

YWCA AUCKLAND FUTURE LEADERS PROGRAMME REVIEW AND REDEVELOPMENT RESEARCH PROJECT

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Te Whare Wānanga o Tāmaki Makaurau

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FUTURE LEADERS:

INCREASING OPPORTUNITIES FOR YOUNG
WOMEN

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Future Leaders

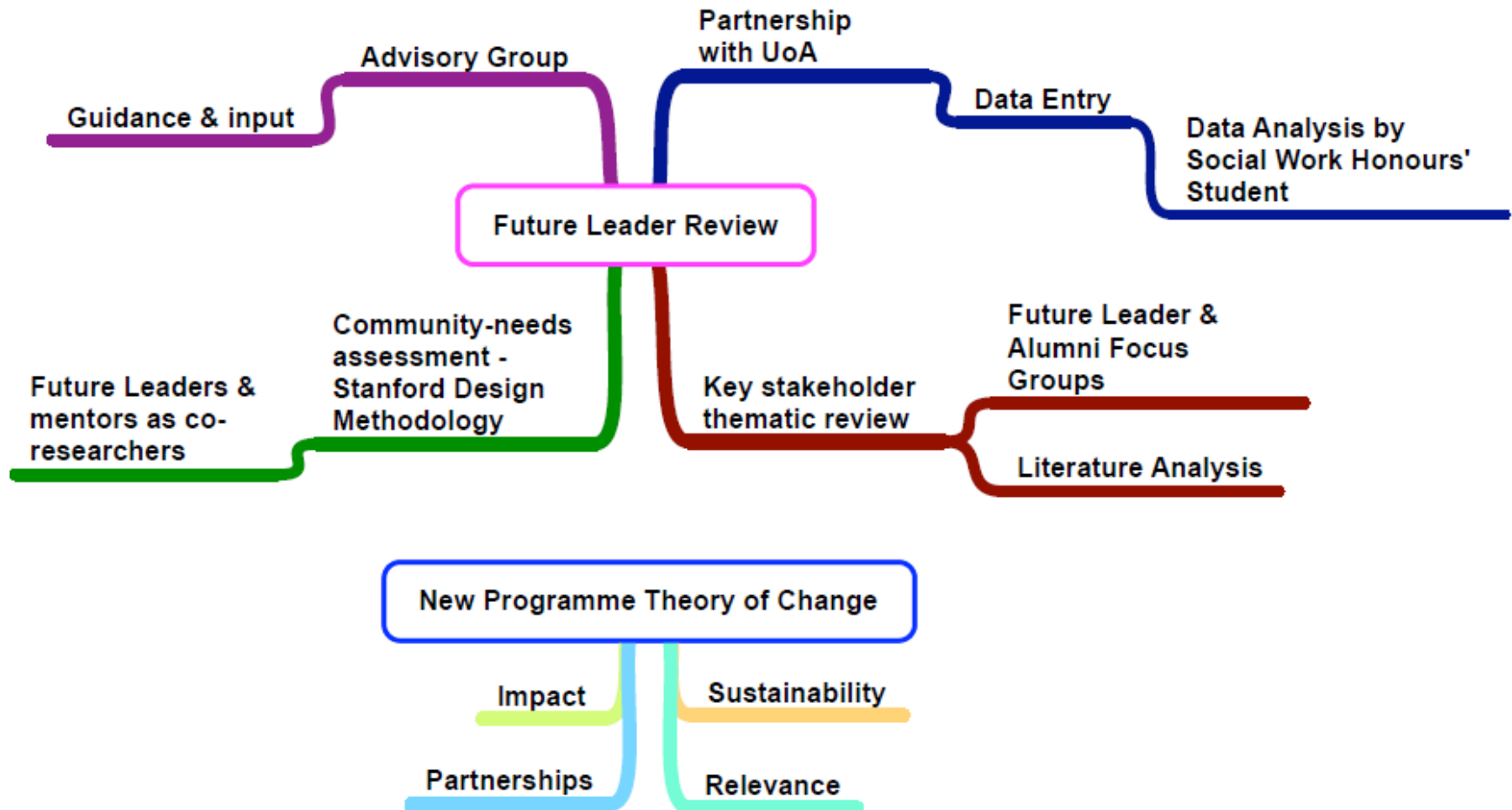


- Four-year YWCA programme in decile 1-3 schools
- Young women aged 14-18 - 'under-the-radar girls'
- 1-1 mentoring for 4 years with a volunteer mentor
- 3 fulltime coordinators providing ongoing support
- Programme focus on self-confidence, positive role models, skill-building and goal-setting
- Family and school engagement central
- Culturally-responsive and aware
- Running for over 10 years

Asking the hard questions...

- How does the programme make a difference in the lives of young women?
- What are the needs of our community?
- How can we extend the reach of our work?
- What is our programme theory of change?
- How can we build more partnerships?
- What would a sustainable long-term model look like?

Review Process



Community Insights



- Leadership
- Economic Independence
- Safe Spaces
- Wellbeing

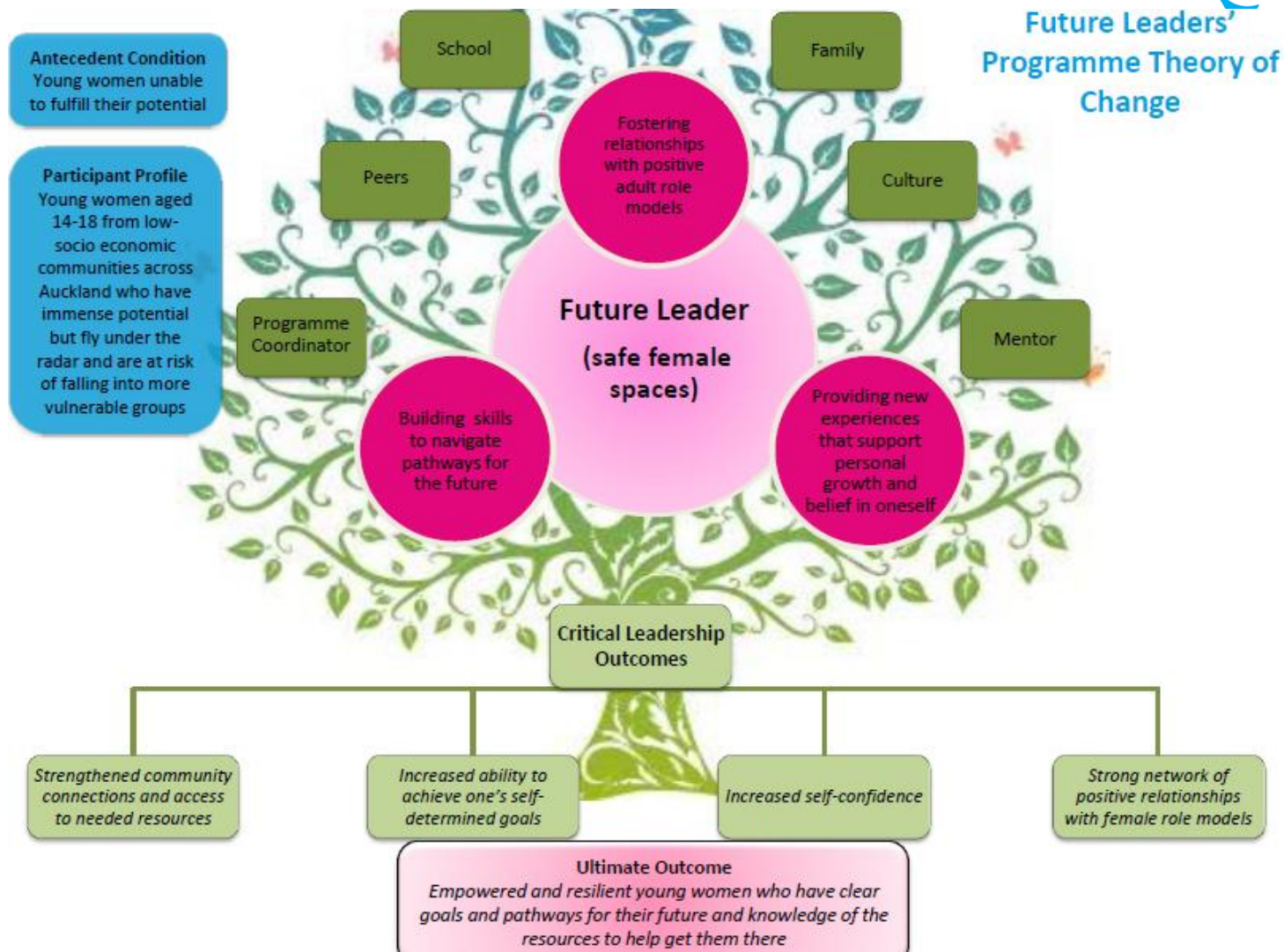
“Expectation that females can’t do as much as or as well as men”

“I just want to talk to someone who cares”

“Hardest thing is trying to ignore messages that the media
portray”

“I feel like I have to be perfect”

Programme Theory of Change



Key Findings

- We are making a positive impact!
- Great need for programmes for young women
- Mentoring is beneficial but training and support is critical
- It's hard to get M&E right, and it takes time and \$
- Partnerships with Universities can be beneficial for both parties but be clear around expectations
- Drill down & know what we're doing and why

Next Steps



- Translating theory into practice
- Evaluation framework
- Increasing reach + sustainability
- Expanding partnerships

Thank You!

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SECONDARY ANALYSIS OF EVALUATION DATA FROM THE FUTURE LEADERS YOUTH MENTORING PROGRAMME

Summer Research Scholar

Bachelor of Human Services - Disability Studies

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A report prepared for the YWCA Auckland

Abstract

This report presents the initial stage of research collaboration between the University of Auckland and YWCA Auckland on the evaluation of the YWCA Future Leaders youth development programme. Future Leaders is a four year mentoring programme for young women in low decile schools and aims to empower young women to become leaders within their communities. Evaluation data has been collected over the last few years by YWCA Future Leaders staff using questionnaire-based surveys. The primary objective for this summer project was to prepare the existing evaluation data for future analysis by postgraduate students. This involved gathering and organising the raw data, conducting a stocktake, developing a coding system, managing and entering data from 624 surveys, and writing a comprehensive User Guide for postgraduate students.

A preliminary thematic analysis of qualitative Annual Evaluation data was conducted to explore the themes pertaining to programme highlights and participant-valued outcomes. Five themes were identified, representing some of the key, recurring concepts that emerged from data on programme highlights and outcomes – Relationship; Experience; Confidence; Empowerment; Skills and Knowledge. These themes provide a starting point for further, in-depth data analysis of both quantitative and qualitative data.

Research Summary

This project marks the beginning of an on-going research collaboration between the School of Counselling, Human Services and Social Work at the University of Auckland and the YWCA Auckland – focusing on the evaluation of the YWCA's Future Leaders youth mentoring programme. The primary objectives for this initial project was to collect, enter and organise the secondary data in order to generate multiple electronic datasets for future analysis and a user guide to assist with this.

The process of preparing and entering the data required completion of a variety of tasks and constant problem solving. Tasks completed by the Summer Scholar included: assisting with the ethics application; collating the data (a mix of hard copies and electronic copies); generating a stocktake of all the measures – of which there were 20 variations; designing unique codes for every variable; setting up SPSS and Excel spreadsheets, entering the data from 624 surveys, and conducting a preliminary thematic analysis data using NVivo Software. A comprehensive, 22 page User Guide was also written, containing separate coding sheets for quantitative and qualitative data, and contextual information to assist with the analysis. For example, included in the manual are brief overviews of the YWCA Auckland, the Future Leaders Programme, programme objectives, measures, and participant characteristics.

The databases generated during this project will be used in an innovative partnership between the YWCA and postgraduate social work students at the University of Auckland – students will analyse the data and report on their findings as part of their course requirement. This aspect of the partnership, funded by the Lottery Grants Board, is mutually beneficial to both parties. The YWCA will receive multiple, in-depth analyses of the programme evaluation data, and students are able to access and engage with real data - knowing that the work they are doing has the potential to directly aid the YWCA in the development of one of their programmes.

Introduction

Future Leaders Programme Overview

The YWCA Future Leaders programme is a free, four year mentoring programme for young women. It utilises a strengths-based, community integrated approach and has a leadership focus. Mentees are young women aged 14 - 18 years who attend low decile schools within disadvantaged communities.

Upon selection into the programme, participants are paired with an appropriate mentor. Throughout the programme, mentee and mentor maintain regular contact, including monthly visits and fortnightly contact via phone, text or email. The mentoring relationship develops and strengthens over the course of four years into a high-trust, supportive, on-going relationship. Additional components of the programme include: workshops; development of a diverse, supportive network; transition support; leadership opportunities; and camps.

Programme Outcomes

The design of the programme is based upon four central objectives:

- Increase self-confidence through exposure to a range of experiences
- Empower participants, through support and encouragement, to achieve their self-defined goals
- Support educational achievement
- Facilitate active-leadership opportunities

Research Objectives

The research project aims to establish a mutually beneficial, research collaboration with YWCA Auckland. One intermediate-term objective is analysis of secondary programme evaluation data to produce findings that will inform future programme development for YWCA Auckland and possibly lead to future publications and the development of postgraduate research projects. In particular, this analysis will aim to identify the critical ingredients for programme success and areas for programme improvement through analysis of quantitative and qualitative data already collected from participants (of the Future Leaders Programme).

However, for this initial part of the project, the main objectives were to establish and develop the collaborative relationship and prepare the dataset for future analysis by the academic research team. Objectives for preparation included conducting a data stocktake, cleaning and organising the existing evaluation data, and producing a User Manual to accompany the dataset.

Method

Participants

Programme evaluation data was collected from four groups, representing perspectives of the core stakeholders of the YWCA Future Leaders programme. Mentees are female students aged 14-18 years (Year 10-Year 13) from low decile schools and disadvantaged communities who have successfully applied to join the programme. There are a range of cultures and ethnicities represented by this participant group, however the majority identify as Pasifika. This cultural diversity is also apparent within the Mentor Group. However, unlike the Mentee Group, mentors come from a wide range of backgrounds, socio-economic statuses and occupations. All mentors are women over the age of 25 who have passed criminal record and reference checks before joining the programme.

‘School Liaison’ is the term used to refer to the staff member from each school who takes on the voluntary role of liaising between YWCA Auckland (the programme staff and their particular school (students/teachers). The final group of participants are the parents or caregivers of those students participating as mentees in the programme – the Families Group.

Measures

Design of the quantitative and qualitative programme evaluation measures used by the YWCA were informed by the four core objectives of the Future Leaders Programme - self-confidence, goals, academic achievement and active leadership. A detailed breakdown of each programme evaluation measure is provided in table 1.

Ethical Considerations

An Ethics Application for this research project was submitted to, and accepted by, the University of Auckland Human Participants Ethics Committee prior to any member of the academic research team accessing the data. Any information identifying participating individuals or schools were first removed or replaced with a code. The coding sheet for the identifying information was kept on a password-protected spreadsheet only accessible to selected YWCA programme personnel.

Preliminary Research

Preliminary research of the YWCA Future Leaders Programme was conducted by the Summer Scholar prior to any interaction with the data. This involved attendance and observation of two YWCA Future Leaders' programme events, and conducting a review of the programme documentation (i.e. website content, mentor handbook, policy, programme design and evaluation).

Data Management

Before accessing the data, an initial stocktake was conducted from blank copies of the programme evaluation measures. This was then used to create a coding sheet for all variables within the dataset. Frequent amendment of the data stocktake, and the coding sheet, occurred throughout the entire project as information became available. Access was provided to both hard copies and electronic versions of the programme evaluation raw data - consisting entirely of secondary data provided and collected by the YWCA Future Leaders programme staff. The raw data was entered into SPSS, then organised into qualitative and quantitative data and entered into separate Excel spreadsheets for each different measure and data type.

Data Analysis

A preliminary thematic analysis was conducted on the qualitative data from all the Annual Evaluation measures using NVivo Software. Braun and Clarke (2006) describe six phases of Thematic Analysis. Due to time limitations, only the first three phases of analysis was carried out: reading the data to increase familiarity; systematically generating codes for features of interest within the data; and locating potential themes within the data (Braun & Clarke,

2006). Finally, an initial Thematic Map was developed (See **Figure 1**) in order to easily display relationships between and frequencies of initial themes.

TABLE 1: PROGRAM EVALUATION MEASURES						
Measure	Question Type	Participant Type	2012-14 N	2012 n	2013 n	2014 n
Family Annual Evaluation	Likert Scale; Open-ended	Families/Caregivers of Mentees (Years 10-13)	74	44	30	0
Mentee Annual Evaluation	Likert Scale; Open-ended	Mentees (Years 10-13)	270	103	98	69
School Liaison Annual Evaluation	Likert Scale; Open-ended	Staff member from each participating school	11	6	4	1
Mentor Annual Evaluation	Likert Scale; Open-ended	All Mentors	139	70	48	21
Most Significant Change	Open-ended	Mentees (Year 13 only)	40	11	15	14
		Mentors assigned to Y13 Mentees	37	8	14	15
Future Leaders Programme Exit Feedback Form	Open-ended	Mentors assigned to Y13 Mentees; Mentors leaving the programme	36	4	17	15
	Open-ended	Mentees (Year 13 only)	17	0	0	17

Initial Results and Discussion

Preliminary Thematic Analysis

The main objective of this initial stage of the collaborative research project with the organisation was to take stock of the data, organise it, and prepare it for future analysis by postgraduate students. Therefore, at this stage of the project there are no finalised results to report. However, a preliminary thematic analysis was conducted on qualitative data from the following measures: Mentor Annual Evaluation, Mentee Annual Evaluation, School

Liaison Annual Evaluation, and Families Annual Evaluation. **Figure 1** displays the preliminary findings from this analysis in the form of Thematic Map, including the frequency of themes and subthemes across the respondents (see **f** value in thematic map).

An initial analysis revealed five possible themes – Relationships; Experience; Empowerment and Autonomy; Skills and Knowledge; and Confidence. These themes reflect participant views on the value of different aspects of the programme, and participant outcomes.

Relationships is reflected throughout many participant answers in relation to highlights, impact and personally-valued outcomes. For example, the importance of the mentoring component of the programme, and the impact the programme has in terms of relationship skills and gained. On the other hand, *Confidence*, is another frequent outcome theme. It also appears to be linked with at least three other themes (*Skills and Knowledge*; *Empowerment and Autonomy*; *Experience*).

Recommendations for Future Analysis

An in-depth analysis of this dataset is needed in order to achieve the long term objectives of the ongoing research collaboration. The YWCA desires information about the components that have the most impact upon programme success; the aspects of the programme that are ineffective/unnecessary; and the essential aspects of the programme that can be further developed. Some recommendations for analysis of both quantitative and qualitative data within this dataset are provided below.

Qualitative

- Define and explore the preliminary themes and subthemes displayed in **Figure 1**
- Investigate level of variation in frequency of themes between participant groups (Mentor, Mentee, Family, School Liaison) and calendar years.
- Explore the relationship between data provided by mentees, and that of their corresponding mentors in the 'Most Significant Change 2014' measures for mentees and mentors.

Quantitative

- Use a variety of statistical analysis techniques
- Assess whether there is a correlation between number of workshops attended by mentees and individual outcomes

- Compare data according to variables such as calendar year, school year group, school attended, ethnicity.

