Positive School Culture

Saphier and King (1985) use the following characteristics to describe a positive school culture: high expectations, trust and confidence, tangible support, caring and humor, personalization in relationships, involvement in decision making and honest, open communication. Best Practice Briefs (2004) summarized a healthy school climate in terms of these four aspects: a physical environment that is welcoming and conducive to learning, a social environment that promotes communication and interaction, an affective environment that promotes a sense of belonging and self-esteem and an academic environment that promotes learning and self-fulfillment. Jerald (2006) believes a positive school culture can be sensed, as evidenced when he stated "walk into any truly excellent school and you can feel it almost immediately" (p.1).

Building Positive Culture in Urban Schools

Urban schools are challenged by high poverty and mobility rates, large number of ELL learners, and unsafe neighborhoods. Despite these negative factors, many urban schools succeed in producing above average students and providing a qualitative education. Osher and Fleischman (2005) have identified three ways in which successful urban schools promote a positive school culture, which results in positive behavior and learning. The philosophy of mentoring, which is to provide a youth with a caring, guiding and supportive adult is directly aimed at providing caring connections for students.

McNeeley, Nonnemaker and Blum (2002) found that school-based research and national survey data revealed the importance of connectedness. Osher and Fleishman (2005) stated

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"successful urban schools support connections with and reaching out to students and families in a caring and respectful manner" (p.85). Students who have strong bonds with a teacher or other significant adults are less likely to become involved in at-risk behavior (Goldstein, 1994: Soriano, 1994).

Research has evidenced that harsh discipline works against building relationships and this type of discipline actually increases negative behavior by students (McNeely, 2002; Nonnemaker, 2002; Blum, 2002). Students who are punished, isolated or suspended are not learning. Urban schools need to address discipline in a positive manner (Designs for Change, 2003). Sugai (2000) states that behavioral research has found that providing support to students, monitoring individual and school wide behavior, and providing frequent positive reinforcement can reduce negative student behavior.

Effective urban schools also teach students social and emotional skills, such as relationship building, self-awareness, self-management, and responsible decision making. Schools who promote developing these types of skills evidence a decrease in problematic behavior and an increase in student achievement. Solomon, Battistich, Watson, Schaps and Lewis (2000) report that students who develop these skills are less likely to participate in high-risk behavior and have an increased ability to persevere through academic challenges.

Osher, Dwyer and Jackson (2004) stressed that these three crucial factors are interdependent. Students who have strong bonds with teachers are better equipped to learn social and emotional skills, and teachers who model good social and emotional skills are more able to connect with students (Osher, 2004; Dwyer, 2004; Jackson, 2004). These findings are increasingly accurate when dealing with students and staff who have cultural differences.

The purpose of creating a positive school wide culture is to increase student achievement. Studies of urban schools have found that economically disadvantaged students perform better when teachers match high expectations with caring safe environments and social support (Lee, 1999; Smith, 1999; Perry, 1999; Smylie, 1999). In conclusion, urban schools should seek to integrate the supportive strategies discussed earlier in order to achieve their goal of raising student achievement. The dropout statistics for Latino students is higher than the national average and it is important to consider methods to improve school culture for this population.

Effective School Cultures for Latino Students

The qualities essential for effectively schooling Latino immigrant children are basically the same as the qualities of good schools for all students. Garcia (2001) reports that Latino students suffer more than non-immigrant students when their schools do not have these qualities. Schools that desire to accommodate the needs of Latino students should practice the qualities of responsiveness, respectfulness, and resourcefulness (Garcia, 2001).

A school that is responsive to Latino students is receptive to cultural values and the social and economic needs of this population (Indiana Project for Latin American Cultural Competency, 2007). Cooperative learning structures would be more appropriate for Latino immigrant students than those that focus on individual achievement and assessment (Igoa, 1995). A responsive school is also proactive in seeking ways to accommodate Latino parents who for a variety of reasons have a different concept of parental role in education, possess a degree of modesty, experience a lack of lack of time due to work schedule, do not become involved with schools in a way that is customary for parents in the United States.

Gonzalez (2005) emphasized that schools that establish a respectful climate show evidence of considering and understanding the variety of experiences their students bring to the

school. These schools effectively capitalize on the cultural knowledge these students possess and take aim to build on it in the classroom (Igoa, 1995). The Indiana Project for Latin American Cultural Competency (2007) states that respectful schools value the unique cultural orientations of immigrant students, and honor their abilities. Respectful schools communicate high expectations to their students and design the curriculum so as not to penalize students who are proficient in a language other than English (Gonzalez, 2005).

Educators should view students who are not proficient in English as a challenge not a problem (Igoa, 1995). The Indiana Project for Latin American Cultural Competency (2007) states that educators need to frame language and culture as resources for learning and search to find more effective ways to support language minority students. Gonzalez (2005) feels schools can do this through competent bilingual instruction, which also develops proficiency in Spanish. The United States is currently in a great debate over what is the best method to serve these students. Schools dealing with large numbers of Latino students need to promote a sense of achievement in these students by assessing all subjects in Spanish. The Indiana Project for Latino American Competency (2007) states that educators need to utilize time, language and culture as resources for learning and search to find more effective ways to support language minority students. Gonzalez (2005) feels schools can do this through competent bilingual instruction which also develops proficiency in Spanish. Schools dealing with large numbers of Latino students need to promote a sense of achievement in these students by assessing all subjects in Spanish (Indiana Project for Latin American Competency, 2007).

A school that is resourceful seeks and applies all resources to meet student's needs. This would include lobbying state legislative for funding, developing community and private-public partnerships in order to access more resources, applying for grants, organizing and supporting

after-school programs and providing Internet services intended to benefit newcomer families (Indiana Project for Latin America Competency, 2007).

Schools need to organize their resources in order to best serve their Latino students. Levinson (2007) has found that new Latino students are often identified by their speaking of Spanish and are assigned to language acquisition specialists. The bond between ESL teachers and these students is critically important in fostering positive teacher-student relationships in which teachers consider these students "theirs." School administrators need to communicate that all students belong to all teachers (Indiana Project for Latin American Cultural Competency, 2007: Igoa, 1995). It is essential to communicate this type of message in order to create an integrated and coordinated school community that can benefit all students (Gonzalez, 2005; Garcia, 2001).

The literature reviewed reveals the importance of school culture in educating Latino students. Garcia (2001) found that schools that cultivate a climate of responsiveness, respectfulness and resourcefulness are more effective in motivating and supporting Latino students. Motivation is critical to adolescent Latino students who feel the pull of economic survival and the need to help their families (Gonzalez, 2005). Schools need to be welcoming and engaging to Latino students or they may seek other spheres of engagement that put them at-risk (Indiana Project for Latin American Cultural Competency 2007). Schools may address this challenge by offering mentoring and giving attention to matters beyond academic instruction (Gonzalez, 2005; Garcia, 2001; Weinberger, 2005).

Benefits of a Positive School Culture

Jerald (2006) emphasized that educators need to recognize that having positive school culture means much more than just safety and order. Deal and Peterson (1999) stated that

research has shown that positive school cultures serve several beneficial functions, including: fostering effort and productivity, improving collegial and collaborative activities that in turn promote better communication and problem solving, supporting successful change and improvement efforts, building commitment and helping students and teachers identify with the school, amplifying energy and motivation of staff members and students, and focusing attention and daily behavior on what is important and valued. An effective mentoring program can help build positive school culture, which can lead to these types of benefits for a school (Rhodes, 2002; Weinberger, 2005).

Bolman & Deal's Organizational Frameworks

Bolman & Deal (1997) designed a framework that enables one to understand and analyze an organization's perspectives, practice, and processes in leadership. Their four organizational frames enable leaders to interpret, analyze, and explain both the process and dynamics of an organization (Bolman, 1997; Deal, 1997). The frames are distinct, coherent and powerful and together have the ability to provide a comprehensive picture of an organization's profile. The frames possess the potential to identify what is wrong in an organization and develop a plan of action to correct it (Bolman, 1997; Deal, 1997). Bolman and Deal (1997) report "those who master the ability to reframe report a liberating sense of choice and power" (p.17). The application of these frameworks to educational organizations possesses tremendous potential.

The majority of Bolman and Deal's (1997) theory relate organizational leadership to their four frames: structural, human resource, political and symbolic. This study will look at leadership in relation to the researcher's organization of the mentoring project. The primary unit of analysis in this case study is the mentoring program but implications related to administrative leadership are significant also. Bolman and Deal's four frames provide a comprehensive

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framework to analyze the leadership journey this researcher experienced while designing and implementing a mentoring program for Latino students.

The Structural Frame

The structural frame emphasizes goals, roles, rules, responsibilities, formal relationships, and the rational side of organization (Bolman, 1997; Deal; 1997). The structural frame analyzes the work that must be done, breaks the work into smaller pieces and develops a plan for doing each in sequence. A system of checks as constructed to ensure the process is done competently and completely (Bolman, 1997; Deal, 1997). Bolman and Deal (1997) list six assumptions that undergird the structural frame:

1) Organizations exist to achieve established goals and objectives.

2) Organizations increase efficiency and enhance performance through specialization and a clear division of labor.

3) Appropriate forms of coordination and control ensure that diverse efforts of individuals and units mesh.

4) Organizations work best when rationality prevails over personal preferences and extraneous pressures.

5) Structures must be designed to fit an organization's circumstances (including its goals, technology, workforce, and environment).

6) Problems and performance gaps arise from structural deficiencies and can be remedied through analysis and restructuring.

Bolman and Deal (1997) explained, "The structural frame is rooted in traditional rational images but goes much deeper to develop versatile and powerful ways to understand social architecture and its consequences "(p.41).

Human Resource Frame

The human resource frame recognizes the necessity of matching individual and organizational goals and needs (Bolman, 1997; Deal, 1997). This frame believes that organizations exist to serve human needs and that people and organizations need each other (Bolman, 1997; Deal, 1997). The human resource frame emphasizes the fit between the individual and the organization. The organization needs the ideas, energy and talent of the people; the people need careers, salaries and opportunities from the organization. Bolman and Deal (1997) believe the guiding assumption of the human resource frame is that satisfied workers will find value in their careers and will enhance the efficiency of the organization. If the relationship between the individual and the organization is weak, one or both suffer (Bolman, 1997; Deal 1997). When the relationship is strong, both parties benefit; the individuals are satisfied and find meaning in their work and the organization benefits from the abilities of the individuals (Bolman, 1997; Deal, 1997). Bolman and Deal (1997) stated, "Smart managers and progressive organizations find better ways to manage human resources" (p.111).

The Political Frame

The political frame views the intricate complexities that occur within an organization in relation to individual and group interests (Bolman, 1997; Deal, 1997). Bolman and Deal (1997) state that organizations are coalitions of various individuals and interest groups that have enduring differences in values, beliefs, information, interests and perceptions of reality. The differences are often centered on scarce resources at which time power becomes the major resource (Bolman, 1997). Goals and decisions are the result of bargaining, negotiation and jockeying for position among different stake-holders (Bolman, 1997; Deal, 1997). Bolman and Deal (1997) state that the political frame requires leaders to comprehend the dynamics of power

and political landscape of the organizations over which they lead. A leader who uses political power wisely can be constructive. Bolman and Deal (1997) emphasize that the power of an organization does not necessarily follow the formal hierarchy. Bolman and Deal (1997) stated that leaders who are effective in the political frame "know how to fashion agendas, create networks of support, and negotiate effectively with both allies and adversaries "(p.220).

The Symbolic Frame

Bolman and Deal (1997) state that the symbolic frame views organizations as cultures that share distinct beliefs and behavioral patterns that become imbedded in an organization over a period of time. Symbolic forms of organizational culture are presented through rituals, ceremonies, stories, humor, myths and metaphors (Bolman, 1997; Deal, 1997). Organizational events and activities are provided meaning by these types of symbolic forms. Organizations need narratives, ceremonies and rituals to help understand their individual role within an organization along with the meaning of the organization as a whole (Bolman, 1997; Deal, 1997).

Bolman and Deal (1997) stress that the activity and meaning of these symbols are loosely coupled; events can have multiple meanings because everyone perceives them differently. Life is full of uncertainty and this diminishes the efficiency of rational analysis, problem solving and decision-making (Bolman, 1997; Deal, 1997). Bolman and Deal (1997) suggest that people create these symbols to resolve confusion, stabilize hope and faith, and provide direction. Bolman and Deal (1997) stated, "Symbolic functions provide internal glue. They help participants cope; find meaning and play their role." (p.285). A leader who is capable of recognizing, understanding and utilizing the power of these symbols is better able to understand and positively influence their organization. Strong culture can motivate an organization towards its goals.

Utilizing the Four Frames

An analysis of the four frames provided by Bolman and Deal (1997) presents the leader with the challenge of drawing from each frame to efficiently direct the organization. The Structural Frame would compel the leader to focus on developing policies and procedures that would maximize the efficiency of the organization. A leader utilizing the human resource frame would concentrate on understanding his personnel and utilizing it effectively to increase individual satisfaction, which may result in a more productive organization. The political frame necessitates that the leader understands the politics of the organization and has the ability to negotiate the conflicts that arise with competing goals and scarce resources. A leader utilizing the symbolic frame would act as both a storyteller and cheerleader in order to bring meaning to the individual and the organization. An effective leader should have the ability to analyze and apply the use of these four frames in a synchronized manner in order to build a better organization.

The general focus of this study is the impact that a mentoring program has on the participants of an urban organization. Additionally; the study wants to look at the challenges of implementing a mentoring program and how it may impact school culture. Bolman and Deal's (1997) organizational frameworks are useful in analyzing, describing, interpreting, evaluating the dynamics and process of organization. This study may benefit from utilizing Bolman and Deal's (1997) four frames in analyzing the leadership journey the researcher traveled while constructing a mentoring program for Latino students.

Chapter Three will provide a comprehensive outline of the methodology utilized in this study. The research design was qualitative in nature. Interviews, observations, program records, journals, questionnaires and a focus group were included in this research. An outline of how,

when, and why these data collection instruments were utilized will be provided in addition to an explanation of the coding and analysis that was conducted. Additionally, a thorough explanation of the sample group and the rationale for the selection will be clearly explained. The third chapter will also explain human consideration implications and limitations of the study.

Chapter Three

Methodology

Introduction

Having provided a clear review of the research that frames this study, this chapter focuses

on the design of the study conducted at Norton High. It specifies the basic study design and

methodology that was used in this research project. Additionally, it explains why the researcher

chose this method. The research questions, methodology, sample, sample selection rationale,

pilot test and the data gathering procedures, methods of data analysis, limitations of this study,

and frameworks for discussing the findings are specified in this chapter.

Research Questions

The study described in this chapter was designed to answer the following research

questions:

1) Pertaining to the mentors, what specific programmatic features of the mentoring

   program for at-risk Latino students did they feel were helpful to their role?

2) What mentor qualities were most effective in building positive relationships with the

   mentee?

3) What are the challenges facing a mentor program?

4) From the perspective of the mentored Latino student, what would improve their high

   school experience?

Hypotheses for Research Questions:

1) Mentors will report that the programmatic features of orientation, training,

   and monitoring relationships were helpful to their role.

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2) Mentor qualities, such as being trustworthy, committed, supportive, a good
   listener, and caring, will be perceived as most effective in building positive
   relationships between mentors and mentees.

3) There will be challenges identified by the director and mentoring program
   participants; particularly in the areas of time, resources, mentor-mentee relationships,
   support and resistance facing a mentoring program.

4) The mentored Latino students will provide information regarding perceived
   improvements in curriculum, school culture, and activities that can improve their
   high school experience.

Research Methodology

This research was conducted in a qualitative manner that reviewed the programmatic
features of a mentoring program designed to enable Latino high school students to graduate.
Obtaining a better understanding of a natural situation, which results in a derived meaning, is a
main purpose in qualitative research (McMillan, 2000). Merriam (1998) stated, "Questions
about process (why or how something happens) commonly guide qualitative research, as do
questions of understanding (what happened, what does it mean to those involved)" (p. 59). A
qualitative case study appeared to be the best model to study this high school's mentoring
program for Latino students at this stage and time.

Qualitative methods of data collection and analysis were the primary tools utilized for the
purposes of the research. Merriam (1998) stated "qualitative data consists of direct quotations
from people about their experiences, opinions, feelings and knowledge obtained through
interviews" (p. 69). Patton (1990) furthered this description of qualitative methods by stating a
qualitative study provides "detailed descriptions of people's activities, behaviors, actions
recorded in observations and excerpts quotations, or entire passages extracted from various types

of documents" (p.10). The researcher incorporated both participatory case study and action research techniques in order to describe, analyze, interpret, and evaluate both the interpersonal and organizational dynamics that occurred in a mentoring program.

The researcher was a participant observer. The study was evaluative in that it sought to assess the impact a mentoring program had on the participating mentors and mentees. Case studies are interested in process and discovery rather than a specific outcome. Merriam (1998) reasoned, "The purpose of a case study is to gain in-depth understanding of the situation and meaning for those involved" (p.19). Guba and Lincoln (1981) suggest this method of study when seeking to produce rich descriptions, a lifelike experience and simplified data for readers. Qualitative case studies involve description, explanation, and judgment (Merriam, 1998). Merriam (1998) further explains, "Case study is the best reporting form for evaluations. Case study was best because it provides thick description, is grounded, is holistic and life-like, simplifies data to be considered by the reader, illuminates meanings, and can communicate tacit knowledge" (p. 39).

Data was compiled from six mentoring relationships in order to evaluate the perceptions of mentors and mentees involved in this project. These cases helped illuminate the factors, which facilitated the growth of a mentoring program along with the relationships between mentor and mentee. The study provided rich and descriptive detail describing the efficient programmatic features of this mentoring program, effective strategies used by mentors, the challenges facing a mentoring program, and mentored Latino students' perspectives on how to improve their high school experience.

There were numerous reasons a qualitative case study was utilized to gather and present these data. The program under study was an innovation in the Norton Public Schools. It was

beneficial to ascertain whether mentors and mentees believed their participation in this mentoring program facilitated their development as professionals, students, and most importantly, human beings. Qualitative techniques were effectively utilized to answer these questions in a holistic, descriptive manner. A qualitative case study is appropriate when the objective of an evaluation is to develop a better understanding of the dynamics of a program (Merriam, 1998). Additionally, the choice of this type of case study allowed the sample respondents to clearly describe the successful components and challenges of the program, along with effective mentoring strategies and perceptions of how the Latino students feel their high school experience could be improved. Merriam (1998) emphasizes, "The merits of a particular design are inherently related to the rationale for selecting it as the most appropriate plan for addressing the research problem" (p. 41). Given the context of this study, the researcher felt that a qualitative case study was the most appropriate research design.

As noted above, the researcher was a participant-observer in this project. The researcher designed the mentoring program and was directly involved in every facet of its development. The researcher was the headmaster of the school where the study took place so there was a tremendous amount of observation that took place (Yin, 1998). Observations were made both in and out of the school setting. Field notes were recorded based on significant observations made by the researcher or critical information delivered during a conversation with a mentor, mentee or other essential person.

Methods used to build this case study included an analysis of data from a range of different sources. Data from interviews, observations, the questionnaire, journals, and program documents provided triangulation of data that enabled the researcher to provide the rich descriptions that are associated with qualitative research. Miles and Huberman (1994) stated,

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"Triangulation is a way to get to the finding in the first place, by seeing or hearing multiple instances of it from different sources by using different methods and by squaring the finding with others it needs to be squared with" (p. 267). The study's validity was bolstered by the triangulation in data collection (Bickman & Rogers, 1998). This researcher conducted the use of all instruments to ensure consistency.

Case studies help people understand context characteristics. The researcher knew the people involved, which enabled him to illustrate the complexities of both the mentoring program and the mentor-mentee relationships. In this descriptive, qualitative case study the researcher analyzed the most effective programmatic features of a mentoring program, the most effective mentor qualities in building the relationship with the mentee, challenges facing a mentoring program, and Latino students' perceptions on how to improve their high school experience. Merriam (1998) found that "the case study offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon" (p. 41). A case study, which provides a higher deal of holism, presents the readers a better understanding of the implementation of the mentoring program at Norton High (Miles & Huberman, 1994). A descriptive, qualitative case study design was the most useful considering the researcher's purposes.

Sample and Rationale for Sample

Selecting the sample is dependent upon the researcher problem (Merriam, 1998). The research questions that guided this study focused primarily on the development of a mentoring program in a school setting. Thus, selecting teachers and students participating in the program provided the rich and descriptive data needed to evaluate the effectiveness of this mentoring program. The availability of the participants to the researcher made the sample purposeful and convenient (Merriam, 1998).

Gay, et. al. (2006) state that qualitative researchers should select key informants who will contribute to the researcher's understanding of the phenomenon under study. Additionally, qualitative researchers are encouraged to select participants who are comfortable with the researcher's presence (Gay, Mills & Airasian, 2006). This point was pertinent considering the researcher's position at Norton High and the possibility that participants' responses may have been biased due to that. To minimize the possibility of bias, it was important to select participants who were less likely to be influenced by the researcher's leadership position. It was important for the researcher to utilize insight and experience in order to select a sample with the intent that those chosen will most likely provide unbiased information (Gay, Mills & Airasian, 2006).

The participants selected for the study included six mentors, three female and three male, five of whom are Anglo high school teachers and one Latina teacher, all mentors had at least four years teaching experience. The teachers were all between twenty-eight and fifty-five years old. Five of the six teachers have earned Masters Degrees; one of these had also earned a Juris Doctorate in law. Subjects taught by this group of mentors include: English, Spanish, Physical Education, and Special Education. Two of the six were special education teachers. The teachers were chosen by this researcher, based on their potential to be effective mentors, as evidenced by classroom observations and conversations with other faculty members and students.

The mentees included in the study were six Latino students, three male and three female. The students, who were mentored by these teachers, were enrolled in grades 9 through 11 and were between the ages of fifteen and eighteen. The six students who volunteered for the study were chosen from the forty-three mentees who are participating in the mentoring program. The students were selected for the study based on the potential of creating a dynamic relationship

with their mentor; the students became involved in the study based on their mentoring partnership with a mentor who was chosen for the study based on the above. The six students volunteered for the program based on their own feelings of a need to receive support to stay in school and a self perceived weakness in one of the five following criteria: school attendance, discipline referrals, grade point average, credit accumulation and attitude towards their future. The students were all first or second-generation immigrants, which automatically categorizes them as at-risk. Thirty-two percent of the students in the mentoring project are court involved (have active cases in the court). Three of the six in the sample were struggling with one or more of the academic criteria noted above. In addition to being housed in the academy where the researcher was the headmaster, the participants were selected based on the belief that they possessed the characteristics to create a dynamic mentoring relationship.

All of the selected participants were either students or teachers at Norton High School. Norton High is one of two public high schools located in an urban city in the Northeast Region of the United States. The city of Norton had a population of approximately 100,000, while Norton High had approximately 2400 students. Norton High had a Latino population of 18%. Statistics from the New Hampshire Department of Education (2007) state that only 51% of Latino students in Norton complete high school in four years. Norton was the second largest city in the state and had an average income that fell below the state average. Eighty-five percent of the students involved in the mentoring program received free or reduced price lunch.

The participants in the study were all actively involved in the Norton Latino Mentoring Program. The participants in the study were taking part on a voluntary basis and were able to withdraw from the study at any time with no negative consequences. Permission slips, interview protocol and anonymity were all addressed in a professional manner throughout the study. The

researcher, in his professional capacity, served as the Headmaster of Norton High School. Thus, he was deeply invested in facilitating both the teachers and students involved in the program, especially the Latino student population which had evidenced an extremely high dropout rate. This leadership project strived to facilitate the development of the Latino students while improving school culture and increasing this population's graduation rate.

<div align="center">Pilot Test</div>

To ensure that they were easily understood and time efficient, the interview protocols and questionnaire used for this study were subject to pilot testing. Merriam (1998) stressed, "Pilot interviews are crucial for trying out your interview questions. Not only do you get some practice in interviewing, you also quickly learn which questions are confusing and need rewording" (p. 75). While these data gathering tools were being constructed they were reviewed and revised by the researcher's doctoral chair, mentor, and fellow doctoral candidates. The final products were a result of the collaborative efforts of the aforementioned; this type of review signifying the face validity of these two instruments.

The tools were piloted with two mentors and two mentees that participated in the mentoring program but were not part of the study. These mentors and mentees completed the interview protocol and questionnaire and responded that both instruments were both clear and time efficient. Thus, the interview protocol and questionnaire were not revised as a result of the pilot testing process.

Having defined the methodology to be utilized and how the appropriate pilot tests were conducted; the researcher will now explain the data gathering procedures that were followed.

Data Gathering Procedures

Having developed the instruments and established the research methods, the researcher turned his attention to gathering the data necessary to answer the research questions. Merriam (1998) stressed, "Data collection is about asking, watching and reviewing" (p. 69). The researcher first obtained permission from both participants and entities before the data gathering began. Permission was acquired from the researcher's sponsoring institution, the school where the research took place, and the people from whom information was solicited. After the peer review of interview protocols, all research instruments and protocols were submitted to the researcher's sponsoring institution for Human Subjects Review. Permission was also sought from the principal of Norton High School, in order to conduct the study there. Lastly, the mentors and mentees requested to participate in the study were asked to sign both permission forms and consent waivers and were provided the opportunity to decline participation in the study if so desired, with the assurances of no consequences.

The data collection methods utilized in this qualitative study included interviews, a focus group, journals, observations, documents, and a questionnaire. Data collection was completed with consideration of reliability, validity, and researcher bias (the researcher was a participant in the project studied and was the headmaster of the school). Pre-and post-project interviews with mentors and mentees were used to gain insight into: a) the specific programmatic features of the mentoring program for at-risk Latino students that were perceived as most helpful by the mentors; b) the most effective strategies mentors utilized to build relationships with the mentee; c) challenges facing the mentor program; d) information the school can utilize to improve the

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experience of Latino students. An expert panel consisting of the researcher's advisor, dissertation chair, and colleagues screened the questions utilized in the interview process. There were a broad range of questions including: hypothetical, devil's advocate, interpretive, and ideal that was asked during the course of the interviews to gather data from the respondents (Merriam, 1998). The variety of questions was intended to lead to the rich and substantial data that is a hallmark of evaluative case studies.

The researcher made use of reflective journals in order to allow the participants to express their perceptions of the mentoring program without being limited to the frame of the interview questions. Data collected from journals complemented that results gathered from the interviews to allow for broader and richer descriptions of the findings. The journals were collected three times throughout the study and participant responses were coded and analyzed. The responses provided by participants helped inform the researcher in his quest to conduct effective post-project interviews.

In addition to data collected from the interviews, data from mentor and mentee journals, field notes taken throughout the mentoring leadership project, questionnaires, notes from a mentor/mentee focus group and mentoring program documents provided triangulation to enhance the study's internal validity. Triangulation, by utilizing multiple methods of data collection and analysis, strengthens reliability as well as internal validity of a study. Merriam (1998) notes that the triangulation of data serves to give the data more strength and reliability.

The following outline explains the purpose and timeline of the data gathering instruments utilized in this study.

Journals

Journals were utilized as an instrument to measure the perceived effectiveness of the programmatic features, challenges facing a mentoring program, mentor qualities that facilitate effective mentor-mentee relationships, and student opinions of how to improve their high school experience. The researcher collected the journals in April, June and September of 2007. The data from journals was collected in the researcher's office and locked in a secure file cabinet there. Key entries from the journals were recorded and coded at a later date. The researcher was responsible for synchronizing the data collection related to the journals.

Interviews

Interviews were utilized as an instrument to measure the perceived effectiveness of the programmatic features of the mentoring programs, the challenges facing a mentoring program, mentor qualities that facilitate effective mentor-mentee relationships and student opinions of how to improve their high school experience. The researcher collected data from the interviews, which were conducted in both February and September of 2007. The data from interviews were collected in the researcher's office and locked in a secure file cabinet in the researcher's office. The interviews were tape recorded and then transcribed at a later date. Interviewees were allowed to check the transcripts for accuracy. This data was coded at a later date. The researcher was responsible for synchronizing the data collection steps that were described in this section.

Observations

Observations were utilized as an instrument to measure the perceived effectiveness of the programmatic features of a mentoring program, the challenges facing a mentoring program, mentor qualities that facilitate effective mentor-mentee relationships and student opinions of how

to improve their high school experience. Observation was used to provide some knowledge of the context provided specific incidents and behaviors that related to the study (Merriam, 1998). The researcher collected data from observations, weekly from December of 2006 through October of 2007. The researcher was constantly observing and taking note of significant findings. Key observations were recorded into an observation log, which was kept in a locked file cabinet in the researcher's office. These key observations were coded at a later date. The researcher synchronized the data steps listed for this instrument.

Document Review

Mentoring program records were utilized to measure the perceived effectiveness of the programmatic features of the mentoring program, challenges facing a mentoring program and student opinions on how to improve their high school experience. The researcher was responsible for collecting program records that were utilized to garner data. Data from program records were collected in April, June and September of 2007. The program records were collected in the researcher's office and kept in a locked filing cabinet. Program records were recorded on an Excel spread sheet. The researcher was responsible for synchronizing the data collection procedure described above.

Questionnaire

A questionnaire was utilized to measure the mentor qualities that facilitate effective mentor-mentee relationships. The researcher was responsible for collecting this data when the participants completed the questionnaire in October of 2007. The data were collected in the researcher's office and kept in a locked filing cabinet there. The data were recorded, coded, and presented in a table at a later date. The researcher was responsible for synchronizing the data collection steps described for this instrument.

Focus Group

A focus group, made up of mentees, was utilized to engage in discussion that produced data of student opinions about how to improve their high school experience. The researcher facilitated the discussion and was responsible for collecting the data. The focus group was convened in November of 2007. The data were collected in the researcher's office and kept in a locked file cabinet there. The data were coded at a later date. The researcher was responsible for synchronizing the data collection described for this instrument.

Methods of Data Analysis

Data analysis typically involves "consolidating, reducing and interpreting what people have said and what the researcher has seen and read - it is the process of making meaning" (Merriam, 1998, p.178). Constant Comparative Method will be the major data analysis technique used in this study (Glaser, 1967; Strauss, 1967). Even though this is not a grounded-theory study, this technique was employed as a consistent method of making sense out of the data. This works in consistent fashion with its name. The researcher constantly compared various data sources and developed tentative themes, patterns, etc., which were compared to one another within and across all levels of conceptualization. The nature of qualitative analysis requires the creative involvement of the researcher. Consistent patterns may or may not be yielded through this analysis. Graphic organizers, tables, and charts were used to report the findings. Data analysis was also conducted through the frameworks of Bolman and Deal, should the data suggest underlying relationships that could be illuminated by using their conceptual frameworks.

The first step in the process of data analysis was to transcribe all data that warranted it. The researcher allowed participants to review their transcripts to ensure accuracy.

This researcher organized the collected data in a manner that best illuminated the common themes that told the story of this study. It was essential to manage the data and organize it; utilizing a system the researcher evaluated as both efficient and representative of the research that was critical to tell the reader (Merriam, 1998). This organizational process is called coding. Miles and Huberman (1994) described "codes as tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study" (p.56). Bickman and Rog (1998) further explained coding as a method to "fracture the data and rearrange it into categories that facilitate comparison between things in the same category and between categories" (p.89). Merriam (1998) stressed, "that each interview, set of field notes, and document needs identifying notations so that the researcher can access them as needed in both analysis and the write-up of the findings" (p.164).

Data from the following sources were coded and analyzed:

- transcripts from interviews
- field notes
- program documents
- notes from focus group meeting
- mentor and mentee journals
- mentor qualities questionnaire

The researcher developed a coding system based on the patterns, themes and regularities that presented them as the researcher examined the data. The categories were designed to reflect the purpose of the research and the answers to the research questions. The researcher's chair, mentor and fellow doctoral candidates reviewed the categories to ensure that they were relevant

to the data; this also worked towards ensuring accuracy (Miles & Huberman, 1994; Merriam, 1998).

The codes designed related to the individual research questions. Question one was coded according to the programmatic features that the mentors perceived as helpful to their roles. The letters PF indicated a programmatic feature that was represented in a positive fashion, + signs from one to three were assigned after the P to help measure the different levels of importance of each representation. The letters MQ indicated mentor qualities that were perceived to help build the mentor-mentee relationship, + signs from one to three were assigned after the MQ to help measure the different levels of importance of each representation. The letters CH indicated challenges that faced the mentoring program, + signs from one to three were assigned after the CH to help measure the different levels of importance of each representation. The letters HSE indicated data that pertained to improving the high school experience, + signs from one to three were assigned after the HSE to help measure the different levels of importance of each representation.

Data were analyzed chronologically and any significant changes over time were noted. When the trends and themes warranted the incorporation of new categories they were implemented.

<center>Format of Data Reporting</center>

The researcher constructed the most efficient methods to represent the data to the reader. Miles and Huberman (1994) stressed that text alone is not a sufficient manner of display because the reader will have difficulty seeing the whole because it is presented over several pages. Merriam (1998) advises the researcher that a proper display of information will enable the reader to "quickly grasp complexities in the analysis that would take an enormous amount of narrative

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writing to convey" (p.233). Miles and Huberman (1994) direct the researcher to utilize displays that offer full sets of data in the same location and arrange them in a manner, which answers the research questions that guide the study. This case study utilized the three main groupings for qualitative analysis: Categorizing strategies (such as coding and thematic analysis), contextualizing strategies (such as narrative analysis and individual case studies), and memos and displays (Merriam, 1998).

Miles and Huberman (1994) state "data display formats must always be driven by the research questions involved and the researcher's developing concepts, often in the format of codes" (p.93). This study utilized a combination of text, matrices and networks to report the data which best answered the research questions that guided this study. The text allowed the researcher to give a rich description of the implementation of the mentoring program. The matrices and networks provided an efficient method of displaying the variables involved in this research. Reporting the data in this manner provided the researcher with the ability to describe the history of the mentoring program and the influential factors that shaped the researcher's findings.

Possible limitations of the study should be noted along with the analysis of the data.

Limitations of the Study

It is important to note that this study has limitations that may affect the generalization of this study. For example, a significant limitation was the highly contextualized nature of the project in regard to time, setting and population being studied (Rossman, 1998; Rallis, 1998). "Generalizability refers to the extent to which the research findings can be credibly applied to a wider setting than the research setting" (Bickman & Rog, 1998, p.34).

The researcher in this case study was the Headmaster of the school and the creator of the mentoring program. Due to the researcher's role, observer effects may have possibly impacted any change and "any opinions, biases or expectations that the researcher has may be reflected in the results" (McMillan, 2000, pp.273-274). Bickman and Rog (1998) warned "your relationships with the people in your study can be complex and changeable, and these relationships will necessarily affect you as the research instrument, as well as have implication for other components of your research design" (p.86). All researchers have a bias, it was the researcher's intention to make this mentoring program as successful as possible and that could have interfered with the objectivity of the observations. The researcher utilized both triangulation and colleague review of data analysis and interpretations as a means to mitigate areas of possible bias.

Merriam (1998) noted, "In qualitative research where the researcher is the primary instrument of data collection, subjectivity and interaction are assumed" (p.103). It was important that the researcher considered the potential observational effects that this could have had on the effects of the study and account for them in analyzing the data (Merriam, 1998). Merriam further stated, "Some biases are not readily apparent to the researcher" (p.216). This researcher conducted evaluations and there was the potential that the mentors responded according to what they felt the researcher wanted to hear. The informed consent form, signed by each participant, assured all participants of the independence of the study from their employment status and that the information obtained by the researcher would remain confidential. In an additional effort to reduce bias, this researcher had conversations with sample participants about the importance of being forthright in their descriptions of the mentoring program. The researcher addressed potential participant and researcher bias in the study design. Furthermore, the subjective nature

of the decisions about how to choose which data to be included was problematic for the researcher (Merriam, 1998).

Airasian and Gay (2000) state that a totally unbiased qualitative study with precise, valid data is almost impossible. In order to address issues of researcher and participant biases, the researcher utilized the following measures, in addition to those listed above, suggested by Airasian and Gay (2000): a) made a concerted effort to obtain participant trust and comfort; b) allowed participants to review field notes and tape recordings; c) used verbatim accounts whenever possible; d) examined closely any unusual results, ignoring outliers may represent a bias, and triangulation of data (p. 225).

Participants in this study were aware that they were active subjects being reviewed, which posed the possibility of the "Hawthorne Effect." Suter (1998) described this process as a change that may result in behavior merely as a result of being studied or participating in a study. In order to reduce the possibility for misleading interpretations, it was important to maintain an objective view, along with minimizing impressions and novel attention.

The sample selection in this study may also be considered a limitation. The mentoring relationships chosen for the sample were purposefully selected because they possessed mentors who were teachers in the building and thus more readily accessible to the researcher. This created a purposive convenience sample, which is considered a limitation because convenience samples can yield information-poor data, if not managed properly (Merriam, 1992).

The sample size of six mentors and six mentees was relatively small and does not ensure the findings will be able to be generalized. To offset the small sample, steps were taken to ensure internal validity through the use of triangulation and instrument piloting.

Having only one Latino mentor could be viewed as a limitation to the study; this number was a result of the few Latino staff members at Norton High.

Instruments were pilot tested and participants verified all responses attributed to them for accuracy. Maturation is a potential bias in this study due to the mentees adolescent stage of development. (Consalvo, 2007). However, the short period of time this study covered would probably eliminate that threat. The most serious threat, that of instrumentation was always a factor since no researcher or observer acts as the instrument. The researcher recognized this limitation and as noted above was very sensitive to any observer bias that may have been present in this study.

A further limitation to the study may occur when analyzing outcomes related to the mentoring program. The mentored students may have been involved in other activities or been involved with other factors that have contributed to their growth. Thus all data related to student growth cannot be solely attributed to the mentoring program.

Information included in the review of related literature was utilized as the findings were examined. Chapter Four will provide a presentation of the data and findings from this research study.

Findings of the Study

Introduction

Chapter Four will present the data on the mentoring program for Latino students. Chapter Five will comment on the data. Findings will be represented in a descriptive, narrative manner, along with charts and graphs in an attempt to answer the following research questions:

- As pertaining to mentors, what specific programmatic features of the mentoring program for at-risk Latino students did they perceive as helpful to their role?
- What mentor qualities were most effective in building positive relationships with the mentee?
- What are the challenges facing a mentoring program?
- From the perspective of the mentored Latino students, what would improve their high school experience?

These findings are reported after careful analysis of interviews, questionnaires, field notes, journals, program records and a focus group. Some of the data were coded in order to present the themes that emerged from the analysis. The findings are presented by the results of each instrument within the research question.

Overview

Chapter Four will be divided into two major sections:

1. Description of the case study: a review of the purpose of the study, the sample of participants in the study and the demographics of the location of the study.

2. Representation of the significant data collected from each instrument as it pertains to and answers each research question.

<center>Description of the Case Study</center>

Purpose of the Study

      The primary goals of this study were to analyze and evaluate the programmatic features of a mentoring program, the mentor qualities most effective in building positive relationships and the challenges facing the implementation of a mentoring program. A secondary area of interest was that of studying the Latino student's perspective of how to improve their high school experience. The mentoring program was designed to facilitate the personal growth of Latino students in order to improve their chances of graduating. Most importantly, this study sought to ascertain whether or not certain programmatic features and mentor qualities can help to build a more effective mentoring program for Latino students. This study also sought to identify potential challenges to mentoring programs. Implications yielded from the study's findings may ultimately be utilized by other large, urban school districts during their implementation of a mentoring program.

Sample of Participants in the Study

      The participants selected for the study included six mentors, three female and three male, five of whom were Anglo high school teachers, the other being a Latina teacher. All six had at least four years teaching experience. The teachers were all between twenty-eight and fifty-five years old. Five of the six teachers had earned Masters Degrees; one of these had also earned a Juris Doctorate in law. Subjects taught by this group of mentors include: English, Spanish, Physical Education and Special Education. Two of the six were special education teachers. The teachers were chosen by this researcher, based on their potential to be effective mentors, as evidenced by classroom observations and conversations with other faculty members and students.

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Table 4.1 Summary of Mentors' Information

Name	Age Range	Race	Gender	Years in The District	Position	Education
Steve	50-59	Cauc.	Male	30	Special Education Teacher	Masters
Taylor	40-49	Cauc.	Male	15	English Teacher	Masters
Dan	30-39	Cauc.	Male	6	Social Studies Teacher	Juris Doctorate
Electra	30-39	Latina	Female	4	Spanish Teacher	Bachelors
Chrissy	40-49	Cauc.	Female	5	Special Education Teacher	Masters
Sally	50-59	Cauc.	Female	22	Spanish Teacher	Masters

The mentees included in the study were six Latino students, three male and three female. The students, all of whom volunteered, are enrolled in grades 9-11 and are between the ages of

fifteen and eighteen. They were chosen from the forty-three mentees who participated in the mentoring program. The students were selected for the study based on the potential of creating a dynamic relationship with their mentor; the students became part of the sample based on their mentoring partnership with a mentor who was chosen for the study based on the researcher's belief that mentor and mentee would create a dynamic relationship. The six students volunteered for the program based on their own feelings of a need to receive support to stay in school and a self perceived weakness in at least one of the five following criteria: school attendance, discipline referrals, grade point average, credit accumulation and attitude towards their future. The students were all first or second-generation immigrants, which automatically categorize them as at-risk. Thirty-two percent of the students in the mentoring project were court involved (have active cases in the court). The six in the sample were struggling with one or more of the academic criteria noted above and three of six were court involved. In addition to being housed in the academy where the researcher is the headmaster, the participants were selected based on the belief that they possess the characteristics to create a dynamic mentoring relationship. The availability of the participants to the researcher made the sample purposeful.

Table 4.2 Summary of Mentees' Information

Name	Age	Grade	Years In The US	Resides with	Other Activities or Job
Pedro	17	11	3	Mother	Yes
Juan	15	9	2	Mother	No
Rodrigo	16	10	3	Father	Yes
Jennifer	17	10	5	Older Brother & Sister	Yes
Destiny	18	11	2	Mother	No
Lala	16	11	6	Uncle	Yes

Description of the Selected Site

All of the selected participants were either students or teachers at Norton High School.

Norton High is one of two public high schools located in an urban city in the Northeast Region

of the United States. The city of Norton has a population of approximately 100,000, while

Norton High has approximately 2400 students. Norton High has a Latino population of 18 %.

Statistics from the New Hampshire Department of Education (2007) state that only fifty-one

percent of Latino students in Norton complete high school in four years. Norton is the second

largest city in the state and has an average income that falls below the state average. Eighty-five

percent of the students involved in the mentoring program receive free or reduced price lunch.

Reporting of Significant Data

The data in this section will be organized according to the four research questions that

this study focused on.

Research Question One: As pertaining to the mentors, what specific programmatic

features of the mentoring program for at-risk Latino students did they perceive as helpful

to their role?

Interview

Mentors were interviewed twice during the research, once during the first month of the

mentoring program and again eight months later. One of the questions during the first interview

was:

Which programmatic features of this mentoring program do you believe will support your

effectiveness as a mentor?

During the second interview the question changed to the past tense:

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Which programmatic features of the mentoring program have supported your effectiveness as a mentor?

(1) Indicates response from the first interview; (2) indicates responses from the second interview.

Dan
(1) I feel that the program has been extremely supportive of the mentors thus far. We had a great orientation, which I believe helped the mentors gain a more thorough understanding of the objectives of this program. Mr. Headlock, pseudonym for the director of the Mentoring Program (RF), brought in Big Brother/Big Sister as a partner and they are professionals at this, it was a smart move on "Headlock's" part. The orientation also helped me to understand the challenges of being a mentor and the basic understanding that this was going to take some work.

I believe the trainings that will be provided will be critical to help mentors build the skills that may be called upon in their roles; some of these trainings will be offered to mentees also. Having the mentors and mentees participate together should be a strong, positive experience. The program has also spoken about how they will monitor and sustain each relationship, knowing the types of kids involved this feature of the program will be critical to its success.

(2) Having eight months of experience as a mentor has provided me with a broader response to this question. The orientation was still extremely valuable because it clarified the program's objectives and the mentor's role. The trainings were helpful in that they offered the mentors opportunities to learn in areas that had the potential to benefit the

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mentees. One of the best trainings was designed to familiarize the mentors with Latino culture. This was extremely helpful to the majority of the mentors who are Anglo. We learned a great deal about Latinos and I know personally that the information provided at that training came in handy during the relationship-building phase. I also feel that one of the key features of the program was "Headlock's" monitoring of the relationships. He was contacting us on a weekly basis to ensure that the relationship was moving in a positive relationship. If something was going wrong he would meet with mentee and mentor, he saved a lot of relationships. So I feel that the monitoring is key, I wonder what would have happened if no one monitored the pairs? I believe we would have lost a bunch, to my knowledge we did not lose any.

Taylor
(1) I think that Mr. Headlock is an integral part of it. His promotion and support of this program has been critical. The orientation was clear in explaining that this would be difficult, it would be a challenge. The orientation put mentors in the proper mind set.

It appears that we have some great training scheduled throughout the course of this program, which will help the mentors understand different areas they can facilitate the growth of their mentees.

I feel the program appears to be set up well but if you ask me Mr. Headlock is the driving force behind everything, he has a great sense of how to reach the Latinos and he has designed this program with that population in mind.

(2) There were several programmatic features of the mentoring program that I felt were supportive of my effectiveness as a mentor. I still feel strongly about the orientation, it gave us a solid foundation from which to start. The trainings were helpful in providing

information on areas of knowledge that may be beneficial to our facilitation of the mentees. The training on Latino Culture was the best in my opinion; it provided us with a greater understanding of the kids we would be working with.

The monitoring of our relationships was also very supportive of my role as a mentor. Mr. Headlock was constantly inquiring as to how I was doing with my mentee. The support was very much appreciated by this mentor. I would imagine that programs that do not have an in-house director would not be able to monitor their programs as thoroughly.

The utilization of community resources also helped me to be more effective as a mentor. We received free YMCA memberships, which gave us a place to meet and recreate. There were other resources such as the library and local colleges that offered assistance when needed, it gave me some variety in how to spend time with and help my mentee.

Sally
(1) I think being in the same school will be a strong feature of the program. We know the kids and that gives us a leg up. The communication will be strong because the director, "Headlock", is the headmaster and he is a constant presence in the building. He is very helpful in dealing with the Latino students, especially the challenging ones, so I think his involvement in the mentoring program is huge.

The program is being done in collaboration with the Big Brother/ Big Sister program and they will provide support to the features of the program. Training and what they call sustaining will be valuable features of this program. The sustaining is their

monitoring of our relationships and troubleshooting if necessary. That could be huge; some of the kids in the program will be hard to engage.

(2) There are many features of the mentoring program at our school that I have found to be supportive of mentors. After experiencing the program for eight months I feel that "Headlock's" role as director has probably made me feel most supported in this endeavor. He is right on top of everything and provides sound advice when needed. I also believe he did a great deal of structuring the trainings to best fit the needs of our mentees. My mentee was in the hunt for a job and we had a wonderful training on resumes and interview skills. The training on college applications and admissions strategies was also effective.

The social activities such as deep-sea fishing were also supportive of our role as mentors. We did not have to pay for these and they provided us with an opportunity to recreate with our mentees. During these activities we were also encouraged to speak and strategize with other mentors. These conversations with other mentors provided support to our roles and gave us an opportunity to network that was truly beneficial to all of us.

Chrissy

(1) I believe the program's ability to utilize community resources is going to be very helpful to our role as mentors. We will not have all the answers but the trainings provided by different professionals in the community will give us a strong knowledge base to facilitate the growth of the mentees. Mr. Headlock has reached into the community and will be tapping on a lot of agencies to help with this program. The funds for this program are low so this type of support is critical to the program.

They are also talking about holding social activities where the mentors can talk to each other, like a support group. He feels we can share strategies on kids and discuss problems and work on solutions, he believes if we network us it will benefit us all. "Headlock's" rationale for having this is persuasive and sounds like a valuable component of this program.

(2) I felt supported by many of the programs components. I think the monitoring of the relationships is where I felt the most support. We were constantly asked how our relationships were developing and if we needed help in any way. I have never been a mentor before but I would find it hard to believe you could find more support of the relationships than what Mr. Headlock has provided. He was more than willing to help in any way. I am not sure that would happen if the director was not located in our building.

I would also say that the orientation was a very supportive piece of this program; it gave us a good foundation to work from. A lot of general procedure, policy and strategies were covered. I feel it did a sound job of preparing us for what we were getting into.

The social activities that were organized by the program were also supportive to our roles; we were able to enjoy activities with other mentors and mentees. I think the kids will remember those activities for a long time.

Steve
(1) I believe the opportunities to get together with other mentors will be especially beneficial to our roles. This way it is not totally reliant on me, I can utilize the collective knowledge of the group.

The structured social activities for mentors and mentees also appear to be a dynamic feature of this program. These activities should provide great opportunities to strengthen the relationships of the mentors and mentees.

The orientation was supportive because it gave us a clear understanding of the objectives of the program along with sound strategies on how to build effective relationships with the mentees.

They have provided us with some tentative topics for training; this would appear to be another feature of the program that will be supportive of mentors.

(2) As I predicted I felt a lot of support from the mentor support meetings which Mr. Headlock called Mentor Mingles. He held these every 7-8 weeks and I learned a great deal and also felt the support of my fellow mentors. This was a really neat aspect of our program.

The trainings were extremely helpful to our roles as mentors. The one designed to familiarize ourselves with Latino customs and heritage was especially supportive. I think it gave the mentors a much better perspective on how to deal with their Latino mentees.

The orientation is obviously a strong component of the mentoring program because it clarifies the mentor's role and objectives of the program. I think it was essential for this program, being new; to get off to a strong start and the orientation accomplished that.

The social activities were another feature of this mentoring program that I felt supported my mentoring role. These were great experiences and it gave us the opportunity to come together as a group.

Electra

(1) I believe the resources that will be provided from outside the school will be really

helpful. Opening orientation was a great way to get us moving in a meaningful direction.

The communication has been fantastic, having "Headlock" in the building and so

committed to this program will make our mentoring roles more doable. He is a worker

and he is keeping a close eye on every aspect of this program. To me, having a director

that is hands on and committed is the most valuable feature of the program. Agencies

such as the Boys Club and YMCA, along with the Housing Authority and Library are

committed to the success of the program. These agencies will provide added support.

(2) I thought the utilization of community resources was a feature of this program that was

truly supportive of my role as a mentor. We all received free YMCA memberships which

was fantastic. This provided my mentee and me a neutral area to meet and we were able

to talk while we worked out. I do not have transportation and this perk along with the

support from library staff enabled us to utilize two awesome resources that were close to

our homes.

The trainings were also supportive of the mentors. I learned a lot that could benefit

my mentee if they were interested in the content that was covered. We were able to

review the college application process; due to the training in this area I was much more

helpful to my mentee. The other mentors told me the training on Latino culture was

helpful to them, I am Latina and helped present at this training, I think "Headlock" did a

great job of utilizing the individual strengths of the mentors to make the group stronger as

a whole.

The monitoring feature of this program was also powerful. "Headlock" was constantly checking in with mentors and mentees to facilitate the growth of the relationships. The mentors felt much supported in this area.

Summary of Interview Responses

The six mentors responded twice to the interview question; as pertaining to the mentors, what specific programmatic features of the mentoring program for at-risk Latino students did they perceive as helpful to their role.

Two programmatic features stood above of all others in mentor responses. Orientation and monitoring were recognized by five of six mentors as being programmatic features that they perceived as helpful in their mentoring roles.

Orientation provided mentors with an overview of the program, explains the procedures of the program, and clarifies expectations of program requirements. Additionally, orientation clarifies roles, responsibilities and expectations of the mentor role. Five mentors included orientation in their response to what programmatic features helped their role as mentors. The frequency of mentors including orientation in their responses indicates how helpful mentors felt the orientation feature of the mentoring program was to their role.

The monitoring feature of the program was designed to facilitate the mentor-mentee relationships. The program director consistently checked on the progress of the mentoring relationships. The director was able to offer corrective advice if needed and also offered strategies, praise and motivation to mentoring program participants. Five of the six mentors stated that the monitoring feature of this mentoring program was very helpful in their mentoring role.

Training was designed to prepare mentors to work more effectively. Trainings focusing on the job application process, the college application process, Latino cultural sensitivity training and the facilitation of Covey's Seven Highly Effective Habits for Teens were provided to mentors. Based on the feedback from the interview questions, mentors found these trainings to be supportive of their mentoring role.

The Norton High School Latino Mentoring Program actively sought partnerships in the community. The program was designed to effectively utilize these collaborations to best serve our students. Four of six mentors found this unique component of the program as being helpful to their role.

Structured social activities such as deep sea fishing, bowling and a trip to an amusement park were offered to all program participants. Three of the six mentors indicated that they perceived these social activities as being helpful to their mentoring role.

Mentor Mingles was set up by the director to offer mentors a chance to meet. The objective of the Mentor Mingles was to provide mentors the opportunity to get together to share ideas and offer each other support. Mentors were also provided the chance to resolve issues and voice grievances at these meetings. Two of the six mentors recognized the unique Mentor Mingles feature of this mentoring program as being helpful to their role.

The social science literature review revealed that fundraising, setting objectives, screening, matching, program evaluation and modification are all key components of an efficient mentoring program. The mentor responses collected during the interview did not make any mention of these programmatic features. The aforementioned programmatic features are essential to effectively run mentoring programs (from the management perspective), but they were not seen by mentors as being helpful to their mentoring roles.

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Questionnaire

Description of the instrument

A questionnaire was designed by the researcher to measure how the mentors perceived

the support of twelve programmatic features as related to facilitating their roles as mentors. The

six mentors who participated in this study completed the questionnaire. Mentors were asked to

rate each quality using the following rating system:

1. indicates that you believe the programmatic feature was **not supportive** of your role as a mentor
2. indicates that you believe the programmatic feature was **somewhat supportive** of your role as a mentor
3. indicates that you believe the programmatic feature was **supportive** of your role as a mentor
4. indicates that you believe the programmatic feature was **very supportive** of your role as a mentor

The remainder of this section will provide the reader with analysis of the questionnaire data

concerning programmatic features mentors felt supported their role.

The following graph, Figure 4.1 titled Mean Responses to Programmatic Features

Questionnaire, presents the mean responses to programmatic features in rank order of mean

responses from high to low. A summary analysis will be provided after the graph.

Figure 4.1

Mean Response to Items Concerning Programmatic Features

Feature	Value
Monitoring	4
Mentor Mingles	3.9
Training	3.8
Orientation	3.8
Community Resource	3.4
Social Activities	3.4
Program Assessment	2.5
Matching	2.3
Setting Objectives	2
Fundraising	1.8
Recruiting	1.8
Screening	1.1
* Collective Mean	2.8
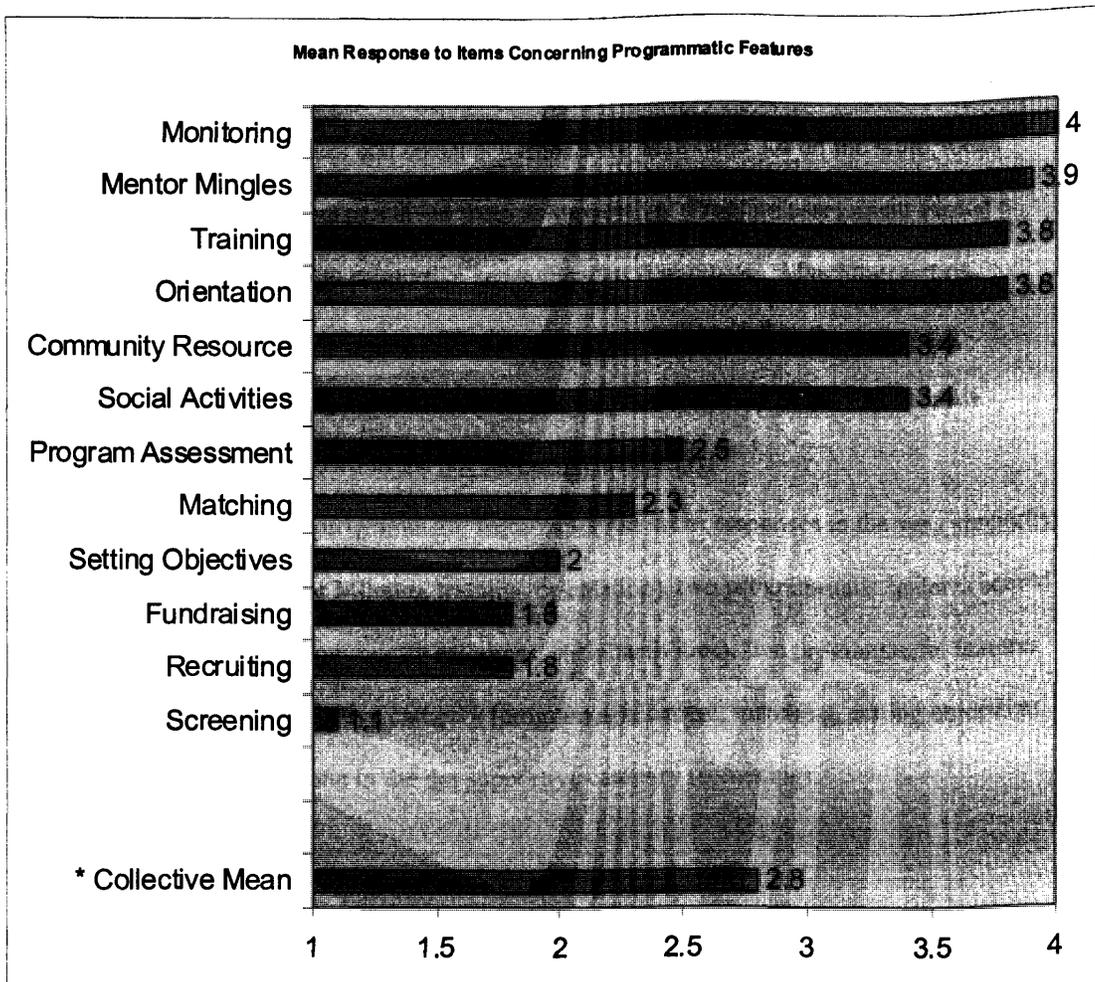
Programmatic Features Questionnaire Summary

The Programmatic Features Questionnaire provided data on how supportive mentors

perceived certain programmatic features to their role. The range of mean responses for the

twelve programmatic features scored 1.1 to 4.0. The collective mean of the twelve

programmatic features was 2.8. Six programmatic features scored above the collective mean and

six scored below the collective mean.