References

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

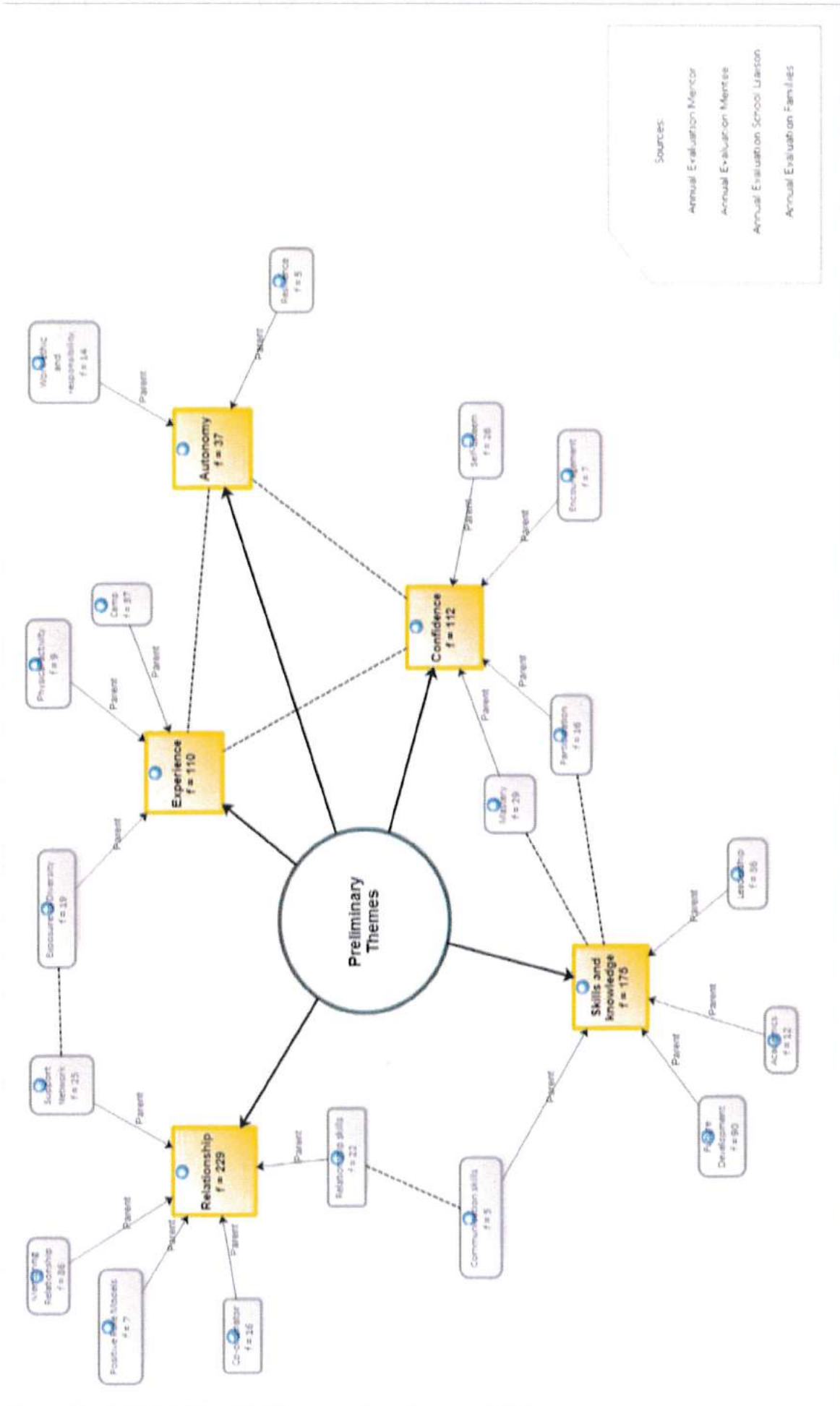


Figure 1. Concept Map: Preliminary Thematic Analysis Results

YWCA Future Leaders Programme Evaluation

Report 1

UniServices Task number: 34487.001

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Prepared for:

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Date: June 2015

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**Critical factors in the success of the
YWCA Future Leaders programme: a qualitative analysis**

Christa Fouche (editor)

Contributors:

Jessica Booth

Jade George

Rosanna Hamilton

Zoe Hicks

June Lee

Kirstie Middleton

Sharon Ryan

Mandale Smuts

Haley Thomas

The University of Auckland

June 2015

Background

This report presents the initial stage of research collaboration between the University of Auckland and YWCA Auckland on the evaluation of the YWCA Future Leaders youth development programme. Evaluation data have been accumulated over a few years, using questionnaire-based surveys. Programme evaluation data was collected from four groups, representing perspectives of the core stakeholders of the YWCA Future Leaders programme.

Design of the quantitative and qualitative programme evaluation measures used by the YWCA were informed by the four core objectives of the Future Leaders Programme - self-confidence, goals, academic achievement and active leadership. A detailed breakdown of each programme evaluation measure is provided below.

PROGRAM EVALUATION MEASURES						
Measure	Question Type	Participant Type	2012-14 N	2012 n	2013 n	2014 n
Family Annual Evaluation	Likert Scale; Open-ended	Families/Caregivers of Mentees (Years 10-13)	74	44	30	0
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	Open-ended	Mentees (Year 13 only)	17	0	0	17

A qualitative and quantitative dataset with a comprehensive user guide was developed from this data as part of a summer scholar project. This report pertains only to the qualitative data.

Qualitative analysis project

Ethics approval for student participation in the whole project was obtained and every student signed a confidentiality agreement before access to the qualitative data was provided. The de-identified qualitative data were used by BSW (Honours) social work students to explore the overarching question: What are the critical success factors of the Future Leaders programme? Every student attended lectures on qualitative data analysis and participated in workshops on using NVivo software for qualitative analysis. Each student then developed their own research question to be answered by the data. This was followed by a systematic process of thematic analysis – documented in each of their reports. Ten students were enrolled in this course, while only nine submitted a report to be forwarded to the YWCA. These reports are as follows:

- 1) A lot of options and opportunities to learn different things”: A qualitative analysis of the academic benefits of the YWCA Future Leaders Programme (Jessica Booth)
- 2) “An important person in my journey”: Mentors through the eyes of mentees (Jade George)
- 3) Stakeholders’ perceptions of a sense of community in the YWCA Future Leaders programme (Rosanna Hamilton)
- 4) Stakeholders’ perceptions of attributed change in mentees self-confidence in the YWCA Future Leaders programme (Zoe Hicks)
- 5) Mentors and school liaisons’ perceptions of factors that influence academic performance for young women who have participated in the YWCA Future Leaders Programme (June Lee)
- 6) Mentees’ perceptions of the aspects of the programme that mostly influence their change in self-confidence (Kirstie Middleton)
- 7) Perception, engagement and support: Facilitating meaningful relationships in youth mentoring (Sharon Ryan)
- 8) Factors that mentees and their family members perceive as having facilitated the change in the lives of mentees (Mandale Smuts)
- 9) Perceived benefits of peer relationships within a Youth Development Programme (Haley Thomas)

Jessica Fonoti completed an interesting study on how culture informs different aspects of the programme, but was unable to submit the findings for inclusion in this joint report.

The reports were graded for academic purposes and students were then allowed the opportunity to revise their reports according to comments offered by the lecturer. The revised reports are included in this document.

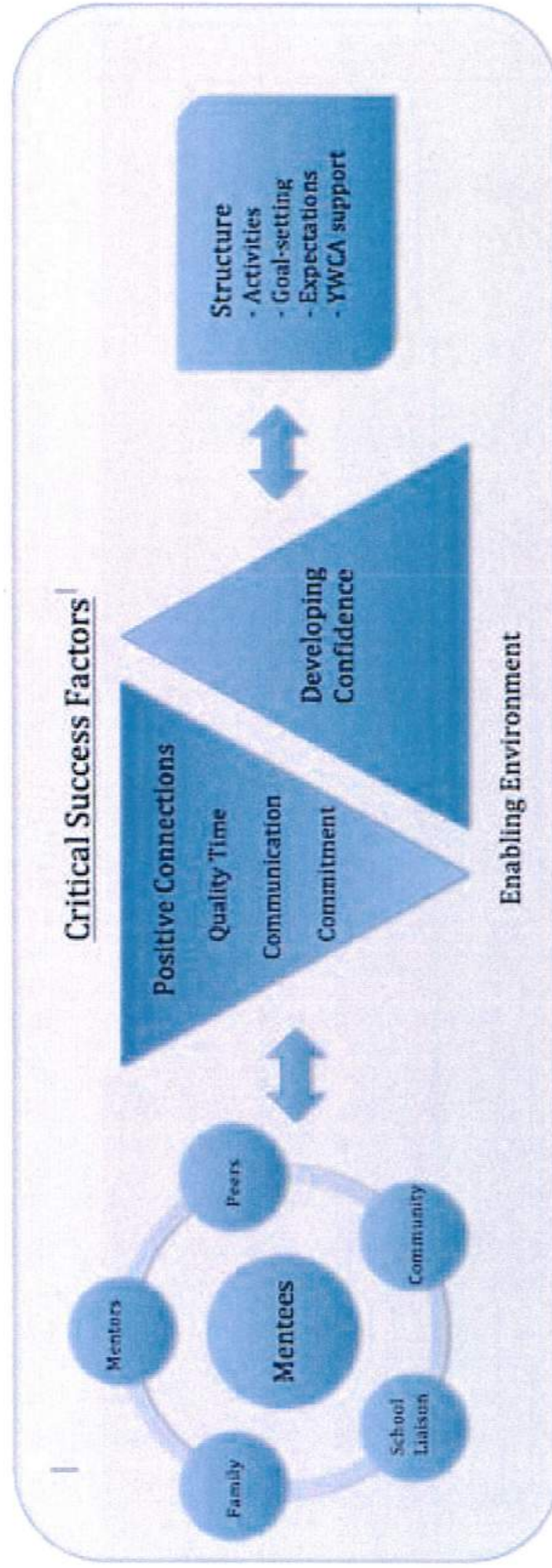
Findings

On completion of the revised reports, a joint session was facilitated where findings were shared and collective insights developed. This led to the development of a collective summary of critical success factors from the individual reports. This summary is included as figure 1 and will be discussed with YWCA staff during a presentation of student reports. The findings point to two core factors perceived as critical ingredients of the programme's success by participants, namely: positive connections – crucial at the initial stages and diminishing in priority to the later stages of the programme; and developing confidence – increasing in importance as the programme develops. These factors are influenced by both the relationships that mentees have with their mentors, peers, community, school liaison, and family, and by structural components, including programme activities, goal-setting activities, programme expectations and organisational support. All of this takes place in an enabling environment to ensure success of the programme.

Acknowledgement

We express our appreciation to the YWCA for allowing access to the data and to the participants of the Future Leaders programme who offered their views on the experience.

Figure 1: Summative diagram of critical success factors



“A lot of options and opportunities to learn different things”:
A qualitative analysis of the academic benefits of the YWCA
Future Leaders Programme

Abstract

Women are powerful figures with great potential especially when supported during high school. This study looks at the literature surrounding “Leadership and Mentoring” programmes. Such programmes are seen to have positive influences on students. In particular we look at how YWCA Future Leaders programme has empowered women to reap academic benefits. Clinical data mining is the methodology used to extract the perspectives of both Families and Mentees in regards to their views of academic benefits in the programme. Mentees were seen to encounter experiences and people, as well as developing particular skills and qualities that provided possible academic benefits. Although limited direct and short term academic achievements were expressed by participants, long term and internal developments to academic benefits were identified.

Introduction

The YWCA is an organisation looking at empowering women to reach their full potential. Working in high schools in New Zealand they carry out a Future Leaders Programme (FLP) focusing on developing young women into future leaders. A qualitative data analysis was carried out from perspectives of mentees and their families as reported in evaluation and feedback forms during the years 2012 to 2014. To better understand the FLP, literature was consulted, providing background information on the essentials around similar programmes. This literature provided an opportunity to dig deeper into the effects of the YWCA programme by specifically looking at the expression of one of their goals; educational achievement. The data was analysed through clinical data mining focusing on the following question: How do mentees and families perceive the academic benefits of the Future Leaders programme? From this research suggestions for the FLP were identified.

Literature Review

Leadership

Much of the literature reviewed highlighted the positives that come with leadership development and training programmes. As the focus of FLP is on Future Leaders, it would be necessary to understand their core of existence. Leadership literature focuses on personal development, goals and future aims.

Adolescent students are at a transitional stage in their life requiring tools and skills for their future development. The adolescent stage has an important link in developing leadership (Dugan, 2006; Ricketts & Rudd, 2002). Leadership development programmes like the FLP appropriately intervene at the adolescence ages working with students from year 10 to year 13. Leadership skills are said to increase during school years (Dugan & Komives, 2007). Leadership development can be conceptualised as a “relational, transformative, process-orientated, learned and change-directed phenomenon” (Dugan & Komives, 2007, p.9). Therefore personal development for future prospects is positively enforced through the development of leadership.

Amongst many other things leadership is said to look at future achievements through goal setting, goal achievement and shared goals (Dugan, 2006; Ricketts & Rudd, 2002). The concept of goals encompasses future development and change for students. Goal setting can also include educational goals that link with personal development for adolescents. One of the primary aspects of leadership development and educational programmes is educational goals (Dugan, 2006; Eich, 2008). The FLP programme incorporates goal setting, looking at future development as one of their workshops and in addition has the aim of educational achievement. As a programme in schools their incorporation of goal setting and leadership development may be usefully linked with equipping adolescents with key tools for life, including successful academic progression.

Leadership skills are useful for students to take into the workforce and higher education. Prior leadership training (those executed in secondary schools) better equips individuals with leadership skills admired in employment than those who have not received any training (Ricketts & Rudd, 2002). Incorporation of leadership programmes into schools is therefore beneficial leading them ahead of other students as they move into employment. Development

of leadership skills prior to tertiary education is seen as a positive attribute. Dugan suggests, leadership development is not only central to the goals of higher education, but also “a powerful tool for influencing student learning” (2006, p.217). This suggests leadership programmes can be beneficial to both current and future learning. Therefore leadership skills are considered to be valued in both education and employment systems.

Mentorship and youth

Mentoring is a key aspect in developing future leaders through the YWCA programme; each student is paired with a mentor. Mentoring is about “reciprocal learning and focused on goal attainment and personal growth” (Campbell, Dugan, Komives & Smith, 2012, p.597). The following literature review looks at common links of mentoring and programmes in relation to the FLP. Aspects such as leadership, support, goals and culture were identified throughout the literature.

First of all mentoring programmes are known to incorporate leadership aims. Mentoring relationships had good effects on the development of leadership for students (Nicholson & Pasque, 2011; Campbell, et.al, 2012). Leadership development requires skills and knowledge that can be accessed through mentoring relations. Women from high achieving leadership roles acknowledged this; stating mentor’s acknowledgement, as well as support and networking were key tools for leadership (Nicholson & Pasque, 2011). Mentors can be seen as crucial to developing women into leaders. Leadership gains including personal development from mentoring relationships (Campbell, et.al, 2012). Mentoring relationships and leadership can co-exist and complement each other. The FLP incorporates mentorship in aiming to develop leaders; a successful approach as evidenced by others.

Mentoring allows guidance and support to young students who have multi-dimensional needs. Mentoring programmes are most effective when the relationship between mentor and mentee are strong (Bullen, Collins, Davidson, Dunphy, Farruggia & Solomon, 2011). Youth need advice and support, “as well as reassurance and sometimes knowledge of future financial support in education or training contexts” (Brady & Dolan, 2012, p.49). Mentors can be seen as a possible source of support where students can

locate for example, advice as well as other kinds of practical and emotional support. Nicholson & Pasque (2011) show the perspective from high achieving women leaders who see mentors as being gate keepers to academy and job opportunities. Therefore mentors are important as they provide opportunities benefiting the students. Educational and employment barriers are seen to be lessened by the support of a mentor.

A psychosocial mentoring process involves a supportive relationship resulting in psychosocial functions including the sense of personal competency and identity for the mentee (Campbell, et.al, 2012). Mentees develop by receiving mental and social support. Having a support person can be a healthy source of strength for individuals. Reducing stress, "the availability of social support enhances mental health and strengthens ability to cope in a crisis" (Brady & Dolan, 2012, p.31). Mentors in the FLP are a social support figure; members of society external to the student's schools system. A wide range of support is given by mentors including advice, reassurance, social, and mental support. Opportunity to form an external support for students is useful during their struggles.

Many mentoring programmes incorporate goals with the hope to better students. One of the main goals of youth development programmes are to, "help youth navigate adolescence in healthy ways and prepare them for their future by fostering positive development" (Brooks-Gunn & Roth, 2003, p.97). Pressures and struggles can be supported through programme goals. Goals are set by programmes for the development and utilisation of youth. Educational goals are seen as prime aspects of youth mentoring programmes in New Zealand (Bullen, et.al, 2012). Such goals can be important in directing the future of students. Mentoring processes can work towards future goal achievements such as career development or competency-building (Brady & Dolan, 2012; Campbell, et.al, 2012; Brooks-Gunn & Roth, 2003). With this in mind students can begin to develop goal strategies and achieve them through assistance from mentors.

Student development needs to be looked at in a larger scale considering cultural patterns across students. In New Zealand ethnic patterns display Pacifica youth school

qualifications, achievements and university entrance are at lower levels than Asian and European youth (Bullen, Collins, et.al, 2011). Mentoring programmes for youth are seen as having positive associations with attitudes and engagement in school (Bullen, et.al, 2011). The YWCA's FLP is seen to have high participation from Pacifica students who may benefit from mentoring programmes. Mentoring Pacifica and adolescents can be an important need for schools as qualifications seem to be at risk.

Direction of my research

Leadership and mentoring programmes have been seen as beneficial to the academic progress of students. Many youth programmes involve academic achievement as one of their key goals (Brooks-Gunn & Broth, 2003). Leadership programmes also look at developing students to be competent in higher education or employment (Ricketts & Rudd, 2002; Dugan, 2006). This research project looks at how the FLP is seen as benefiting students' academic achievements.

Methodology

This research project looks at answering the question, "How do mentees and families perceive the academic benefits of the FLP?" This question evolved from inductively coding the data identifying expressions of educational achievements (Braun & Clarke, 2006). An inductive process meant this data was approached with minimal preconceived ideas and instead key ideas from gathering and refining the data were developed (Braun & Clarke, 2006). Families and mentees provided information on academic benefits rather than educational achievements; shaping the focus of this research question. Peer feedback also suggested the importance of defining academic benefits. Academic benefits look at the wider achievements and links to developing a student academically (Harris, Porche, Snow, & Tabors, 2007).

Data for analysis have been selected from the following evaluation forms from mentees and their families: 'Annual Evaluation forms from Mentees and Families' in 2012-2014, 'Exit Feedback' forms from Mentees in 2014, and 'Most Significant Change' forms from Mentees in 2014. Purposive sampling has been carried out by selecting only families and mentees as participants to provide information for this research. A purposive sampling

technique is, “the deliberate choice of an informant due to the qualities the informant possesses” (Tongco, 2007, p.147). Families and mentees are seen to give valuable information as they are the recipients of the YWCA service providing an insider’s perspective of the effects of the FLP.

Secondary analysis of qualitative data involves working with data that has already been collected for purposes of research (Epstein, 2010). However the YWCA has collected this data for non-research purposes; initially collected for information purposes. For this reason the type of qualitative data analysis carried out in this project is clinical data mining. Clinical data mining is used to analyse the data for a new purpose, research (Epstein, 2010). The forms of evaluation and feedback have now been analysed, focusing on descriptions of academic benefits. Through clinical data mining mentees and families accounts of experiences of the FLP identify possible suggestions and affirmations of the academic benefits.

When reading, coding and analysing the data NVivo was the software used. As identified below descriptive accounts of academic benefits are identified then analysed. The data has been coded through a thematic analysis reducing descriptive data into themed concepts by identifying patterns (Braun & Clarke, 2006). Braun & Clarke (2006) describe these phases of thematic analysis as: familiarisation of data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, producing a report thus looking beyond the surface. Data from forms collected by participants has been organised by coding broad themes of academic benefits then gradually refining these themes into parent and child nodes (themes and subthemes are later identified). This allowed an organised analysis of what the themes were portraying. Researcher judgements were made on qualifying certain data into particular themes, flexibility was unavoidable as each person had unique accounts (Braun & Clarke, 2006). Differing concepts around academic benefits experienced by participants were interpreted by comparing common themes then analysed with literature.

Accounts from Families and Mentees are analysed at an interpretive level relating their experiences to literature (Braun & Clarke, 2006). Interpretation of the data has been

expressed in the discussion section of this report. Interpretive analysis is used to contribute to any preconceived ideas the YWCA may have on the academic benefits that the FL programme provides (Braun & Clarke, 2006).

Precautions

Informed consent and confidentiality are important considerations in ethical practices to research (Flick, 2014). Names and schools of the recipients have been excluded for confidentiality and privacy reasons. This safe practice avoids further intrusion and exploitation into the lives of those concerned (Smith, 2008). I have also signed confidentiality forms ensuring information is not shared with parties outside of the research team protecting privacy rights of the YWCA and their respondents.

As a student social worker carrying out this project I have learnt to keep an unbiased approach to analysing data. I am a Samoan European female who values culture, collectivism and a distant stance when analysing data. This was upheld by incorporating theoretical and professional perspectives. Decisions made on selecting pieces from the perceptions of the participants were chosen in relation to the research questions taking a theoretical perspective (Braun & Clarke, 2006). Reliability of the data set has been maximised by talking with a YWCA co-ordinator who knows the service users and data well and so provided reassurance in understanding the perspectives (Epstein, 2010). However, in purposive sampling the participants selected may have hidden intentions when answering the questions in the various forms (Tongco, 2007). The research question then solely relies on the 'perception' of the participants rather than on factual information.

Findings

The analysis produced themes that related to academic benefits for the mentees as perceived by themselves and their parents. Five themes are identified below with sub themes or child nodes showing categorises connected to these themes.

Academic Achievements

This theme was identified in the 'Annual Evaluation Families' forms, the mentees Exit Feedback forms and the mentees Most Significant Change form. The sub themes included: School Grade and prize-giving, Graduation.