The monitoring feature of the mentoring program scored a perfect 4.0 mean response. Mentor Mingles (3.9), Training (3.8) and Orientation (3.8) also scored mean responses that indicated the mentors felt very supported by them.

Community resources and social activities were both rated 3.4 on the scale, mean responses that showed mentors perceived them as supportive. Program assessment earned a rating of 2.5- half way between supportive and somewhat supportive. Matching, setting objectives, fundraising, and recruiting scored a mean response that fell in the somewhat supportive category. Screening scored the lowest mean response at 1.1. This was the only programmatic feature that scored in the not supportive category.

In summary, four programmatic features scored mean responses in the very supportive category (monitoring, Mentor Mingles, training, orientation), two programmatic features scored in the supportive category (community resources, social activities), five programmatic features scored in the somewhat supportive category (program assessment, matching, setting objectives, fundraising, recruiting) and one in the not supportive category (screening).

Open-ended Questions
The Programmatic Features Questionnaire ended by asking the mentors to respond to the following two questions:

1) What was the programmatic feature you perceived as most supportive of your mentoring role?

Four mentors responded that the programmatic feature of monitoring was the one they perceived as most supportive to their role as mentors. Two mentors chose the Mentor Mingles as the feature they felt most supported mentoring role.

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2) What was the programmatic feature you perceived as least supportive of your mentoring role?

All six mentors responded that the programmatic feature of screening was the one they perceived as least supportive of their mentoring role.

3) What programmatic supports would you add to improve the mentoring role?

Only four mentors responded to this question. Three mentors responded that an online discussion board would be a great addition that would support mentors in their role. One mentor suggested a monthly stipend to pay for social activities for mentor and mentee.

Journals

Mentors kept journals while they participated in the mentoring program. This section will display only those excerpts from the journals that help illuminate those programmatic features that each mentor perceived to help support them in their role; these excerpts were chosen to answer Research Question One.

The selected journal entries are organized by mentor. The researcher chose the three most powerful journal entries from each mentor which demonstrated the programmatic features that mentors perceived as being most helpful to their role.

Dan (mentor) (pseudonyms used for all participants)

A. The mentoring program has started and Mr. Headlock has asked us to keep journals. Our program is off to a great start. I feel that the orientation program gave the mentors an outstanding understanding of our role and the objectives of the mentoring program. We attended three to five hours of training in relation to this mentoring program and we also have been advised that there will be periodic training sessions throughout the year. I feel truly supported in my role as a mentor based upon the information that was provided during this orientation.

B. This week, mentors attended a training designed to teach us skills to help our mentees get ready for the college application process. The training session was presented by

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representatives from three area universities. The strategies they provided us will enable us to facilitate our mentees' college application process if that is the direction they wish to head. I feel that this training was supportive in nature because my mentee does want to attend college and I was able to learn some tricks of the trade from seasoned professionals.

C. A key supportive element of this mentoring program is the monitoring feature. Mr. Headlock contacts each mentor, at a minimum, of every 10 days to ensure that the relationship is progressing in a positive fashion. It appears that this is a tremendous amount of work. This really helped bolster the building of relations between mentors and mentees. Because of this constant monitoring, Mr. Headlock was able to step in and troubleshoot small problems that may have arised in our relationships. By providing this troubleshooting, small fires were put out before they became big fires. It is my belief that the majority of our relationships were able to prosper because of this consistent monitoring.

Chrissy (mentor)

A. I feel really good about the mentoring program after participating in the orientation program. We covered a great deal of material that provided the initial support I feel we need to handle the challenges of being a mentor. It was great that we were able to learn these things as a group and to focus on the objectives of the program.

B. I really feel supported in my role as a mentor. My mentee and I were having difficulties in our relationship and Mr. Headlock, the director, interceded and smoothed everything out. I feel that having someone so involved with the mentors and mentees monitoring the relationships is a real benefit of this particular program. I was a mentor with Big Brother/Big Sister and the monitoring was done by phone and was less frequent. "Headlock" is in the building and checks on us very frequently, his support has been very much appreciated by me.

C. The training we received on Latino culture was really helpful. I felt that this was an area where we needed support from the program and we received it. The information we were provided is already helping me in dealing with my mentee. Training like this was really helpful in dealing with our Latino students.

Taylor (mentor)

A. I was really pleased with the orientation program and the amount of information and support that the mentors received during it. The orientation provided me with a clearer understanding of my role as a mentor and also the bigger picture of what the intentions of this mentoring program are. My conversations with colleagues revealed that they have felt an equal level of support emanating from this orientation. I am also impressed with the motivational aspect of the orientation which was geared by Mr. Headlock. The mentors were really pumped up for the program after experiencing this feature of it.

B. Our program is probably unique in that a headmaster is directing it; he is hands on and in the building and that has helped all of the mentors in building relationships with mentees. As a result of his presence the relationships are monitored at a very precise level. I would imagine that he has helped some relationships, the population is challenging and the fact that he jumps in to assist is really appreciated by the mentors I have spoken to.

C. The deep sea fishing trip was awesome. It was a great experience for me and my mentee. It was the first time my mentee had been fishing and I felt excited for her. The activities set up by the program have been an excellent feature of the program that has allowed us to build stronger relationships with our mentees. I feel these activities are one of the best aspects of this mentoring program.

Steve (mentor)

A. I have truly appreciated the Mentor Mingles set up by the director as a means of networking with other mentors. This feature of the program has provided a powerful support mechanism for the mentors and I have a got a lot out of this feature of the program. Being able to discuss strategies and problems with other mentors has enabled me to become a better mentor.

B. The trainings provided thus far have been on target and effective to our role as mentors. The training on college application strategies was an outstanding opportunity for us to learn ways to help our mentees if college is a goal. This training was delivered by local college officials and presented a number of great strategies for handling the application process.

Another training that was indicative of the support this program provides us was the session on Latino culture. The majority of our mentors are Anglo and it was extremely effective to present us with a knowledge base of the Latino culture. I am confident that this program is providing us with the necessary tools we need to succeed.

C. I feel this program has gotten off to a strong start based on the monitoring aspect of the program. "Headlock" checks in with mentors and mentees to ensure that the relationship is flourishing. There have been consecutive days when he has conferred with me. This type of maintenance is seen as supportive to the mentors. If I am unsure about something or the mentee is not responding to the relationship I can see "Headlock" and we work together to resolve it. "Headlock" has also been extremely resourceful utilizing our guidance staff and outside agencies to help us best serve our mentees.

Sally (mentor)

A. We have started this wonderful journey called mentoring. The feeling of unity at our orientation program has been a boost to the entire culture of our school. I found the orientation program provided us with the tools we will need to succeed as effective mentors. The variety of topics appears to have given us the foundation to be able to build successful relationships with our mentees. The orientation seemed to be tailor-made for our mentoring program and I feel very much supported as I start this journey.

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B. The social activities feature of our mentoring program has provided us the opportunity to recreate with our mentees as a way to strengthen our relationships. I have found these activities to be truly beneficial in my quest to better understand the student I am dealing with. These activities were really great because mentors did not have to spend money and we got to participate in really fun events that brought us closer to our mentees. During these events, we were also able to chat with fellow mentors and share stories and strategies on how to become more effective mentors. This type of mentoring dialogue also takes place at Mentor Mingles. The Mentor Mingles have been held twice now about six weeks apart and they are designed for the mentors to get together and both communicate problems and strategies and more importantly offer support to each other. I have found this aspect of our mentoring program to be one of the most effective tools in providing me the ability to become an efficient mentor.

C. This week, we had a wonderful training on the college application process. My mentee's college outlook is so different than mine, seeing as I had two college-educated parents who had lifelong aspirations of me attending an Ivy League school. My mentee will be the first person in her family to attend to college if she reaches that goal. Her family is basically unable to help her with the process because they are not familiar with it. This training taught me a number of strategies that I will be able to implement in my facilitation of my mentee's college application process. We have already started working on some of these strategies and I can see the satisfaction in my mentee's face that I am able to help her with this process. I feel good that we are able to work on something together that has been a lifelong dream of hers. It was efficient of the mentoring program to provide this type of training because I am certain other mentor-mentee relationships will feel supported by it.

Electra (mentor)

A. I was tremendously excited that our mentoring program offered a training session on Latino culture. This training was designed to provide our mentors with a better understanding of the students they will be dealing with. I truly wish that every teacher in our school would have been mandated to attend it. I was a presenter at this training, along with some local Latino officials and Mr. Headlock, who has had extensive dealings with Latinos. The feedback I got from my fellow mentors was outstanding. I think that by providing this type of training, we have given the mentors enough information on Latino culture that they will be able to be more effective in their roles. Being a Latina, I was truly proud to talk about my culture and equally satisfied that I know the mentors have been provided with information that will help their relationship with the mentees.

B. This past weekend, we went deep-sea fishing. It was one of the few times I have been on a boat in my life. I hate to admit it, but I got seasick. My mentee really enjoyed the trip. It was the first time she had ever gone fishing. I think that might be the same for a lot of the mentees that attended. Everyone that went had a ball. The kids got really excited when we started to catch fish. I believe that these structured social activities are a great feature of our program. They enable us to build a relationship in a recreational setting. By setting up activities like this, every mentor and mentee gets to enjoy an event without being preoccupied with finances. I have really enjoyed the activities this program has offered us.

C. My mentee and I started a workout program together. Neither one of us would have been able to do this without the generous offer we received from the YMCA. The YMCA has provided every member of our program with a free membership. My mentee and I try to meet at least twice a week to workout. The workouts are great. But I feel even greater about the connection we are building each time we meet at the Y. This program has really tapped on the resources of our community and provided much needed support to our mentors. I feel that if I need something, all I have to do is talk to Mr. Headlock and he will be able to refer me to the right place. The community collaboration that this program has demonstrated is a tribute to our city and the hope we place in our youth.

Summary of Journal Entries

This section presented selected entries from the mentors' journals. The researcher chose the three most powerful journal entries from each mentor which demonstrated the programmatic features that mentors perceived as being most helpful to their role.

The programmatic feature, most frequently cited, as being helpful to the mentors in their journal entries was training. Five of the six mentors had powerful journal entries expressing their thoughts on how helpful they felt program training had been to their mentoring roles.

The monitoring and orientation features of this mentoring program were also represented very powerfully in the journal entries of four of the six mentors. The feedback collected from mentor journals indicates the strength of the mentor's perceptions of these programmatic features.

The next most frequent topic represented in the journal entries was social activities. Three of the mentors' journal entries referring to social activities were chosen based on how helpful mentors perceived them to their roles.

The community resource and Mentor Mingles features of the program were represented in one selected journal entry.

Similar to the data collected from the interviews, the programmatic features of fundraising, setting objectives, screening, matching, program evaluation and assessment were not

represented in these selected journal entries and were not mentioned by mentors as being helpful to their role.

Training, orientation, monitoring and social activities have been perceived by a majority of mentors as being very helpful to their roles. The community resources and Mentor Mingles features of the program were perceived as being helpful by one mentor.

Researcher's Journal

The researcher, who was the director of the mentoring program, kept a detailed journal of the implementation of the mentoring program in addition to the leadership journey he underwent. This section will illustrate key journal entries, from the director's viewpoint, that provide further data as to what programmatic features of the mentoring program the mentors indicated were supportive of their role.

Entry O-4

We have concluded the orientation program and the initial feedback has been fantastic. This type of response was nice to hear because we had spent a considerable amount of time designing the orientation to fit the needs of our particular program. I spoke with a number of mentors who indicated that this orientation has helped them gain a better understanding of the objectives of the program and their role as a mentor in this program. Mentors were specific in their praise of the initial strategies provided to help them build their relationships with their mentees. They were also glad that the parameters of the program were explained: such things as confidentiality, frequency of contact and spending money on their mentees. We reviewed insurance policies to alleviate concerns over transportation liability. The formative feedback

provided to me by the mentors demonstrated that the orientation program we had provided the mentors had given them the foundation they needed to be successful in their role.

Entry T-6

We have conducted four trainings thus far and it appears that the mentors feel that these trainings have been extremely supportive of their mentoring roles. The trainings were designed to provide information that would facilitate our mentors in direct relation to the needs of our students. The Latino cultural training gave our mentors the background information necessary to deal with this specific ethnic population. Almost every mentor approached me and praised this training in particular, they felt it offered them a much better understanding of how to deal with and understand their mentees. I have learned that it was worth the effort to design and organize our trainings specifically to what we perceived the needs of our mentees. The next step was making sure our mentors were trained sufficiently enough to be able to help the mentees in designated areas. The mentors have provided me with consistent feedback as to how effective they perceive these training sessions have been to their success in mentoring their students.

Entry SU-2

One outstanding feature of our mentoring program is the support mechanism. Given the fact that the director is located in the building and knows all the participants the support component of this program has been extremely effective. Mentors have actively sought my guidance in trying to handle situations that have arisen during the course of the mentoring program. Mentors have consistently expressed how supported they feel having the director present to troubleshoot with any issues that present themselves. One mentor explained that they had been a mentor in another program a couple of years back and that many of the relationships had fallen apart because the support component was not effective. They stressed that part of the

problem was director's lack of contact with the participants. Based on mentor feedback to me I feel that this support feature of our program has been perceived as very supportive to their role as mentors. Many of the mentors have stated that they feel their relationships may not have prospered without it.

Entry SA-3

Today we went deep-sea fishing out of Hampton. For many mentees this was their first experience either fishing or being on a boat. The feedback I received was tremendous. Mentors felt that recreating with their mentees was an extremely supportive feature of our program; this was our third activity (movie, bowling). These activities allow mentors and mentees to socialize with other program participants and it is nice to do it in a structured fashion. Doing it as a group takes the pressure off the mentors as far as liability, inappropriate contact and/or financial concerns. Steve and Taylor both expressed how important they felt these activities have been in supporting the building of the relationship with their mentee.

Entry MM-1

After having done a considerable amount of research I decided that our program would best be served by having the mentors meet periodically to discuss strategies, present concerns and provide support for each other. The title given these meetings was Mentor Mingles. We scheduled these every 6-7 weeks and the mentors indicated that this feature of our program was tremendously supportive of their role. Mentors advised me that this time was well spent and that they often were able to go to other mentors with issues and receive concrete strategies as to how to handle the situation. They related that they often just wanted to talk with someone and doing it with a fellow mentor was an ideal situation. Mentors were emphatic in their discussions with me about how strong they felt this programmatic feature supported them.

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Entry CR-4

The design of this program was intended to provide a variety of resources to the participants of this program through community collaboration. The YMCA stepped up huge by offering free memberships to all program participants. The library, Boys Club, Southern Granite University and the housing authority were other agencies that provided resources for this program. Many mentors have reflected on how supported they felt by having these community resources at their disposal. Electra told me that the YMCA piece allowed her to build the relationship with Jennifer. Mentors expressed satisfaction that they had a public place that made them feel comfortable as they were getting to know their mentees. Another constant compliment of this program feature was that they were free; participants were able to utilize resources that were appropriate for their needs at the time.

Director's Journal Summary

A review of the director's journal provided further data that revealed the programmatic features the mentors perceived as supportive of their role. Key journal entries showed evidence that mentors perceived the programmatic features of orientation, training, monitoring, and Mentor Mingles, social activities and community resources as supportive of their mentoring role.

Question One Section Summary

This section presented data from interviews and journals that illustrated those programmatic features the mentors perceived as supportive to their role. Program features such as orientation; training, monitoring and Mentor Mingles were perceived by mentors as being extremely supportive of their mentoring role. Social activities and community resources were viewed by some mentors as program features that were supportive of their role as mentors.

Program features such as fundraising, screening, matching and evaluation are potentially effective components of successful mentoring programs (Weinberger, 2007; MENTOR, 2007). However the mentors in this study did not mention these features as being supportive of their role as mentors.

Research Question Two: What mentor qualities were most effective in building positive relationships with the mentee?

Questionnaire

Description of the instrument

A questionnaire was designed by the researcher to measure the importance of twenty-five qualities in building effective mentor/mentee relationships. The six mentors who participated in this study completed the questionnaire. Mentors were asked to rate each quality using the following rating system:

1. indicates that you believe the quality is **not important at all** in building effective mentor/mentee relationships:
2. indicates that the quality is **somewhat important** to building these relationships:
3. indicates that the quality is **important** to building these relationships : and
4. indicates that the quality is **very important** to building effective mentor/mentee relationships.

The remainder of this section will provide the reader with an analysis of the data concerning effective mentor qualities that this instrument collected.

The following graph, Figure 4.2 titled Mean Responses to Items Concerning Mentor Qualities, presents the mean responses to mentor qualities in rank order from high to low. A summary of the analysis will be provided after the graph.

Figure 4.2

Mean Response to Items Concerning Mentoring Qualities

Quality	Mean
Trustworthiness	4
Honesty	4
Positive attitude towards mentee	3.8
Loyalty	3.6
Practicing reciprocity	3.5
Nurturing	3.5
Interest in young people	3.5
Good role model	3.5
Good listener	3.5
Encouraging	3.5
Accepting of the mentee	3.5
Sense of humor	3.3
Patience	3.3
Open-minded	3.3
Motivating	3.3
Approachable	3.3
Understanding of the mentee's life circumstances	3.2
Resourceful	3.2
Easy to talk with	3.2
A non-authoritarian approach	3.2
Sharing practical wisdom about life	3
Empathetic	3
Practicing mutual negotiation	2.8
Ability to improve academics	2.7
Sharing similar interests	2.3
* Collective Mean	3.5

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Summary of Figure4.2

The bar graph of Mean Responses to Items Concerning Mentoring Qualities, showed a range of responses from a high of 4.0 to a low of 2.3. The composite mean of the 25 mentoring qualities that were measured by the questionnaire was 3.3. Eleven mentor qualities scored above the mean, five scored at the mean, nine scored below the mean. The median and mode responses representing the data collected from this questionnaire are both 3.3.

Mentor qualities that scored the highest means were Trustworthiness (4.0) and Honesty (4.0). Other high means included Loyalty (3.8) and Positive Attitude Towards Mentee (3.8). The mentor quality that scored the lowest mean was Sharing Similar Interests (2.3). Other mentor qualities that scored low means included Ability to Improve Academics (2.7) and Practicing Mutual Negotiation (2.8).

In conclusion, a closer look at the whole graph representing mentoring qualities reveals that twenty-two of the twenty-five qualities that were measured scored a mean of three or above which indicates that they were very important or important. Only three qualities scored means that indicated they were only somewhat important: sharing similar interests (2.3), ability to improve academics (2.7) and practicing mutual negotiation (2.8). It is significant to note that none of the measured qualities scored a mean that would indicate the quality was not important at all.

Thematic Analysis of Mentoring Qualities

Thematic analysis is an approach to dealing with data that involves the creation and application of codes to data (Merriam, 1998). Popping (2000) furthers this definition by stating that thematic analysis can be described as the identification of what, and how frequently, concepts occur in text. Stone (1997) stressed that the concept of theme is used in a loose, general

way of analyzing patterns. The researcher, after considerable review, analysis and colleague discussion, created seven themes that encompass the twenty-five mentoring qualities that were measured in this questionnaire. The seven themes encompassing mentor qualities included: Trust Theme, Personal Concern Theme, Approachable Theme, Educator Theme, Flexibility in Relationship Theme, Resourceful Theme and Sharing Similar Interests Theme.

Table 4.3 displays the mentor qualities that constituted each theme. The remainder of this section will provide a bar graph and narrative for each theme, thematically analyzing the qualities in these seven areas.

Table 4.3

TRUST THEME	PERSONAL CONCERN THEME	APPROACHABLE THEME
• trustworthiness • loyalty • honesty	• nurturing • motivating • encouraging • empathetic • understanding of the mentee's life circumstances • positive attitude towards mentee • accepting of the mentee	• good listener • approachable • easy to talk to
EDUCATOR THEME	**FLEXIBLE IN RELATIONSHIP THEME**	**SHARING SIMILAR INTERESTS THEME**
• ability to improve academics • good role model • sharing practical wisdom about life • interest in young people	• practicing mutual negotiation • open-minded • a non-authoritarian approach • practicing reciprocity • sense of humor	• sharing similar interests **RESOURCEFUL THEME** • resourceful

Figure 4.3

Figure 4.3: Trust Theme Mean Response
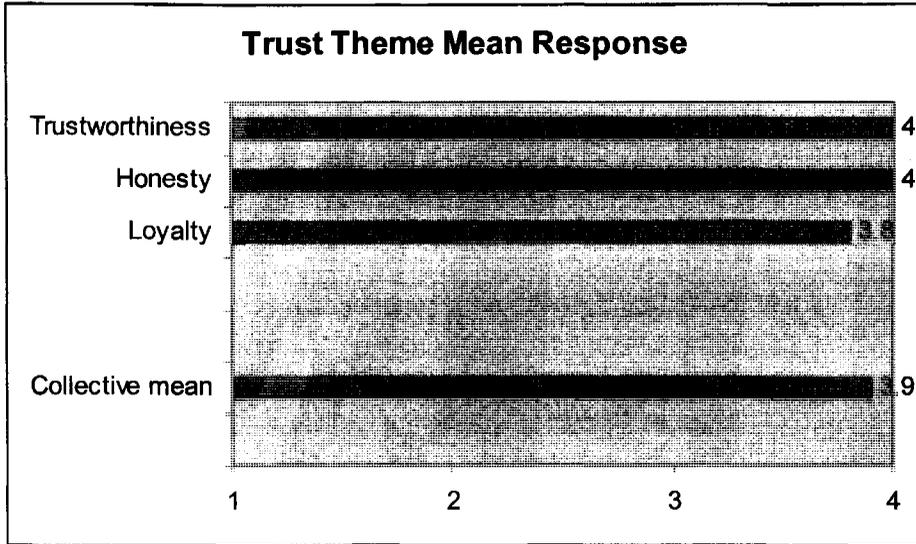
Summary

Figure 4.3 presents the mean ratings of the qualities making up the Trust Theme. The Trust Theme emerged as the one the mentors valued as most important in building effective relationships with the mentees. Trust is often viewed as the cornerstone of successful relationships and the data collected from this questionnaire showed that it is considered equally important in mentoring relationships. The mean score for the Trust Theme was 3.9, which was higher than the second highest theme, the Personal Concern Theme, which scored a mean of 3.5.

The theme characteristics of trustworthiness and honesty scored perfect 4s. Loyalty, the other quality in this theme, scored a 3.8. The data corresponding to this theme clearly indicate the importance of trust when building effective relationships with mentees.

Figure 4.4

Personal Concern Theme Mean Response

Category	Value
Positive attitude towards mentee	3.8
Nurturing	3.5
Accepting of the mentee	3.5
Encouraging	3.5
Patience	3.3
Motivating	3.3
Understanding of the mentee's life circumstances	3.2
Empathetic	3
* Collective mean	3.4
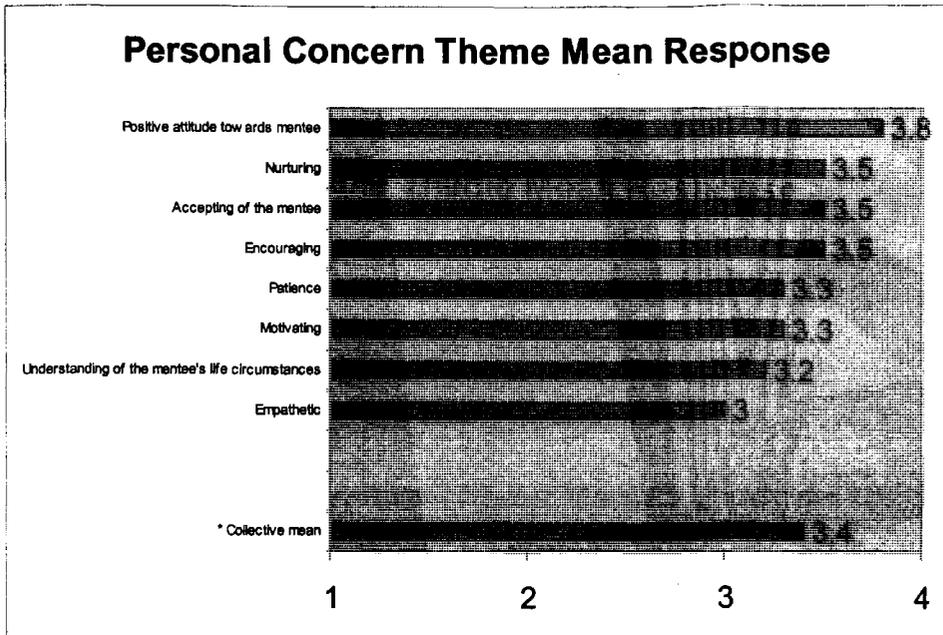
Summary

Figure 4.4 shows the ratings of the Personal Concern Theme. This theme ranked second in importance to Trust. The data revealed how important the expression of personal concern was in building effective mentor-mentee relationships. In order for a relationship to grow, it is imperative that there is evidence of personal concern. Mentors need to demonstrate a positive attitude towards the mentee, be encouraging and nurturing, manifest patience and be accepting of the mentee.

The qualities that scored the highest within this theme included positive attitude towards the mentee (3.8), accepting of the mentee (3.5), nurturing (3.5) and encouraging (3.5). The low

scores were empathetic (3.0) and understanding of the mentee's life circumstances (3.2). The mean score for this theme was 3.4, which is strong evidence of the importance of showing concern for the other person in building effective relationships.

Figure 4.5

Approachable Theme Mean Response

Good listener — 3.5
Approachable — 3.3
Easy to talk with — 3.2
* Collective mean — 3.3

1   2   3   4
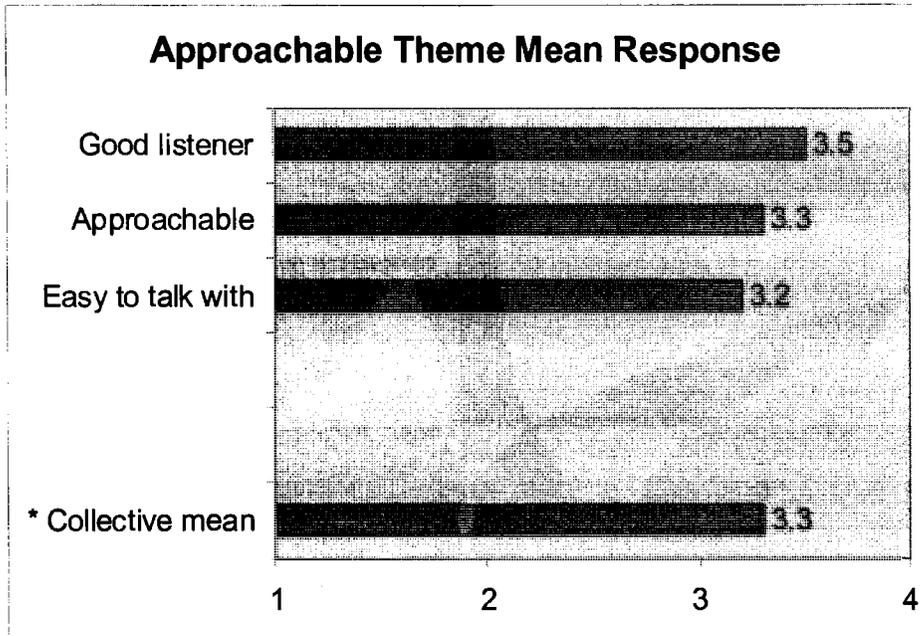
Summary

The third ranked theme was that of being Approachable, which scored a collective mean of 3.3, as shown in Figure 4.5. Communication is a key ingredient in building effective relationships and the questionnaire produced data that verified this philosophy. Mentees have to feel comfortable in communicating with mentors in order to build effective relationships. Most adolescents want someone who will listen to them; the quality of being a good listener scored a

3.5, approachable scored a 3.3 and easy to talk with a 3.2. The Approachable Theme highlights

the importance of open, honest communication in building effective mentoring relationships.

Figure 4.6

Educator Theme Mean Response

Interest in young people — 3.5
Good role model — 3.5
Sharing practical wisdom about life — 3
Ability to improve academics — 2.7
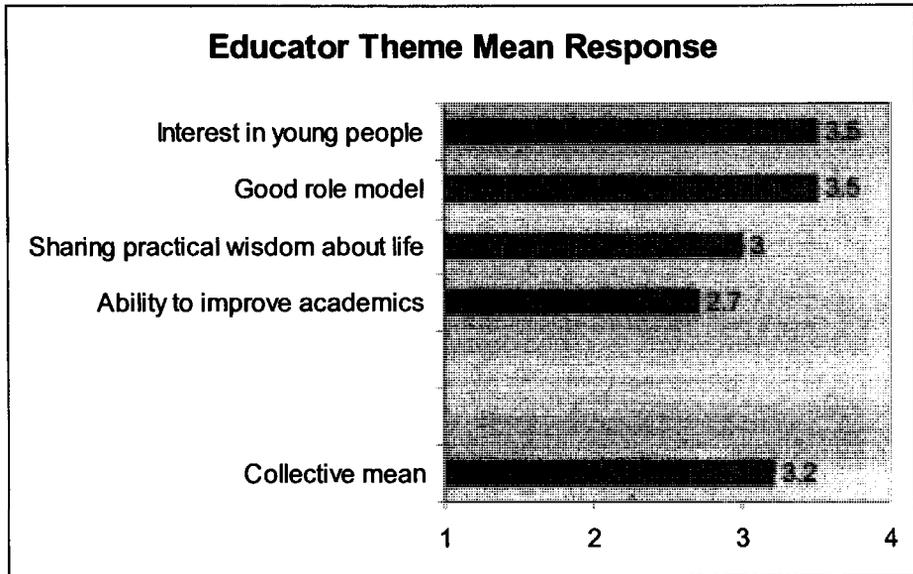
Collective mean — 3.2

Summary

The Educator Theme ranked in the middle of the seven themes analyzed relating to

mentor qualities that are effective in building positive mentor-mentee relationships. As shown in

Figure 4.6, the collective mean of this group was 3.2. These ratings in this theme reveal that the

mentor's role as an educator is not valued to be as critical as that of being trustworthy, having

personal concern for the mentee, and being approachable.

The qualities of being interested in young people and being a good role model both

scored means of 3.5, which is above the 3.3 collective mean for the whole graph. It is interesting

that the ability to improve academics scored a 2.7, a score that brought down the mean of this

theme considerably. This data clearly demonstrate that mentors do not feel that the role of

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improving the mentee's academics is one of the more essential ones when it comes to building

effective mentor-mentee relationships.

Figure 4.7

Flexible in Relationship Theme Mean Response

Practicing reciprocity — 3.5
Sense of humor — 3.3
Open-minded — 3.3
A non-authoritarian approach — 3.2
Practicing mutual negotiation — 2.8

* Collective mean — 3.2

1   2   3   4
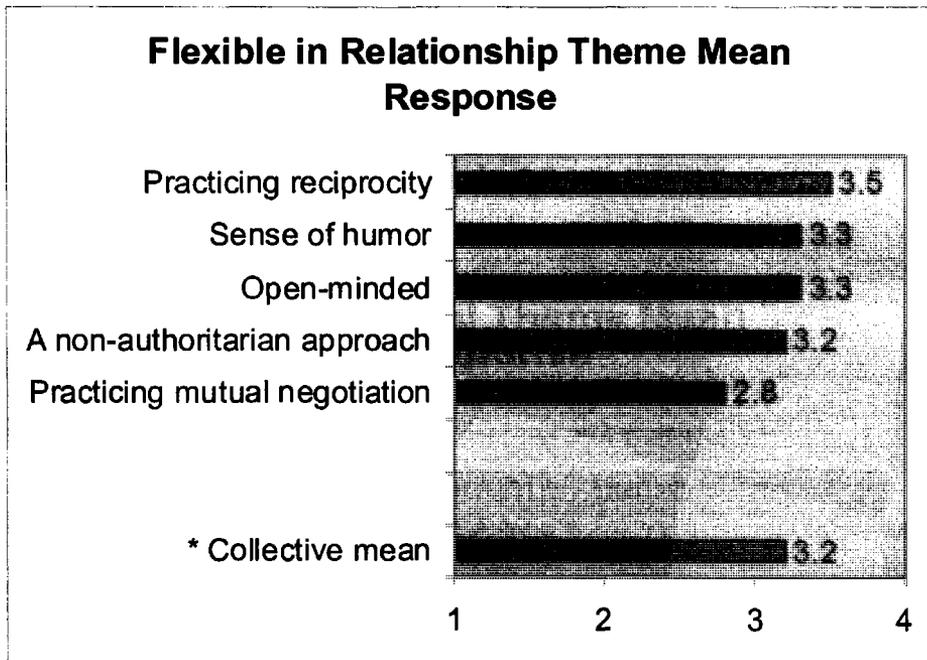
Summary

The Flexible in Relationship Theme also scored in the middle of the themes with a

collective mean of 3.2, as shown in Figure 4.7. Mentees respond best to developmental rather

than prescriptive relationships and the data collected in this area verified that. Mentees are

looking to relate with adults in a more equitable manner than most traditional settings offer.

Although this theme was not ranked as one of the most important, it is important to recognize the

importance of flexibility in building effective mentor-mentee relationships as the data here

indicated.

Practicing reciprocity, the give and take in a relationship, scored high with a mean of 3.5. Practicing mutual negotiation only scored a 2.8. This rating indicates that mentors feel it is very important that both people have an active role in the relationship but is not as important for them to share decisions. Being open-minded (3.3) and non-authoritarian (3.2) both scored near the collective mean of 3.2 which signifies their importance. A rigid approach will not be effective in building the relationship; mentors need to realize the importance of flexibility.

Figure 4.8
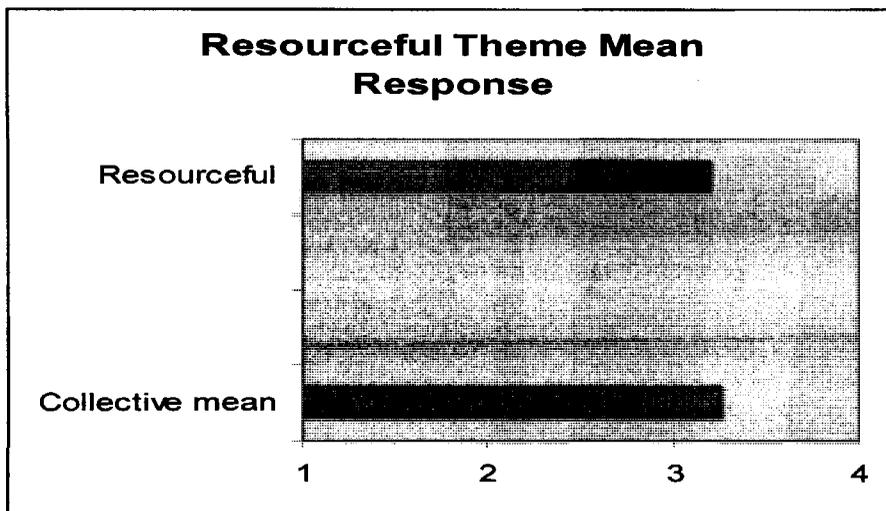
Summary

Being resourceful as a mentor fell just shy of the collective mean (3.3) with a 3.2. The task of being a mentor calls upon a variety of roles and was viewed as an important quality. Nevertheless, the data collected from this questionnaire shows that mentors do not consider this as important as the previous five themes.

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Figure 4.9

Sharing Similar Interests Mean Response

Sharing similar interests — 2.3

Collective mean — 2.3

1   2   3   4
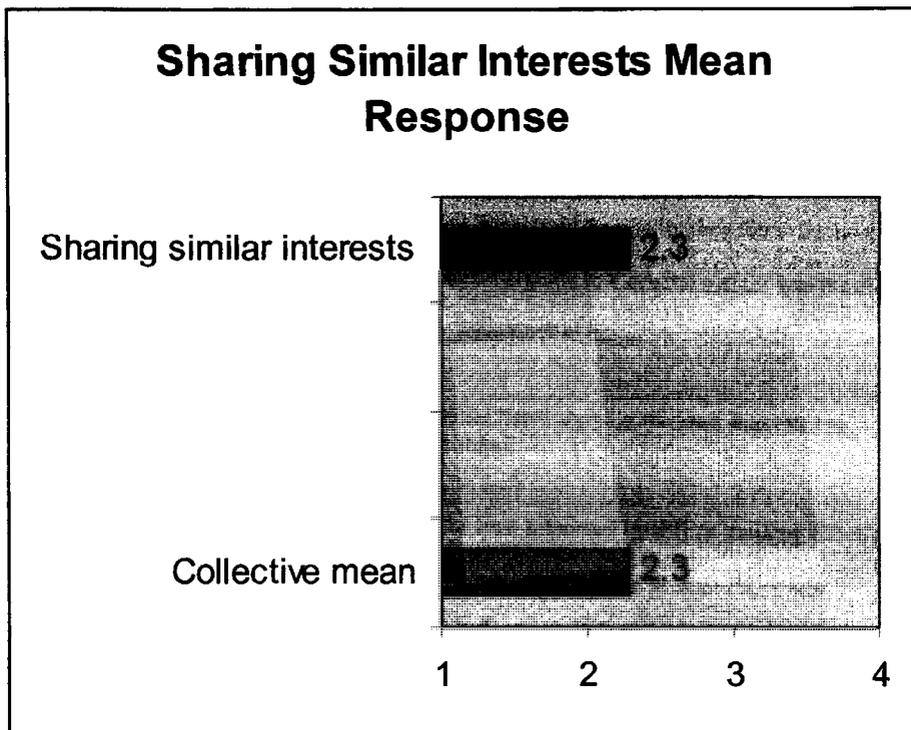
Summary

The sharing similar interests theme scored well below the collective mean (3.3) with a score of 2.3. It was clear that mentors felt that this quality was far less important than the other twenty-four qualities that were measured. The next lowest quality was ability to improve academics, which scored a 2.7 and is almost a half-point higher. This information was interesting because though a large part of the matching process is based on similar interests the mentors do not see this quality as being that important in building effective mentor-mentee relationships.

Open-ended Questions

The Mentoring Qualities Questionnaire ended by asking the mentors to respond to the

following two questions:

1) In your opinion, which one of the qualities listed above is most important to building
effective mentor-mentee relationships?

Three mentors responded that trustworthiness was the most important quality to build effective

mentor-mentee relationships. Two mentors chose honesty as the quality they felt to be most

important; while one mentor answered that a positive attitude towards the mentee was the most

important quality in building effective mentor-mentee relationships.

2) In your opinion, which one of the qualities listed above is the least important to
building effective mentor/mentee relationships?

Four mentors chose sharing similar interests as the least important quality in building effective

mentor-mentee relationships. One mentor chose sense of humor and another chose non-

authoritarian approach, as the qualities they felt were least important in building quality mentor

relationships.

Some mentors wrote comments after their answers, which included:

- "Trustworthiness - if a mentee does not trust a mentor, or vice versa, then very few of the

   other qualities matter." (Most important)

- "Sharing similar interests - it is possible to develop a positive relationship with someone

   even without sharing the same interests." (Least important)

- "Non-authoritarian approach - most kids want to know that someone is in control,

   especially someone they can trust." (Least important)

Summary

The Mentoring Qualities Questionnaire provided some critical data for analyzing what qualities the mentors considered important for building effective mentor-mentee relationships. An overview of the questionnaire findings revealed that twenty-two of the twenty-five mentoring qualities scored a collective mean of three or above. This indicates that mentors felt the majority of the qualities listed were important in building effective mentor-mentee relationships.

Two qualities, trustworthiness and honesty, recorded perfect means of 4.0 which demonstrated the importance of the Trust Theme, which recorded a 3.9 collective mean overall, the highest of the seven themes that were analyzed thematically in this section. The Personal Concern Theme and Approachable Theme were rated at or above the collective mean of 3.3, which indicates how valuable mentors feel these themes are in building effective mentor-mentee relationships.

Sharing similar interests scored the lowest collective mean at 2.3 and was also chosen by four mentors as the least important mentoring quality in the open-ended responses. Practicing mutual negotiation and ability to improve academics also scored less than the mean, which signifies that mentors did not consider them important qualities in building effective mentor-mentee relationships. In summary, eleven qualities scored very important, eleven qualities scored important, three qualities scored somewhat important and no qualities scored in the not important at all range.

Interviews

Mentors were interviewed twice during the study, once during the first month and again eight months later. The findings from the first interview question were presented earlier. The second interview question was:

What characteristics are important to be an effective mentor?

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Mentors were asked to add or change their initial responses at the second interview based on their participation in the mentoring program. This section will provide mentors responses to this question and a summary analysis of the results.

Mentor Responses
Electra
(1) Stress the **positive**. Build the students self-confidence. Have to be willing to spend a lot of time with them to help the students get through the challenges they are faced with.

(2) Now that I have worked with the mentee, I realize that the first order of business has to be to build **trust**. Without **trust** you cannot move into the other areas in which you seek growth. I still feel my initial response is valid but it has to come after **trust** building. The student has to know that you genuinely care about them also. You became a mentor because you like kid, especially the kid you are mentoring. The mentee needs to know that you care.

Steve
(1) **Patience**. Consistency. Willingness to **listen** and that's a big part of it. A lot of times the kids just want someone to **listen**. Treat them equal; do not try to be better. Do not act like a parent; try to be on an equal level.

(2) Show that you can be **trusted**. The mentees have to feel **trust** or the relationship goes nowhere. I also believe you have to be flexible, adolescents are challenging, and you have to work with them. If you are rigid the relationship will falter.

Dan
(1) Generous with your time. The relationship will take time and you have to be **patient**. Teens are tough, especially Latino teens, you have to be persistent, it will not happen overnight. The mentee has to **trust** you or the relationship goes nowhere.

(2) The role of an effective mentor is vast. I have learned that the **trust** thing is first and foremost and you build from there. **Listening** to the mentee is critical they want to be heard. **Positive**, be **positive** at all times. Most of these kids have enough negatives be positive. **Encourage** them, **motivate** them. Let them know you value them. If the mentees feel they can **trust** you and that you value them you are on the way to a good relationship.

Chrissy

(1) **Caring** is the biggest one. Wanting to help. If your heart is not in it, it will not work.

(2) My initial response was very limited. I have learned a great deal working with my mentee. **Trust** is the key that unlocks the door. We needed to **trust** each other and that takes time. Like them for who they are, not who you want them to be. Do not be a dictator, it will not work. The relationship needs to be give and take. At times they need a **motivator**, at other times a **nurturer**. An effective mentor needs a big bag of tricks and needs to know when to use them. But when it comes down to it, the heart is still the center of the relationship; the mentee has to know that you care deeply.

Taylor

(1) To build something within the mentee you have to display it yourself. We say do as I do, so we have to lead by example. I think in terms of the population we are dealing with here we may want to emphasize **academics** as well as build a reputation. We need to instill academic integrity as well as academic intention. I want my mentee to come to school with the intention of actually learning some thing.

(2) Wow! I feel totally different about my role eight months later. **Academics** falls so much further down the line. My relationship initially floundered because of my obsession with **academics**. Thanks to Mr. Headlock, the program director, for his supervision and kind

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guidance in redirecting my focus. I learned a mentor has to be **trustworthy**, flexible, **patient, a good listener, loyal** and extremely **positive** towards the mentee. **Academics** should only become a focus when the mentee desires it. The funny thing is when you display the other characteristics the students display academic growth. It all works out.

Sally

(1) Enable them to build their self-esteem. Stress the **positive**. Build the students self-confidence. Be willing to spend time with them to help them pass their classes and help them learn how to organize their time.

(2) The experience of being a mentor taught me that the role is varied. Building their self-esteem and stressing the **positive** are very important but so is earning the **trust** of your mentee. I think that is most important now that I have experienced this. Being **honest** with them and displaying your **loyalty** to them are also huge parts of building the relationship. It is important that the mentee feels she can talk to you, be a **good listener**.

Summary of Mentor Responses to Interview Question Two

An analysis of the responses to Interview Question Two provides further evidence of the importance of both the qualities and themes highlighted in the previous section. The mentors' answers were a lot more comprehensive when asked the question after having the experience of being a mentor. Additionally, their second answers were much more aligned with the data collected through the Mentoring Quality Questionnaire.

Every mentor responded as to how important the trust theme is. The words trust, loyal and honest was mentioned by every mentor interviewed. Experienced mentors rated this theme the most important and felt the relationship could not progress without it.

The personal concern theme was also mentioned by all mentors but not quite as emphatically as the trust theme. Being positive was something many mentors mentioned as being a key quality of effective mentors. Valuing the mentee as a person was another quality within this theme that mentors felt was essential in building effective mentor-mentee relationships. Giving your time and being patient were also qualities within this theme that were frequently mentioned as being important.

The mentors held the approachable theme in equally high stead. Being a good listener was mentioned by five of the mentors as a significant quality in building effective mentor-mentee relationships. Mentors clearly indicated the importance of listening to their mentees.

Only two mentors mentioned the flexible in relationship theme. They noted the importance of being flexible in your dealings with the mentee.

The educator theme was mentioned during interview one but not in interview two; Taylor strongly altered his viewpoint on the importance of this theme. Although many qualities were mentioned, resourcefulness was not directly recognized. Not one mentor mentioned similar interests as a quality that is important in building effective mentor- mentee relationships.

Journals

Mentors and mentees kept journals while they participated in the mentoring program. This section will display excerpts from the journals that help illuminate the importance of the seven themes that are being thematically analyzed in relation to Research Question Two. The selected journal entries will be organized according to themes that have been presented earlier in the section.

Dan (mentor)

The relationship took some time, but eventually Pedro came to trust me and we were able to accomplish some positive things. Pedro's uncle had died and I went to the funeral, the relatives were very appreciative of my presence. Pedro's uncle had died in a bad drug deal I learned that night and he asked me to keep it quiet around school. I did and he realized I was a person he could trust.

Chrissy (mentor)

Lala's mother got evicted from her apartment and they lived in a shelter for a while. There was no bus to our school from there and I volunteered to drive her. She asked if I told anybody where she lived and I said no. She later told me how much she valued the fact that she could trust me. She said there were few people she could trust in her life. This appears to be a turning point in our relationship.

Steve (mentor)

After the first four appointments we had, Juan expressed amazement at the fact that I had been at every one and been there on time. He told me that people had been letting him down his whole life. Being trustworthy is enabling Juan and I to move our relationship to the next level.

Destiny (mentee)

Sally came by to see my basketball game the other day. My own family has never came. My mentor is loyal to me and it feels good.

Jennifer (mentee)

I needed some help on something that was private. Electra, my mentor, sat and talked with me for three hours. She listened, she did not tell me what to do but offered suggestions. I can trust her with anything.

Dan (mentor)

Pedro has started to apply to colleges, the process is new to his family, and they arrived from Santo Domingo three years ago. He was applying to schools that he felt may be above his abilities. I told him how much potential he had and that many colleges would be honored to have him on their campus. His smile was a mile wide. "You're right, Dan, I need to reach higher, I am going to shoot for Boston College," he said. He thanked me for being positive and motivating him. I thanked him for being him.

Pedro (mentee)

After my uncle's death I felt low, no energy, I was letting myself go. Dan was patient and did not boss me around. He cared about me in a cool way, he brought me along slow, he kept me going and understood the pain I felt.

Chrissy (mentor)

Lala spoke of being a banker, yet was hesitant to look into it. I encouraged her to follow her dream. She was embarrassed because her family had always done gritty work. I told her that with her math skills and ability to speak Spanish she could get a job in a flash. She got the job and is so excited. You have to be a cheerleader with the kids, motivate them show your belief in them.

Taylor (mentor)

Patience is not my strong suit, but it did save this relationship. I had all kinds of expectations for Rodrigo but they were not his; its his life not mine. I finally learned to utilize patience and saw where Rodrigo needed me and let that dictate our relationship.

Approachable Theme

Electra (mentor)

My mentee has had a very difficult life. She has so much to get off her chest. Listening to her is the best thing I can do to help our relationship at this point.

Sally (mentor)

Talking and listening is how we spend a lot of our time together. Destiny wants to share her feelings and dreams with someone. She wants someone to listen to her and validate her thoughts and emotions. She laughs when she realizes how much listening she forces me to

do. I explained I would listen until the cows come home, your thoughts and feelings are important to me. She thanked me for being a good listener; her thanks meant the world to me.

Pedro (mentee)

Dan is really approachable; I feel I can talk to him about anything. He always listens to what I have to say and respects my thoughts. I can talk to him about things I cannot talk to my mom about. If there is one way Dan has helped me is that he listens. His listening has helped me get through some major crap.

Steve (mentor)

I think my listening skills have helped us to build this relationship. I have counseled in the past and realize how much kids want to be listened to. Juan and I talk a lot, well he talks more than I, but I make sure I listen to every word he says. Some times I want to make judgments but for the most part listening is what is needed.

Educator Theme

Dan (mentor)

The more experienced I become with the mentoring role, I realize how important the trust, listening and personal concern aspects are more important than the teaching aspect. The teaching role is important but not at the level of those I just mentioned. A connection has to be made before you can stress education. The teaching role has to wait its turn.

Taylor (mentor)

I originally thought academics would be my primary role, but I learned that the relationship needed to go through a progression before we could get into that. Academics are still important, to me very important, but the mentees need to evidence other qualities before you get to that level in the relationship.

Sally (mentor)

Destiny asked me for help with school. She needed it. The academic aspect of our relationship became a lot easier when the trust and care issues between us had been settled. Some kids do not want the academics shoved down their throat. The educator role needs to take a backseat to other ingredients of the relationship. Learning will take place when the relationship gets stronger.

Flexible In Relationship Theme

Pedro (mentee)

Dan treats me like an adult, I like that. He is open-minded when I make suggestions or offer opinions. He does not judge me.

Rodrigo (mentee)

When things are stressing, Dan always lightens it up, he knows when to crack a joke. I hope I can make people laugh like Dan someday. I have noticed people feel relaxed around him; my friends have taken to talking to him. He is very popular with the Latino students.

Taylor (mentor)

I came to realize you have to work with your mentee. The old fashioned 'teacher is the boss' (attitude) does not work in this role. You cannot judge the kids, you have to remain open-minded and work together to make the relationship successful.

Electra (mentor)

This thing has do be done together. These are young adults, many of them are basically on their own, we need to work side by side not from above. I do not want to play the authority role, I want be more of a friend than a parent. This is different from teaching.

Sharing Similar Interest Theme

Dan (mentor)

I am white middle class. He is Latino lower class. We share few similar interests but after eight months we have built a quality relationship. Liking the same things is not a prerequisite to success.

Chrissy (mentor)

When we spend time together it flies by. We have come to like the time together not the particular activity. Our interests have not had an impact on the relationship. We have come to respect each other for which we are.

Resourceful Theme

There were no journal responses that touched on the resourceful theme.

Program Records

A review of the program records for orientation and training revealed the following

qualities mentioned in relation to building effective mentor-mentee relationships:

trustworthiness, loyalty, sense of humor, patience, motivating, being a good listener, being open

to talk to, sharing similar interests, positive attitude towards mentee, understanding of the

mentee's life circumstances, encouraging, good role model, honesty, acceptance of the mentee,

and flexibility in the relationship. These topics and qualities were designated by the program as

being effective in building positive mentor-mentee relationships and that was the purpose of

covering them during training.

Question Two Summary

This section presented significant data collected from a questionnaire, interviews,

journals, and program records that helped to answer Research Question Two: What mentor

qualities were most effective in building positive relationships with the mentee?

A review of the data presented showed that there are a number of mentor qualities that are

important in building effective mentor-mentee relationships. The researcher organized the

qualities into seven themes and provided evidence as to the importance of each.

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The Trust Theme, with qualities such as honesty, loyalty and trustworthiness, proved to be the most important in order to build positive mentoring relationships. There are many important qualities that help build a positive relationship but the relationship will not have the opportunity to grow until the trust is established.

The Personal Concern Theme, with qualities like positive attitude towards the mentee, motivating, encouraging, nurturing, patience, accepting of the mentee, and understanding of the mentee's life circumstances, would be the next most important theme in this construction of positive mentor-mentee relationships. Once trust has been established, there has to be evidence of genuine care towards the mentee for the relationship to grow to the next level.

Almost equally important was the Approachable Theme consisting of qualities such as being a good listener, being approachable and easy to talk to. Mentees need to be comfortable communicating with their mentors and it is imperative that they feel the mentor is a good listener.

The next layer of mentoring quality themes would be the Educator Theme and Flexible in Relationship Theme. Both of these themes were regarded as important to building positive mentor-mentee relationships, but they did not receive the same degree of importance that the prior themes did. The Educator Theme (ability to improve academics, good role model, sharing practical wisdom about life and interest in young people) certainly has its place in a positive mentoring relationship, but it cannot come before the Trust and Caring themes. Likewise, the Flexible in Relationship Theme (practicing mutual negotiation, open-minded, a non-authoritarian approach, practicing reciprocity and sense of humor) certainly contains qualities that enable a mentor-mentee relationship to prosper, but not before the more important themes have been established.

The Resourceful Theme scored a good degree of importance in the questionnaire, but as the other data sources did not substantiate this so it is has to be designated less important than the themes previously mentioned. Being resourceful may help a relationship, but it is not a critical ingredient to a positive relationship.

The Sharing Similar Interest Theme evidenced data that would indicate it having a slight importance in building positive mentor-mentee relationships. Having similar interests is not imperative in quality mentoring relationships.

In conclusion, the role of a successful mentor depends on a number of important qualities. The relationship needs trust first and then builds caring. A positive mentor-mentee relationship will require the approachable, educator and flexibility characteristics once the cornerstones of trust and caring have been established. Sharing similar interests is only somewhat important to building quality mentoring relationships. A mentor seeking to build a positive relationship with the mentee needs to recognize the importance of the themes covered in this section.

Research Question Three: What are the challenges facing a mentoring program?

Challenge of Time

Time was a challenge experienced by all program participants: program director, mentors, and mentees. This section will provide key journal entries from the program director, mentors and mentees as to the universal challenge time presented to each segment of mentoring program participants.

Director's Journal

The researcher, who was director of the mentoring program, kept a detailed journey of the implementation of the mentoring program, which included the trials, and tribulations of the

program. This section will illustrate key entries, from the director's viewpoint, that provide data as to the challenge that time presents to a mentoring program.