School Grades and Prize-Giving

School Grades looked at moments mentioned by participants where there was a sense of development in the student's school grades. Family members showed great expressions of pride when talking of their daughter's achievements, improved marks and NCEA. Here is an example of one of the family member's highlights that were seen as common comments;

"There has also been an improvement in her academic achievements too. I am very proud of her efforts."

Students also saw progress in their grades saying new levels of academic achievement including passing NCEA. Numerous students also discussed prize-giving as highlighting their academic achievements. The following statement from one of the student summarises the types of achievements respondents spoke of.

"It was here that my mentor encouraged me to make the goal to get top year 11 student (dux)...Having my mentor support this goal full-heartedly and challenge me to do all I could really allowed me to reach my full potential and I got dux that year."

Graduation

The Exit Feedback forms were filled by graduating year 13 mentees; an academic achievement in itself. A handful of mentees specifically perceived graduating from high school as significant.

“Future Leaders...most importantly helped me to graduate College, the biggest goal I’ve made and accomplished so far.”

In summary, academic achievements were seen by families and mentees as grades increasing, award achievements and graduating at school.

Skills and qualities benefiting academia

All four sources described skills and qualities perceived by Mentees and families as being beneficial during school. Their expressions were categorised in three sub themes: Goal setting, Leadership and creating learning mind frame.

Goal Setting

A large number of mentees and families described their experiences of goal understanding, setting, and achieving. Goals were being used and adapted in all aspects of life including academic learning. This Mentee mentioned a shared view of the goal setting workshop as being useful,

“It gives you a reality check and helps you evaluate yourself genuinely.”

Leadership

Leadership skills and qualities was another highly common theme that was expressed as being developed. Key words such as skill and future were commonly used. Many showed aims and current developments that correlate with leadership. This Mentee describes her development of leadership,

“More qualities of a leader; ...able to be more of a listener gaining knowledge about being a leader”

Here leadership skills have been seen to encourage success for future courses.

"I know I can use this confidence along with the variety of different learned skills to become a leader of the Future, maybe even the Prime minister of NZ, which is a long shot but as they say it's better to aim for the sun, because even if you don't you will be up there among the stars."

Learning mind frame

Many recipients expressed characteristics that show the development or eagerness of the mind as a learning instrument. One of the family members describes a common perception of skills and qualities developed for learning,

"She goes about her responsibilities with ownership, calmness and a responsible attitude...especially...at exam time"

Furthermore here are a few examples of changes in the way of thinking by the Mentees,

"Because all the activities taught me a different way to think."

"I'm inspired, motivated and encouraged in so many ways."

The FLP has been seen as encouraging goal setting, leadership and a learning mind frame.

Academia and its future benefits

The FLP and in particular the role of the mentors, were seen to be useful for the progression of mentees' future achievements. The mentee summarises some of these useful aspects mentioned by others in the group,

"My mentor has given me useful advice, great study tips, taken me to Universities to check what it's like, helped me with my CV's and letters; the list goes on."

All sources especially those by mentees showed these perspectives. Three sub themes were identified: Better Outlook, Employment, and Higher Education. Although references were identified across sources, majority of reports were seen in the "Most Significant Change" forms from the Mentees.

Better outlook

Many describe their visions of the future in a positive light. Others described learning of their future academics as being encouraging or providing certainty.

"I have goals and hopes for the future that I wouldn't have if I didn't have the self-confidence that I have today."

Employment

Employment goals were commonly shared by those who either did or did not aim for further education. While some talked about having a clearer view of where they wanted to be after high-school with their choice being employment others talk about steps which were taken through the FLP enabling them the opportunity of employment. This mentee described some of the experiences of felt by mentees.

"My mentor helping me to get a job as a volunteer at the Local Library. Help me to apply for jobs"

Job applications and opportunities were expressed as well as insights and wider perceptions of career choices.

Higher Education

Across the data set references about higher education (with high numbers of goals pinpointed to gaining higher education) almost doubled the references about employment mentees with high numbers of goals. Many feel better equipped and have definite plans for future education as they have applied for tertiary studies. Others have developed a passion to carry out higher education for the hope of a better future.

“Over the past four years there (have) been dramatic changes in the way I view my future and my academics. Four years ago I used to think, “When I leave school I’m going to do something that is easy and achievable.” I didn’t think about doing a course that I wanted to do, or that will push me and be tough...Now I aim higher.”

The academic benefits for the future of mentees were described in the sense of a better outlook, employment and higher education.

Influencing factors on academic learning

Across all sources participants experienced places and people who can be connected with academic benefits. These have been categorised into sub themes: activities with academic benefits, and Supportive interaction.

Activities with academic benefits

Activities, although minimal, included experiences with others as well as visiting places. An example of the types of activities that the students experienced is identified by one of the mentees,

“Went to museum and gallery of wildlife”

Meeting with people who were beneficial by inspiration or through the advice they gave were also mentioned.

"We had a guest speaker from Auckland Council come in and talk to us. This was really helpful as it gave us an idea as to how we could make a difference. It also told us where and how we could start."

Supportive Interaction

Participants described supportive interaction as being beneficial to mentees' education. Here a family member describes the programme influence on the mentees' academic performance,

"The YWCA Future Leaders Programme encouraged her a lot. She has been trying her best in every way. We have realised this by her school results and made us so thankful and become proud parents."

A large number of mentees also described a significant change resulted from support by their mentor.

"My Mentor has supported me in my academic goals and always believed I was capable of achieving the best. I didn't know I was capable of achieving the pinnacle if it weren't for the support of my Mentor throughout the four years. I have obtained Excellences because of the moral support and encouragement throughout the four years."

Different perspectives regarding academic learning

Mentees spoke of balancing multiple challenges such as time, roles and external experiences as difficulties affecting their academia. Although there were only under a dozen of mentees speaking of these challenges they could not be avoided, as expressions of struggles and stress were very apparent in their experiences of studying.

A few mentioned little or no affect on their academia. With 1 mentee having no comment to the question, "Over the past four years what has been the biggest change in how you view your future/academics?" A simple comment from one of the mentees sums a similar perspective of academic affects,

"Didn't affect school."

The subtheme 'considerations' showed families and mentees perspective of what could have benefited the mentees academic progress.

Many parents wanted feedback and programmes better suited to their daughter's need. Furthermore a comment was made by one of the families, providing a rich perspective that should not be ignored:

"Young Pacific students who have to balance school, culture and church activities - I think it would be great if the programme in future could look at how Pacific students can do this - and all on top of their social activities as well."

This comment looks at influencing factors on academic learning progress of the Mentees. Most transcripts perceived the programme positively where positive outcomes for academic benefits were achieved. A small fraction gave perceptions that showed no connection with the programme benefiting their academic performance.

Discussion

Records of family and mentee perceptions identified academic benefits that will now be analysed answering, "How do Mentees and Families perceive the academic benefits of the FLP?" Academic benefits includes: improvements or advantages that can be seen in the form of theory, social, emotional, mental and physical experiences. Following a thematic order findings are discussed below in relation to literature.

Academic achievements:

Academic outcomes can include progressing through grades, graduating school, entering employment or further education (Harris, et.al, 2007). Many did perceive a change in their achievements whether it be an increase in their grades, an official award, or graduating from high school. Academic achievements can also be linked with academic support from peers, teachers and parents (Chen, 2007). Social support can be seen as useful to students' academics. Support is constantly described as mentors motivating mentees to do well in school, a factor in academic success. Motivation compliments cognitive processes that are essential to the learning process (Harris, et.al, 2007). Mentees described Mentors as people who "helped me to graduate College". Motivation can mean better performance and effort by students (Lacante, 2004). Families have taken pride in the increase of efforts of grade increases as well as prize-giving. Mentors' support can be seen as important to student learning as students become internally encouraged to succeed in school.

However academic achievements showed minimal references as being perceived as important academic benefits. As studies have shown pacific island students have on average low academic scores (Nakhid, 2009; Bullen, et.al, 2011). With high numbers of pacific island participants the importance of academic achievement as being low were reflected in their accounts. Bullen and colleagues found that, "programmes focused on psychological and interpersonal goals were more effective than those focused on educational goals" (2011, p.52). This could assume educational achievement as having less success through programmes and so correlates with the results found in the FLP.

Skills and qualities:

A large number of participants discussed a skill or quality they noticed that was beneficial for student academic progress. Mentoring programmes that incorporated goal-setting as a key aspect were seen as being effective (Bullen, et.al, 2011). For the FLP goals were the highest referenced sub-theme as programmes and questions related specifically to Mentees perspectives on goals. Goals can be seen as looking ahead into the future and being better prepared and so positively developing as a youth. Positive

development can be fostered by preparing youth for the future (Brooks-Gunn & Roth, 2003). Students with a long future time perspective will set goals to perhaps enter into higher education taking actions, such as effort in school, to achieve these goals (Lacante, et.al, 2004). Therefore goal setting can have positive effects on mentees' current and future academics.

Ideally schools would, "produce eager learners, self-regulated and highly motivated individuals who are capable of planning their futures realistically and applying themselves to the new learning tasks that emerge." (Harris, et.al, 2007, p.69). Skills and qualities identified suggested a sense of developing the capability to survive and conquer the subject of learning. Participants described an increase in motivation and responsibility in learning as well as planning for their future. This reinforces the idea that adolescents can be seen as being able to develop resources to survive in difficult times rather than being seen as problematic people to be managed (Brooks-Gunn & Roth, 2003).

Leadership skills and qualities can be useful for adolescents to cope and advance their future. For example one of the mentees says, "I know I can use this confidence along with the variety of different learned skills to become a leader of the future." Internal competencies can be stored and used for future references despite the circumstance (Lacante, et.al, 2004). This suggests that learnt skills and qualities from the FLP, can be resourced in different circumstances, perhaps in future educational circumstances.

Academic performances and its future benefits:

Educational learning and development continues beyond high school. Participants spoke of future plans and a mindset that would benefit them in the future. Madjar & Mckinley (2011) identify a need for the involvement of many for students to successfully carry on to higher education and a career. Mentors as well as the incorporated programmes were seen by participants as being beneficial to mentees future education or employment. With pacific people having low employment rates there is a need to address this (Nakhid, 2009). 3/7ths of those who referenced employment and higher

education were of Pacific Island ethnicity, as found in the FLP data set. This is an interesting number in relation to NZ statistics, whether it is considered weak or neutral in the growth in numbers of higher education and employment for Pacific Island people. Although due to minimal identification no solid links can be made to generalise the connection between future employment and ethnicity. Nevertheless, employment goals and actions towards employment were perceived as an important progression.

Positive development looks at focusing on the future of students enabling them to be capable of planning their futures (Brooks-Gunn & Roth, 2003; Harris, et.al, 2007). Positive outlooks on future endeavours were strongly perceived. Words such as “Future, goals, inspiration, change and motivation” were commonly identified by the participants. This suggests that students who considered their future also experienced change and positive affirmation. Positive attitudes on future prospects can be correlated with enhanced student grades (Lacante, 2004). Therefore positive future outlooks that have been identified by students may have also benefited or co-existed with student academics.

Experiences with academic benefits:

Opportunities that provide stimulating conversations, engagement, reflection and validation can allow academic intelligence to be fostered (Nash, 2003). As described in the data, mentees experienced places and people that provided stimulating learning and engagement. For example experiences of the Museum and attending talks by inspirational speakers were expressed. Learning by participation, as experienced, allows linking learning with everyday life (Appleby & Barton, 2008). Activities that Mentees experienced can then be seen as developing and encouraging their academic learning.

Supportive interaction was seen as benefiting mentees’ academia. Students need supportive relationships to enhance their educational experiences (Chen, 2007; Madjar & McKinley, 2011; Nash, 2007). Mentors, coordinators and other Mentees of the YWCA were perceived as providing supportive relationships. These supportive relationships provided positive influences for progressing in school. Chen (2007) notes that, “quality support from significant others in the social context can influence an individual’s

development" (p.115). Mentors are social supporters who have provided quality support influencing developments (such as academic progression) of many of the Mentees.

Possible suggestions:

An interesting suggestion made by one of the families was incorporation of cultural perceptions due to its influence on mentees' lives. The majority of mentees identified as Pacific Islander yet interestingly, cultural incorporation in the programme was not identified by the mentees. Pacific Island students have shown low rates of academic achievement requiring consideration of social and cultural structures in New Zealand (Bullen, et.al, 2011; Nakhid, 2009). Mentees identified the complexity of their lives including struggles with balancing academic expectations with other aspects of their lives. Engagement with students should consider their complex life including their identity (Appleby & Barton, 2008). Family is one aspect of mentees' lives and findings have suggested an increase in feedback on mentees' progression. Parent involvement can be seen as useful in helping students achieve in schools. For example checking things are handed in on time can be an important role of the parent (Madjar & Mckinley, 2011). As students live complex lives this discussion has portrayed the importance of involving culture and family in programmes.

Summary and recommendations

After looking at the data it was clear that many of the themes were inter-related. For example Higher education was commonly perceived in relation with a better outlook on future endeavours as well as goal setting. This has also aligned with literature that suggests that goals for higher education initiated in school are exhibited by students who have long future time perspectives (Lacante, et.al, 2004). Goals are then seen as useful to achieving higher education.

Additionally, school achievements were commonly identified with a learning mind frame. Skills and qualities in learning can be adapted in various situations including academic achievements (Lacante, et.al, 2004). Promotion of positive learning mind frames can result in a development of academic achievements.

Mentees descriptions showed that academic benefits were most commonly found in “Most Significant Change” that was filled out once they had completed their experiences of the FLP; in contrast to the “Annual Evaluation” forms that were least referenced. Perhaps academic benefits are seen as achieved at a long term investment rather than an instant achievement. Here motivation can be identified as being developed by self-efficacy and perhaps long term goal setting (Harris, et.al, 2007). It also shows that academic benefits were seen as important by mentees being mentioned as a personal most significant change.

Goal setting was most highly perceived as being an attribute to academic benefits. If the aim of the YWCA is to ensure educational achievement, goal setting can be seen as a powerful factor in achieving this. Research suggests that “teachers should provide those future goals in ways that satisfy people’s feelings of autonomous or volitional functioning. (Lacante, et.al, 2004, p.135). As goals were highly valued by students, the FLP could further develop this by identifying which goal types people work most best with. Acknowledging individuality and complexity, may enhance the valuable practice of goal setting.

With some mentees identifying no effect in their academia aspect of life it is important to see possible factors that could contribute to this perspective. Supportive interaction had loose links with themes with no correlation to possible suggestions. This could mean supportive interaction had little negative perception but was a positive reinforcement of academic benefits. Also it is important to consider personal attributes such as culture and identity. Collaboration with external roles and communities allows supportive interdependence acknowledging the role of family and community on the individuals’ lives (Quinn & Mowat, 2010). Students have complex lives that demand support to work with theses dynamics (Appleby & Barton, 2008; Chen, 2006). Because of the demographic differences identified in academic achievement it is important to work with culture (Nakhid, 2009). Incorporation of cultural practice may be a necessity it helping young Mentees further succeed in their academic lives.

This discussion has provided in depth analysis of what leadership mentoring programmes can do for students. Academic benefits prove to go beyond academic achievements and look at creating foundations for life-time learning. To fully remove educational achievement from the programme may be impossible as academic benefits are an aspect of educational achievement. Academic benefits consistently linked to multiple key aspects of the FLP and so its existence can be seen as unavoidable. If an aim of the FLP looked at purely achievements then modifications will need to be made to ensure outcomes such as better grading, awards and graduation are achieved.

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“An important person in my journey”:

Mentors through the eyes of mentees

Abstract *Dyadic relationships between mentors and mentees are often at the heart of mentoring programmes. However, understanding the subtle dynamics and unique characteristics of these relationships is often lost within the wider context of the programme. This research aims to create knowledge about the core components of mentoring relationships within the YWCA Future Leaders programme. Two projects have collaborated to understand the dyadic relationship between mentor and mentee, with each project focussing on one side of the relationship. The aim of this project is to understand perceptions of the mentoring relationships from the perspectives of mentees; a perspective often overlooked in current mentoring research literature. Findings are largely concurrent with existing literature and highlight the importance of positive connection and commitment as foundational elements to positive mentoring relationships. When the foundations of connection and commitment are in place, six key factors were identified as supporting the growth of positive mentoring relationships: quality time, support and encouragement, mentors sharing their lives, mentors as friends and confidants, setting and achieving goals and developing mentees' self confidence. These findings will be presented to the YWCA to support their development of positive mentoring relationships as a critical success factor to the Future Leaders programme.*

Research Focus

This research analyses the data from the perspective of mentees within the programme, looking at perceptions of the mentoring relationship and mentees views of factors that impact the relationship. This will be done by answering the question:

How do mentees perceive the mentoring relationship and the factors that impact upon this?

Key words: mentees, perception, mentoring relationship

The key focus is the mentoring relationship between mentors and mentees. A separate project has been conducted with a focus on mentor's perspectives. cursory findings across the two studies have been compared and will be compared in more depth to generate knowledge on the interaction between mentors and mentees and how differing perceptions of the relationship might have an effect upon it. Factors that impact that upon this relationship will be identified and the effect that these factors have on the relationship as a whole will be analysed.

Background & Justification:

The YWCA states that they aim for the mentoring relationship to "develop and strengthen into a high-trust, supportive, sustainable relationship over the course of four years" (YWCA, n.d., p.2). This research question will shed light on whether this is happening from the perspective of mentees within the programme and how this might be achieved in future. This is vital information for the YWCA. Quality mentoring relationships are proven to be foundational in the success of mentoring programmes and have the most influential impact on outcomes for both mentor and mentee (Barker, 2006; Goldner & Mayseless, 2009; Ragins, Cotton & Miller, 2000).

From a personal standpoint, my interest in mentoring relationships stems from my own experiences of mentoring. I have been involved with mentoring programmes as a mentor and I am particularly interested in the development of positive mentoring relationships. Having often looked at such relationships from the perspectives of mentors and mentoring organisations, I am curious about how mentoring relationships are perceived by mentees.

Methodology:

Using inductive techniques, secondary data analysis was conducted on the data provided by the YWCA. NVivo software was used to code qualitative data, identifying key themes and the relationships between them. A literature review was conducted after the analysis (to avoid current literature influencing findings) in order to stimulate and evidence a discussion of findings.

There are limitations to this method worth noting. Removed from the original context, the data may have issues of fit and data errors are more difficult to identify (Smith, 2008). Issues involved in data collection, such as low response rate, incomplete responses and misunderstanding of the question are not able to be accounted for in this analysis (Boslaugh, 2007).

Confidentiality and anonymity of participants is not an issue as the data has been de-identified by the YWCA. To further support anonymity, participants are not identified by their ID codes in this research report. Permission has been granted by the YWCA to use this data and a confidentiality agreement exists between the researcher and the YWCA.

Participant Selection:

The responses of all mentees across all measures have been analysed, with particular attention given to responses that mention mentors. Responses from mentors have been analysed by Sharon Ryan in her research titled "Perception, engagement and support: Facilitating meaningful relationships in youth mentoring" (Ryan, n.d.). The decision to include all mentee responses is to ensure that all possible perceptions are included.

According to the YWCA data from mentees, the total numbers of mentee participants are as follows:

TABLE 1: FUTURE LEADERS DATASET				
MEASURE	2012-14 N	2012 N	2013 n	2014 n
Annual Review Questionnaire for Year 10, 11, 12 & 13 Mentees	270	103	98	69
Most Significant Change Evaluation: Year 13 Mentees	40	11	15	14
Future Leaders Programme Exit Feedback Form for Mentees	17	0	0	17

(YWCA, n.d., p.4)

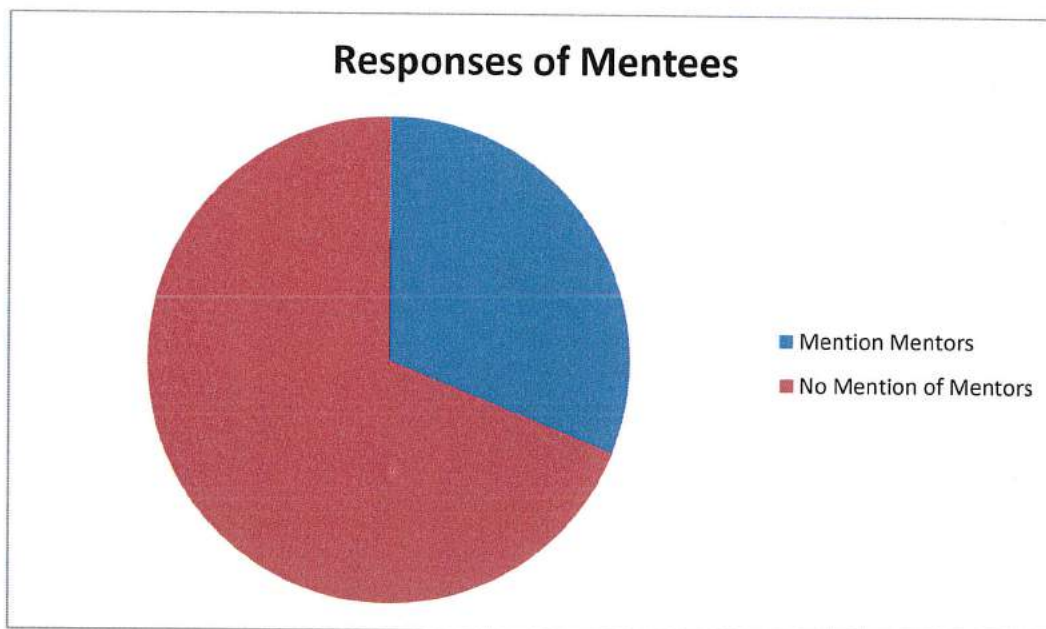
Analysis of the Data

This analysis is presented in two parts. The first part examines the numbers of mentee responses, according to mention of mentors, year level and types of responses. The purpose of this section is to understand the significance of the number of mentees responding. The second part describes the qualitative themes that emerged from the data and use quotes to illustrate them. It is important to remember that these findings are based solely on the mentees' perceptions of their mentors and the mentoring relationship. The focus of the analysis and discussion is to deconstruct mentees responses to understand what they say about the mentoring relationship and why they might be saying it. These findings should not be considered in isolation. Understanding the results within the context of

the other research projects being conducting for the YWCA will support a more holistic understanding of the mentoring relationship, the Future Leaders programme and the impact that it is having on mentees.