Entry TI 1

The amount of time that has been needed to get this program off the ground has been mind-boggling. My review of literature related to the implementation of a mentoring program outlined the need for a professional staff of at least three people, this program did not have those types of resources available and it has fallen on my shoulders as director to ensure that every aspect of this program has been taken care of. Colleagues at the school and community officials who had promised to assist with the development of the program have not followed through; in many cases this has because they can not find the time in their busy schedules to contribute as they had hoped. As a result, I have been putting in 20-30 hours a week to get this program going that is in addition to being the headmaster of a school and a father. The ability to dedicate the time needed to run a quality-mentoring program would definitely be considered a challenge.

Entry TI-2

As the program has progressed the amount of time I need to put into it has grown to close to 30 hours per week. We are at the point where we are screening potential mentors and mentees, this is an incredibly time consuming task but it is essential to ensure that we have quality people involved with our program. In addition to this we have more mentees than mentors at this point and I have had to continue the recruitment effort in order to find a mentor for every mentee. We are still trying to find funding for the program in addition to setting up the community resources that program participants will utilize. Again the amount of time required to get this program going would have been enough for three people let alone one. The time challenge presented to this researcher is not something he would advise to future mentoring

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programs. It is imperative that more people are committed to the infrastructure of the program to prevent this amount of work (time) to fall on the lap of one person. It takes away from performance in other areas of your life.

Entry TI-3

The program has gotten off to a good start and the amount of work involved has begun to stabilize. Time is still a tremendous challenge to this program director. The monitoring of the mentor-mentee relationships is a huge piece of this program and one that constantly calls for my attention. I would estimate that a slow week would find a minimum of 15 hours dedicated to monitoring the relationships and most weeks are not slow. There are also the constant contacts with the community agencies we are involved with along with setting up social activities, trainings and Mentor Mingles. I would imagine a program of this size should have had at least two full-time employees and another part-time. We did not have that type of manpower and this resulted in an inordinate number of hours put in by the director. To call this time problem a challenge would be an understatement, getting this program off the ground and running became a full time job in itself and maintaining the program has also required a great deal of the director's time.

Mentor's Journals

Mentors kept journals while they participated in the mentoring program. This section will display key journal entries that explain the challenge of time to a mentoring program from a mentor's viewpoint.

Dan's Journal Entry (mentor)

I have found the time commitment to mentoring a challenge. The five hours a month is not unreasonable, the problem is trying to match your schedule with your mentees and the trainings and activities set up by the program. The time commitment becomes a bigger problem as you try to live your life. I have a child myself and coach after teaching all day, it is difficult to find the time for mentoring but I believe in the program and work hard to fulfill my mentoring obligation.

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I understand why some people feared the time commitment and how the issue of time can present big challenges to a program like this.

Steve's Journal Entry (mentor)

As the program progresses it has become evident to me that the issue of time looms greater and greater. You need patience with many of these kids and patience means time. I have been working with at-risk kids for over thirty years so I knew how important this piece would be. Through mentor discussions at Mentor Mingles it is evident that many mentors are challenged by finding the time to fulfill their mentoring obligation. The deal was four hours a month, minimum. The problem becomes matching those four hours with your mentees schedule and dealing with stuff that happens to change the schedule. Some of the mentees forget the communication protocol we agreed to, call ahead if you have to cancel. Mentors have committed to the time but what about when you wait two hours at a place and the kid never shows, that is a waste of time and I have heard some mentors voice their frustration over situations like that. It is understandable; we all seek to make every hour as productive as possible.

Electra's Journal Entry (mentor)

Time, time, time. Time is against us at every corner in this program. These kids need more of the time we cannot find to give them. Our kids need to become better time managers so they do not frustrate their mentors and learn to keep their commitments. Personally it has been difficult for me to fit this mentoring piece in and honor my role. I am a single mother and find that I have very little time for myself so this time aspect has been challenging. One strategy is to build the meetings into your personal schedule, take the mentee to the mall with you or grocery shopping. One mentor reported that her mentee had never been to a supermarket before her family had always used bodegas in the neighborhood. Planning on how to use your time and communicating with the mentee about how to handle this time commitment are necessary to make your relationship work.

Chrissy's Journal Entry (mentor)

As we have moved deeper into the mentoring program I have become more cognizant of the time involved with this program. Mr. Headlock was upfront from the beginning about the fact that the program needed a minimum commitment of four hours per month. But if you get involved it can go well over that. The Mentor Mingles, trainings and social activities all call for additional time, they are not mandatory but I believe all should attempt to attend. As your relationship develops you end up spending more time together which is a good thing but more of your time. I feel my time is well spent but I think that anyone interested in becoming part of a mentoring program should realize that they would need to commit a fair amount of time if they want to be successful.

Mentee's Journals

Mentees kept journals while they participated in the mentoring program. This section will

display key entries that describe the challenge of time to a mentoring program from a mentee's

viewpoint.

Pedro's Journal Entry (mentee)

I feel at times like this mentoring thing is too much of my time yo. I work, go to school,
play sports and have a girlfriend, when can I fit this in? Like my mentor gets mad if we do not
meet but I cannot do it some weeks. Mr. Headlock understands and tells me to communicate
with my mentor. At times I do not know if he gets that my time is spent. Yo, I appreciate his
time and all but he has gotta respects mine.

Lala's Journal Entry (mentee)

I have to baby-sit my brothers and sisters and work three nights a week. I find it hard to
make the time for this program even though it is not all that much. My mentor is cool we talk
about our schedules and figure out times that work for both of us. If it was handled a different
way I might step off this program but my mentor is respectful that my time is tight and I like
that. Talking to her I know her time is tight too so I do not want her to waste it. Mr. Headlock
always preaches respect, well this program has taught us how to respect each other's time
because it is valuable.

Rodrigo's Journal Entry (mentee)

I really wanted a mentor to help me adjust to American life and help me get to college, which
is where I want to go. Everyday when I leave school I work a full eight-hour shift and I also
work weekends. I do not have a lot of extra time. Some adults may think all Latino kids hang on
street corners after school most of the ones I know do not. I really want this program to work for
me so I take one weekend day off every other week. Finding time was not going to stop me from
having a mentor, it is too important to me but it does mean I lose seventy-five dollars that week.
I see other kids with no worries about time; time is a big worry for me I help support my family
and they need those hours from me. Because of time I cannot play soccer, Mr. Headlock has
become a very good man to the Latinos at our school and he thinks we could make an all star
soccer team out of all the students who work and cannot play at school. He is correct there is a
lot of talent in the halls, the problem is no time for fun, and we have to work.

Section Summary

Data collected from participant journals and observations of the mentoring program recognized time as a tremendous challenge to mentoring programs. Time was the one challenge that was viewed by all participants as a potential hindrance to the quality of mentoring programs. Other challenges were recognized by certain groups in the program but the challenge of time was universal to all program participants.

The program director was short staffed and as a result he had to put incredible amounts of time to both implement and maintain the mentoring program. Mentors and mentees reported they were challenged to find the time to participate in the program and to make adjustments to their schedules when changes arose. As the literature had suggested, mentoring requires a time commitment (DuBois, 2005; Weinberger, 2007). The data collected in this study revealed that time is a serious challenge to mentoring programs.

Challenge of Financial Resources (money)

Obtaining the financial resources to sufficiently fund a mentoring program is another challenge that needs to be recognized. Quality people are essential to effective construction of a quality-mentoring program but it is important to have a minimum amount of money to have the ability for the program to function (National Mentoring Partnership, 2003; Weinberger, 2007; DuBois, 2005). Mentoring programs are faced with the challenge of raising the financial resource necessary to implement and maintain their operations.

Mentors and mentees are not directly impacted with concerns over program finances, even though they do have an impact on their involvement in the program (MENTOR, 2007). In this study the challenge of financing the mentoring program fell on the program director. Thus the

best source of data regarding the challenge of financial resources will derive from the director's journal.

Director's Journal

The researcher, who was the director of the mentoring program, kept a detailed journal of the implementation of the mentoring program, which included the trials and tribulations of the program. This section will illustrate key entries, from the director's viewpoint, that provide data as to the challenges of obtaining financial resources to implement and maintain the operations of a mentoring program.

Entry FR 1

The program has gained tremendous momentum from the first two roundtable discussions we have had to discuss the objectives, structure and policies we would like to utilize in designing this program. These roundtable discussions have people from different agencies in the community who have come together to brainstorm on how to most effectively utilize the resources that we have available in Norton that can benefit the participants of the program. Everyone left the first roundtable with the task of seeking potential mentors and avenues of finance for this program. I am disappointed to report that few roundtable members did their homework. Mike Softball, the director of the YMCA, stepped up huge by announcing that his organization would provide all program participants in the program free YMCA memberships that news was humbling to me, I have known Mike for twenty years and I knew he was determined to help this program be successful. The problem is after Mike no one else stepped up, it felt like there was a void in the room. I immediately started to wonder if we could get the program off the ground. We had received coverage in the media and I had promised the student's at school that the mentoring program would become a reality but how would it happen without the community support that was promised. I believed in the people that took photo ops for this program but now I was starting to wonder if anyone would follow through on the finances they stated they could obtain.

Entry FR 2

The program is now a month away from opening, we still do not have any funding and that is a major challenge at this point. The original figure I had hoped for was twenty thousand dollars but that would have provided the ability to fund a few part-time positions and allowed us to do a wide variety of social activities, I am now hoping we can generate ten thousand dollars and run the program from that. This will mean no one gets paid to do any work so it will be interesting to see how many people will be willing and able to help out with the many administrative tasks this program will require. The lack of funding actually moved us in a different direction, we established a relationship with Big Brother/ Big Sister of Norton and this will help us in a couple of ways, they have taken over the fingerprinting and background checks of potential mentors. We would have had to pay close to fifty dollars per person if we did these checks so it was a move that was necessitated by a lack of money but in the end is good for the

program because Big Brother/ Big Sister are experienced in the mentoring field and having them as a resource will make our program better.

Despite having turned a negative into a positive, having no money led to a loose partnership with Big Brother/ Big Sister, it has been very frustrating not to get any funding thus far. I constantly scale back on any components of the program that would require money, we can get by on little but we cannot get by on nothing. People continue to say they are exploring existing grants or are going to find grant writers to help us apply for new ones, no action on this just talk. Different city agencies have money for programs like this but have failed to follow through on initial conversations. I am being to wonder if any of these people will follow through on their promises, we need this program and people realize that, or they say they do, I hope someone steps up to the plate soon. Again, I can move the program forward on a little but we surely need that little to make this go. To say the least, obtaining financial resources is a formidable challenge to mentoring programs.

Entry FR 3

The program begins in a week, the matches have been made and we have forty-four mentoring partnerships, the momentum and energy associated with the program is powerful, yet we still have no money. This has been extremely disheartening because people had verbally committed to support the program and have not followed through, even small five hundred dollar assignments to the program would enable us to start on the bare bones budget I am now going from. Social activities are very important to building the relationships, I do not want the mentors and mentees to have to pay for these types of things, it will hurt the program. Believe it or not the Governor is aware of the program along with an ex-politician who served the state in Washington DC. I hope these people are able to help us obtain the financial resources this program merits.

Our opening night features an overview of the objectives and policies of the program along with the mentors and mentees being introduced for the first time, parents and guardians have been invited. With no money I had to get permission to put the catered meal (chicken rice and beans, Latino style-five dollars per plate) on the school account with the agreement I would refund it when we obtained funding. It is really challenging trying to operate this program without financial resources. I hope we get some money soon; it is frustrating trying to develop the program when you're uncertain of funding.

Entry FR 4

The program has now been underway for a couple of weeks and thing are progressing tremendously well with the participants. I am receiving a lot of fantastic feedback and the school appears to be energized by the program. There is still the major obstacle of obtaining funding; this has been a tremendous challenge to this program. This process of obtaining financial resources for the program frustrates me. I am on the phone constantly trying to obtain funding, seeking grant opportunities or following up with people who had suggested they had the ability to obtain funding for us. As a director, the challenge of obtaining funding is stressful and constant, it never goes away, and because there is next year to think about once this year is solved along with the hopes of expanding and improving the program. The participants in this program, for the most part, have no idea how difficult it is trying to raise the capital to finance

this. This is one of those dilemmas where sitting at the top is lonely and I am doing this on a volunteer basis. I wish I had a financial person on board that could have taken on this challenge but we did not, one could reason why start the program without funding, that sure would have been easier on me. The more I reflect the program had to start like this because if we waited for official funding it never would have started and the kids would have lost this opportunity. I never envisioned that obtaining twenty thousand dollars for such a needed and worthy program would create this much of a challenge, but the program has started and we need to find the money, somehow, someway we need to get the program through the year.

Entry Fr 5

The program finally received the financial boost it needed. At this point mentors and mentees have been meeting for close to two months and it was really important we got the funding at this point because I am not positive how much longer we could have kept the program going. The trainings and Mentor Mingles have provided snacks or pizza and we had also ordered t-shirts for program participants to provide identity, boost morale and create a sense of team, I had done this all on my good word and I think had pretty much tapped out on my credit.

During our attempts to recruit mentors I was given the contact information of Pedro Diego, Director of Minority Students at Southern Granite University, it was my hope that he could direct us to some Latino professionals who could serve as mentors in the program. He gave me some contacts but only a few panned out, we kept in contact as he felt the program was sorely needed and wanted to help make it go. He mentioned that SGU had some funding that was directed towards minority high school students and that he probably could get us five thousand dollars. Well he did and I feel like an elephant is off my back. This five thousand gets us through the year, we pay what we owe for what I mentioned above and we can now plan our deep-sea fishing and other social activities. Pedro saved this program in my mind, he is low key and truly concerned about kids, I wish more of the people we had dealt with had been as sincere and productive as Pedro. The challenge of financial resources has now been met, at a minimum operations level for this year. The challenge continues in this area because now we have to figure out next year.

Entry Fr 6

The program has been operating for close to eight months right now; the five thousand that SGU allocated to our program was a lifesaver. We were able to do all that we had hoped with that revised budget and the participants seemed to have benefited from the way the program utilized these financial resources. The other potential funders of this program never came through; I even turned to United Way and the private sector with no success. There is supposedly a lot of grant money flowing through this city with some of it earmarked for programs such as this; I am puzzled as to why none of it ever came our way. This program gained national recognition on the DOE's website in Washington along with tremendous local and regional coverage, if the true story about what went on behind the scenes came out there would be many embarrassed people and agencies. I do not have time to sling mud, I have to take on the challenge of finding truly concerned people and agencies that can facilitate the financial resources of this program for next year.

The literature review for this study had advised that obtaining financial resources had the

potential to present a formidable challenge to a mentoring program (Weinberger, 2007: Rhodes

et al, 2005). Data presented in this section revealed that obtaining financial resources did indeed

present a tremendous challenge to this mentoring program. While mentors and mentees do not

experience this challenge as directly as administrators, they do, however, experience the

inefficiencies of an under-funded program (Weinberger, 2007; MENTOR, 2007).

Mentor Recruitment

The literature review stated that the recruitment of mentors poses a challenge to mentoring

programs (MENTOR, 2007; Mentoring Institute, 2002; Rhodes et al, 2005). This section will

present data that illustrates the challenges encountered in the area of mentor recruitment.

Director's Journal

The researcher, who was director of the mentoring program, kept a detailed journey of the

implementation of this mentoring program, which included the "trials and tribulations" of the

program. This section will present key entries, from the director's viewpoint that provides data

as to the challenges this mentoring program faced in recruiting mentors.

Entry RCT 1

We have laid the foundation for the mentoring program with our first two-roundtable
discussions designing the objectives, policies and next steps to get the momentum going. All
members agreed to recruit two mentors each by our next meeting in three weeks, which would
provide a base of at least sixteen mentors along with the twelve we already have. Additionally, I
have been working the phones with local agencies, churches and businessmen in an attempt to
get their assistance in helping us find mentors for this program. A few people have helped by
putting fliers seeking mentors in local agencies and businesses. It is my hope that this effort will
have us close to our initial goal of fifty mentors. This is truly a grassroots effort that is seeking
mentors from any and every angle possible. Recruitment of mentors is a big challenge; there is a

long waiting list at Big Brother/ Big Sister because of the limited supply of mentors. It is our hope that our recruiting efforts can overcome this challenge and get us the mentors we need to service our students.

Entry RCT 2

The roundtable team met today and a few members were no shows. The recruitment drive did not reach the goals we have set, in fact it was far from it. Only three mentors were recruited by the efforts of the roundtable. The other recruiting efforts produced eight new mentors, so at this point we have twenty-three mentors. That is a problem because we have forty-five students that have signed up for mentors. There is no way I want to turn an interested student away so we have a heck of a recruitment challenge in front of us. We have to find twenty-three mentors in less than a month that is going to be tough.

Recruiting is a challenge and at times disheartening. I called the police in hopes that they would be able to get some officers that would mentor students. The cop asked how much they would get paid, I let them know it was voluntary and he responded cops do not do anything for nothing. I was steaming! I reminded him of all the detail money they make and the fact that this type of community service would make their jobs easier in the future. I got a nonchalant response and he said he would ask around but doubted anybody would volunteer; Norton's finest had not impressed me. This is the most disheartening of many recruiting attempts I initiated. Recruiting mentors can be an extremely frustrating aspect of building a mentoring program.

Entry RCT 3

We are now two and a half weeks away from our mentoring program's opening night and we are still short seventeen mentors. The roundtable efforts only produced one more mentor. The fliers I had placed in different establishments throughout Norton resulted in two new mentors and the newspaper article resulted in the remainder. We also lost one potential mentor to the background check and another two dropped out for personal reasons. I am trying to be as aggressive and creative as possible in our recruiting efforts but finding mentors is a tremendous challenge and has required a tremendous amount of work to reach the number needed to service each student who is seeking a mentor. The plan now is to have the paper do another small article, contact the roundtable members so that can they continue their efforts, put up more fliers and contact local religious institutions because they are a potential source of mentors. Recruiting mentors is critical at this point because we want to service each of the students who want to be in this program. Having to look this intensively for mentors along with seeking financial resources has presented this director with a tremendous challenge. The implementation of this program has become a full time job which is more than I bargained for.

Entry RCT 4

The program opens in a week and we are still short nine mentors, finding these mentors is becoming a serious challenge that is producing a lot of stress. All of the effort of the last couple of weeks has not seen us reach our goal. The program is in danger of not being able to service every student at this point and that is a shame. We tried all of the recruiting strategies that I had

read about and also those that I had heard about at the mentoring seminar I attended. The number of mentors we recruited for a first year program was great, but the response we got from students forced us to look for a number of mentors that was quite challenging. At this point we can only hope that the efforts we have made will result in the number of mentors that we need. I will continue to put a full court press on this because I do not want to tell a kid that they can not participate in the program.

Entry RCT 5

We found the answers to our mentor recruitment challenge right under our own roof. The program was still short eight mentors with four days left and the teachers at Norton High stepped up big time. The teachers, who already dedicate so much of themselves to the students, rallied to come up with the eight mentors we needed. This was a truly rewarding experience for the program to see how much the teachers believed in its importance. Personally, I was touched, my colleagues realized how hard I had worked and they came through at our time. These teachers showed the rest of the community what type of people they are. Our mentoring challenge was solved by the teachers who were intent on seeing this program get off to the type of beginning it warranted. Had it not been for the teachers of Norton High eight students would have been turned away. Their involvement in this program will only make it better and I can not say enough about how proud I am to work with people like this.

Summary of the Challenge of Mentor Recruitment

A review of the literature on mentoring programs reported that recruiting mentors was

one of the greatest challenges a mentoring program could face (MENTOR, 2007; Hall, 2006;

Mentoring Institute, 2003). The data collected from the director's journal certainly revealed that

the recruiting of mentors to this mentoring program to be a serious challenge. The journal

entries revealed a variety of recruitment strategies that resulted in the successful recruitment of

the forty-three mentors that were needed to start the program. The quota of mentors was finally

reached when the teachers at Norton High stepped forward to fill the remaining slots.

Challenge of Building Positive Mentoring Relationships

The heart of a mentoring program is the relationships built between mentor and mentee

(Weinberger, 2007, Rhodes et al, 2005). The building and maintaining of positive

mentor/mentee relationships presents a formidable challenge to both mentoring programs and

their participants (MENTOR, 2007; Grossman, 1998). This section will present key journal

entries from program participants that illustrate the challenge of building and maintaining

positive mentoring relationships.

Journals

Mentors, mentees and the program director kept journals throughout their participation in the

mentoring program. This section will present journal entries from the program participants

describing the challenges they encountered in building positive mentoring relationships.

Taylor (mentor)

There has definitely been a formidable challenge in trying to build a positive relationship
with my mentee. The program is six weeks old and Rodrigo (mentee) has missed more
appointments than he has kept with me. It is very frustrating. Trying to reschedule the meetings
is a challenge in itself. He needs a lot of work on his communication skills, the protocol for
missed meetings was set during orientation but Rodrigo is not following it. Orientation
forewarned us about these types of situations so I think I am handling it better than I would have.
There are also cultural and generational obstacles to building our relationship. He is a
Latino teenager, I am a fifty-something white guy, he is poor, I am not nor have I been. I have
no communication problems with him as far as language goes, he speaks a good amount of
English, but I have problems communicating with his family members who speak no English.
Our cultural and generational values differ and that can create varying degrees of tension in our
relationship.
Rodrigo works close to fifty hours a week, no high school kid should have to work that
much. This presents a real challenge in trying to comply with the program standards for
mentor/mentee meetings. Headlock has been helpful in preaching patience and fitting the
meetings with the mentee into existing schedules. I had Rodrigo over for a family dinner and it
went very well. I also ate lunch with him at his jobsite. We are finding ways to circumvent the
challenges we have faced in building our relationship. There are definitely hurdles to building
mentoring relationships but commitment, caring, patience and creativity lead me to believe we
can be successful.

Electra (mentor)

I have really enjoyed getting to know my mentee and building our relationship. Oh, of
course, there have been challenges. Her boyfriend, her work schedule and the fact that she has to
care for her siblings at times have made things challenging. My mentee does have a mother and I
think that she questions my role with her daughter. I am a Latina and I clearly explained to her
that Jennifer only has one mother and it is you, I am her mentor. I think that conversation helped
us move forward with the relationship because there was some tension.

Developing a relationship with anyone is challenging, never mind a teenaged Latina. Communication has been a challenge according to other mentors. This has not been a problem for us, I speak Spanish and know the culture and grew up much like her in a big city in the USA. She has been very receptive to the relationship and I believe we came to trust each other very quickly. Once we developed a trust, things developed in a progressive manner.

We both like to shop and enjoy the theater. As a result, we have been able to schedule mutually enjoyable activities that do not impinge on our schedules. Other relationships have been challenged by time; it takes time to build a solid relationship. Jennifer and I have spent a good amount of time together and laid the foundation for a solid relationship.

The boyfriend, job, socioeconomic status, and family life are certainly formidable challenges to building mentor/mentee relationships. But that's life. You work around the challenges and focus on the relationship.

Chrissy (mentor)

Trying to build the relationship with my mentee certainly had its ups and downs. I think Lala and her family may have questioned my role at first, and not having the family support you is definitely a challenge to building the relationship. Other problems we had when we started were Lala's friends. Some of her friends belittled her involvement in the mentoring program and made her feel uncomfortable about her involvement in it. Time helped build our relationship and it's funny after awhile her friends asked if they could get in the program.

Language and cultural factors were small problems (for us) that we had to overcome. I speak no Spanish, Lala's English is fair, and her family's is less than that, so we had some communication issues, but we worked through them. Some Caribbean people have a problem with time, they are constantly late, and this presented a challenge to our relationship in the initial stages. I showed up for our first meeting at 10 a.m., I left at 10:30, Lala said she got there at 11. A similar thing happened on our third meeting. I explained that we needed to keep scheduled times – that meant 10 meant 10, 2 meant 2 – and after that, things improved.

My budget is kind of tight, so the social activities and community resources that were made available to us eliminated the challenge of money. There are challenges in any relationship, including mentoring. I think that the program did a great job through training, Mentor Mingles, and the orientation for preparing mentors for the various challenges they would face. Mr. Headlock was also very effective as a troubleshooter when challenges arose in a particular mentoring relationship.

Steve (mentor)

Like all relationships, trying to build the relationship between mentor and mentee takes work. I have been coaching and teaching for close to 30 years and feel that experience has put me in a good position to work with my mentee. Obviously, building the relationship is a challenge, the difference of age and race are initial obstacles, but can be overcome with time. I feel the challenge to it is building the trust and showing each other that you are committed to the relationship. There are a lot of qualities and strategies that are effective in helping building good relationships and we have been covering them in training and orientation. I think the program has

done its job in addressing the potential challenges to building positive mentor/mentee relationships.

There are a number of outside influences that challenge the relationship between mentor and mentee. Negative peer influences, socio-economic status, gangs, and dysfunctional families and a number of other things can stand in the way of building good relationships. Sometimes you can only do so much with a kid if he brings in excessive baggage. But you never stop trying, I have seen some kids that I thought were too far gone to respond to a helping adult. Persistence, commitment, heart and caring can be used to overcome whatever challenges exist.

Jennifer (mentee)

You know it has been great getting to know Electra. Because we are both Latina and speak Spanish, I think we built a relationship faster than most. I really love Electra, she has been a great mentor. Everything was not perfect. My mom did not like the fact that I had a mentor, Electra came to our apartment and talked to her. Everything got straightened out.

Our relationship grew fast and got strong really fast. Setting up our meetings is no problem. We both like a lot of the same things, so it is easy to decide what to do. I love my time with Electra. I have a boyfriend, I work, I help at the house, and those things stand in the way of mentoring. Electra is cool, she understands these problems and we keep a great relationship. She knows how to deal with it. Some other mentor might let these problems destroy our relationship.

Rodrigo (mentee)

My life is difficult and I feel I have to do so many things. There is no time for games in my life. I used to play soccer in my country, my life was simple, school and play. In this country, I cannot play soccer, my family needs me to work. I work in a factory 4-12 every day, including the weekends. The work sucks but I need the money, my family would not make it. So you see I have a problem trying to do the mentoring when I am working so much and it makes a problem for my mentor to see me.

My mentor does not fully understand why I have to work so much. He is not poor I do not think he ever was. I don't know if he knows my family needs this. At the beginning, it was a big problem because he thinks one way and I think another. We did not communicate so well or understand each other. But the more he see my life the better he understand my situation. He keep trying to be my mentor and we got closer.

He had many difficulties understanding my Latino culture and that was a big problem. He learned some things from training he said and he got better. I had to learn about his ways to and that was a problem. We had many problems. My friends say mentoring is a waste of time. They work and sell drugs to. Money, money, money is what is on their mind. But this is a dangerous way to live. My dream is to go to college so I can make money the good way, no problems.

You know me and my mentor have many things to do to keep getting better, but we already fix many problems. I think when we work together the problems we face can not stop us.

Destiny (mentee)

I am glad the mentoring program started at the school. Developing my relationship with my mentor was not an easy thing to do, we encountered several problems up to this point and I

am sure we will encounter some more in the future. The first big challenge was learning how to trust my mentor. It was like why does this white lady want to help me. Sally proved herself to me. When I opened up and shared information with her she never broke the trust.

Having the YMCA membership and other activities, like movie passes, was good because money did not become a problem in our relationship. Sally takes care of her granddaughter and I did not want her to have to spend money on me that could have hurt our relationship. Thanks to the program money never bothered me and Sally.

Some kids and their families had problems communicating with their mentors, Sally speaks Spanish which really helps, she also understands a lot about Latino culture. I had a commitment for one of our social activities (deep sea fishing) and could not go. So trying to fit the mentoring program into your life is not always perfect, it's a challenge. Mr. Headlock told us to shoot for eighty percent attendance and things would be good, I had higher than that, but it was nice to not feel pressured.

Pedro (mentee)

Most of the kids in this program face a great deal of challenges in their lives. Trying to build a good relationship with my mentor Dan took some time and hard work. A lot of the guys I hung with are into gangs and drugs now. I still talk to them because I grew up with them but I am into sports and work. But I have to say where I am from everyday is a challenge to stand for what you believe in. Some of my friends did not think the mentoring program was cool but I knew it could help me work towards my goals. I want to go to college, hopefully Boston College and being involved in this program can only help me.

Trying to fit mentoring into my schedule was a challenge. I work a lot plus play sports and I do homework and study. My mentor teaches, coaches and has young children so trying to hook up can be difficult. Dan usually takes me places with his son who is 10 years old. I really like his kid and his kid likes me. So we found a way to get together that fits both schedules. We also both like to workout so finding things to do is not a problem. Other mentees I know felt awkward doing things with their mentor that can be a problem.

Sometimes things just do not work out between the mentor and mentee. You know I know some teachers that are cool but they are not totally clicking with their mentee. Sometimes there can be a language barrier when dealing with the kid's family and that can be a problem. Trying to fight the challenges we face such as being Latino, poor, from neighborhoods with drugs and gangs, single parent homes with that parent working crazy hours, speaking another language, all those things can cause problems to our mentoring relationships. Mr. Headlock knows us well, the good and the bad, and he helps our mentors have ideas to fight all these problems. We all just have to keep doing the right thing and not give in to the problems we face.

Program Director MON 1 Entry

The task of trying to oversee the building of the mentor/mentee relationships is an awesome one. Relationships between human beings are both complex and evolving and the responsibility of overseeing and troubleshooting the 43 relationships in this program has been immense. There are a number of challenges to building positive mentoring relationships that I have encountered already. One of the first challenges is the participants showing up for their meetings. Time is valuable to us all and participants get offended, rightfully so, if their partner

does not show up at the scheduled time. A lot of building the relationship depends on trust and participants not showing up for scheduling meetings does not increase trust, it diminishes it. It is important to get these meetings in because they are what we will build the relationship. I have had to learn how to intertwine participant's schedules to enable them to meet; we had to be creative to work through this challenge.

The language and cultural barriers have also presented challenges to some mentoring relationships. We have provided trainings in both Latino culture and offered basic Spanish classes to attempt to counteract these issues. Mentors who have participated in these trainings have stated that they helped them overcome these challenges.

There was an initial concern, from a fair amount of mentors, as to out-of-pocket expenses. The program has done a formidable job of taking on the challenge of money. We have provided social activities along with community resources that enable program participants the ability to recreate without spending money. We also provided movie passes, which were very much appreciated by program participants. The challenge of money still exists, mentors sometimes feel compelled to give spending money to their mentees or buy them extra things. Our program set policy against giving the mentee money and I hope that mentors are upholding that policy.

The program did a credible job in foreseeing the potential challenges to building effective mentoring relationships. We designed the orientation program and initial trainings to provide strategies to combat these potential challenges. As the program develops, I am sure we will face both old and new challenges. We will need to devise strategy for each challenge that stands in the way of building positive mentoring relationships.

Program Director MON 2 Entry

The program continues to grow in a positive fashion, yet the challenges of building the mentoring partnerships exist. In an earlier journal entry, I spoke about the preventative measures the program took to combat the potential challenges that could negatively impact mentoring relationships. Such topics as being responsible to attend meetings, communication, and being respectful of others were covered in orientation. Trainings or strategies to build positive relationships, Latino culture and basic Spanish were provided to mentors. I feel we were very proactive in attempting to educate program participants as to how to overcome the challenges they may face while attempting to build positive mentoring relationships.

We needed to review some areas with the mentees. Some mentees failed to attend meetings with their mentors not did they communicate with their mentors in an appropriate fashion. I had to call in the mentees and review the fact that they need to call their mentors in advance if they could not keep an appointment. With some mentees, I had to have the conversation more than once, which was frustrating.

Some of the mentees had a lot on their plates and were having trouble balancing their schedules. We set up a training for mentees that dealt with time management. Mentor/mentee relationships were being challenged by the mentees inability to budge their time, so we presented strategies to them so they could overcome this challenge.

As program director, I am spending a tremendous amount of time putting out small fires that are preventing the building of positive relationships between mentor and mentee. Taylor and Rodrigo were having trouble with their partnership. I spoke to both of them individually and them together. Both felt like the other did not understand their position and both were correct to

an extent. Rodrigo works a full-time job after school and failed to make a few appointments. Taylor felt that his time was not being respected. I explained to Taylor that Rodrigo has a tremendous amount of responsibility for a 16-year-old boy and that being a poor Latino new to the country is not an easy task. I explained to Rodrigo that Taylor is committed to their relationship and he needs to show more respect for his time. Both understood and we developed some protocol and strategies on how to move their relationship forward.

Program Director MON 3 Entry

The monitoring of the mentor/mentee relationships is quite time-consuming and taxing. On most days either a mentor or mentee contacts me with concerns about their relationship. On many days, this happens more than once. I will listen to what they have to say, and then seek out the other person to get their viewpoint on the situation. I then reflect on the situation, develop some strategies and call the parties together. I like to let them solve their problems by themselves and try to remain a moderator. Most of the mentor/mentee relationships have developed the necessary trust from which the relationship can grow. Some relationships are still building the trust, which is a significant challenge. Trust develops at different rates for different people and you cannot force it.

One challenge I did not anticipate was that of attendance at social activities. Social activities are very important in building positive mentoring relationships. It took a lot of time to raise the money and organize the activities, but I felt it was time well spent because it would help the mentor/mentee relationships grow. Our deep sea fishing trip was attended by less than 20 program participants. I never imagined that it would be a challenge to get program participants to attend these social activities. We had to prepay the seats on the boat and lost a significant amount of money. Money that took a lot of effort to raise. I do not think I have felt lower, in regards to this mentoring program, than I did when the boat set out with only 18 people. You begin to question whether your efforts are making a difference. It is then that you try to focus on the 18 people that did take the trip.

Additionally, I have had to speak to some parents/guardians in Spanish. Some mentors were seeking to create alliances at home and communication became a problem. My ability to speak Spanish helped the mentors gain some support at home, which is essential to building positive mentoring relationships.

The problems that stand in the way of building positive mentoring relationships are numerous. I feel that I have been able to intervene and facilitate these relationships so they move forward in a progressive manner. If I were not in the school, I feel that some of our relationships may have deteriorated. I am not speaking about me, the point is you need someone hands-on to monitor the relationships or the challenges can consume the relationships.

Program Director MON 4 Entry

I have been working with at-risk adolescents for close to 25 years now and I continue to be amazed by the myriad of challenges these students face and overcome. Many of the kids have been hurt in past relationships with adults and it is a challenge to develop the necessary trust that is required to build positive mentoring relationships. As program director, I have been actively

monitoring mentor/mentee relationships for over eight months and found the work to be on-going, time-consuming yet rewarding.

Trying to develop a relationship is both art and science. There are a number of variables that go into building positive relationships and each variable has the potential to be a challenge to that relationship. Mentees in this program have to deal with a variety of issues: being a minority, cultural differences, lower socio-economic status, work schedules, language barriers, parents (often single) who work extensive hours, assuming leadership (parental) roles in the family, gangs, drugs, limited resources and peer pressure. All of these issues can present a varying degree of challenge to building positive mentoring relationships. I found it to be very important for our program to recognize these potential problems and do our best to develop strategies to overcome them and facilitate the building of effective mentor/mentee relationships.

Mentors also have challenges that may affect their mentoring relationships. Work schedules, family issues, language barriers, and generational gap, cultural differences, improper expectations of the relationship, value systems and a number of things can have a negative impact on the mentor's ability to build positive relationships with their mentee.

Monitoring these relationships required that I be creative, flexible and highly communicative. It was essential that trust be developed for the relationship to grow. Trust takes time and it was important as the monitor of these relationships to address the challenges that arose and move the relationships forward. Once you get to about six months the majority of relationships will be in a good place, this was true with our program. I think it was important that I was right in the building, directly involved with the program participants, so I could address challenges and problems immediately. The monitoring of these relationships took a great deal of effort. I learned a variety of proactive and reactive strategies to deal with the challenges that have the potential to negatively impact mentoring relationships.

Summary of the Challenge of Building Relationships

There are a number of potential challenges to building positive mentor/mentee relationships

(Weinberger, 2005; The Mentoring Institute, 2002). The data collected in this study revealed

several challenges that program participants encountered in their efforts to build positive

mentoring relationships.

Mentees reported being challenged in building positive mentoring relationships by their

minority status, establishing trust, cultural differences, socioeconomic factors, family issues,

work schedules, negative peer pressure, drugs, gangs, language barriers, time management

problems, girlfriend/boyfriend issues, different values systems and the generational gap. All of

these challenges have the potential to have a negative influence on the building of positive

mentor/mentee relationships.

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Mentors, like mentees, reported being challenged in building positive mentoring relationships by establishing trust, cultural differences, socioeconomic factors, family issues, work schedules, negative peer pressure, drugs, gangs, language barriers, time management problems, girlfriend/boyfriend issues, different values systems and the generational gap.

Mentors did not feel challenged in building positive relationships by the minority status of their mentees. They did however, additionally mention spending money or buying gifts for the mentee as a challenge to building their relationships.

The program director, who monitored mentoring relationships, reported that he saw evidence of a variety of the challenges reported by mentors and mentees as he worked to facilitate the building of positive relationships between mentors and mentees. The director felt that having a monitor on site to troubleshoot and facilitate these relationships enabled many of these mentors and mentees to overcome the challenges they confronted in building positive mentor/mentee relationships.

In conclusion, mentors, mentees and the program director were extremely consistent in the challenges to building effective relationships they reported. Mentors and mentees both felt that establishing trust, cultural differences, socioeconomic factors, family issues, work schedules, negative peer pressure, drugs, gangs, language barriers, time management problems, girlfriend/boyfriend issues, different values system and the generational gap presented challenges to building positive mentoring relationships. Additionally, mentees felt challenged by their minority status and mentors felt that giving gifts or money to their mentees presents challenges to building positive mentoring relationships. The program director reported all of these challenges as he monitored mentor/mentee relationships in this program.

Question Three Summary

This section presented significant data collected from the journals of the mentoring program director, mentors and mentees that helped to answer Research Question Three: "What are the challenges facing a mentoring program?" A review of the data presented showed that there are a number of challenges that face a mentoring program. The researcher focused on the four main challenges faced by this mentoring program and provided data relating to each challenge. The four challenges that stood out in this study were time, financial resources, recruiting mentors and the building and maintenance of effective mentor/mentee relationships.

The Challenge of Time

The program director, mentor and mentees all provided data revealing time to be a significant challenge to a mentoring program. Time to participate, time to reschedule appointments, time to attend trainings and social activities, time to meet the monthly minimum requirements were seen as challenges by the mentors and mentees involved in this program. The program director was challenged by time in trying to carry out the variety of duties he was called upon to implement and maintain the program. Time was considered a challenge by all program participants. The literature review found that a mentoring program requires a time commitment (DuBois, 2005; Weinberger, 2007). The data collected in this study demonstrated that time was a serious challenge to the mentoring program.

The Challenge of Financial Resources

This mentoring program faced a tremendous challenge in obtaining the financial resources that would allow the program to operate efficiently. Unlike time, this challenge did not impact all program participants directly. Mentors and mentees would have been involved in a less efficient mentoring program had funds not been obtained but they did not experience the

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challenge of having to seek the financial resources to operate this program. The program director was the one who was faced with the challenge of raising the funds to operate this program.

The Challenge of Recruiting Mentors

An equally formidable challenge to this program was that of recruiting a sufficient number of mentors. A popular student response required 43 mentors to match the number of mentees who signed up for the program. Journal entries from the program director detailed the difficult challenge this mentoring program encountered trying to fulfill the quota of mentors needed. Like the challenge of financial resources, mentees were not faced with this challenge, but some would have been unable to participate if there was a shortfall of mentors. Mentors experienced this challenge slightly as they were constantly being asked to recruit more mentors. Similar to the challenge of financial resources, the brunt of the challenge of recruiting mentors fell upon the program director. Ultimately, the program director was responsible for recruiting the necessary amount of mentors.

The Challenge of Building Effective Mentor/ Mentee Relationships

The building and maintenance of effective mentor/mentee relationships also posed a tremendous challenge to this mentoring program. A number of factors have the potential to negatively impact mentor/mentee relationships. The constant effort required to build and maintain positive mentoring relationships posed a formidable challenge to this mentoring program.

Research Question Four: From the perspective of the mentored Latino students, what would improve their high school experience?

Focus Group

A focus group discussion between the six mentored Latino students who participated in the study and the researcher was conducted nine months into the program. The objective of the

discussion was to develop ideas and strategies on how to improve the high school experience of Latino students at Norton. A suggestion made the recommendation list if at least three mentees felt the idea had the potential to improve the high school experience of Latinos at Norton High. The researcher broke down the recommendations into three themes: Classroom-related, School-related (non-classroom), and Community-related. This section will present the recommendations in bullet form, according to these three categories. The number in parentheses indicates the number of mentees who supported the idea.

The Focus Group had the following classroom recommendations to improve the high school experience of Latino students at Norton:

- Higher expectations for Latino students. (6)
- Eliminate the stereotyping of Latino students. (6)
- Latino cultural training for all teachers. (6)
- Basic Spanish class for all teachers. (6)
- Smaller class size. (6)
- Connect content to real world experience. (6)
- Teachers who talk to students more after class. (6)
- Teachers who got to know students better. (6)
- A slower pace with class lessons. (6)
- Teachers should question students to ensure that they know the material before moving on (formative assessment). (6)
- Teachers should be more patient. (6)
- Present less content per class. (6)
- Make the curriculum more relevant to our lives and experiences. (6)

- Provide clearer examples (5)

- Make learning more active. (5)

- More group activities and ensure that the groups are racially diverse. (5)

- Review homework and make sure everyone understands it. (5)

- Diversify learning activities: games, game shows, short plays, movies, class productions.

  (5)

- Minimize classroom disruptions. (5)

- Increase classroom discipline standards. (4)

- More partner work. (4)

- Provide directions verbally and in writing. (4)

- Create leveled classes to increase all students' achievement. (3)

The Focus Group had the following school related (out of classroom) recommendations to improve the high school experience of Latino students at Norton:

- Eliminate the stereotyping of Latino students. (6)

- Higher expectations of Latino students. (6)

- A Spanish-speaking security guard or police officer. (6)

- A Spanish-speaking guidance counselor. (6)

- Latino cultural nights. (6)

- Latino dances. (6)

- Encourage more Latino students to participate in athletics and after-school activities.

  (6)

- Make sure important communications are done in Spanish (including the automated phone messages). (6)

- Latino Parent Nights. (6)

- Continue with the after-school drop-in center for Latino students to help with schoolwork. (6)

- Recruit Latino teachers and coaches. (6)

- Be more committed to placing Latino students in college. (6)

- Provide more scholarship money for Latino students. (6)

- Expand the mentoring program to reach more Latino students. (6)

- Latino food in cafeteria once a month. (5)

- Late buses to Latino neighborhoods to increase their participation in after school programs. (5)

- More guidance counselors. (5)

- More student interaction with guidance counselors. (5)

- Have career days. (5)

- Provide seminars to Latino students on life school, i.e. time management, money management, applying for jobs. (5)

- Informational seminars on how to prepare for living at college. (5)

- Community service programs for students. (4)

- Day care for students who have children. (4)

- Guidance counselors who make home visits. (4)

- Provide parenting classes for students. (4)

- Start a work cooperative program. (4)

- Improve school culture for all students. (4)

- Provide courses on Latino history. (4)

- Play Latino music in the cafeteria occasionally. (4)

- Continuously work to assimilate Latino students into the general population. (4)

The Focus Group had the following recommendations as to how the community could improve the high school experience of Latino students at Norton:
- Increase the minimum wage. (6)

- Create more job opportunities for our parents. (6)

- Develop relationships with local universities. (6)

- Develop community fundraisers to develop scholarship funds and support programs

  for Latino students. (6)

- Provide English classes in the community. (5)

- Provide stronger connections between the school and social service agencies. (4)

- Create collaborations with different organizations and ethnic clubs. (4)

- Develop relationships with local businesses. (4)

- Instill a community health center at Norton. (3)

- Bus routes by the school (also on weekends). (3)

- Develop more programs for high school students at the library. (3)

- Continue to develop programs with the Norton Housing Authority that will benefit

  high school students. (3)

Summary of the Focus Group

The six mentees participated in a focus group with the objective of producing

recommendations on how to improve the high school experience of Latino students at Norton. A

suggestion made the recommendation list if it was supported by at least three mentors. The

researcher organized the recommendations into three themes: Classroom, School (non classroom), and Community. A total of fifty-five recommendations made the final list.

There were thirty recommendations in the School Theme, the most of the three themes. Fourteen recommendations in this theme received the support of all six mentees: eliminate the stereotyping of Latino students, higher expectations for Latino students, a Spanish speaking security guard or police officer, a Spanish speaking guidance counselor, Latino cultural nights, Latino dances, encourage more Latinos to participate in athletics and after school programs, make sure important communications are done in Spanish, Latino parent nights, after school drop in center for Latino students to continue, recruit Latino teachers and coaches, be more committed to placing Latinos in college, more scholarship money for Latino students, expand the mentoring program for Latino students. Seven of the recommendations in the School Theme received the support of five mentees including Latino food in cafeteria, late buses to Latino neighborhoods, more guidance counselors; more student interaction with guidance counselors, career days, life skills seminars, college life preparatory seminars. Nine of the recommendations in the School Theme received the support of five mentees including community service programs for students, day care for students who have children, guidance counselors who make home visits, provide parenting classes for students, start a work cooperative program, improve school culture for all students, provide courses on Latino history, play Latino music in the cafeteria occasionally, continuously work to assimilate Latino students into the general population. The data provided above indicates that the mentees considered all thirty of the recommendations in the School Theme significant in their potential to improve the high school experience of Latino students at Norton.

There were twenty-three recommendations in the Classroom Theme. Thirteen of the recommendations in this theme received the support of all six mentees: eliminate the stereotyping of Latino students, higher expectations for Latino students, Latino cultural training for all teachers, basic Spanish class for all teachers, smaller class size, connect content to real world experience, teachers who talked to us more after class, teachers who got to know us better, a slower pace with lessons, teachers questioning students to ensure they know the material, more patient teachers, presenting less content per class, make the curriculum more relevant to our lives and experiences. Six recommendations in the Classroom Theme received the support of five of the six mentees including provide clearer examples, making learning more active, group activities in class with racially diverse groups, closer review of homework, diversify learning activities, minimize classroom disruptions. Three recommendations in the Classroom Theme had the support of four mentees: increase classroom discipline standards, more partner work and provide instructions verbally and orally. One of the recommendations, create leveled classes to increase all students' achievement, was supported by three mentees. All of the twenty-three recommendations in the Classroom Theme received were considered significant by the mentees.

The fewest recommendations, twelve, came in the Community Theme. This theme also produced fewer recommendations that received the strong support of the mentees. Only four recommendations in the Community Theme received the support of all six menteees: increase the minimum wage, provide more job opportunities for our parents, develop relationships with local universities, and develop community fundraisers to develop scholarship funds for Latino students. There was only one recommendation, provide English classes in the community that received the support of five mentees in the Community Theme. Three recommendations in the Community Theme were supported by four mentees: provide stronger connections between the

school and social service agencies create collaborations with different organizations and ethnic clubs and develop relationships with local businesses. Four recommendations in the Community Theme were supported by three mentees including instill a community health center at Norton, public bus routes by the school, develop more programs for high school students at the library and continue to develop programs for high school students with the Norton Housing Authority. All twelve recommendations of the Community Theme were considered significant.

In summary, the focus group of mentees provided forty five significant recommendations on how to improve the high school experience of Latino students at Norton.

Interviews

Mentees were interviewed twice during the research. One of the questions at the second mentee interview was: What recommendations would you make to improve the high school experience of Latino students at Norton?

A recommendation supported by three mentees or more was considered significant.

Pedro (mentee)

I would like to see more Latino kids get involved with sports and after school activities. There are a lot of talented Latino students and they do participate in Norton programs. We have to get more of these kids involved at the school.

I think we need to get people at Norton to believe more in Latino students. A lot of them characterize all Latinos as drug dealers and gangbangers and think all the girls get pregnant at age 15. I play sports, work and get good grades, so I hate when they think like that.

Teachers need to get to know the kids better and go over the material slowly in class. I think if the teachers went slower and asked questions to make sure kids get it the students would learn more.

The school can control and try to work on these things. Being poor and dealing with violence, gangs and drugs makes it hard for some of us to truly enjoy high school. I do not know how Norton High can change that.

Juan (mentee)

Norton needs to do many things to improve the experience of Latino students. They need to get some more Latino staff, especially either a cop or security guard. More Latino teachers are needed, Mr. Headlock recruited three new ones this year, we need more. Norton needs to communicate with Latino parents in Spanish so they understand the messages. The new drop-in center for Latinos has helped kids get their schoolwork done, that needs to stay open.

The teachers need to make sure students understand what is going on. Some kids do not know where the teachers are coming from. Teachers need to develop relationships with the students, connect with them. Less kids in each class would help, that way teachers could pay more attention to the students.

I think the school has to encourage more Latinos to go to college. They should figure out ways to get businesses to donate money for scholarships. Have the colleges come in more and speak to Latino students about attending there.

There is so much to do with Latinos. But the biggest thing is the whole attitude towards Latino. A lot of us believe we are looked down upon at the school. I don't believe everyone thinks that way, but many who do not even know us do think that way. There are a lot of good Latino students and Norton has to recognize them.

Rodrigo (mentee)

Personally my biggest problem is money, being poor, that takes away from enjoying a lot of the high school experience. I would love to play soccer, but I can't, my family needs the money. I work so much, I am dead tired in school, hell yeah, it causes problems with my learning. But school don't pay my bills. This ain't Norton High's fault, it's life, but the reality is how can you enjoy high school when you work full time?

If the community had better paying jobs for my family, maybe I could enjoy school more. But we get the suck jobs, no money, bro, that's why we have to work a zillion hours. Slave labor, bro.

I wish the teachers got to know us better, if my teachers knew how hard I work in my life, they would respect, not think I am a clown for sleeping in class.

Destiny (mentee)

I would recommend that Norton provide learning experiences that resemble what the working world is like. We need to get ready to work and I think the school should help us prepare for that. I recommend more Latino teachers, more patient teachers. We need teachers that like to get to know their students. We are human, we want to build relationships with our teachers.

The biggest thing I would recommend is training the teachers on Latino culture. Mr. Headlock has worked with Latino kids a lot and he knows we have talent. I swear some of my teachers are waiting for me to walk in pregnant. That type of attitude is dissing to us. You don't know me. Don't judge me. Norton needs to open its eyes to Latino students and break down the prejudices and barriers. If the teachers expected more out of us, they would get more out of us. The problem is a lot of them think we are stupid.

I also recommend the school build better connections with our parents. Our parents need to learn the American educational system and its values. We live here now, we have to learn the ways. Many parents are afraid to go to the school. The school needs to change the way parents feel.

I would also like to see more Latino students stay after school to participate in sports and clubs. Right now, a lot of Latino students do not feel connected to the school, they need to do a better job recruiting Latinos to do things after school.

I think the teachers could go slower, review things, ask kids questions to make sure they understand. If there were less kids in each class, the teachers could pay more attention to make sure we learn and also get to know us better. Teachers should check homework and make sure the examples and directions are clear to everyone.

I would recommend Norton High do all these things and more for Latino students.

Jennifer (mentee)

I think it would be really cool if we could have more Latino dances and salsa nights along with Latino cultural nights that feature art and poetry. The cafeteria should serve Latino food and play Latino music certain days of the month.

Teachers should learn a little Spanish so they can communicate with students who do not speak much English. If they learned more about our culture that would be helpful too.

If Norton provided some life skills training on basic finances, balancing check books, how to handle a job interview and applying for college, it would be really helpful. More Latino kids need to go to college, so many drop out, its sad. Businesses and colleges should spend more time at the school to help prepare us for life after Norton.

We need more Latinos working at the school. Teachers need to be patient and make learning more related to what our lives are like. The teachers that make learning fun with games and activities reach Latino students better.

I think of the school worked with churches and other Latino clubs they could accomplish a lot more with Latino students. The community needs to help the school and the school needs to help the community.

Lala (mentee)

I would suggest that all Norton staff get to know the Latino students better. Maybe some training so the teachers get to know our cultures and customs. Norton should also try to get more people that speak Spanish to work at the school, it would make some kids feel more comfortable.

I would recommend more social activities that promote Latino culture and programs that Latino students would participate in. We loved the dance and Latino cultural nights this year, Norton should promote more of these types of activities, they really boost morale for Latino kids.

One thing that stresses a lot of kids is that their families are poor. Because of that the kids often have to work or watch their brothers or sisters while their parents are working. This type of thing is a bigger problem than Norton. Most of our parents are new here, they do not speak English, they are not educated and they get the worst jobs. They have to work more hours because the pay is so low and sometimes the kids work to bring more money into the house. I think the government is the only one that can solve that problem.

I think Norton needs to make their teachers better prepared to teach Latinos. Be patient and get to know the kids are my ideas. We can learn but sometimes it takes us longer because English is not our first language. Teachers should do group projects in class and make sure all the Latino kids do not stay in one group. The lessons should be more related to the real world and our real lives. I really believe if the teachers slowed down the pace, it would improve our high school experience.

Summary of Interviews

The six mentees provided a wide variety of data when they responded to the interview question "What recommendations would you make to improve the high school experience of Latino students at Norton?" The researcher organized the responses of recommendations from this question into three themes: Classroom Theme, School (non classroom) Theme and Community Theme. This section will summarize mentee responses to the third question according to these three themes.

All six mentees made interview recommendations that were organized into the Classroom Theme. There were a total of twenty-seven recommendations that related to the classroom in order to improve the high school experience of Latino students at Norton. Teachers' getting to know the students better was the most popular recommendation in the Classroom Theme. It was recommended by five of the six mentees. Teachers' cutting down on the material presented per lesson was recommended by four mentees during the interview. Three mentees each recommended teachers being more patient, connecting the lessons to real world experiences, higher expectations for Latino students and dominating the stereotypes of Latino students. The other six recommendations offered in the Classroom Theme were reported by two mentees or less.

Each of the six mentees also offered interview recommendations that were organized into the School Theme. Mentees made a total of twenty-seven responses that related to school (non classroom) improvements that would improve the high school experience of Latino students at Norton High. The most common recommendation in the School Theme was to recruit more Latino staff members. This was suggested by four mentees. Increasing the expectations of Latino Students and eliminating the stereotypes of Latino students were recommended by three mentees

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each. The other eighteen responses that related to the School Theme were suggested by two mentees or less.

There were many less mentee interview recommendations that were categorized into the Community Theme. A total of seven mentee responses fell under the Community Theme. Three mentors offered the response of improving a family's socioeconomic status to improve the high school experience of Latino students at Norton. One mentor each recommended the other four responses that were organized under the School Theme.

The strongest recommendations on how to improve the high school experience of Latino students at Norton resulting from the mentee interviews were teachers getting to know students better (Classroom Theme), teachers cutting down material presented per lesson (Classroom Theme), teachers being more patient (Classroom Theme), connecting the lessons to real world experience (Classroom Theme), recruiting more Latino staff (School Theme), increasing the expectations of Latino students (School Theme), eliminating the stereotypes of Latino students (School Theme), and improving a family's socioeconomic status (Community Theme). Four of the strongest recommendations were from the Classroom Theme, three from School (non classroom) Theme and one from the Community Theme.

Journals

Mentees kept journals throughout their participation in the mentoring program. This section will present journal entries that focus on student perceptions of how to improve the high school experience for Latinos at Norton High. Entries will be presented in three categories: in-class recommendations, school recommendations, and community recommendations.

A recommendation supported by three mentees or more was considered significant.

Classroom Recommendations

Destiny (mentee)

I get really mad at some of the teachers who believe Latino students cannot do good in class like the white and Chinese students. There are many Latinos on the honor roll. Teachers that get to know us do pretty well with us, or at least get the most out of us. The good teachers give us a starting point in the lesson so we all have an understanding. It would help us if teachers covered less each class and made the work active and related to our lives. I do well with teachers that ask me questions and check my homework then I never get that far behind.

Rodrigo (mentee)

I think if the teachers made the lessons into games and more like the world we live in Latino students would do better at Norton. My best teachers talk to me, listen to me, be patient, believe in me and make sure I keep up with my work. I wish all teachers did the same things. I like it when the teachers tell us the directions and also we can see them in writing. Some of my classes have kids that like to cause problems, the teachers need to be tougher so we can learn in class. The kids respect the teachers who stand up to them.

Pedro (mentee)

Teachers need to believe that Latino students can do the same work as other students. Not all teachers need to change, but there are some teachers that the Latino kids think are prejudice and they think we are stupid. These teachers should get to know us and they will realize a lot of us are good kids who want to achieve in school.