Part 1: Mentees Responses

Three data sources were analysed for this research project: Annual Review Questionnaires, Most Significant Change Evaluations and Exit Feedback forms. The data was first analysed for mentees that mentioned mentors in their responses. The graph below illustrates the numbers of mentees who mentioned their mentors and those who did not.



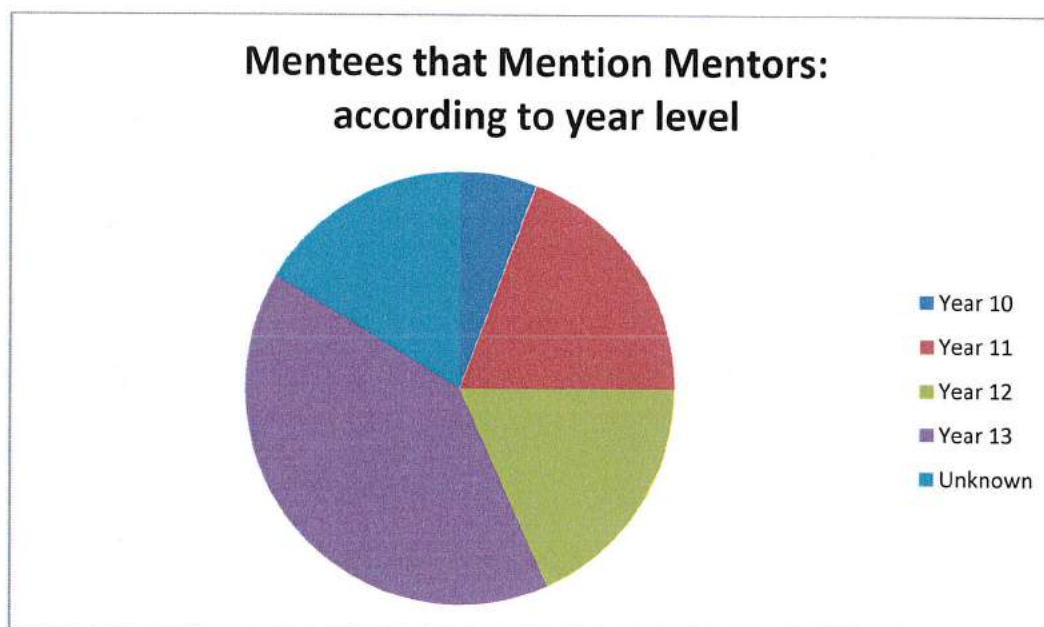
Just over two thirds of mentees did not comment on or mention mentors. There are several potential reasons why such large numbers of participants did not mention mentors. Mentees may not have mentioned mentors because they felt more strongly about other aspects of the programme. For example, many mentees that did not mention mentors talked about camps and workshops. (For more information on what this group of mentees did mention, please see appendix 5).

The numbers of mentees that did or did not mention mentors could also be affected by the questions asked and interpretations of these questions. Only the Exit Feedback forms explicitly asked mentees to comment on the mentoring relationship and every participant mentioned their mentor in this data set. The Most Significant Change and Annual Review data allowed room for responses about mentors but did not have questions specifically addressing the mentoring relationship. This alone could have contributed to a lower number of responses about mentors in these two data sets.

These potential reasons for low numbers of mentees mentioning mentors cannot be conclusively supported by the data. However, they are useful to consider when looking at the findings of this study. They also provide potential areas of improvement for future research/information gathering. With such large number of mentees not mentioning mentors, it may be helpful to include more

explicit questions about the mentoring relationship in all future feedback forms. It is important to reiterate that only the responses of mentees who mentioned their mentor are analysed further.

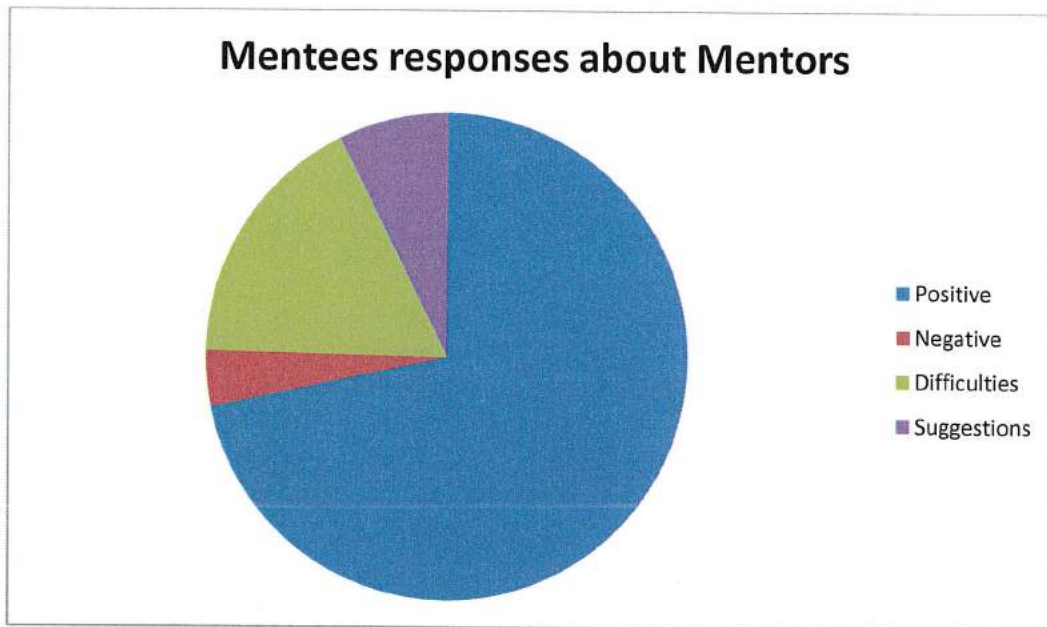
The Annual Review was the only data to identify and involve mentees from Year 10-13 (See Appendix 2). Most Significant Change Evaluations only surveyed Year 13 mentees and Exit Interviews did not identify mentees' year level. Comparing mentees' responses across year levels provides another way of understanding mentees responses. The following table shows the proportion of mentees that mentioned mentors according to their school year level.



This information is significant because it is the responses from these mentees that have been analysed further for qualitative themes. It is important to note that only a small proportion (just over 5%) is from Year 10 mentees. Therefore Year 10's in the Future Leaders programme and their perceptions of the mentoring relationship are underrepresented in the qualitative analysis. Year 10 students may not have commented on the mentoring relationship as much as other students because their mentoring relationship has only just begun. The majority of responses analysed are from Year 13 students. This may be due to the fact that they have had a longer relationship with their mentor, allowing the relationship to become a more significant factor in their Future Leaders experience. This is supported by the fact the Most Significant Change Evaluation had more mentees mention mentors than not.

Numbers of participants according to responses about mentors			
MEASURE	Mention Mentors (n)	No Mention of Mentors (n)	Total (n)
Annual Review Questionnaire	61	209	270
Most Significant Change Evaluation	26	14	40
Exit Feedback Form for Mentees	17	0	17
Total Participants	104	223	327

To give an overview of how mentees talked about mentors, the themes that arose are presented below according to the proportion of positive and negative responses as well as reported difficulties experienced and suggestions for improvement.



The vast majority of those who mentioned mentors responded positively about their experiences. There were small numbers of mentees who did mention the difficulties, giving insight into issues that may be negatively impacting on the mentoring relationship. As the majority of responses were positive, and only very few commented negatively about the relationship one might conclude that perceptions of the mentoring relationship are overwhelmingly positive. However, I would be hesitant to draw such a conclusion when there is such a large number of mentees who did not comment on the relationship at all. Finding out what this population feels about the relationship will be important to determining whether the majority of the mentees in the programme feel positively or negatively about their mentoring experience. Up until such a time as this research can be conducted, this project can only conclude that those who mentioned mentors' had mostly positive experiences of the mentoring relationship.

The caution in drawing positive conclusions is due to the fact that mentees are less likely than mentors to comment on difficulties in the mentoring relationship. Campbell & Campbell (2000) found that mentees in their study reported difficulties only half as much as mentors and most mentees did not respond to questions asked about problems in the mentoring relationship. Therefore it is possible that mentees who had negative experiences or difficulties did not comment about their mentors at all in the Future Leaders data.

This does not detract from mentees' responses or the significance of the emerging themes. The following analysis on the available data sheds light on several aspects central to successful mentoring in the Future Leaders programme. It also highlights areas which need to grow in order to improve mentoring relationships. These findings would be strengthened by research that incorporates the views of more mentees. However, they still present a useful foundation from which to understand the dyad between mentees and their mentors.

In summary, analysing the numbers of mentees who responded led to significant findings. Only around a third of all mentees mentioned their mentor in their responses. Of this third, the majority of mentees talked positively about their mentor. When looking at mentees responses across year levels, Year 10 mentees discussed their mentors significantly less than Year 11, 12 and 13 mentees.

More detailed tables about the numbers of mentees and their responses can be found in appendix 1 & 2.

Part Two: Emerging Themes

After identifying mentees responses that mention mentors, these responses were categorised into three broad themes: positive relationships, negative relationships and difficulties, and suggestions and improvements. Across positive and negative relationships two themes emerged strongly from the data: connection and commitment. Each of the subthemes that then emerged could be related in some way to these foundational elements of the mentoring relationship. When positive connection and commitment were evident, many positive aspects of the mentoring relationship developed. When there was a lack of connection or commitment, the relationship suffered and a positive relationship was difficult to maintain.

Positive Mentoring Relationships

The majority of mentees who mentioned mentors commented that simply having a mentor was in itself a positive aspect of the programme. Mentors who were committed to their mentees made time to be there for mentees, physically and emotionally. A committed mentor for the four year duration of the programme allowed for special relationships to form between mentees and their mentors. One mentee described a highlight of the programme as getting to grow old with her mentor. Having a committed mentor provides the foundation for other important aspects of the mentoring relationship such as quality time together and feeling supported and encouraged. Having a committed mentor was also the pre-cursor for the second foundational element in the mentoring relationships: positive connections. Positive connections paved the way for mentoring relationships that were trusting, supportive and reflective of mentees' unique needs.

The positive themes that emerged are based on positive experiences that mentees explicitly linked with their mentor or the mentoring relationship. Subthemes under these headings are clustered into eight groups. These are presented in order of strongest to weakest themes. Most aspects of the mentoring relationship are closely interlinked and difficult to separate. The mentoring relationship and interactions within it were their best when mentors successfully combined many elements of positive mentoring to support their mentee.

Quality Time Together

A significantly large number of mentees commented that just spending time with their mentor was a highlight of their Future Leaders experience. Whether hanging out, or engaged in activities, mentors and mentees had to have enough commitment to the relationship to make time to meet up. When this happened, time together allowed for the formation of positive connections and mentees experienced a positive mentoring relationship. Mentees really enjoyed and appreciated when mentors were present for important events, such as awards ceremonies, sports games, dance shows etc.

Mentees discussed the benefits of frequent contact, but mentees did not describe phone, text or email communication as a highlight. It was physical time together that created memorable moments in the mentoring relationship. This is also reflected by those who experienced difficulties with their mentors, who highlighted the issues with getting in contact and problems with finding time to meet. A lack of quality time together severely restricted the positive growth of the relationship.

Positive experiences and activities

Engaging in positive experiences and activities with a mentor contributed significantly to positive connections between mentor and mentee. Time spent together learning a new skill or sharing a new experience was especially bonding for mentees. Mentees described memorable days, activities and events which were made significant because they were shared with the mentor.

Mentees really enjoyed the opportunity to experience something new or learn a new skill. Some experiences were organised activities such as camps, the walkathon, high ropes, and releasing a kiwi bird. However simple day to day activities such as cooking, taking photos and going out for ice-cream were described just as positively. Engaging in quality time together through fun experiences and activities is what made these experiences memorable.

"[Some highlights were] our monthly trips...for a talk and ice-cream and doing a photography workshop. [My] mentor is a photographer so we went around the waterfront taking photos. [It] was really fun." – Exit Interviews

"After meeting with my mentor for a few times, I started liking it because she was taking me places that I haven't been to before and she was helping me with my school work as well as helping me to cook and bake European food." – Most Significant Change Evaluation

Group meetings with other mentors and mentees

Mentees really enjoyed instances when they met as a group with other mentors and mentees and described this as a highlight of their time in the programme. Events that supported this were enjoyed as bonding opportunities between mentors and mentees. Some mentors and mentees also met as groups informally which mentees also enjoyed.

Fun in the mentoring relationship

This was an underlying theme to many other positive aspects of the mentoring relationship. Time spent together, positive experiences and activities, and learning new skills were all enhanced if the mentee was having fun and felt the mentor was having fun too. However, only a few mentees specifically used the word fun to describe the mentoring relationship.

Mentees felt supported and encouraged

Feeling supported and encouraged was a theme that emerged very strongly from the data with most respondents using the words encouraged or supported to describe their mentoring relationship. Support and encouragement were evident in a wide range of areas, from academic support and goals, to family difficulties. This was the strongest theme to emerge from the data on positive mentoring relationships and was crucial to mentees positive perceptions of their mentors.

This mentee illustrates the connection between encouragement and confidence as well as the underlining positive connection between them:

"[My mentor] is a huge supporter of mine, a special person who helped to build up my confidence and made me the positive person who I am today. I really like the quotes she said such as "The more you do, the better you would be." Her words really inspired me. I think she is an important person on my journey." – Most Significant Change

Advice from mentors

Receiving advice from mentors often contributed to mentees feeling supported and encouraged. Mentees also made a distinction between practical support and emotional support. Advice and practical support seemed to centre on issues like finding a job, planning for the future and organising school work. When advice was linked to emotional support, mentees described mentors as guiding mentees using their wisdom and experience. Mentors giving advice was described as distinctly different to mentors encouraging mentees encouragement. Encouragement was usually described when the issues and direction of conversation were led by the mentee. When mentors gave advice, there was a sense that mentors took the lead. Giving advice allowed for mentors to disagree with mentees and give an alternative point of view for the mentee to consider. It allowed mentors to extend mentees in areas that mentees could not grow on their own. The giving of advice placed mentors in a position of respect and if given within the context of a positive mentoring relationship, advice was gratefully received by mentees.

The difference between advice and encouragement is exemplified in the following quote. This mentee gained a mentor who had a different perspective of the situation and gave advice.

"My mentor has helped me a lot in understanding that it's my life and that I can't do something if I don't like it...every time my mentor takes me out (like to star dome and to plays), I always wanted to be an astronaut or an actor and also so many other things, but I learnt that I can only do something if I like it." – Most Significant Change Evaluation

Practical support was often given in relation to the development of new skills. A new skill mentees often attributed to the influence of their mentors was being organised and learning good time management. Mentees described how this helped from a practical aspect but also described it alongside emotional support and encouragement.

"[My] mentor taught me how to be organised. She taught me to plunge myself into everything and to get involved in as many things as I could. I learnt to never limit myself and to always challenge myself." – Exit Interviews

"[My] mentor helped me a lot. She helped me get sorted and be more organised. I didn't have any structure to my life, studies etc so she now has taught me how to organise my life better." – Exit Interview

Another way that mentees described mentors giving practical support was when they helped mentees find jobs. A few mentees talked about this was a significant goal for them. Mentees described how mentors were engaged with the process of writing CVs, searching for job and being a referee. The few mentees who received help with this really appreciated this practical support from the mentor. Guidance and support as well as friendship were words used to describe mentors who helped mentees find jobs.

Good communication

Good communication was considered by mentees to be two key things, frequency and regularity of contact as well as the way the mentor interacted with the mentee. Good communication was often equated with support and was a key part of forming positive connections between mentors and mentees.

"[My] mentor was really supportive and I am grateful to have her. I will definitely keep in touch with her after school. We could talk for ages and [she] would also send texts of support or remember important events in my life." –Most Significant Change Evaluation

Mentors sharing their lives

Mentees really valued when mentors were able to share something of their own lives with them. This ranged from sharing ethnic and cultural differences to sharing personal hobbies and quirks or taking their mentee to work. Mentees' enjoyment of and focus on mentors sharing aspects of their lives, emphasizes the dyadic nature of the mentoring relationship. It gave mentees a sense of who their mentor was as a person, beyond their role as mentor. It also demonstrates that the relationship works best for mentees when the exchange is two way, not just from the mentor to the mentee. When mentors opened up to their mentees, mentees felt a strong positive connection to their mentors and were appreciative of mentors' sharing. For this mentee, her mentor sharing personal aspects of her life allowed the mentee to view her as a role model:

"I have learnt to become a much more independent woman and to drive myself towards taking ownership of my own learning. Much of this is reflected in my mentor who I look up to as a successful independent women who...shows great strength through what she does everyday which is helping people with god and her family by her side and that's exactly what I want to achieve as well" – Most Significant Change Evaluation

Family involvement

A huge part of mentors sharing their lives with mentees involved mentors sharing their families. Mentees really enjoyed being able to meet members of the mentor's family and feel like they were a part of the mentor's life. Mentees also enjoyed being able to introduce their family to mentors. Activities and events organised by the Future Leaders programme where families could be involved were frequently mentioned as mentees favourite experiences. Although family involvement was not discussed in great detail, a number of mentees mentioned meeting members of the mentors' families as a highlight of their Future Leaders Experience, identifying it as one of the most enjoyable aspects of their experience.

Setting and achieving goals

Another strong theme to emerge was mentors helping mentees to achieve their goals. This theme was evident help with school, academic achievement and getting a job. Mentees valued mentors' support with setting and achieving their goals. Mentees also described how mentors supported the development of setting realistic goals and committing to achieving them. Mentees felt that mentors were an active part of this process. Mentees cherished celebrating successfully achieving their goals and enjoyed achieving goals alongside their mentors.

"With help from my mentor and [the] programme, I was thoroughly taught the importance of prioritising and setting goals which help relieve stress and workloads I had to juggle.

Setting goals was something I found difficult to follow through, however over the years I was able to set realistic goals and actually achieve them” -Most Significant Change Evaluation

A large number of mentees mentioned mentors helping them with school work and school related issues. Only a few mentees described this in detail and provided insights into why this was important to them. However support with school work and achieving academic goals was consistently highlighted as important in the data. Help with school was also linked to practical and emotional support (as well as goal setting).

For this mentee, her mentor extending her as well as supporting her shows how the mentoring relationship positively contributes towards goal setting:

“I made the goal to pass Level 1 with Merit or Excellence...my mentor encouraged me to make the goal to get top year 11 student (dux). At the time I didn’t know if I could but I wanted to...Having my mentor support this goal full-heartedly and challenge me to do all I could really allowed me to reach my full potential and I got dux that year.” –Most Significant Change Evaluation

Mentor as a confidant or friend

In some instances mentees described mentors as a friend or someone they could talk to when they couldn’t talk to anyone else. For this to happen mentees had to be comfortable with their mentor and good communication was needed. A confidant was described when mentees perceived the mentor as a person they could trust with information they could not tell anyone else.

“She helped me with a lot of friend issues I had, and she was a person I could talk to about anything and things I couldn’t tell my friends or parents” -Exit interview

When mentees perceived mentors as confidants or friends, they were able to access their mentors for support during personal difficulties. Mentors supporting mentees through tough times with family or friends was described with very positive language. Mentees who talked about mentors support when things were difficult spoke very highly of their mentors and described a strong bond and positive connection between the two of them. This often included a perception of unconditional positive regard; that mentors would be there for mentees no matter what.