In classes, the lessons need to be more practical to our lives. We will not pay attention to material that does not interest us. I believe Latino students will do better if teachers cut the material down, review it more, ask us questions and give us homework that they actually check to see if the kids got it.

The teachers should make sure when there are groups they are split up, so it is not all one race. Lessons that we participate in instead of just listen work better in my opinion. Teachers need to control the classes too, if the teacher is weak the kids know it and it is all over.

Lala (mentee)

Some of the kids n my classes fool around so much that it is hard to get anything done. I think teachers at Norton have to be stronger, do not let the kids run the room. Maybe the teachers expect Latino kids to act like that, they shouldn't, we need to act like everyone else. I would recommend that teachers get together and look at Latino students in a different way and believe that we can do well like the other students at Norton.

I know that if I were the principal I would tell all the teachers they had to talk to each student for at least 10 minutes every month. The teachers and kids need to get to know each other better. Teachers need to be clear in their directions and be patient when they are teaching the kids. When teachers make the lessons like real life or make learning fun with games I think Latino students do really well.

Jennifer (mentee)

I really wish more of the teachers at Norton believed the Latino students could do excellent work. Some of them don't give A's to Latinos that is what my friends say. Best you can do is a B there, baby. Why? I know there are Latinos that could get A's. Teachers need to believe all students can get A's.

I would suggest a lot of ways for teachers to help Latinos learn more. They need to make comparisons and connections to our lives and the world we live in. An easy example is Romeo and Juliet, gang stuff, love story and relate it to West Side Story, which is a more modern version. If a teacher just starts yapping about Shakespeare, in ancient English, a lot of us will turn off to her. The teachers need to question us constantly to see if we are getting it, a lot of Latinos fall behind then start cutting class because they feel they can never catch up. Teachers should make the lessons smaller, go slower, be patient with us and check to see if we do the homework right. What's the sense of homework if you do not check it and make sure the students got it right?

I would also like more teachers to make learning fun and active, so we participate in class. And put Latinos in groups that are mixed for projects, not all pushed into one group, that way we would feel comfortable. Teachers should talk more to Latino students. It would help them to understand us and how to teach us.

Juan (mentee)

Sometimes I wish I could talk to the principal and tell him why classes are so boring and so many Latino kids do not like it. I would let him know that some teachers see Latino students different than the others. Like we cannot do the work or we are lazy. The principal should make sure teachers do not think that way. A lot of these teachers seem like they are afraid of us. I am no gangbanger, why do some look at me that way. I think teachers should learn about Latinos, maybe a class or something. They could talk to us more and then they would figure out, hey, this kid is all right. He does not have a knife and sell drugs. My mentor is a teacher and he does things the right way. He teaches a little every day, not a lot. He goes over it, he compares it to our lives and the real world, he makes us give him examples to prove we get it. You better do your homework in his class, he goes through everything. He talks to every kid he has, always says hi in the hallways. I would like to tell every teacher to be like Steve and watch the change in Latino students.

School (non-classroom) Recommendations

Pedro (mentee)

There are mucho things I would do to make Norton more Latino-friendly. Hire only staff that believe in Latino kids and hire more people that are Latino or speak Spanish. That would help crack the language barrier. Norton needs to push to get more Latinos to stay after school and participate in programs. I am an athlete and I know there are a lot of Latinos not playing sports that should be. Mr. Headlock is our headmasters, he came from a school and he was the wrestling coach, a lot of his team was Latinos. He pushes Latinos to play sports every day and it is working. We now have six Latinos on the wrestling team last year, I was the only one. All the

staff need to encourage and motivate Latinos to participate in programs. If they do, they will feel more like they belong at Norton, I know I do.

Rodrigo (mentee)

I think Norton needs to get to the Latino parents more and do it in Spanish, they will feel more comfortable. Have nights at the school to speak to Latino parents and let them know what is going on. A lot of Latino parents do not feel welcome at school. The school needs to change that.

We started a Latino night this year, I did not go. I was working but my classmates were very excited. The school can do more of this. One day they even played Latino music in the cafeteria. Maybe they can do that and serve Latino food once a month. I think Latinos would feel accepted and respected if Norton did that.

I know the school could help me by having classes about preparing for jobs, saving money, doing your taxes and things like that. No one in my house really knows these things, we are new to this country. I need to learn these things and understand them, maybe the school could help.

Juan (mentee)

Norton can do more and more to make Latinos like the school more. This year we had a Latino dance and a cultural night. Two hundred Latino students showed up, at the school, at night. That might be a record for Norton.

I wish they had more employees that were Latino or could at least speak Spanish. My first year here, my English was poor and I had a hard time getting help. I think we need a cop or security that speaks Spanish, a lot of kids get in trouble because they can't explain what they are doing even if it is not wrong. If they understand, no problem. Then they say it was discrimination and rumors start. Norton needs to fix that.

I would like to see Norton have more meetings for our parents. The parents need to be at Norton to understand what we are doing.

I hope Norton can work harder with Latinos about going to college. I am not sure yet, but if I want to go, I will need help. I hope they can tell me what to do and how to get money. I do not know my guidance counselor that well. Norton needs to be better about this.

Jennifer (mentee)

A lot of Latinos complain about Norton, but I am going to write some good things for Latinos that are happening. The last few years some Latino students have been giving us a bad name and there is a lot of racial tension. There was a lot of gang stuff. Mexicans versus Dominicans versus Brazilians. That has changed this year from Day One. The first day, a lot of kids (mostly Latino) had baseball hats and do-rags on. It was Mr. Headlock's first day, first time anyone saw him it was breakfast and the cafeteria was packed and loud. Mr. Headlock walked up to Big Bill, a kid who is probably the biggest gang member at Norton, and whispered something. Mr. Headlock walked to the window, touched it and walked back, he took the hat off Big Bill's head. Everyone in the cafeteria shut up. Big Bill stood up and Mr. Headlock, who is a scary-looking guy, stared right at him. Big Bill was about to say something and he didn't, Mr.

Headlock told him he could get his hat after school. Mr. Headlock then looked around the cafeteria and kids started taking off their hats and do-rags, it was mad crazy. Everyone was like, no more playing at Norton. Do you know Big Bill now goes to see Mr. Headlock every day? I would say it is one of the people he respects at Norton. So the good news is the gang stuff is way down and the kids feel safer.

The greater news is this mentoring program. Mr. Headlock and the teachers who are mentors have showed how important they feel the Latino students are. I think a lot is going right for Latinos at Norton now.

Things to improve on, hell yeah. How about more Latino dances and some Latino food in the cafeteria? I wish more Latino teachers would be hired. I want to see more guidance counselors and one that speaks Spanish. I would love a career day, so we could learn about job opportunities. Norton needs to encourage more Latinos to go to college and create scholarships so we can go. Getting in is one thing, paying is another. Oh, there is still more to do, but I think this has been a super year for Latinos at Norton.

Destiny (mentee)

I really would like to see Norton High do a lot more things to help out Latino students. I wish more kids would mix at the lunch tables, you go in there and the tables are set up by race. We can't get anywhere like that. Speaking of the cafeteria, having our food and music in there once in awhile would be a good thing.

The dance we had was off the hook, some white students even came to dance Spanish. Norton should do more of those things. I think the mentoring program has really helped Latinos feel better about Norton, they should make it bigger next year. The new drop-in center has really helped a lot of the newer Latino students handle their studies. That place is a really good idea.

I know some girls that left school because they had babies. Norton should have a daycare center so the girls could keep going to school. They should also give them classes on how to be good mothers and get the boys to attend classes on fathering.

A lot of Latino kids would like to go to college but don't have the money. I think the guidance counselors should help kids find scholarships and encourage more Latinos to apply to colleges.

Lala (mentee)

I think Norton High could help Latino students prepare for the real world a little better. Have career days at school, teach us about interviews and job applications, resumes and that stuff. We could do community service programs, so we learn more outside school. Maybe even have a work co-op program like some schools have so you can work during school hours maybe then kids would not work after school that much.

The mentoring program has been a big help to us Latinos. More kids want to join next year so it will be even better. The drop-in center to help with schoolwork is being used by a lot of Latinos. I hope they keep doing that, the teachers said they might shut it down.

Some of my girls do not go to Norton because they had babies. They should make babysitting at the school so they can come and graduate. Norton should do more about getting parents involved at school and try to speak and write to them in Spanish.

Community Recommendations

Rodrigo (mentee)

If I did not have to go to a shitty job every day, I would like Norton High a lot more. I could play soccer and concentrate on my work instead of being so tired. So I wish my family and I had jobs that paid more so we did not have to worry so much about money. I think about college, but worry about money and how to do it. I wish the colleges had someone Spanish come and talk to the Latino students. Maybe the businesses could give money to pay tuition because Lord knows my family can't pay it.

Pedro (mentee)

I think Norton and the state could do things that would help Latino students. More bus routes to the high school would make it easier for people downtown to get to the schools. I think there should be more English classes for parents, if our parents spoke English it would be easier for us. All the social agencies should have days at the high school so the services are making connections with the students. Police should crack down more on gangs so the gang issues don't come to school as much that would make it easier for the students.

If our parents got better jobs we would have less responsibility and could enjoy high school more. That right there would help a lot of Latinos, a better economy in Norton and better jobs for our parents.

I think Norton could make better relationships with local businesses and colleges and use that to help Latino students get jobs and be accepted to college. Some programs that help kids study, like at the library and the projects should be expanded. Churches and Spanish clubs could help with that, the school should talk to them.

Lala (mentee)

Some of the things Norton High needs for Latino students take more power than just the school. Money is a big problem for almost all of us, Norton High cannot help with that, the government and the community have to work on that. I wish our parents could get better jobs that would let more Latino students relax in school. Some kids don't have insurance and health coverage, I wish the school had a health center some schools do. I know a lot of Latino kids could use it.

I would like Norton to build more relations with the colleges around here. Have the colleges come talk to Latino students and try to raise funds for scholarships for Latino students. If more Latinos go to college now, it will help our next generation.

Destiny (mentee)

There are things that can happen in the community that will make things better for Latino students at Norton. The Housing Authority started study halls and the Library might do it. If there is something like that in Latino neighborhoods, it will help the students do better. These same places should have English classes for our parents so they can start to get better jobs.

I would really like to see the local colleges and universities at our school more. Set up tables in the cafeteria like the Army does. If we talked to the colleges more, we might understand the whole college process more. Our families have no knowledge of this. Our community should try to put more scholarships together for Latino students. A lot of kids who should go to college, don't because they don't want their families to worry about the money.

Summary of Journals

The journals of the six mentees provided a great amount of data that helped answer research question four, "From the perspective of the mentored Latino students, what would improve their high school experience?" The mentees combined to make 127 recommendations on how to improve the high school experience of Latinos at Norton in their journal entries. A mentee journal recommendation on improving the high school experience of Latinos at Norton was considered significant if it was supported by three mentors or more. The researcher organized the journal recommendations into three themes: Classroom Theme, School (non-classroom) Themes, and Community Theme. This section will summarize mentee journal entries according to these three themes.

All six mentees made journal entries that had recommendations in the classroom that they believed would improve the experience of Latino Students at Norton High. A sum total of fifty five mentee recommendations were organized into the Classroom Theme. Higher expectation for Latino students and relating lessons to students' lives were the strongest recommendations in the Classroom Theme and both were recommended by all six mentees. Two recommendations were supported by five mentees each: i) elimination the stereotypes of Latino students and ii) teachers getting to know their students better. The following recommendations received the support of four mentees: i) covering less content per class; ii) teachers asking more questions of students to assess retention; iii) teachers reviewing homework more closely and teachers being more patient. Three recommendations in the Classroom Theme received the support of three

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mentees each: i) make lessons active; ii) increase discipline standards and iii) provide more group activities in the classroom. Eleven of the recommendations in the Classroom Theme received the support of at least three mentees. Three recommendations in the Classroom Theme failed to gain the support of at least three mentees.

All six mentees also had journal entries that had recommendations for the school as how to improve the high school experience of Latinos at Norton High. A sum total of fifty-one recommendations were organized into the School Theme. The strongest recommendation in the School Theme was higher expectations for Latino students which was supported by all six mentees. Eliminating stereotypes for Latino students was also strongly supported by five mentees. Seven recommendations in the School Theme received the support of three mentees each: i) recruiting more Latino staff members; ii) communicating more with Latino parents; iii) Latino dance; iv) Latino food in the cafeteria; v) greater emphasis on college placement for Latino students; vi) career preparation courses and vii) expanding the Latino Mentoring Program. Nine recommendations in the School Theme received the support of at least three mentees. Twelve recommendations in the School Theme failed to gain the support of more than two mentors.

Four mentees made journal entries that had recommendations on actions the community could undertake to improve high school experiences of Latino students at Norton. A sum total of twenty-one recommendations were organized into the Community Theme. Building better relationships with the colleges received the most recommendations (four mentees) in the Community Theme. Better paying jobs and community-based scholarships were recommendations that were supported by three mentees each. Three recommendations in the

School Theme were supported by three mentees or more. Eight recommendations in the School Theme were recommended by two mentees or less.

In conclusion, twenty- three mentee journal recommendations on how to improve the high school experience of Latino students at Norton received the support of three mentees or more. There were also twenty-three mentee journal recommendations on how to improve the high school experience of Latino students at Norton that did not receive the support of at least three mentees.

Question Four Summary

This section presented significant data from a focus group, mentee interviews and mentee journals that helped to answer Research Question Four: From the perspective of mentored Latino students what would improve their high school experience? A review of the data presented showed that mentees had a number of recommendations, which they feel would improve the high school experience of Latinos at Norton High. The researcher organized the recommendations into three themes and provided significant recommendations within each theme.

The School Theme had the highest number of significant mentee recommendations on how to improve the high school experience of Latino students at Norton with 30 recommendations. Significant mentee recommendations on how to improve the high school experience of Latinos at Norton High School relating to the School Theme included: i) higher expectations for Latino students; ii) eliminate the stereotyping of Latino students; iii) a Spanish-speaking police officer or security guard; iv) a Spanish-speaking guidance counselor; v) Latino cultural nights; vi) Latino dances; vii) encourage more Latinos to participate in athletics and after school programs; viii) make sure important communications are done in Spanish; ix) Latino parent nights; x) after school drop-in center for Latinos to continue; xi) recruit more Latino staff; xii) greater emphasis on college placement for Latinos; xiii) more scholarship

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money for Latino students; xiv) expand the mentoring program for Latino students; xv) Latino food in the cafeteria; xvi) late buses to Latino neighborhoods to support participation in after school programs; xvii) more guidance counselors; xviii) more student interaction with guidance counselors; xix) career days; xx) life skills seminars xxi) college prep seminars; xxii) community service programs, day care center; xxiii) guidance counselors who make home visits; xxiv) parenting classes for students; xxv) work cooperative program; xxvi) improve school culture for all students; xxvii) play Latino music in the cafeteria and xxviii) continuously work to assimilate Latino students into the general population.

There were three School Theme mentee recommendations about how to improve the high school experience of Latino students at Norton High that were considered significant by all three instruments – the focus group, interviews and mentee journals. Those recommendations included higher expectations for Latino students at Norton High, eliminate the stereotyping of Latino students, and to recruit more Latino staff.

The Classroom Theme had 23 significant mentee recommendations about how to improve the high school experience of Latino students at Norton High. Significant mentee recommendations about how to improve the high school experience of Latinos at Norton High School relating to the Classroom Theme included: i) higher expectations for Latino students; ii) eliminate the stereotyping of Latino students; iii) Latino cultural training for all teachers; iv) basic Spanish classes for all teachers; v) smaller class size; vi) connect content to real world experience; vii) teachers who talked to students more after class; viii) teachers who got to know students better; viiii) slower place with class lessons; x) teacher questioning students to measure retention; xi) teachers being more patient; xii) presenting less content per class; xiii) make the curriculum more relevant to students' lives and experiences; xiv) provide clearer examples; xv)

make learning more active; xvi) more group activities; xvii) review homework more thoroughly; xviii) diversify learning activities; x) minimize classroom disruptions; xx) increase classroom discipline standards; xxi) more partner work; xxii) provide directions verbally and in writing; and xxiii) create leveled classes to increase all students achievement.

There were six Classroom Theme recommendations about how to improve the high school experience of Latino students at Norton High that were considered significant by all three instruments – the focus group, interviews and mentee journals. Those recommendations included: i) getting to know the students better, ii) cutting down on material presented per lesson, iii) teachers being more patient, iv) connecting the lessons to real world experiences, v) higher expectations for Latino students and vi) eliminating the stereotypes of Latino students.

The Community Theme had the fewest number of significant mentee recommendations about how to improve the high school experience of Latino students at Norton with 12 recommendations. Significant mentee recommendations about how to improve the high school experience of Latino students at Norton High School relating to the Community Theme included: i) better paying jobs, ii) more job opportunities for parents, iii) develop relationships with local universities, iv) develop community-funded scholarships for Latino students, v) English classes for parents, vi) stronger connections between schools and social service agencies, vii) create collaborations with different organizations and ethnic clubs, viii) develop relationships with local businesses, viiii) instill a community health center at Norton, x) bus routes by school, xi) develop more programs for high school students at library and xii) continue to develop programs for high school students with the Norton Housing Authority.

The only significant recommendation from the Community Theme that was considered significant by all three instruments – the focus group, interviews and journals – was that of better paying jobs to improve a family's socioeconomic status.

In conclusion, there were 65 significant recommendations that were offered by mentees on how to improve the high school experience of Latinos at Norton High School. The School Theme had the most at 30, followed by the Classroom Theme at 23 and lastly the Community Theme at 12.

There were 10 recommendations that were considered significant by all three instruments – the focus group, interviews and mentee journals. The Classroom Theme had the most recommendations that were measured as significant by all three instruments with six. These Classroom Theme recommendations included: i) getting to know students better, ii) cutting down on the material presented per lesson, iii) teachers being more patient, iv) connecting the lessons to real world experiences, v) higher expectations for Latino students and vi) eliminating the stereotypes of Latino students. Three mentee recommendations in the School Theme on how to improve the high school experience of Latino students were considered significant by all three instruments. Those School Theme recommendations included: i) higher expectations for Latino students, ii) eliminate the stereotyping of Latino students and iii) recruit more Latino staff. The Community Theme had only one recommendation that was considered significant by all three instruments, which was that of better paying jobs to improve a family's socioeconomic status.

The data gathered by the instruments utilized in this study presented a large number of significant recommendations offered by the mentees as to how to improve the high school experience of Latino students at Norton High.

Chapter Five presents a discussion of the findings and their correlation with the related literature along with the researcher's conclusions based upon these findings. Next, the limitations of the study are presented in detail. This is followed by implications and recommendations for policy, practice and future research. The chapter will conclude with the researcher's reflections about his own leadership style and practice as he engaged in this study and the leadership project.

Chapter Five
Summary, Discussion and Implications

Introduction

This chapter summarizes and interprets how the findings presented in the previous chapter relate to the literature presented in chapter two. The summary of the findings provides a rationale for suggestions about practice and policy and is discussed in the context of how such findings support future research. This chapter concludes with a brief review of the most essential implications of the study and a summary of this researcher's leadership journey.

This chapter is organized as follows:

1. Summary of Findings. In this section, the major findings are summarized in relation to the research questions.

2. Discussion of the Findings. This section discusses the findings in relation to the relevant scholarly literature. Although the literature used to support this study focuses on mentoring and school culture, the significance of these connections is discussed, by analogy.

3. Limitations of the Study. In this section, the limitations of the study are reviewed in order to provide objectivity.

4. Implications for Practice and Policy. In this section, the findings are interpreted as they relate to their possible impact on practice. Suggestions in this section are designed to initiate reflection and ultimately, to recommend change regarding the potential uses of mentoring programs in high schools.

5. Implications for Further Research. The potential for expanded thought and research are presented in this section.

6. Reflections on the Researcher's Leadership Role. This section provides the researcher's reflections on the role that leadership played in designing and conducting this research and also discusses important insights gained by the researcher.

7. Conclusion. In this section, the researcher reflects upon the significance of this study and invites readers to consider the potential benefits that can result when high school teachers utilize student feedback to shed light upon their practices.

<div align="center">Summary of Findings</div>

The major research questions investigated:

5) Pertaining to the mentors, what specific programmatic features of the mentoring program for at-risk Latino students did they perceive as helpful to their role?

6) What mentor qualities were most effective in building positive relationships with the mentee?

7) What are the challenges facing a mentoring program?

8) From the perspective of the mentored Latino students, what would improve their high school experience?

The research questions examined how programmatic features supported the roles of mentors, which mentor qualities were effective in building positive relationships with the mentee, what challenges face a mentoring program and how the mentored Latino students believed their high school experience could have been improved. Embedded within the research questions were the researcher's assumptions that certain programmatic features would be perceived by the mentors as helpful to their role, that certain mentor qualities would help build

positive mentoring relationships with the mentee, that several challenges face a mentoring program and that the mentored Latino students would provide critical feedback as to what would improve their high school experience.

The major findings from the previous chapter can be summarized as follows:

- The programmatic features of orientation, training, monitoring and Mentor Mingles were perceived by mentors as being extremely supportive of their mentoring role.

- Mentors did not mention program features, such as fundraising, screening, matching and evaluation, as being supportive of their role as mentors.

- Mentor qualities that fell into the Trust Theme, Personal Concern Theme, Approachable Theme were considered to be very effective in building positive relationships with the mentee.

- The Sharing Similar Interests Theme evidenced data that indicated it was only slightly effective in building positive relationships with the mentee.

- The four challenges facing the mentoring program in this study that stood out were time, financial resources, recruiting mentors and the building and maintenance of effective mentor/mentee relationships.

- A review of the data revealed that the mentees had a number of recommendations, which they felt would improve the high school experience of Latinos at Norton High. The most significant recommendations in the School Theme included higher expectations for the Latino students, eliminate the stereotyping of Latino students, and recruit more Spanish-speaking employees.

- The most significant recommendations in the Classroom Theme included getting to know students better, cutting down on material presented per lesson, increasing teacher patience, connecting the lessons to real world experiences, having higher expectations for Latino students, and eliminating the stereotypes of Latino students.

- The recommendation of getting better paying jobs to improve a family's socioeconomic status was the most significant recommendation made in the Community Theme.

<div align="center">Limitations of the Study</div>

It is important to note that this study has limitations that may affect the generalization of this study. For example, a significant limitation was the highly contextualized nature of the project in regard to time, setting and population being studied (Rossman, 1998; Rallis, 1998). "Generalizability refers to the extent to which the research findings can be credibly applied to a wider setting than the research setting" (Bickman & Rog, 1998, p.34).

The researcher in this case study was the Headmaster of the school and the creator of the mentoring program. Due to the researcher's role, observer effects may have possibly impacted any change and "any opinions, biases or expectations that the researcher has may be reflected in the results" (McMillan, 2000, pp.273-274). Bickman and Rog (1998) warned "your relationships with the people in your study can be complex and changeable, and these relationships will necessarily affect you as the research instrument, as well as have implication for other components of your research design" (p.86). All researchers have a bias. It was the researcher's intention to make this mentoring program as successful as possible and that could have interfered

with the objectivity of the observations. The researcher utilized both triangulation and colleague review of data analysis and interpretations as a means to mitigate areas of possible bias.

Merriam (1998) noted, "In qualitative research where the researcher is the primary instrument of data collection, subjectivity and interaction are assumed" (p.103). It was important that the researcher considered the potential observational effects that this could have had on the effects of the study and account for them in analyzing the data (Merriam, 1998). Merriam further stated, "Some biases are not readily apparent to the researcher" (p.216). This researcher conducted evaluations and there was the potential that the mentors responded according to what they felt the researcher wanted to hear. The informed consent form, signed by each participant, assured all participants of the independence of the study from their employment status and that the information obtained by the researcher would remain confidential. In an additional effort to reduce bias, this researcher had conversations with sample participants about the importance of being forthright in their descriptions of the mentoring program. The researcher addressed potential participant and researcher bias in the study design. Furthermore, the subjective nature of the decisions about how to choose which data to be included was problematic for the researcher (Merriam, 1998).

Airasian and Gay (2000) state that a totally unbiased qualitative study with precise, valid data is almost impossible. In order to address issues of researcher and participant biases, the researcher utilized the following measures, in addition to those listed above, suggested by Airasian and Gay (2000): a) made a concerted effort to obtain participant trust and comfort; b) alloweed participants to review field notes and tape recordings; c) used verbatim accounts whenever possible; d) examined closely any unusual results, ignoring outliers that may represent a bias, and triangulation of data (p. 225).

Participants in this study were aware that they were active subjects being reviewed, which posed the possibility of the "Hawthorne Effect." Suter (1998) described this process as a change that may result in behavior merely as a result of being studied or participating in a study. In order to reduce the possibility for misleading interpretations, it was important to maintain an objective view, along with minimizing impressions and novel attention.

The sample selection in this study may also be considered a limitation. The mentoring relationships chosen for the sample were purposefully selected because they included mentors who were teachers in the building and thus more readily accessible to the researcher. This created a purposive convenience sample, which is considered a limitation because convenience samples can yield information-poor data, if not managed properly (Merriam, 1992).

The sample size of six mentors and six mentees was relatively small and does not ensure the findings will be able to be generalized. To offset the small sample, steps were taken to ensure internal validity through the use of triangulation and instrument piloting.

Having only one Latino mentor could be viewed as a limitation to the study, this number being a result of the few Latino staff members at Norton High.

Instruments were pilot tested and participants verified all responses attributed to them for accuracy. Maturation is a potential bias in this study due to the mentees' adolescent stage of development. (Consalvo, 2007).

A further limitation to the study may occur when analyzing outcomes related to the mentoring program. The mentored students may have been involved in other activities or been involved with other factors that have contributed to their growth. Thus all data related to student growth cannot be solely attributed to the mentoring program.

Discussion of the Findings

As stated in Chapter One, this dissertation examined the programmatic features of a mentoring program that are the most supportive of the mentor's role, mentor qualities that are effective in building positive mentor/mentee relationships, challenges that face a mentoring program and recommendations on how to improve the high school experience of Latino students. The literature presented in Chapter Two focused on current best practice in the mentoring field and effective ways to build positive school culture amongst urban, Latino students. This section will discuss the findings in relation to the scholarly literature that was cited in Chapter Two.

Programmatic Features That Support Mentors

Grossman (1998) states, "There is solid evidence that well-run mentoring programs can change youth's life trajectories and improve academic behaviors" (p. 5). The Mentoring Institute (2002) simplified the process of a successful mentoring program by stating, "Mentoring requires ongoing efforts to bring two individuals together, support the growth of their relationship and help them to continue meeting through the good times, the bad times, and dull times" (p. 4). This study was consistent with the literature review in identifying the programmatic features of orientation, training, monitoring and Mentor Mingles as being supportive of the mentors' role as described in Chapter3.

The data collected from mentors in this study revealed that they perceived the programmatic feature of the orientation as being extremely supportive of their mentoring role. The Mentoring Institute (2002) reported, "A captivating volunteer orientation describes the need for mentoring, explains the procedures, increases the potential volunteer's commitment to helping youth, clarifies expectations of program requirements, and prepares volunteers to take the next steps." This study collected data from mentors by triangulating the instruments of

interviews, questionnaires, and journals. The data collected was consistent with the literature review in finding the programmatic feature of orientation as being supportive of the mentor's role.

Training was another programmatic feature that mentors in this study perceived as being extremely supportive of their role. Grossman (1999) emphasized that "training can equip volunteers with the information and strategies they need to maximize their chances of developing mutually satisfying relationships with youth" (p. 18). Mentors in Norton's Mentoring Program provided data that was in agreement with the literature review perspective that training was a programmatic feature that was extremely supportive of their mentoring role.

Effective mentoring programs offer mentors and mentees support to help ensure that they stay motivated and committed to the mentoring relationship (Hall, 2006). Mentors in this study produced data that revealed that they perceived the programmatic feature of monitoring to be extremely supportive of their role.

Little and Bird (1986) defined collegiality as a strong resource in the development of adult learning. The mentoring program featured in this study, organized Mentor Mingles every six to eight weeks which were designed to allow mentors to get together and learn from each other by brainstorming strategies and devising potential solutions to problems so they could most effectively facilitate the growth of their mentees. Data collected from the mentors in this study revealed that this was a very beneficial addition to the mentoring program and one the mentors perceived as extremely supportive of their role.

The National Mentoring Partnership (2003) stated that effective mentoring programs should include the programmatic features of fundraising, screening, matching and evaluation. This study revealed that these features are integral to constructing a well-run mentoring program.

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However, the mentors did not perceive the aforementioned programmatic features as being supportive of their mentoring role. This information makes sense because the programmatic features of fundraising, screening, matching, and evaluation support the mentors, but they do not directly impact their role.

Mentor Qualities

Data collected from interviews, questionnaires and journals in this study found that the program participants viewed mentor qualities that fell into the Trust Theme, Personal Concern Theme and Approachable Theme as being very effective in building positive relationships with the mentees. Loyalty, honesty, trustworthiness, patience, caring, persistence, flexibility and accepting were all qualities that were found in both the literature review and the data collected from this study. This information reveals that effective mentoring qualities presented in the data of this study were consistent with qualities identified by the literature review. Qualities stated were effective in building positive mentor-mentee relationships.

This study presented data from the Sharing Similar Interests Theme that indicated it was only slightly effective in building positive relationships with the mentee. Grossman (1998) states, "Research has consistently shown the mentor's behavior is far more important to the success of the relationship than the manner in which the match is made" (p. 20). The findings in this study were aligned with what the literature reviewed; namely that the Sharing Similar Interests Theme is not as important as the Trust Theme, Personal Concern Theme, and Approachable Theme when it comes to mentor qualities that help build positive mentor/mentee relationships.

Challenges to Mentoring Programs

A review of the literature reported that there are many potential challenges to establishing mentoring programs for adolescents (DuBois, 2005; Lyons, 2005; Weinberger, 2007).

Challenges related to recruiting mentors, time, financial resources, and building and maintaining positive mentor/mentee relationships were cited in the literature review (National Mentoring Institute, 2003; DuBois, 2005; Weinberger, 2005; MENTOR, 2007). The challenges faced by the mentoring program in this study were consistent with what was represented in the literature review. Recruiting mentors was a huge challenge to this program. In fact, the quota was only met a week before the start of the program when nine teachers volunteered for the program because they believed in the program and wished to assure that each mentee would have a mentor. The challenge of obtaining financial resources was another major challenge to this mentoring program. Despite a constant effort to obtain funding for the program, financial support was limited to one source who granted $5,000. The challenge to obtain the financial resources to operate this mentoring program was a constant throughout this study. Time was a challenge that was noted by all program participants. Mentors, mentees and the director all gave descriptive data describing how the demands of the program produced a real press on their time and required them to utilize the difficult skill of time management.

This mentoring program was more successful in dealing with the challenges of building and maintaining positive mentor/mentee relationships and utilizing resources. The fact that the director of this program had a close proximity to mentors and mentees and constantly monitored them helped produced positive mentor/mentee relationships. This program was geared towards creating allowances and collaboration in the community. Facilitating the involvement and availability of several community institutions, contributed to the effectiveness of the mentoring program. Partnerships with the YMCA, the Norton Housing Authority, Southern Granite University, and the Norton Public Library provided ample resources for the program participants.

Improving the High School Experience for the Mentored Latino Students

Positive school cultures have a direct correlation to the scholastic experience of their students (Deal and Peterson, 1999). The literature review reported on several criteria that help build positive school culture for urban Latino students. The mentored Latino students in this study offered a variety of recommendations that they felt would improve their high school experience. Many of these recommendations fell in line with what the leading theorists suggested in the literature review. The recommendations for the expansion of this mentoring program and the recruitment of more Latino staff are evidence that the students' desire to build personal connections with adults at the school. Saphier and King (1985) stressed the personalization in relationships in building positive school culture and a similar recommendation by the mentored Latino students falls in line with that theory. Best Practice Briefs (2004) encouraged promoting a sense of belonging and self-esteem in order to build positive school culture. The mentored Latino students in this study strongly recommended higher expectations for Latino students and elimination of the stereotyping of Latino students. This recommendation is consistent with that encouraged by Best Practice Briefs in the literature review.

Analysis of Mentoring Program Utilizing Bolman and Deal's Four Frames

Bolman and Deal (1997) designed a framework that enables one to understand and analyze an organization's perspectives, practice and process in leadership. The frames possess the potential to identify what is wrong in an organization and develop a plan of action to correct it. The researcher was able to utilize these frames in order to provide a more comprehensive viewpoint of both the mentoring program and the school that were at the focus of this study. This section will provide a look at the mentoring program and Norton High School through each of Bolman and Deal's Four Frames.

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The structural frame emphasizes goals, roles, rules, responsibilities, formal relationships and the rational side of organization (Bolman, 1997; Deal, 1997). The mentoring program for Latino students was new to Norton High so there was no set structure in place. To create a structure that can increase the efficiency of an organization it is necessary to have sufficient manpower. This mentoring program was challenged in this area because there were no administrative volunteers. As a result, the majority of the work that needed to be done within the organization was done by the director. The lack of administrative assistance created an inordinate amount of work for the director of the mentoring program and was not optimal towards increasing the efficiency of the organization.

The human resource frame recognizes the necessity of matching individual and organizational goals and needs; this frame believes that organizations exist to serve human needs and that people and organizations need each other. The analysis of this frame is extremely pertinent to the mentoring study conducted. Latino students at Norton High were disenfranchised and sought to make a stronger connection to both the school and the adults that work there. Norton High was aware that there were problems in the way it was servicing their Latino students. The creation of this mentoring program was successful when viewed through the human resource frame. Latino students became more connected to the school and better served, teachers found additional meaning in their work and gained satisfaction that the school was better serving the Latino population. In addition, administrators were content that they had found a better way of managing human resources in order to increase the service and build a better school culture for Latino students.

The political frame views the intricate complexities that occur within an organization in relation to individual and group interests (Bolman, 1997; Deal, 1997). A view of this mentoring

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program through the lens of the political frame produced a disapproving landscape. People in power were quick to publicly state they were supportive of the program and would seek to facilitate its growth, but when the camera went off, so did their actions. People without the power (those involved in the program) constantly sought those in power in order to garner the resources and support that were necessary to effectively run this program. In the end, the most significant support came from a Latino administrator from Southern Granite University located 20 miles from Norton. This sentence speaks volumes as to the political dynamics encountered by the construction of this mentoring program. A Latino at the state level provided financial support that Anglos at the city level did not.

Bolman and Deal (1997) state that the symbolic frame views organizations as cultures that share distinct beliefs and behavioral patterns that become embedded in an organization over a period of time. Organizations need narratives, ceremonies and rituals to help understand their individual role within an organization along with the meaning of the organization as a whole. The mentoring program for Latino students at Norton High produced a number of symbolic forms. To the Latino students, this symbolized both their presence at the school and their environment. This was never more evident than at the initial meeting of this program when the atmosphere was full of potential and excitement. It was something this researcher will never forget. To the teachers, it symbolized their acceptance of Latino students and the teachers' desire to utilize their talents to improve the high school experience of these mentored Latino students. The greatest symbol was reflected from Norton High as a whole. It told the community of a vibrant population of students who were becoming an integral part of the school culture and whose faculty was focused on facilitating their growth which could result in a more harmonious, effective community.

Implications for Policy and Practice

There are multiple implications for practice and policy derived from this study that can be used to guide schools that are considering implementing mentoring programs designed to facilitate the growth of at-risk students. Where educational leaders at the high school level are considering the implementation of a mentoring program, it is recommended that the leaders in schools or districts:

1) A program should take measures to ensure that the mentoring program is built around the programmatic features that constitute best practice and will seek to ensure the quality and effectiveness of the program. The National Mentoring Partnership (2003) stated that a comprehensive mentoring program can be divided into four sections: Program Design and Planning, Program Management, Program Operations, and Program Evaluation. Founders of a new mentoring program need to carefully consider and apply what the literature review and this study revealed were best practice described in this chapter as well as Chapter Two in this study and incorporate them according to the resources and objectives of the program they are implementing.

2) This study focused on those programmatic features that mentors perceived as being helpful to their role. Mentors in this study perceived the programmatic features of orientation, training, monitoring and Mentor Mingles as being very supportive of their mentoring role. Therefore, mentoring programs should seek to strengthen their programmatic features in each of these four areas. Orientation should be comprehensive and clearly explain the objectives, policies and procedures to all program participants. In addition, it should be clearly communicated to both mentors and mentees what their precise role is in the mentoring program and what is expected

of them. Training should be designed to facilitate the growth of all program participants. Trainings provided to program participants should be guided by what particular needs they have to succeed in their role. A mentoring program that seeks to be effective has to actively support the programmatic feature of monitoring relationships. Building positive mentor/mentee relationships is at the heart of any mentoring program and it is an extremely challenging process. A mentoring program needs to provide an efficient monitoring system that will support and facilitate mentor/mentee relationships. Mentors in the program will be challenged by their role and will seek resources as to how to improve their practice. Mentor Mingles are a programmatic feature that allow mentors to get together and share strategies and support to one another. This component is critical to supporting the mentors' role and should be implemented by any mentoring program seeking to facilitate their mentors.

3) Mentors need to be aware that there are certain qualities that are more effective in building positive relationships with the mentee. Programs should seek to recruit potential mentors who exemplify the qualities of trust, care and approachability. Programs can also seek to develop these qualities in their mentors through the programmatic features. Orientation, trainings and communications in the mentoring program should emphasize the following quality themes as being most effective for mentors in their effort to build positive relationships with their mentee: Trust Theme, Personal Concern Theme and Approachable Theme. Trust is the foundation on which the relationship will build. Personal Concern focuses on caring, persistence and patience and is crucial to the development of the mentor/mentee relationship. The Approachable Theme stresses flexibility and acceptance and becomes essential when

the relationship is challenged. Mentoring programs seek to build positve mentor/mentee relationships; therefore it is essential that the mentors understand which qualities will increase their chances of producing a positive relationship. Some mentors may screen themselves out of the program if they feel they cannot exhibit these qualities with their mentee.

4) Mentoring programs and their participants should be aware of the challenges that may face them. Time, recruiting mentors, financial resources, and building and maintaining positive mentor/mentee relationships were challenges presented by this study. Time is a challenge that has the potential to impact all program participants. It is important that all program participants are informed of the time commitment during orientation. The mentoring program should also actively provide time management strategies in order that all program participants gain a greater understanding of how to most effectively use their time together. Recruiting mentors is one of the biggest challenges most mentoring programs will face. Mentoring programs should carefully strategize their recruitment efforts in order to lessen this formidable obstacle. Mentoring programs should also seek to make the application process more "mentor-friendly" and to be respectful of the mentors' time commitment. Mentoring programs may also consider starting their programs at a more manageable number and building the capacity of the program as they are able to add more mentors. Programs need to be diligent in regard to their implementation of a monitoring system to support and facilitate the building of positive mentor/mentee relationships. As the majority of relationships will face challenges and require support, it is important to the success of the mentoring program that an effective monitoring component is in place.

5) Schools need to improve their ability at assessing their school culture, particularly among certain student populations. Garcia (2001) and Hall (2006) recommended that schools form focus groups with certain student populations and seek strategies focused on how to improve their high school experience. Schools should also actively encourage all students to participate in their after-school programs and seek to implement new programs that will increase the participation of certain student populations that have below average participation levels. This was strongly supported by the Latino students who participated in this study. Schools should provide cultural sensitivity training and seek to recruit employees that represent the student population. Schools should take measure to ensure that they are helping all students build personal connections with adults at the school. The school's core values and mission need to be clear to all community members. The values and mission should recognize the value and dignity of each student, as a result there should be high expectations for all students and the stereotyping of students should not exist. As school culture is essential to the health and effectiveness of the school it is therefore important to build a positive school culture for all students.

Implications for Future Research

An analysis of the data this study presented in combination with the study's limitations points to suggestions for further study to improve upon this one. Additionally, an examination of the findings of this study presents additional research that may direct a logical progression of study. A continued investigation of the mentoring program for Latino students and how the Latino students believed their high school experience could be improved could positively contribute to schools implementing mentoring programs for at-risk, ethnic populations and also

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guide schools seeking to build positive attitudes among this type of student population. In this spirit, the following recommendations are presented:

1) This study was limited by the amount of time available to conduct it. A natural progression of this study would be to monitor the mentored Latino students and report on their graduation rates. The five criteria that indicate a high possibility of dropping out could also be measured to evaluate if the program raised achievement in these areas. Those five criteria include attendance, discipline referrals, attitude towards school, credit accumulation and grade point average.

2) An additional study could be performed with a comparison group when examining the measurements proposed in Suggestion #1. The comparison group could be made up of a similar group of Latino students but they would not have the benefit of participating in the mentoring program. This could purify the study and allow the researcher to attribute more validity to the findings.

3) A variable that could be studied to expand on this research would be that of family configurations. Did students from two-parent families benefit more from this program than students from one-parent families? Did students that do not live with a parent benefit in the same way as students who do live with a parent? Exploring how these family dynamics impact participation in a mentoring program would be an interesting progression of this study.

4) Another interesting area of analysis could be that of the mentor's age. Research could be conducted on whether a mentor's age had an impact on the mentoring relationship. This information would be useful to mentoring programs seeking mentors and also provide them information about how to better pair mentors with mentees. Information

about how to most effectively utilize experienced mentors could be extremely beneficial during the implementation of a new mentoring program.

5) Conducting a similar mentoring program study on a different ethnic group would also make for a logical progression of this study. Did students from other ethnic groups provide data that was consistent with what was collected from the Latino students in this study? An analysis and comparison of two different ethnic groups would provide useful information for mentoring programs that will be dealing with those populations in the future.

6) Finally, a study and analysis of students mentored by teachers as opposed to non-teachers would be another natural progression of this study. It would be interesting to compare and contrast the mentoring relationships involving teachers with those relationships that do not have a teacher. Does the teacher's background knowledge and experience benefit the student (mentee) in a mentoring relationship? What characteristics of good teaching lead themselves to effective mentoring and which do not? This type of data would be extremely beneficial to any school-based mentoring program.

<div align="center">Leadership Journey</div>

In his most recent book <u>Leadership Gold</u>, John Maxwell wrote, "Leadership is not a position, it is a process" (p. 18). My participation in this study has enabled me to understand that leadership cannot be defined by one quality. Effective leaders utilize a great number of qualities as they inspire and direct their organization, model their own beliefs and interact with others. Leadership style is not one-dimensional and unchanging; it is a process that requires constant reflection and growth.

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A leader should be cognizant that all individuals are influenced by their prior experiences and thoughts. Prior experience has the potential to directly impact the way one interprets and approaches a situation. My prior life experience had taught me to depend on myself in order to accomplish an adequate resolution to a situation. This mindset has helped me to develop tremendous focus and work ethic but has also caused me to take on initiatives that require greater manpower. John Quincy Adams wrote, "If your actions inspire others to dream more, learn more and become more, you are a leader." I believe my actions throughout this project inspired others to dream more, learn more, do more and become more. My participation in this leadership project helped me to grow as a leader, and become more confident in my leadership abilities. This leadership project put me in a position where I was doing an inordinate amount of activity on top of an already heavy work load. My participation in this study has allowed me to reflect on the need to move carefully, analyze the resources required for a project and to consider the availability of those resources and manpower so that I do not find myself in an overloaded work situation. Owning my trait of trying to take on too much was crucial to my development as a leader. A true leader needs to envision the resources required for an initiative, take inventory of what is available and assess whether he can utilize these resources in a manner that will allow the initiative to succeed. Having stated this, had I practiced this strategy, the mentoring program most likely would have never been created. My ignorance of what lay on the horizon resulted in a Herculean effort to ensure that the Latino students at Norton High received the benefits of a program that was greatly needed.

In retrospect, if I were to begin this program again I would do some things differently. I would make a stronger effort to enlist a grant writer who would improve our chances of getting funding. With this funding I would be able to provide compensation to hire a secretary to handle

some of the administrative details and lessen my load. I would also search for a deeper commitment from both community activists, including politicians, and community organizations to ensure that their actions were genuine and not superficial. Deeper conversation would allow me to truly assess their commitment to the program and I believe it is better to find this out sooner than later. These issues were hindrances to the implementation of the mentoring program but the strength and commitment of the participants enabled the program to overcome these obstacles.

This leadership journey provided some truly memorable and inspirational moments. It was mentioned earlier as to the tremendous challenge to recruit mentors for this program. With roughly a week until the opening of the mentoring program, we were still short eight mentors. Eight teachers from Norton High approached my office in unison and stated they wanted to volunteer as mentors. They stated that they believed in the program and felt it had come too far to start with less than the necessary number of mentors. This action provided the program with the inspiration and motivation required to carry on. This experience was one of the most touching of my educational career and the teachers of Norton High will forever have a place in my heart.

Another highlight of this leadership journey was the assembly we held for Latino students to inform them of the inception of this program. Latino music played and an inspiring motivational speaker created an extremely charged atmosphere. Those present could sense the increase of pride and empowerment experienced by the Latino students who participated in this assembly. It was the type of day that those of us involved in urban education wish we could see more of.

Over the long term, it was extremely rewarding to see the Latino students feel more connected to the school. The faculty's increased perception of their role in facilitating the growth of Latino students evidenced the potential to positively impact school culture. At the heart of mentoring is the mentor/mentee relationship and in the end, the forty-three positive relationships built by these participants made the fruits of this researcher's efforts well worth it.

My participation in this study has increased my ability as a leader and helped me to develop a greater understanding of what is required to be a more effective leader. I have arrived at the point where I am convinced of how important it is to walk the walk if you are talking the talk. An effective leader has to live and model his values in every action and decision he undertakes. The process of personal reflection offers one the ability to improve on their practice and has become an effective component of my leadership style. Utilizing reflection has allowed me to make more efficient decisions in my role and augmented the confidence I possess as a leader.

<center>Conclusion</center>

This dissertation examined what programmatic features were most helpful to the mentor's role, what mentor qualities were most effective in building positive relationships with the mentee, what challenges face a mentoring program, and how to improve the high school experience of the mentored Latino students. This study produced findings in these four areas that may be utilized by organizations that seek to design similar mentoring programs.

The findings of this study suggested that: a) the mentors perceived the programmatic features of orientation, training, mentoring and Mentor Mingles as being the most supportive to their role; b) mentor qualities in the Trust Theme, Personal Concern Theme and Approachable Theme were considered to be very effective in building positive relationships with the mentee; c)

the major challenges that faced this mentoring program included time, recruiting mentors, financial resources, and building and maintaining positive mentor/mentee relationships; d) the mentored Latino students had several strong recommendations on how to improve their high school experience, having higher expectations for the Latino students, eliminating the stereotyping of Latino students, recruiting more Spanish-speaking employees, encouraging teachers to get to know students better, cutting down on material presented per lesson, teachers being more patient, and connecting the lessons to real world experiences and better paying jobs to improve a family's socioeconomic status.

Current dropout rates and societal problems, coupled with limited funding, make mentoring an attractive solution to support adolescents during this difficult period. The Mentoring For Success Act of 2001 has the potential to increase the number of mentoring programs in the United States, if it receives additional funding. The findings of this study, along with the literature review, suggest that an effective mentoring program has the potential to facilitate the growth of adolescent students and may prevent them from becoming a dropout or a negative societal statistic. Morally, there is an obligation to provide the best service available to support the development of these at-risk students. Efficiently structured mentoring programs that employ best practice have the potential to guide adolescents to brighter futures and deserve consideration by both educators and community members when dealing with significant dropout rates and high numbers of at-risk students.

BOSTON COLLEGE
LYNCH SCHOOL OF EDUCATION

Dear Potential Participant,

As you may be aware, I am currently working toward my doctorate at Boston College. My doctoral dissertation involves studying a mentoring program for Latino students in our school district. The purpose of this study is for the researcher to better understand best practice in the field of mentoring in order to create effective mentor-mentee relationships. This study is being supervised by Elizabeth Twomey, Ed.D, a member of the faculty at Boston College.

The purpose of this letter is to invite you to participate in this research study. You have been selected to receive this invitation because your participation in the mentoring program suggests that you will be able to offer important insights into the area under study. Participation in the study is completely voluntary and there is no compensation available for study participants. Your individual responses will be completely confidential and your name will not appear in any published material associated with this study. There is no penalty associated with leaving the study early. Participants are free to withdraw from the study any time.

The study will require that participants be interviewed two to three times over the course of the 2007-2008 school year. Each interview will last approximately 30 minutes and will be audio taped. The researcher will create a written transcript to insure accuracy.

The results of this study will be described in a doctoral dissertation that is currently scheduled to be completed in Spring 2009. Copies of the dissertation will be available, through this researcher, after that date.

Thank you for considering my invitation to participate in this study.

■ ■

I accept your invitation to participate in this study under the conditions noted above.

_____   _____
Signature of Participant   Date

_____   _____
Signature of Parent/Guardian (if a minor) Date

NASHUA SCHOOL DISTRICT
MENTORING PROGRAM PERMISSION FORM AND WAIVER OF LIABILITY

Please help us provide a safe experience for your child by completing the following emergency information:

CHILD'S NAME_____ TEACHER_____

PARENT/GUARDIAN_____ HOME PHONE _____
WORK PHONE #_____CELL PHONE #_____

NEIGHBOR'S NAME_____ PHONE#_____

PHYSICIAN'S NAME_____ PHYSICIAN'S #_____

Please list any known medical problems/allergies:_____
_____

Does your child have any medication issues?　　YES_____ NO_____

If yes, please complete the Medication Authorization and Hold Harmless Agreement, POPPS #4231, if it has not been completed this school year. Also, please bring in the correct dose of the medication in a pharmacy labeled bottle with your child's name on it. Medicine should not be taken from the school nurse's supply.

Is there anything else we should know to make this experience a pleasant one for your child?_____
_____

This form must be signed and returned by this date, _____ in order for your child to participate in the mentoring program.

I hereby give permission for my child, _____, **to participate in the mentoring program**. I agree to provide my own health/accident insurance, in the event that my child sustains an injury while participating in the mentoring program, and further understand that the Nashua School District does not provide medical insurance for this purpose.

In the case of an accident or serious illness to my child, which, in the judgment of responsible school officials, requires immediate action, I request and hereby authorize school employees to administer such medical assistance or to transport my child to a physician or hospital, as they deem appropriate to the situation. I also authorize any physician or hospital employee to administer such medical treatment for my child, as they deem necessary and appropriate to the situation. I will not hold any school employee, physician or hospital employee responsible for acting in accordance with this authorization. I expect to be informed of my child's condition and of the treatment as soon as possible.

_____ _____
　　　　　　Parent (Guardian)　　　　　　　　　　　　　　　　Date

Telephone number where you can be reached :_____

LATINO
STUDENT
ASSEMBLY

November 12 @ 10:00

Celebrate your culture!

Come hear about the
New mentoring program
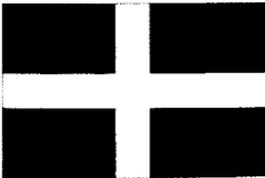
Appendix D

THIS COMPLETED FORM SHOULD BE RETURNED TO ROBERT FITZGERALD AT

NASHUA HS NORTH.

Dear Faculty Members,

Thank you for listening to the explanation of our new mentoring program for Latino students. If you are interested in learning more about becoming a mentor, please see Mr. Fitzgerald in Room D 303.

Thank you,

Bob Fitzgerald

Project Interview Protocol

Dissertation Title: An Urban High School's Mentoring Program for Latino Students

Research Questions

- As pertaining to the mentors, what specific programmatic features of the mentoring program for at-risk Latino students did they perceive as helpful to their role?
- What mentor qualities were most effective in building positive relationships with the mentee?
- What are the challenges facing a mentoring program?
- From the perspective of the mentored Latino students, what would improve their high school experience?

Interview Protocol:

1. Thank you for agreeing to participate in this process. Do you have any questions before we begin?
2. The purpose of this interview is to document responses to questions regarding your participation in the mentoring program and responses to your perceptions of school culture and student challenges in regards to Latino student at Norton North High School. Do you understand the intent of this interview? Do you have any questions of the interviewer?
3. The following are the interview questions that will be asked at the inception of the program and after eight months. The second interview will begin by reminding the participant what they said during the first interview and allowing them to add or change their answer based on their experience with the mentoring program.

4. We will now proceed with the interview questions.

    A. Mentor Interview Questions

        1) In what ways do you feel you can help your mentee?

        2) What characteristics are important to be an effective mentor?

        3) Which programmatic features of this mentoring program do you believe will support your effectiveness as a mentor?

        4) If a new staff member asked you to explain the challenges in this school for Latino students, how would you respond?

        5) Some people might say a mentoring program is too little, too late. How would you respond to that?

        6) Even before you begin working with your mentee, what recommendations would you suggest to improve school culture for Latinos?

    B. Mentee Interview Questions

        1) Why did you join the mentoring program?

        2) How do you feel this school is treating you?

        3) Why do you feel so many Latino students drop out of school?

        4) Do you have a favorite teacher in this school, and if so, why do you like that teacher?

        5) What is your favorite school subject and why?

        6) What subject do you dislike the most and why?

        7) What adults do you most admire and want to be like?

        8) What kind of work do you think you'd like doing after you complete your education?

5. Are there any responses that you would like to revise or change at this time? Please get back to this researcher if you would like to revisit one of your responses.

Thank you very much for participating in this interview.

Appendix F

Dear Mentoring Program Participant,

You have had the experience of participating in a mentoring relationship for over eight months. Please utilize that experience in completing the following rating scale.

Weigh the following 25 mentor qualities in terms of their importance in building effective mentor/mentee relationships. Using the ratings below, a

5. indicates that you believe the quality is **not important at all** in building effective mentor/mentee relationships:
6. indicates that the quality is **somewhat important** in building these relationships:
7. indicates that the quality is **important** in building these relationships : and
8. indicates that the quality is **very important** in building effective mentor/mentee relationships.

Please circle your rating of each quality.

Thank you for your cooperation,
Robert Fitzgerald

Quality	Not important at all	Somewhat important	Important	Very Important
Trustworthiness	1	2	3	4
Loyalty	1	2	3	4
Sense of humor	1	2	3	4
Nurturing	1	2	3	4
Motivating	1	2	3	4
Good listener	1	2	3	4
Easy to talk with	1	2	3	4
Open-minded	1	2	3	4
Approachable	1	2	3	4
Patient	1	2	3	4
Sharing similar interests	1	2	3	4
Positive attitude towards mentee	1	2	3	4
Resourceful (creating ways to help)	1	2	3	4
Ability to improve academics	1	2	3	4
Understanding of the mentee's life circumstances	1	2	3	4
Encouraging	1	2	3	4
Good Role model	1	2	3	4
Sharing practical wisdom about life	1	2	3	4

Empathetic	1	2	3	4
Practicing mutual negotiation (shared decision making)	1	2	3	4
Honesty	1	2	3	4
Quality	Not important at all	Somewhat important	Important	Very Important
Accepting of the mentee	1	2	3	4
Interest in young people	1	2	3	4
A Non-authoritarian approach	1	2	3	4
Practicing reciprocity (give and take in the relationship)	1	2	3	4

In your opinion, which one of the qualities listed above is most important to building effective mentor/mentee relationships?

In your opinion, which one of the qualities listed above is the least important to building effective mentor/mentee relationships?

Appendix G

Programmatic Features Questionnaire

Dear Mentoring Program Participant,

You have had the experience of participating in mentor for over eight months. Please utilize that experience in completing the following rating scale.

Weigh the following 12 programmatic features in terms of how supportive they were to your role as a mentor. Using the ratings below, a

9. indicates that you believe the programmatic feature was **not supportive** of your role as a mentor
10. indicates that you believe the programmatic feature was **somewhat supportive** of your role as a mentor
11. indicates that you believe the programmatic feature was **supportive** of your role as a mentor
12. indicates that you believe the programmatic feature was **very supportive** of your role as a mentor

Please circle your rating of each quality.

Thank you for your cooperation,
Robert Fitzgerald

Programmatic feature	Not supportive	Somewhat supportive	Supportive	Very supportive
Setting objectives	1	2	3	4
Fundraising	1	2	3	4
Recruiting	1	2	3	4
Screening	1	2	3	4
Matching	1	2	3	4
Orientation	1	2	3	4
Training	1	2	3	4
Monitoring	1	2	3	4
Community resources	1	2	3	4
Social activities	1	2	3	4
Mentor Mingles	1	2	3	4
Program assessment	1	2	3	4

What was the programmatic feature you perceived as most supportive of your mentoring role?

What was the programmatic feature you perceived as least supportive of your mentoring role?

What programmatic supports would you add to improve the mentoring role?

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