“[My] mentor helped me a lot with everything even with my family and our needs. My mentor has such a loving and caring heart and if it wasn’t for her believing in me I don’t think I would continue on with school and be focus” -Exit Interviews

Developing Confidence

Growing mentees self-confidence is a central objective of the Future Leaders programme. Many mentees talked about an improvement in confidence. Only a portion of these however, attributed this gain in confidence directly with their mentor. Most saw a gain in confidence as a product of many different aspects of the programme working together.

Different aspects of the mentoring relationship intertwine to support the development of mentees’ confidence. Mentees’ responses showed how mentors’ personalities, encouragement and support, commitment to the relationship, interest in the process and mentors’ ability to grow and extend the mentee all culminated in increased self confidence.

"The biggest difference I see in myself is in terms of confidence...My mentor has been a big part of this. She's such a bright, fun person to be around and she certainly does not hesitate to throw me into the deep end if she thinks I can handle it. She's always encouraging me to do things that I wouldn't necessarily choose myself. She's been a driving force in helping me push my boundaries and she never stops pushing me to do more."- Most Significant Change Evaluation

Negative Mentoring Relationships and Difficulties

Only a small proportion (around 3%) of mentees discussed mentors in a negative light. Most described the difficulties of the mentoring relationship but still alluded to the fact that having a mentor was a positive experience. However, several clear themes emerged that can be categorised as representing negative experiences in the relationship. These themes are presented below in order of how strongly the theme emerged from the data.

Mentor or Mentee too busy

Many mentees described the difficulties involved with coordinating two busy schedules. Both mentees and mentors were often too busy to meet regularly and this was compounded by transport difficulties, distance and communication issues. Mentees who acknowledged their own busyness as well as that of their mentors talked about the difficulties of aligning schedules and time management. They talked pragmatically about the realities of busy lives. Mentees who experienced busy mentors without mentioning their own schedule, spoke more about feeling their mentor was absent. Sad was a word used by many mentees to express how struggling to find time together affected them. Mentees felt the absence of their mentors most when they wanted their mentors' support and the mentor was not there.

"We both have been busy... [but it] was sad one time when I really needed her through a hard time and she was really busy. So didn't have anyone to talk to about it." – Exit Interviews

Lack of commitment or Mentor leaving

Having a mentor was seen by many mentees as the highlight of their Future Leaders experience and made mentees feel good about the mentoring relationship. Mentees who did not have a mentor, experienced a mentor leaving or had to change mentors felt these as significant negative experiences which contributed to a negative view of the mentoring relationship. Many mentees expressed their relief when they received a mentor after not having one, even if they never established a positive connection with the new mentor. Those who experienced a mentor leaving or having to change mentors often described their frustration and disappointment. These mentees commented on mentors' lack of commitment to the programme and to their mentee.

"If mentors [are] going to leave they should tell mentee...[the] mentee needs to know [the] reason, didn't feel like they could ask. First mentor leaving was hard. Be clear with mentors about commitment" - Exit interviews

"[My] second mentor, not too many highlights with her. I hardly got to know her as well as the first mentor. It was sad having first mentor leave me as a mentor but still grateful to have second mentor but wasn't the same." - Exit Interviews

Lack of connection

A positive connection and the many factors that contribute to this were discussed in depth by mentees who experienced positive mentoring relationships. Connection (and its lack thereof) was also mentioned consistently by those who did not experience positive mentoring relationships. This was not just alluded to, but specifically mentioned by mentees.

"[I] didn't feel the mutual feeling or connection." – Exit interviews

"[A challenge was] my first mentor leaving me and getting a new one. Didn't really click with the new one and never saw her often." – Exit interviews

Communication challenges

A small number of mentees described the details of their challenges to communication. Not having enough money on their mobile phone was a reason given by a few mentees for not responding to their mentors. Mentees admitted to not keeping in contact or struggling to contact their mentor.

These themes clearly allude to areas that can be improved. Future data collection by the YWCA may wish to consider these themes as to enable a more robust understanding of the issues raised.

Suggestions for Improvement

Some mentees also made suggestions on how the mentoring relationship could be improved. These are worth noting as they give an indication of areas mentees may perceive as needing the most improvement. Three main themes arose from mentees suggestions for improvement: communication, opportunities to meet and commitment to the mentoring relationship. A suggested improvement to communication was the use of email and text, as mentees didn't always have credit/money on their mobile phones and often were not allowed phones at school. There were also suggestions that mentees and mentors should meet as groups. Many mentees mentioned within the data that they enjoyed opportunities to meet with other mentees and their mentors and engage in group activities with mentors. One mentee suggested placing one mentor with three mentees and engaging in group meetings with two mentors and three mentees.

In terms of commitment to the mentoring relationship, those who responded felt strongly about finding mentors who will stay with their mentee for the four year course. They suggested this could be improved by having a mentor and mentee contract. The contract would help to ensure that the relationship/mentoring would last and if it did not, either mentee or mentor would be prepared if the other decided to leave. Mentees who had experienced their mentor leaving felt strongly about wanting to know beforehand if their mentor was going to leave. They also felt that mentors need to be compatible with mentees.

Discussion & Recommendations

The purpose of this study was to analyse the Future Leaders data for emerging themes on mentees perceptions of the mentoring relationship. This was in order to create knowledge about the critical components of positive mentoring relationships as well as identify difficulties mentees perceived in the relationship. The findings of this study are consistent with current mentoring literature. Deutsch & Spencer (2009) also communicate a strong argument for commitment and positive connection as foundational aspects of mentoring relationships. Commitment is measured by duration, frequency and consistency of contact, whilst positive connection is assessed by strength of emotional

connection, perceptions of closeness and whether the mentor has become a meaningful person in the mentee's life (Deutsch & Spencer, 2009). Deutsch & Spencer (2009) emphasize that assumptions cannot be made about a mentor's significance. Du Bois' study (2002, as cited in Deutsch and Spencer, 2009) found that less than half of the mentees in a formal mentoring programme spontaneously elected their mentor as a significant individual in their lives.

The sub-themes of positive mentoring relationships in this research align with core components of other mentoring studies (Campbell & Campbell, 2000; Deutsch & Spencer, 2009; Eller, Lev & Feurer, 2014; Fowler & O'Gorman, 2005). The close alignment of findings between the three studies indicates that the results of this study have some level of generalisability and strength.

Comparison of literature to this study's findings:

Fowler & O'Gorman (2005)	Eller, Lev & Feurer (2014)	This research
Personal and Emotional Guidance, Coaching	Caring personal relationships, Mutual Friendship	Encouragement & Support, Advice, Help with difficulties
	Open Communication, Accessibility	Good communication, Committed Mentors
Career Development Facilitation	Goals and challenges	Goal setting and achieving, Help with school
Role Modelling	Role modelling	Mentor sharing their lives
Learning facilitation	Exchange of knowledge, Sharing	New experiences, activities, skills, Academic Support, Developing confidence
Friendship	Mutual respect and trust, Honesty	Mentors as confidants & friends, Family involvement, Fun
Advocacy		Helping to find work
	Independence and Collaboration, Passion and Inspiration	Positive connection

Fowler and O'Gorman (2005) identified principal components of the mentoring relationship through a two phase statistical analysis. Eller et al. (2014) used purposive sampling and qualitative analysis. Both of these studies used very different methods but show a high level of comparability to this study.

When relating the data to current literature, the many different types of support provided by mentors continue to emerge. Many positive aspects of the mentoring relationship are evident in the Future Leaders Programme, but could be developed and strengthened by using information from other studies. Spencer & Liang (2009) conducted a study on formal youth mentoring relationships between adolescent girls and adult women. Their study found three inter-related relational processes: "engaged authentic emotional support, the development of new skills and confidence through collaborations, and experiences of companionship that provided relief from daily stresses"

(Spencer & Liang, 2009 p. 109). These processes can be clearly seen in the positive themes that emerged from the Future Leaders data, but could be developed further by talking to mentors about how they can assist their mentees more purposefully in these areas.

For example, Spencer and Liang (2009) discuss the need for opportunities to provide assistance with emotional regulation and active partnership. There is evidence of this happening in the mentoring relationships in the Future Leaders programme when mentees describe their mentors as confidants. This could be developed further by training mentors to understand a young person's emotional development and providing mentors with techniques to support their mentees to develop healthy emotional regulation. (More detailed information can be found in Spencer, R., & Liang, B. (2009). "She gives me a break from the world": Formal youth mentoring relationships between adolescent girls and adult women. *The Journal of Primary Prevention*, 30(2), 109-130.)

Fun in the mentoring relationship was not overtly evident within the data, but it is a theme supported by the literature as an important part of companionship and relationship building. Fun allows mentees respite from their day to day struggles (Spencer & Liang, 2009). Through fun activities the mentoring relationship can become a safe place for mentees to escape stress and receive comfort.

It is interesting to note that the research on mentors' perspectives showed that mentees' lack of engagement was a significant factor in the success of the relationship. Mentors who perceived that their mentees were not engaged struggled to develop positive relationships (Ryan, n.d.). Campbell & Campbell's (2000) study showed that mentors were far more likely to report mentees' lack of commitment as a problem in the relationship. Only a few mentees in the Future Leaders data talked about their mentors' lack of commitment, but those who did were overt and strong in their opinions. This would suggest that perceived lack of commitment might be damaging to both sides of the relationship (Spencer, 2007). Measures should be taken to establish basic levels of commitment to the relationship, for example through a contract.

Spencer (2007) articulates the damaging effects of mentors or mentees abandoning the relationship for both mentors and mentees. One party leaving the relationship creates disappointment and ambivalence about the programme for the other. Efforts must be made to support committed long term relationships and if this is not possible, support must be put in place for mentors and mentees whose mentoring relationships end.

The YWCA should consider strengthening activities that support the development of commitment and connection in mentoring relationships. Positive connections could be further supported by effective matching of mentees to mentors. Allen and Eby (2003) found that mentoring relationships between two people who perceived each other to be similar experienced a higher quality relationship than those who were less similar. The research on mentors' perspectives described difficulties persevering through the awkward initial phases of the relationship (Ryan, n.d.). Strong induction days, activities involving mentors and mentees and time to bond early in the programme can support positive connections to develop beyond the initial stages of the relationship. Commitment can also be supported by the programme through good mentor selection processes, mentor-mentee contracts, mentor training and clear expectations of the mentoring relationship from both mentor and mentee.

Recommendations for further research

Including questions that explicitly ask about the mentoring relationship across all forms of feedback would contribute to gaining more representative information about the mentoring relationship. This would support findings that reflected the views of a larger proportion of mentees in future.

In order to consider mentees' negative experiences or difficulties, data from different questioning techniques could be integrated. For example, the use of scale data with values that range into the negative as well as the positive may make it easier to consider mentees' negative experiences.

Information on mentees' demographics, such as age and ethnicity, were not made available and would have been useful for a more in depth analysis.

In conclusion, the YWCA Future Leaders programme describes four central objectives: increasing mentees self-confidence, empowering mentees, supporting mentees educational achievement and facilitating their active leadership. There is significant evidence that the mentoring relationship is contributing to self-confidence, empowerment and educational achievement.

The YWCA also aims for mentoring relationships to be trusting, highly supportive, and sustainable. The findings of this study show that this is currently happening in the Future Leaders programme. The core elements of a positive relationship with mentors are seemingly present, but could be further developed by actively encouraging mentors to use a range of support techniques. This will ensure mentees are receiving the holistic support that mentoring relationships can provide.

Appendices:

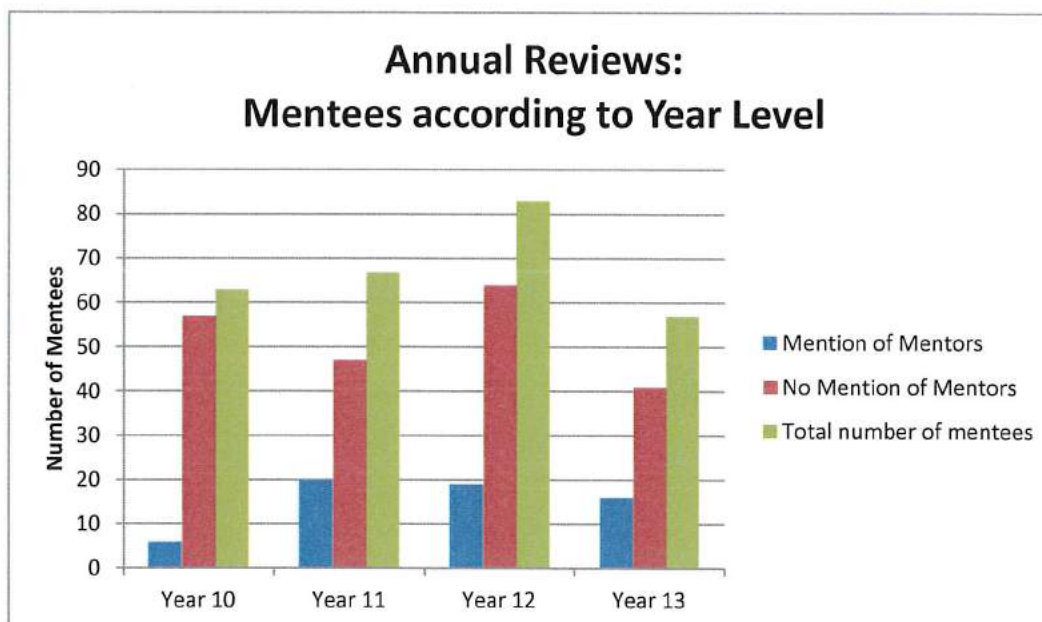
1. Year levels of mentees across data sources
2. A closer look at Year Levels within the Annual Reviews
3. A visual representation of mentees' positive responses about their mentor
4. A visual representation of mentees' negative responses about their mentor
5. An indication of what the 'other' two thirds of mentees were saying
6. References

Appendix 1: Year levels of mentees across data sources

Year Levels of Mentees			
Year	Mention Mentors	No Mention of	Total

		Mentors	
Annual Review Year 10	6	57	63
Annual Review Year 11	20	47	67
Annual Review Year 12	19	64	83
Annual Review Year 13 and MSC Year 13	42	55	57
Exit Interviews Unknown	17	0	17
Total	104	223	327

Appendix 2: A closer look at Year Levels within the Annual Reviews



Appendix 3: A visual representation of mentees' positive responses about their mentor.



This word cloud was created from the first broad coding of all positive responses and shows the frequency with which words were mentioned. The larger the word, the more frequently it was mentioned. Therefore this word cloud shows in the mentees words, what they perceive as positive aspects of the mentoring relationship. This image was used to support the development of subthemes within positive mentoring relationships.

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Critical factors in the success of the YWCA Auckland's Future Leaders programme: Part 2 - A quantitative analysis

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Executive Summary

Background

This report presents the second part of the research collaboration between the University of Auckland and YWCA Auckland on the evaluation of the YWCA Future Leaders youth development programme. Details of the collaboration were included in the first report, titled: Critical factors in the success of the YWCA Auckland's Future Leaders programme: a qualitative analysis. This report pertains only to the quantitative data.

Ethics approval for student participation in the whole project was obtained and every student signed a confidentiality agreement before access to the quantitative data was provided. The de-identified quantitative data were used by BSW (Honours) social work students to explore the overarching question: What are the critical success factors of the Future Leaders programme? Every student attended lectures on quantitative data analysis and participated in workshops on using SPSS software for quantitative analysis. Each student then developed their own research question to be answered by the data. This was followed by a systematic process of descriptive statistical analysis documented in each of their reports.

Ten students were enrolled in this course, while only nine submitted a final report. These reports were collated and revised to inform this combined report to the YWCA. The nine students' revised reports are included in Appendix A. The students' research questions were used to guide a re-analysis of the data to verify student findings and to reduce content overlap across the student reports. The findings from the re-analysis are included in this Executive Summary and should be taken as the more accurate version of the findings.

Overview of Findings

The findings from this analysis of secondary data collected as part of the YWCA Auckland's Future Leaders programme evaluation indicates that both mentee and parent/caregiver respondents have very positive perceptions of the programme. Further the quality of the mentoring relationship appears to be an integral part of the programme's success whereas the amount of workshops attended (of those available) was not linked to mentoring or programme success.

Few between group differences were obtained in the key outcomes of interest. Pasifika students seemed to have particularly positive perceptions of the programme success relative to non-Pasifika students. This is very positive considering Pasifika students form the largest proportion of mentees involved. It is unfortunate, however, that they seem to attend fewer workshops than non-Pasifika students. It would be of interest to explore whether this

was related to attendance barriers such as transport or competing obligations or if this is due to a lower level of interest in comparison to the European students who were more likely to attend many workshops.

The key findings from the analysis can be summarised as follows:

- Mentee and parents/caregiver respondents had very positive perceptions of both the success of the mentoring relationship and the success of the programme
- More positive mentee perceptions of the mentoring relationship were associated with more positive mentee perceptions of overall programme success; however this effect was small and suggests that other unmeasured factors influence mentee perceptions of programme success
- Strong associations were obtained between parent/caregiver perceptions of their daughters' improved involvement in school and their improved ability to lead at home, school and at church; interestingly, these outcomes were moderately associated with parent/caregiver perceptions of the impact that the mentors had on their daughters
- Pasifika mentees had more positive perceptions of the programme's success compared to non-Pasifika students; however these students were less likely to attend a high number of workshops whereas European students were more likely to attend, as were Year 10 and Year 13 students.

Procedure, Sample Characteristics, Analyses and Results

Secondary quantitative data obtained from the YWCA Auckland were used to analyse perceptions of and contributors to the success of the Future Leaders programme. The data of interest were obtained from mentees involved with the YWCA Future Leaders programme and from their parents/caregivers. The data were collected annually via anonymous self-report surveys between October and December. All mentees participating in the program between 2012 and 2014 and parents/caregivers with daughters participating in 2012 and 2013 were offered the opportunity to participate. The majority of mentees participated in the survey (n= 270). However, as parents/caregivers were mailed the surveys, their response rate was much lower (n=74).

The research questions of interest to the BSW(Honours) students were focused on discovering the mentees and their parent/caregiver perceptions of the quality of the mentoring relationship and on the success of the programme in promoting mentee outcomes. A few students were also interested in mentee participation and perceptions of the programme workshops, and between group differences (e.g. ethnic group, year level) in the above mentioned outcomes.

Mentee Sample Characteristics

Mentees in the YWCA Future Leaders program were female students ranging from 13-18 years of age. Future Leaders is a four year programme and the sample respondents were at

different stages of the programme when they completed the Annual Evaluation Survey for Mentees. From 2012 – 2014, 270 mentees responded to the Annual Evaluation Survey. In 2012, 103 mentees responded and 98 responded in 2013. There was a lower response rate in 2014 with 69 mentee respondents. Mentees were drawn from seven different schools across the data collection period. Fifty respondents were based in School 1 and School 4; 47, 36, 35, 29 and 23 respondents attended School 2, 5, 3, 7 and 6 respectively. Across all schools in the mentee Annual Evaluation dataset, 64 mentees were in Year 10, 66 in Year 11, 83 in Year 12 and 57 in Year 13.

Table 1 presents a comparison of the ethnic breakdown of mentee respondents. A participant's ethnic identity was initially coded using the Single/Combination Response coding method which assigns an individual to only one ethnic category but includes a category for ethnic combinations. Ethnicity was also coded using the Total Response method whereby a participant was counted in each group he or she selected; thus the total ethnicity responses using this strategy are greater than the number of participants in the sample. This was to enable analysis of ethnic group differences for any participant identifying as Māori, Pasifika, Asian or European (the Level 1 categorisation of ethnicity used by Statistics New Zealand). Using either coding strategy, respondents identifying with a Pasifika ethnicity represented the great majority, followed by those identifying with European identity.

Table 1. Ethnicity breakdown of mentee respondents

Ethnicity	Single/Combination Output		Total Response Output	
	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
European	61	23%	86	32%
Māori	5	2%	25	9%
Pasifika	133	49%	161	60%
Asian	18	7%	28	10%
Other Ethnicity Not Listed	11	4%	-	-
Combination	41	15%	-	-
Total	269	100%	300	111%

Parent/Caregiver Sample Characteristics

Of the 74 parent/caregivers that provided some information for the Annual Evaluation Family Survey, 44 responded in 2012 and 30 in 2013. No parent/caregiver surveys for 2014 were available for analysis for this project. The mentees whose parents/caregivers responded were also drawn from seven different schools across the data collection period

and 18 parent/caregiver respondents were linked to School 2, 13 linked to Schools 3 and 5, 9 to Schools 4 and 6, 7 to School 1 and 5 to School 7. Across all schools in the Annual Evaluation dataset for Parents/Caregivers, 9 mentees were in Year 10, 18 in Year 11, 28 in Year 12 and 10 in Year 13. No ethnicity data was collected from the parents/caregivers.

Outcome Measures

Mentee Sample

Mentoring Relationship Success: Four questionnaire items were used to ascertain the quality of the mentoring relationship. Mentees were asked to rate their relationship with regards to 1) Connectedness, 2) Confidence (it was presumed this was the Mentor's confidence), and 3) Comfort. Mentees were also asked to rate how much they felt their mentors supported their development. All items asked for responses on a 5 point Likert scale from 1 (Not at all) to 5 (A Lot). Descriptive statistics for these four items were calculated independently for each; however, further analysis revealed that the items could be combined as a reliable composite measure of *mentoring relationship success* (Chronbach's $\alpha = .90$ which represents high reliability).

Programme Success: Five questionnaire items were used to ascertain mentee perceptions of the degree to which the programme achieved its goals. Mentees were asked to rate the degree to which the Future Leaders programme increased their self-confidence, helped them set and work toward goals, help with their school performance, provide opportunities for them to actively lead, and generally help their development as a Future Leader. All items were again asked on a 5 point Likert scale from 1 (Not at All) to 5 (A Lot). Descriptive statistics for these five items were also calculated independently for each; however, further analysis revealed that the items could be combined as a reliable composite measure of programme success (Chronbach's $\alpha = .83$ which also represents high reliability).

Workshop attendance: Between 2012 and 2014, numerous workshops were offered to the mentees. Unfortunately, it appears that not all workshops were offered to mentees across the School Year Levels. Further, it appears that the workshop offerings may have changed across 2012 to 2014. This made it very difficult to determine which workshops were the most popular since not all participants had equal access to the same workshops. Consequently, only findings for the *percentage of workshops attended* are reported in this summary report as these percentages appear to have been derived by the summer scholar based on the raw data containing information about who had the opportunity to attend the workshops each year.

All outcome measures were positively skewed. This indicates that the ratings were very high on the 5 point Likert scale (see Table 2) which is a positive sign for the programme; however, this presented difficulties for analysing the data using parametric tests because this violates a key assumption of these types of tests. For this reason, correlations between variables were calculated using a non-parametric equivalent (Spearman's ρ), which assesses the relationship between the rank order of scores of each variable of interest. Because of

this, when assessing differences in outcomes by ethnic and school year differences, the outcome measures also needed to be recoded as either low or high based on the median score for each outcomes (e.g. below median was coded as low; above the median was coded as high).

Parent/Caregiver Sample

Mentoring Relationship Success: Parent/Caregivers were asked three questions pertaining to their daughters' relationships with their mentors: 1) Whether the mentee had discussed goals with the mentor; 2) whether she related well with her mentor; and 3) whether her relationship with her mentor had a positive impact. All items asked for responses on a 5 point Likert scale from 1 (Not at All) to 5 (A Lot). The items could not be reliably combined as one measure of mentoring relationship quality thus all items were analysed independently as separate outcomes. These items were also positively skewed suggesting high ratings across all items.

Programme Success: Three questionnaire items were used to ascertain parent/caregiver perceptions of the degree to which the programme had an impact. Parents/caregivers were asked to rate the degree to which they had noticed improvements in their daughters' school involvement and leadership at home, school and church since participating in the Future Leaders programme. They were also asked to rate the degree to which they would recommend the programme to others. All items were again asked on a 5 point Likert scale from 1 (Not at All) to 5 (A Lot). As with the mentoring items, these three items could not be reliably combined as one measure of programme success thus all items were analysed independently as separate outcomes. In addition, the items were positively skewed.

Descriptive Statistics

Mentee Sample

Table 2 presents the descriptive statistics for all mentee outcomes of interest. Given the ratings were provided on a 5 point scale, Table 1 indicates high ratings on all outcomes, with the highest for the support of the programme (FL) on the mentees general development, following by the mentor's support of the mentees general development. The lowest rating (though still higher than the mid-point of the scale) was for programme assistance with school performance.

Table 2. Sample size, Means and Standard Deviations for mentee outcomes of interest

Variable	<i>n</i>	<i>Mean</i>	<i>SD</i>
Mentor relationship rating for Connectedness	263	4.05	1.01
Mentor relationship rating for Confidence	263	4.25	.93
Mentor relationship rating for Comfort	262	4.35	.96
Mentor support of personal development	259	4.45	.85
<i>Mentoring Relationship Success</i>	264	4.27	.82
Did FL increase your self-confidence?	268	4.10	0.89
Did FL help you set and work towards goals?	269	3.99	0.92
Did FL help you with your school performance?	267	3.68	.99
Has FL provided opportunities for you to actively lead?	263	4.14	.89
Has FL supported your development as a Future Leader?	260	4.51	.74
<i>Programme Success</i>	270	4.07	.73
Percentage of Workshops attended	268	66.96%	24.82

Parent/Caregiver Sample

The highest ratings from parent/caregiver respondents pertained to recommending the programme to others and how well their daughter related to her mentor. The lowest ratings (though still above the mid-point) pertained to goal discussions between mentor and mentee.

Table 3. Sample size, Means and Standard Deviations for parent perceptions of outcomes of interest

Variable	<i>n</i>	<i>Mean</i>	<i>SD</i>
Daughter discusses goals with mentor	59	3.40	.45
Daughter relates well with mentor	59	4.73	.27
Mentoring relationship has positive impact on daughter	59	4.60	.29
Noticeable improvement in school involvement	59	4.47	.24
Noticeable improvement in leading at home/school/church	59	4.60	.21
Would recommend FL to others	59	4.87	.13

Bivariate Correlations*Mentee Sample*

Associations between the two key outcomes of interest (mentoring relationship success and programme success) were calculated using non-parametric tests as described above. There was a highly significant positive association between mentoring relationship success and programme success: the higher mentees rated the overall success of their mentoring relationship, the higher they rated the overall success of the programme ($p = .37$, $p < .001$). However the magnitude of this effect is fairly weak thus this indicates that the success of the mentoring relationship is not the only factor associated with programme success, at least according to mentee perceptions. The relationship between the percentage of workshops attended and programme success was not significant, however; nor was the relationship between workshop attendance and mentoring relationship success.

Parent/Caregiver Sample

Table 4 presents the associations between the various outcomes reported by parents/caregivers. As the table demonstrates, significant positive associations were obtained between: 1) parent/caregiver perceptions of how well their daughters related to their mentors and how much they felt the mentor had a positive impact on their daughters; and 2) between their perceptions of their daughters improved involvement in school and their daughters improved ability to lead in church, school and at home. These were both strong associations. Moderate associations were also found between parent/caregiver perceptions of the mentor's impact on their daughters and their daughters' involvement at school, as well as between the mentors' impact and their daughters' ability to lead at home, school and church.

Table 4. Bivariate correlations between parent perceptions of mentee outcomes

Variable	1.	2.	3.	4.	5.	6.
1. Daughter discusses goals with mentor	-					
2. Daughter relates well with mentor	.34	-				
3. Mentoring relationship has positive impact on daughter	.30	.70***	-			
4. Noticeable improvement in school involvement	.04	.03	.39*	-		
5. Noticeable improvement in leading at home/school/church	.27	.13	.41*	.74***	-	
6. Would recommend FL to others	.06	-.03	-.07	.19	-.10	-

Note. * indicates $p < .05$; ** $p < .01$; *** $p < .001$

Between Group Differences

Mentee Sample Only

With regards to ethnic group differences, a higher proportion of Pasifika mentees reported high ratings of programme success compared to non-Pasifika mentees ($X^2 = 5.96$, $p < .05$, $V = .15$); however this is a small effect. No other significant differences were obtained between ethnic group for mentoring relationship success or programme success. Further, no differences between school year level (Year 10 to Year 13) were obtained for these outcomes.

With regards to workshop attendance, a lower proportion of Pasifika mentees attended at a high frequency (over 69%; $X^2 = 4.18$, $p < .05$, $V = .13$) while a higher proportion of European mentees attended at a high frequency ($X^2 = 7.84$, $p < .01$, $V = .17$). Both effects are also small in size. There was also a significant difference between mentees at different school year levels in workshop attendance; it appears that a higher proportion of Year 10 and 13 students attended workshops highly frequently, while those in Year 11 and 12 attended less frequently than expected ($X^2 = 18.84$, $p < .001$, $V = .27$). This is a small to medium effect.

Limitations and Recommendations

Although the findings above suggest that the relationships between mentors and mentees are positive and impactful, as is the Future Leaders programme as a whole, the conclusiveness of the findings are greatly limited due to a number of factors. The single data collection point to assess programme outcomes at the end of the programme raises concerns regarding the objectivity of the self-reported measures. Social desirability bias, whereby respondents answer in the manner thought to be desired by the evaluators (or programme staff) may obscure the results for both mentees and their parents/caregivers. Post-programme euphoria can also positively bias findings. These limitations can be reduced if collecting data at multiple data points including at baseline to better enable the description of changes in outcomes over time. To do this, however, participant data must be able to be linked across the data collection time points thus requiring a change from the current anonymous survey. The benefits in this cases are thought to outweigh the costs if the data could easily be linked by a code number that would not identify individual participants.

A strength of the current YWCA Auckland Annual Evaluation Surveys is the collection of data from multiple sources: mentees, mentors, parents/caregivers, and teacher liaisons. Unfortunately, the anonymity of the surveys again limits the ability to accurately ascertain if programme perspectives do in fact converge because it is not possible to link individual mentees to their own support people. A code number that clearly demonstrates the connection between individuals is also recommended.

It would be of benefit to source and utilise psychometrically validated measures of the outcomes of interest as these tend to provide more robust and credible findings. These can often be obtained at no cost. Interesting questions about engagement in the workshops offered were posed by some students. Unfortunately, further details regarding attendance and engagement relative to the opportunity to attend were needed to analyse this data appropriately.

Finally, questions remain unanswered with regards to the generalizability of these results to the broader mentee and parent/caregiver populations as the characteristics of those who did not respond are not clear. It may be assumed that those who responded were more motivated to share their perceptions and, perhaps, their experiences were more positive. If a change in data collection strategy could better incentivise those silent voices to express their thoughts, this could greatly enhance our understanding of programme experiences and effects.

Appendix A: Individual Student Summary Reports

This appendix comprises the reports the students individually prepared about their topic of choice. These were submitted for assessment as part of course requirements. It is made available in addition to the combined summary report as to allow access to their original work, and to illustrate the extent of their involvement in this project. It was a learning experience for students and should be regarded as such. Some of these reports may therefore contain inaccuracies and there may be differences between the information contained here and in the executive summary. Where such discrepancies occur, please view the information provided in the executive summary as the more accurate version of findings.

Study 1: The relationships between mentees and mentors in the YWCA Future Leaders programme

Research Questions:

- Do mentees feel positively about the mentoring relationship?
- Do mentees feel positively about the Future Leaders programme?
- Is there a relationship between mentees responses about the mentoring relationship and how mentees respond to questions about the efficacy of the Future leaders programme?
- What relationships are there between mentees responses, school year and ethnicity?

Participant Selection:

All 270 mentee respondents from the 2012-2014 Annual Evaluations were included. The following variables were analysed from mentees responses in the 2012-2014 Annual Evaluations:

Demographics: ME_schoolyr, ME_school, ME_culture1/2/3/4

Mentor relationship: ME_connect, ME_confident, ME_comfy, ME_developMR

Programme efficacy: ME_selfconf, ME_goals, ME_academic, ME_activelead, ME_developY

Findings:

- Variables were combined to form two index variables. These provided scores that encompassed a mentee's overall perceptions of the mentoring relationship and programme efficacy respectively.
- I then ran a series of cross tabulations to try and explore the relationships between these variables, school year and ethnicity.
- Most mentees responded positively about the mentoring relationship (Most common response: 'A lot')
- Most mentees responded positively about programme efficacy (Most common response: '4').
- Those who responded positively about the mentoring relationship also responded positively about the programme. Only a few mentees responded negatively about the mentoring relationship but positively about the programme and vice versa.
- Overall trends across school year groups were very similar, with only subtle variations, suggesting that each year group experiences the mentoring relationship and the programme in similar ways.

- When attempting to investigate ethnic differences, the only variation observed was that some ethnic groups responded only positively to certain questions. Pasifika mentees only responded positively to most mentoring relationship questions and this group had very few negative responses.
- A similar trend was evident with programme efficacy. Maori, Niuean, Cook Island and Fijian mentees gave the least negative responses and the most positive responses. This may be due to these ethnic groups gaining the most positive impact from the Future Leaders programme. However, further research would need to be conducted to conclusively evidence this tentative assumption.

Figure 1: Year level of mentee at the time of response by percentage (n=270)

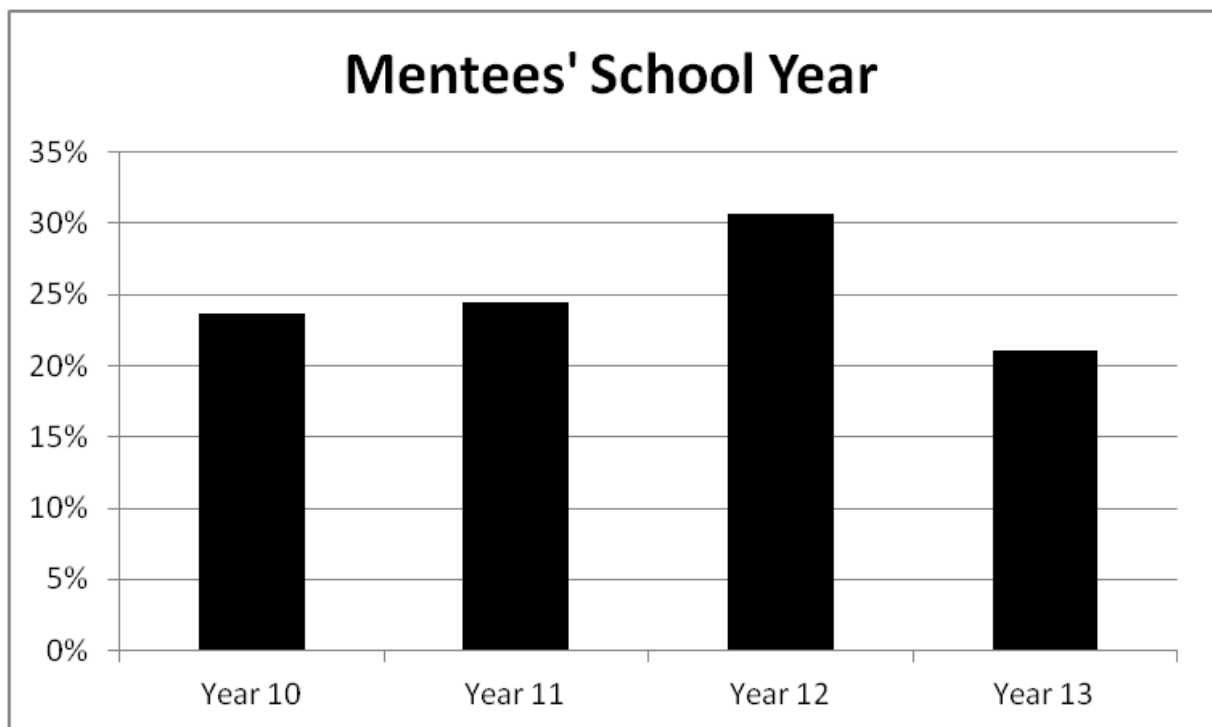


Figure 2: Percentage of mentees that identify with a certain ethnicity, calculated from a total of 335 responses (Mentees were able to identify with up to four different ethnicities). (n270)

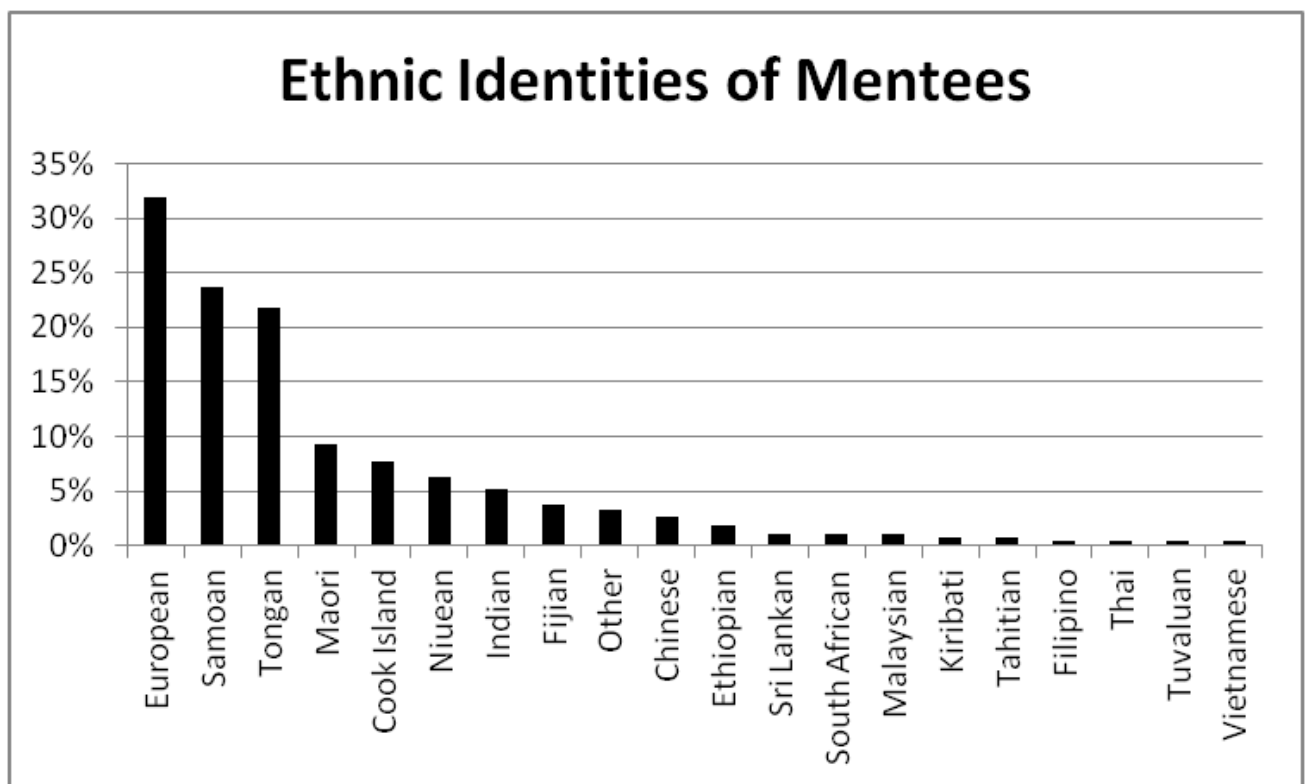


Figure 3: Index variable providing a total score on mentees responses about their mentor (n257)

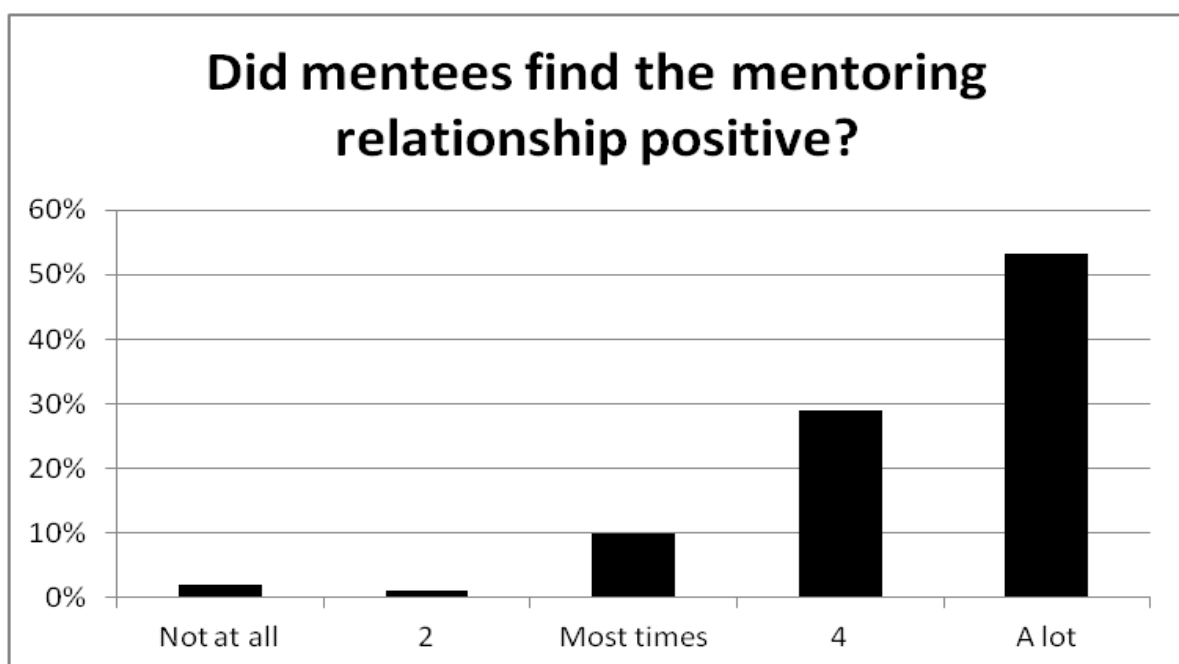


Figure 4: Index variable providing a total score on mentee responses about programme efficacy (n254)

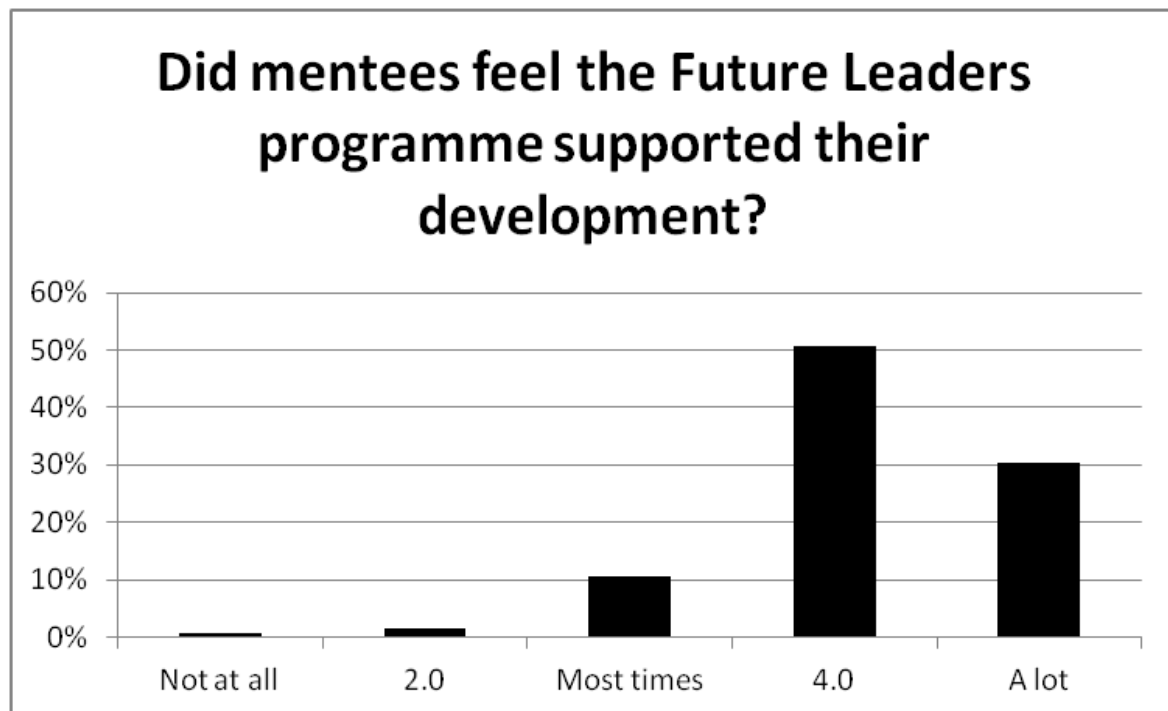


Figure 5: Mentoring relationship index variable according to school year group (n257)

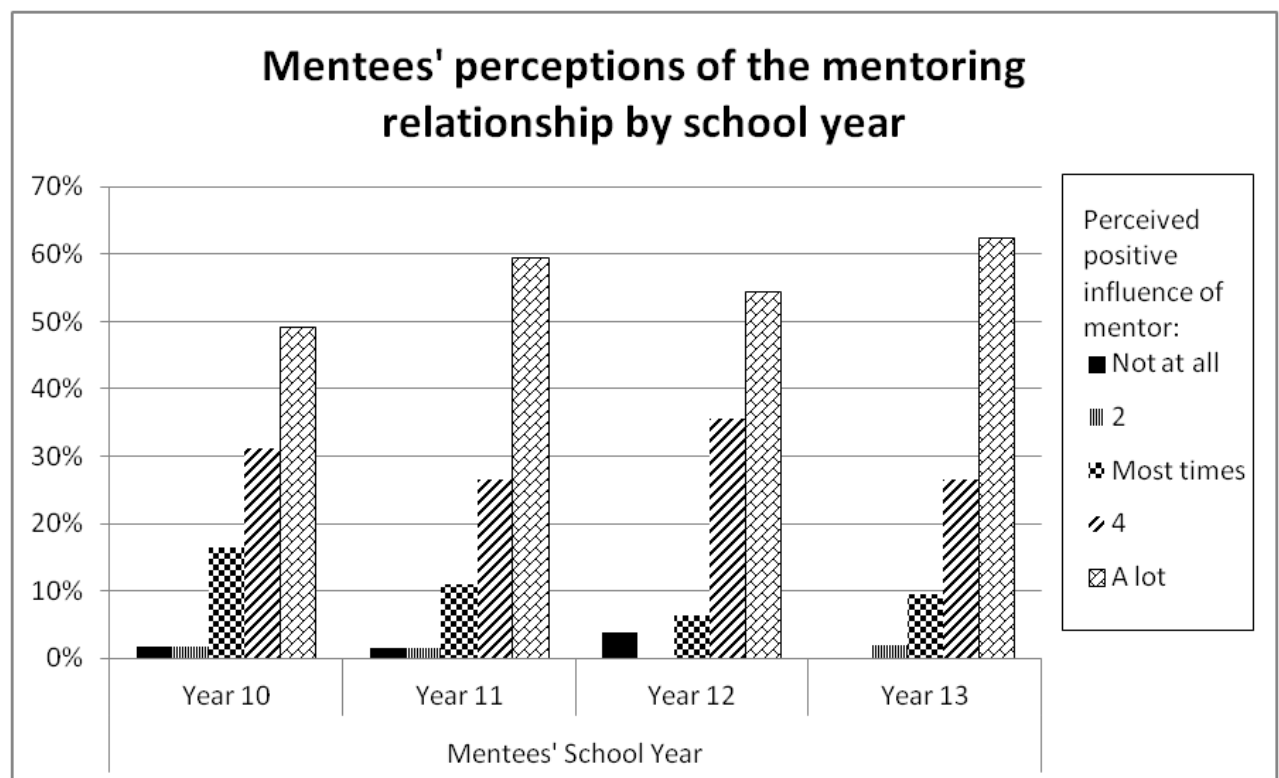


Figure 6: Programme efficacy index variable according to school year group (n254)

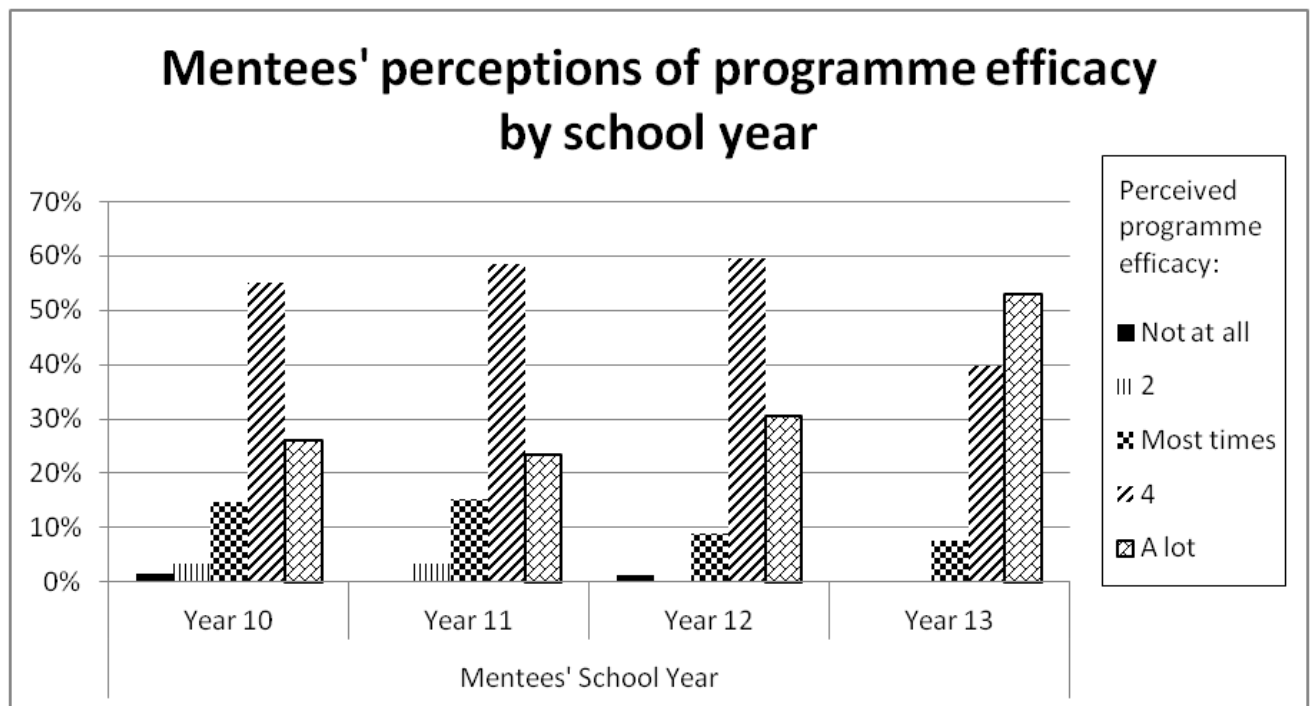
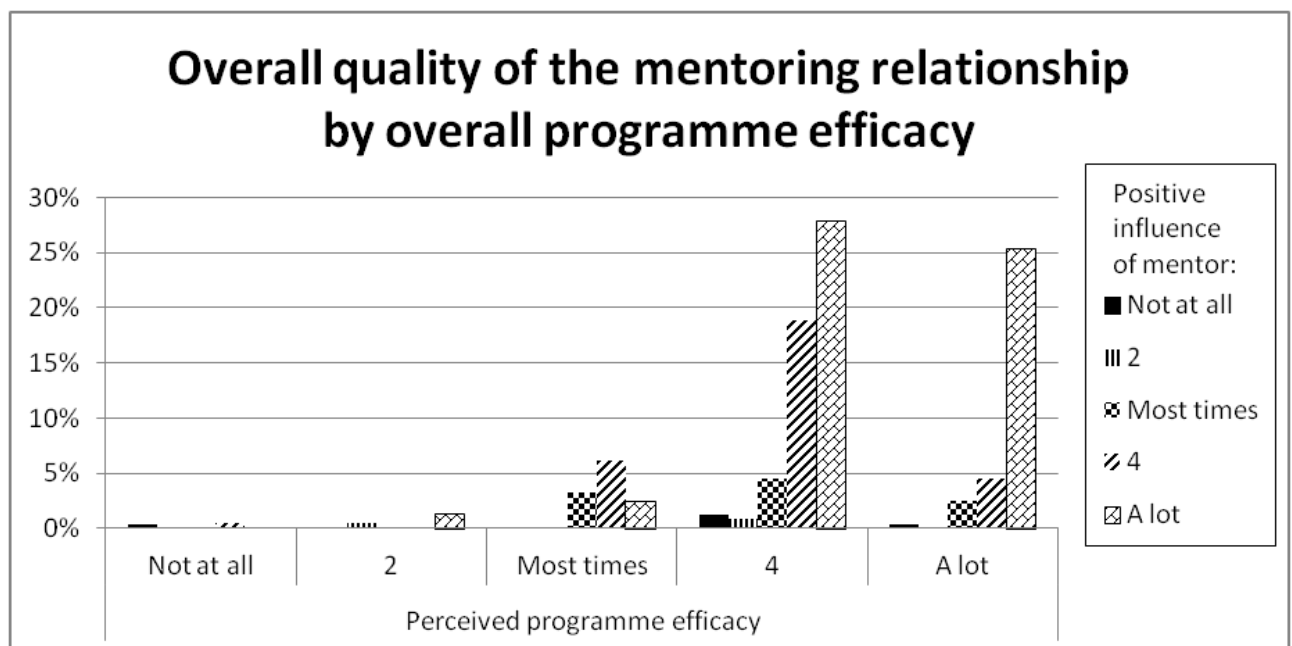


Figure 7: The index variable demonstrating overall perceptions of the mentoring relationship combined with the index variable demonstrating perceived programme efficacy (n245)



Limitations:

- The data was intended to be a census but it is unknown how many non-responses exist and therefore cannot be treated as a complete census.
- Framing of the Likert Scales (Not at all, 2, Most times, 4, A lot) offers no neutral response, only 2 'negative' responses and 3 'positive' responses, which may have influenced mentees responses.
- Some variables were unclear in their meaning. For example, ME_Confident is unclear as to whether it is asking about mentees' confidence in their mentor, mentors' confidence in their mentee or confidence in the relationship.
- Factors assessed by the data do not address the wide range of factors evidenced by mentoring literature (such as commitment, communication, personal/emotional support, guidance, and sharing of knowledge) as integral components to successful mentoring relationships (Eller, Lev & Feurer, 2014; Fowler & O'Gorman, 2005).
- No obvious relationships were able to be found between ethnic data and other variables due to limitations of the data collection.

Recommendations:

- The strong correlation between positive responses about the mentoring relationship and positive responses about programme efficacy suggest that positive mentoring relationships are a critical success factor for the Future Leaders programme.
- The mentoring relationship was experienced positively by the majority of mentees in all year levels.
- Therefore mentoring relationships should remain a central focus of the Future Leaders programme and be recognised as a critical component of the programme for all school year levels.
- The limitations found in this study could be addressed for future research.
- In particular, the Likert scales and some of the questions were difficult to interpret. At present the Likert scales seem to be based on frequency, but the questions asked were not frequency related. Perhaps a values scale to indicate quality rather than quantity would be more appropriate.
- Unfortunately it was not possible to identify a causal relationship between mentoring responses and programme efficacy responses. Future data collection could be structured to allow for such analysis.
- Ethnic data was explored in attempts to provide information on the cultural responsiveness of the programme. Findings from this data set were not conclusive. Future data collectors may wish to consider asking questions that allow for ethnic data to be explored further.

Insights into the needs of women in Auckland

March 2015

BACKGROUND

In 2013 the YWCA Auckland undertook an initial project to look at how we as an organisation connect with young women in Auckland and how we can deeply understand the needs of women, so that we can deliver our offering to better meet these needs.

Over 130 interviews conducted by board and staff of YWCA Auckland took place in 2013/14 following participation in a Master Class run by NZ Trade & Enterprise's Better by Design programme. This programme was facilitated by the Stanford d-School with a focus on how to understand the needs of users to drive innovation in your organisation.

These interviews took place around the Auckland region and were interviews with women who had no association with the YWCA Auckland. The women were asked a series of open ended questions and major themes became evident while unpacking the information collected. Information below is from analysis of the women that were interviewed. The themes are presented below in no particular order. There is further detail to these themes, which is detailed elsewhere.

Training and unpacking of the interview process was facilitated by a trained accredited Better by Design coach.

Women of all ages were interviewed, although there was a bias towards talking to younger women. A few men were also interviewed.

The key overarching message that emerged from the interviews is that the majority of women are feeling under huge pressure.

Summary of the themes emerging from empathy interviews conducted in 2013/2014:

How will I navigate life to be successful?

Glass ceiling reality

Family and friends are their support network

Technology impacts life

Money impacts opportunities

Self esteem based on external factors

Unaware of organisations who could help

COMMUNITY WORKSHOP MARCH 2015

Following this initial research phase, the organisation has explored ways in which we can build this kind of needs assessment into our underlying business model, using the Future Leaders programme as a vehicle.

In March 2015 we held a workshop with Future Leaders and their Mentors. The same coach as was used previously was engaged to facilitate this session. The purpose of this workshop was twofold:

- a. to build capability in the Future Leaders (and their mentors) around empathy interviewing and skills and techniques to engage with people to learn more about their needs.
- b. to explore a model which would enable the YWCA Auckland to engage regularly with its communities and understand the underlying needs of these communities, to ensure that the organisation remains relevant and targeted.

In terms of the workshop...

The techniques taught were:

- Immersion: go where they do, do what they do
- Observation: watch what they do
- Engage: talk to them

They were also taught about the interview flow, how to brainstorm for interview questions, tips for interviewing. The participants practiced interviewing in a safe environment to test:

- Order of questions
- Type of questions
- Wording of the questions
- Are you getting the kind of responses you are looking for?
- Length of the interview

The Future Leaders interviewed each other and their mentors and then, accompanied by a mentor, went out into the Onehunga community to talk to people of all demographics about the issues facing young women today.

The base questions were as follows. Depending on who the subject was, some questions were amended to reflect their perspective.

- Can you first tell us a bit about yourself?
- What do you think is the best thing about being a young woman today? Why?
- What do you think is the hardest thing about being a young woman today? Why?
- What would you like to know more about that no-one talks about/teaches you?
- What is the one thing that you and all your girlfriends talk about the most?
- What do you think will be the greatest challenges for the next generation of young women?

When the participants returned, the interviews were shared using user centred design techniques – headlined, up on the wall, clustered and themed. Participants were also encouraged to go back into their own communities and undertake further interviews.

In total 47 people were interviewed. This includes Future Leaders themselves, mentors and random strangers approached on the streets in the Onehunga community. From those outputs and observations collected the following insights have been developed with supporting quotes / commentary below.

WHAT WE LEARNT FROM OUR INTERVIEWS

People believe that women have more opportunities than they used to

- Best thing about being a young woman is that I'm treated equally to a boy
- Young women these days have more opportunities available to them
- Female voices are heard more
- More equality and opportunity for girls now
- Best thing about being a young woman is that in NZ, women have more freedom in society

More opportunities for women does not necessarily mean equality

- Sexism still exists – its more hidden now.
- School is equal, we get treated equally. Both genders get help and praise. (Male)
- Males are still more dominant
- Expectation that females can't do as much as or as well as men.
- We are underestimated a lot.
- Lots of men are cocky. Men in my culture (Maori) think women aren't capable. This gave me the drive to be better.
- Hardest thing is to challenge the expectation that women cannot do as much as men.
- Feminism is still important and talked about daily

Too much choice creates confusion and indecision

- With more available opportunities comes confusion over what to do
- Great challenge is to take opportunities to experience the wider world and not settle too soon
- A challenge for young women in the future will be to focus on education, and avoid meaningless distractions
- A challenge is to make use of the opportunity in the right way
- Hardest thing is making decisions

Female role models are important – especially mothers

- No one thing should be taught, more important to have the female role model
- Girls act like their mother
- A challenge for young women is finding good role models
- Mothers important role models – influence relationships and self worth
- When the mother says she's fat, the daughter picks that up.
- "I just want to talk to someone who cares"

It is about finding balance or making sacrifices?

- "If I have a family it will be hard for me to get a job"
- The challenges women face include keeping a balanced life e.g. motherhood and career
- Sacrifice!
- "The hardest thing is juggling being a mum"
- "I chose to stay at home with kids, then later it was harder to get a job."

Women are not feeling informed about or in control of money

- Challenge to save money
- “I want to learn more about finance”
- Women talk about money with their friends
- “I would like to talk more about money and saving”
- Money will always be a challenge
- We talk about how to make money to help our family
- “We never talk about our finances.”
- Would like to know more about how money works, taxes, general insurance and finances.

Media and social media construct the unrealistic “ideal” that women feel they should aspire to

- Hardest thing about being a woman is trying to ignore messages that the media portray
- Media influences the perceived ideal image
- Self-esteem results from number of “likes”
- Expectations to have or be something
- “Women aren’t respected. They are treated like sexual objects”.
- Smartphones have a beauty setting to let you remove flaws. Actual isn’t good enough.

Some young women treat other young women poorly

- “There’s lots of cat calling”
- “We bitch about the bullies”
- “At school you are judged on how high the skirts are”

Fear of missing out in an instant society

- Expectations of being always contactable.
- How to live online without it turning bad.
- Feel like we are missing out.

Personal safety is a constant concern

- Still a sense of danger and feeling uncomfortable felt by young women in public settings and at school
- A challenge for young people is keeping safe (men and women)
- “I cant walk alone at night. I don’t feel safe.”
- “Less freedom, because I am afraid of bad things happening. I feel uncomfortable walking around the community alone.”
- “There is a rape culture”

We need to be talking more about the topics that make us feel uncomfortable

- It’s okay to ask for help

- Hard to know when to ask for help
- Young women should be taught more about sexual issue, including defence and emotions
- More private subjects (e.g. sex) could be brought up/talked about.
- “I would like to talk to someone who has already had that experience and can give you skills and knowledge to cope.”
- “I would like to talk more about real things.”
- Things women want to talk more about: sex, rape, suicide, sexuality, sexual orientation, family violence

Traditional family hierarchy is being eroded - young people have a mind of their own

- Young women don't listen to their parents anymore; they have a mind of their own
- Hardest thing about being a woman is balancing growing independence with family rules
- Families fight; lack of respect
- Challenge for future generations is accepting advice from elders
- “I vent about how I feel about our family”
- “You have to make your family proud”
- “The next generation think they are more knowledgeable – it will make girls look more uptight and that attitude makes you unliveable.”
- You can talk back now if you disagree
- Tradition to respect elders – even when they are wrong. Everything has changed and they don't get it.

Women talk to trusted friends and family, mostly about relationships

- Relationships, both family and romantic, are talked about and important
- Young women should be taught more about relationships
- Mainly talk about relationships and opportunities
- Bullying and not having genuine friendships = challenge
- Conversations with friends are deep, meaningful conversations

People feel more comfortable hanging out with people from their same ethnic group

- Different ethnicity = different views
- Different cultural groups of friends e.g. “my “white” friends wouldn't come with me when I would hang with Islander friends because they were intimidated”
- Intimidated by difference
- “At school the Chinese students all hang out together as do the Island students. It's very hard to break into the group.”
- Much more relaxed here than in China.
- “When I arrived I had to catchup on learning English. Made me feel dumb.”

Cultural comfort of parents directly impacts childrens confidence in enaging in cross-cultural friendships

- Early friendships shaped by parents
- “We only knew white kids growing up, because those were mum’s friends.”

Greatest challenge for women is being comfortable and confident in their own skin – whatever their age

- “I want to know that it’s okay to be natural and not perfect”
- “I feel like I have to be perfect”
- Hardest thing about being a woman is being independent because of the pressure to fit in
- Like to be taught to stand up for yourself and be your own individual
- 10 year olds already talking about fashion, exercise, fat.
- Girls are growing up way too fast – dressing and acting older than they are.
- Young women try to change themselves to fit in

We are losing touch with people and reality

- People so consumed by technology they forget about what is important
- It’s hard to communicate with others face to face. Too distracted.
- How do I fit in and adjust to new things?
- Young women need to be aware of the pitfalls of technology
- We focus on the silly things not the important stuff
- Need to learn skills about coping in the real world

Women are still under pressure and weighed down by expectations

- Suffer from self-esteem issues, mental health issues, depression and anxiety
- “I feel stressed, angry sometimes.”
- “I have to do well in school, for career focus, but then have a family. So many obligations and expectations.”
- “Hardest thing is the expectations – to be pretty, smart, have a social life and have a balance.”
- “I have to make my family proud.”
- The pressure of the expectation to be better than the others.
- Pressure of life can mean stress and anger

COMPARISON BETWEEN 2013 AND 2015

Process

	2013	2015
Numbers interviewed	130	47
Location of workshop	Workshop from Britomart, Auckland central	Workshop Onehunga based
Interviewers	Staff Board	Year 13 Future Leaders Mentors of Year 13 Future Leaders
Interviewees	Random – wide sample set Men and women 16-70 years	Year 13 Future Leaders Mentors of Year 13 Future Leaders Members of the public around Onehunga : men and women, of various ages
Approach	Used the NZTE design thinking workshop as a springboard for interviews; additional interviews to cross check information and obtain a wider sample set. Room for inconsistency around questioning and reporting due to different people and methods used.	More targeted interviewing of Future Leaders and their mentors of each other, by each other. Very safe environment potentially uncovered deeper insights into the needs of young women (than necessarily all women).
Timeframe	Spread over a longer time period 3 months +/-.	Interviews completed and pulled together over a one day workshop.

Summary of findings

In order to future proof this work and be able to measure change from year to year, we have summarised the insights under our 4 strategic themes:

	2013	2015	shift/interpretation
Leadership	How will I navigate life to be successful?	Less about finding balance, more about making sacrifices	Feels like aspiration is being reined in. Previously the concern was about balancing competing aspects of family, friends, career, lifestyle. This time the feeling was that we cant have everything, so some things need to be sacrificed.
	Glass ceiling reality	More opportunity does not mean equal opportunity	Younger women feel like they have more opportunities, older women still feel constrained.
		We need female role models	Where are the female role models?
		Inter-generational disconnect	Traditional hierarchies are being eroded. What may have worked in a different time or place is not meeting the needs of young women today in Auckland.
Economic Independence	Money impacts opportunities	Uninformed and not in control of money	Although money still impacts opportunity, the basic skills are lacking for day to day money management and confidence.
Safe Spaces	Technology impacts life	Media negatively impacts self-esteem	Growing concern about the impact of media and social media as it becomes more widely accessed by more and increasingly younger women. Fear of missing out in an instant society.
		Fear for personal safety	Women feeling less safe on the streets.
		Need to be talking more about uncomfortable topics	People more open to talking about the tough topics.
Wellbeing	Family and friends are their support network	Family and friends are their support network	Family and friends still the constant.

	Self esteem based on external factors	External pressure to conform, increasing self-doubt	Self esteem seems to be more actively impacted by external factors. Constant push to be connected at a superficial level to people and activities. Less focus on deeper connections with people outside immediate family and close friends.
		Cultural anxiety	There is a negative impact of cultural stereotypes on young people trying to form relationships. Revert to comfort zone.
	Unaware of organisations who could help	Not looking for an organisation to help	"Organisations" are not on peoples radars.

The themes and insights are largely consistent between the years. Women are still under huge pressure, which is escalating with the increase of access to technology and media. In the latest interviews, we talked to more young women and across many cultures, which may explain an emphasis on the following areas:

Technology and (social) media

- Social media impacts self worth – your self worth is measured by how others perceive you
- Relationships are largely conducted online, making it difficult to interact face to face.
- Your social media persona reflects more how you would like to be perceived, rather than who you actually are
- Validation through the number of “likes” on a post.

Cultural anxiety

- Cultural stereotypes are so strong that that people are anxious about interacting with other cultures.
- It is the people who have friends from other cultures, either through family connections, or extra-curricular activities that are best able to navigate the cultural divide.

Tools for resilience and self preservation

- We heard a lot about people wanting the tools to survive the onslaught of media messaging and to know how to remain true to themselves despite this.
- Learning about money was another consistent theme, as money is seen as the doorway to opportunity.
- The people we spoke to wanted to have the hard discussions around topics traditionally not spoken about i.e. sex, rape, suicide, sexuality, sexual orientation, family violence.

PERSONAL LEARNINGS FROM THE PARTICIPANTS

We also asked the participants to capture one thing they learnt from the workshop and interview process and one thing they will take away and use. Here is some of the feedback:

One thing I learned:

- Not to fill the silence with assumptions of the answers
- People are more open to talking than I expected
- Don't fear the difficult
- Not to be afraid of asking deep questions – it's enlightening and gives greater understanding and empathy
- Was to always remember FELOR* when interviewing someone
- I've learnt how to approach a stranger now and that everyone has partially the same views in life, well kind of
- How to approach a person to interview with the right attitude and tone
- Many women have the same ideas/thoughts of young women
- A reminder not to make assumptions about people

One thing I will take away with me and use:

- Persevere and remain open
- Not all silence is awkward and stay relaxed
- That people are worried about the next generation of young women
- Simple questions and silence = better quality answers
- To not fear the difficult things
- People don't mind talking to you
- Approaching people openly
- Everyone's got a story
- Focus on listening and never say "usually" when asking for a story
- Smile – friendly body language
- Be part of the solution
- When talking to people applying FELOR
- Don't be judgemental

***FELOR = Friendly Engaged Listening Open Relaxed**

Future Leaders' Programme Theory of Change

Antecedent Condition

Young women experiencing pressure and challenges in accessing needed resources in a globalized world

Participant Profile

Young women aged 14-18 from low-socio economic communities across Auckland who have immense potential but fly under the radar and are at risk of falling into more vulnerable groups

School

Family

Peers

Culture

Programme Coordinator

Mentor

Fostering relationships with positive adult role models

**Future Leader
(safe female spaces)**

Building skills to navigate pathways for the future

Providing new experiences that support personal growth and belief in oneself

Critical Programme Outcomes

Strengthened community connections, service and access to resources

Increased ability and knowledge to be able to achieve one's self-determined goals

Increased self-confidence

Strong network of positive relationships with female role models

Ultimate Outcome

Empowered and resilient young women who have clear goals and pathways for their future and knowledge of the resources to help get them there.

Description of the Future Leaders Programme Theory of Change

Executive Summary

The Future Leaders Programme Theory of Change has been developed through extensive community and stakeholder consultation. This process has been conducted in tandem with a literature analysis, which has supported the findings from the community and ensured the model is in-line with Positive Youth Development best-practice. The model is depicted as a tree, which represents the unique and individual nature of each Future Leader participant. The young woman is at the centre. The moderating influences (dark green rectangles), which are key determinants and influential factors in her life, surround her. The critical programme processes intersect and support development (dark pink circles in the above diagram). These highlight the wrap-around support that the programme provides. The Future Leader is central to all of the programme's activities, as is creating a safe and supportive environment for young women. There is an acknowledgement that the young women exist within an external environment which they themselves, as well as the programme, may not always have control over. Nevertheless, there is potential for the programme to impact the moderating influences thus the relationship is multi-directional.

The processes lead into the critical and ultimate programme outcomes, which are in-line with the 5 C's of Positive Youth Development (Confidence, Competence, Character, Caring, Connection; see Lerner, Phelps, Alberts, Forman & Christiansen, 2007 for more information on the 5 C's and urban young women). The programme outcomes (light green rectangles) focus on resilience, confidence and empowerment through connection to resources, positive women and community. Additionally, research and evaluation of the programme have shown that the processes also have a positive impact on academic and leadership achievements, as well as increasing cultural understanding.

Detailed Overview of the Future Leaders Programme Theory of Change

Theory Development Process

Over the past fourteen years, Future Leaders has offered a wrap-around and engaging programme for young women. The programme has focused on mentoring, leadership and positive connections. A programme review process lead by Dr Kelsey Deane and Dr Christa Fouché at the University of Auckland (UoA) engaged key programme stakeholders in taking stock of all the programme processes to consider which of the existing processes are the critical levers for achieving impact. This review has included the development of a multi-sectoral advisory group; community-based research; focus groups with current and past Future Leader participants; key stakeholder discussion groups; and analysis of three years of Future Leader evaluation data by UoA students. It is through this extensive, iterative and reflective review that the critical programme processes of Future Leaders have been clarified.

Antecedent Condition and Participant Profile

The Future Leaders Programme was developed in response to the perception that young women currently lack access to the support and resources needed for greater empowerment and resilience (i.e. the antecedent condition). Consequently, young women in low-income communities, who may 'fly under the radar,' and are particularly vulnerable to the challenges experienced during adolescence, represent the target participant profile for the programme. From the community consultations, which were led by Future Leader participants and their mentors and included over 120 interviews with women from across Auckland not involved in the YWCA, it was found that young women still face considerable pressure and stress in the current globalized world. Participants felt that young women needed more positive role models that could help them navigate life's challenging trajectories, and help them develop their self-confidence. Indeed, support from positive role-models outside of one's family have been found to be important factors in supporting the development of young people's self-confidence and their overall health and wellbeing (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011; Rhodes & Lowe, 2009). Further, strengthening and supporting confidence is one of 5 pivotal C's thought to illustrate positive youth development (the others being Competence, Connection, Character, Caring/Compassion; Lerner et al.,

2007). “Other Adult Relationships” is also listed as one of the 40 Developmental Assets which are thought to be key to the healthy development of adolescents (see <http://www.search-institute.org> for more info).

Critical Programme Processes

Future Leaders is a programme that is grounded in strong, positive and committed relationships. In this way, there is a focus on increasing Connection and Caring by providing young women with relationships that are grounded in a strength-based approach. This includes positive relationships with a female mentor, as well as the programme coordinator. Additionally, through the Future Leader focus groups, it was found that a critical element of the programme is developing new friendships with other young women from different cultures and schools. These new safe and caring relationships helped the young women to feel connected and increased their confidence, as their circles of support were expanded. Relationships with mentors were also found to be fundamental in the findings revealed by the UoA students’ analysis of the Future Leaders’ qualitative evaluation data. These data showed that the mentoring relationships helped students develop goals, navigate challenges and expand their belief in themselves. “Fostering relationships with positive adult role models” is thus a critical process that helps the young women to feel connected and supported, thereby increasing their resilience and empowerment.

The next process, “Providing new experiences that support personal growth and belief in oneself” was considered to be critical by Future Leader participants and alumni. Participants repeatedly mentioned all of the new and impactful experiences they had obtained through participation in Future Leaders, which they otherwise would not have had. These experiences pushed them “outside of their comfort zone” and allowed them to grow and develop. By trying new experiences, such as High Ropes Courses, sailing, camping, poetry and public speaking their confidence increased, as did their belief in themselves. Through partaking in new activities, the young women were able to imagine new goals and futures for themselves. This is also acknowledged to be a key mechanism for promoting positive youth development in the mentoring literature (Rhodes & Lowe, 2009) and may be especially important for young people from marginalized and low-socioeconomic communities (DuBois et al., 2011).

The last process, “Building skills to navigate pathways for the future,” was seen as highly important by programme staff. This process focuses on providing the young women with skills that will help them navigate the challenges and pressures they face in the world. The community interviews found pressure to be a significant stressor for young women, and this process addresses that challenge by providing the young women with a ‘tool-belt’ that they can draw from when needed. This process includes supporting the development of tangible skills, such as creating a CV and learning public speaking skills, as well as more intrapersonal skills, like goal-setting. To support this process, Future Leaders has partnered with key community collaborators, such as AUT University, Protect Self-defense, Successful Resumes New Zealand and Toast Masters. These skills help to strengthen the young women’s connections to their communities, while also helping them develop abilities and knowledge to support the achievement of their own goals.

Moderating Influences

Through reviewing mentoring best-practice literature (DuBois et al., 2011; DuBois & Karcher, 2014; MENTOR, 2009; Rhodes & Lowe, 2009) and engaging in discussion with the Advisory Group made up of mentoring experts, cultural advisors and past Future Leader participants, and key programme stakeholders, a set of moderating influences were identified. The moderating influences are highlighted in the model in the green boxes that exist on the outside branches of the tree. These are the influential factors that surround the young women and impact their lives. Positive connections to and resources within family, school, culture, community and peers have all been shown to be determinants of health and wellbeing for young people (Scales, Benson, Leffert & Blyth, 2000; Phelps, Zimmerman, Warren, Jelicic, von Eye & Lerner, 2009). Culture is particularly relevant for the Future Leaders programme, as 61% of its participants are from Pacific communities. These influences can either support or limit the young woman, and they can also impact the critical programme processes. The programme coordinator and their relationship with the student, their family and school was also found to be a critical influence. Additionally, the quality and the commitment of the mentor is a major determining factor in the programmes ability to achieve positive impacts and this is a recognised moderating influence of programme success in the

mentoring literature (Stukas, Clary & Snyder, 2014). All of the moderating influences intersect and overlap, and all have the ability to impact one-another. When the programme processes are all functioning optimally and the moderating influences are supporting and complimenting one another, then four Critical Programme Outcomes arise.

Programme Outcomes

The first is “strengthened community connections, service and access to resources.” This outcome was identified by the key stakeholders as being a critical outcome, as it focuses on the young women’s connection to their community and their knowledge of the resources around them. This outcome reflects “Competence”, as participants are able to navigate the world around them.

Secondly, an “increased ability and knowledge to be able to achieve one’s self-determined goals” is seen. This was highlighted by past Future Leaders, as they felt that the programme had helped them set and achieve new goals for themselves, many of which they would not have previously imagined possible. This outcome is supported by the mentors and the skills built throughout the programme. This also has an impact on academic and leadership achievements, which have been shown to be an outcome of the programme identified by UoA students in previously collected evaluation data on Future Leaders programme outcomes. .

An increase in self-confidence and belief in oneself is a central goal of Future Leaders. When young women believe in themselves, they are less likely to engage in risky behaviour (Leffert, Benson, Scales, Sharma, Drake & Blyth, 1998) and more likely to be engaged and successful members of society (Phelps et al., 2009). According to the focus groups conducted with women from Auckland communities, a lack of self-confidence is seen as a key challenge for young women today, which is why Future Leaders has chosen to continue the focus on supporting this outcome.

The last outcome is the “development of a strong network of positive female role-models”. When young people are connected to their community and have strong relationships with positive adult role models outside their family, they are more likely

to experience positive growth and development (Rhodes, Ebert & Fischer, 1992; Werner, 1995). Young women graduating from Future Leaders, are connected to a network of influential and caring women, which increases the young women's access to resources and community connections. This can help lead to practical impacts, such as attaining employment, while also helping the young women feel connected to the larger world.

Ultimate Outcome

The ultimate goal for Future Leaders is to support young women in becoming empowered and resilient with knowledge of how they can achieve their goals and be the leaders of their own futures. This outcome stems from the strength-based approach of the programme that is strongly grounded in positive youth development. It addresses the antecedent condition, by helping develop confidence and secure resources to navigate a challenging world. The young women are then better able to contribute and give-back to the communities in which they belong. Their positive development and empowerment then becomes a gift that they can offer to future generations of young women.

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Mentee Suggestions:

1. Increased self confidence is very important.
2. Didn't feel like network was created, that would be desirable.
3. Good to have a family member attend but didn't feel like the need you have the whole family there.
4. Uncomfortable to know what to do with family events when parents are apart and other family dynamics exist.
5. Mentor speed dating matching did not work well.
6. Would be good for the mentees to understand what they ought to look out for in a mentor.
7. Felt the mentee selection process worked okay.
8. Structure or work books might backfire. Would be useful but not sure a 13 year old would like it.
9. Felt they preferred to keep families and mentors separate – to be the bridge between the two.

Mentor Suggestions:

1. An older sibling be used as a trainer with parents.
2. Also help break language barrier.
3. Language barrier can be frightening.

Mentor and Mentee Suggestions:

1. Love foundation year idea.
2. Chance for mentees to get to know each other.
3. Opportunity for those not so keen to opt out part way, still leaving us time to re recruit (both mentors and mentees).

General Suggestions:

1. Mentor/mentee sessions at the beginning of the year about the programme for the year.
2. Goal setting throughout the programme.
3. Very important for all concerned parties to understand what is going on, e.g.; training for the mentees as well as the mentors.
4. Fine line between involving family and that stepping into one on one mentor/mentee relationships.
5. Risk of becoming about family not the individual.
6. The one-on-one opportunity is special for both the mentor and the mentee.
7. Process required around mentor/mentee attrition.
8. Be clear around expectations regarding the Future Leader programme.

9. Be upfront and continue to revisit – seen to understand and address what is affecting engagement in the Future Leader programme.

General Suggestion II:

1. ***More practical skill building***
 - a. Driving:
 - b. Financial capability:
 - i. Money Savvy
 - c. Work ready:
 - i. CV preparation
 - ii. Job interview preparations
 - d. Safety:
 - i. Safe for Life
2. ***Year 10 bigger intake***
 - a. Compete for a place in the programme
3. ***Emphasising on Academic Achievement***
 - a. Not an academic programme but a positive outcome of participation in FL
 - b. Better monitoring/capturing of the academic achievement of participants
 - i. Be explicit when explaining to parents, especially Pacifica, telling them, from leadership to educational achievement.
4. ***Camps 2016***
 - a. Year 11 and 12 together
 - b. Year 10 and 13 together
 - i. Building relations
 - ii. Reflection and distillation of things learnt
5. ***Mentor commitment is lesser***
 - a. 2 years must, 3rd year optional
 - b. Year 13 participants who do not have a mentor get matched to a buddy who is a graduate.
6. ***Dropping central schools***
 - a. Keep relationship in schools through
 - i. SFL
 - ii. Money Savvy

Additional notes:

- Loving the Foundation year (*year 10*) and Transitional year (*year 13*).
- Those not going on to higher education do not get any attention.
- Referrals;
 - Social worker
 - Higher needs girls
 - One on one interaction between coordinator and participants
- Critical Leadership Outcomes
 - Qualifications, life, academics etc.

Programme Area	Review Findings
Mentors	<ul style="list-style-type: none"> - Critical component of the programme – very meaningful - Provides a very important person and connection for young women - Training needs to be developed and improved – focus on culture and adolescent development – developmental approach - Recruitment needs to be refined and narrowed to address issues of mentor attrition - More structure and focus in the mentor-mentee relationship required
Activities	<ul style="list-style-type: none"> - Connection amongst young women and meeting new people is very important - Opportunity to try new things and learn new skills is critical - Camps are a great space for sharing and connecting and provide a supportive environment - Activities that build confidence are important - Goal setting is helpful and useful
Families	<ul style="list-style-type: none"> - Providing spaces for families and mentors to connect is important - Family engagement is critical to programme success, but requires ongoing work and resources
Participants	<ul style="list-style-type: none"> - Cultural awareness in programme is key- important to have a cultural component built in - Great to have participant diversity and it exposes the young women to new cultures - Important to have clear expectations of what the programme expects from participants and what it will offer them - Important to offer participants prep and development to ready them for the mentoring relationship