

Inside Mentoring

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Support for this work was provided by

The Jerry Lee Foundation

The University of Illinois Faculty Scholar Award

The University of Virginia Youth-Nex Center

(Altria)

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A mentor is someone who allows you to see the hope inside yourself. — [Oprah Winfrey](#)

Mentoring is Popular

- One of the most common methods to prevent, divert, and remediate youth engaged in delinquent behavior
- Thought to affect risk for such behavior and closely related problems such as:
 - school failure
 - aggression
 - drug abuse
- For example, over 5000 programs / agencies using in US alone
- It is the centerpiece of the work of the Big Brothers, Big Sisters Clubs of America one of the largest youth serving agency

Mentoring has been Focus of Reviews

- Considered in several reviews
 - Youth development (DuBois et al., 2003)
 - Delinquency intervention (Lipsey et al., 1998)
 - Prevention of adolescent problems
- Of considerable interest to
 - Communities
 - Policy makers
 - Service Managers and Providers

Great Deal of Interest in Using Mentoring and Having Evidence “It Works”

- In 1994 in first review of *What Works for Youth Violence Prevention*, recognized as having empirical evidence of benefits
- But, also criticized for lack of clarity about:
 - What characterizes mentoring
 - What actually was done in most programs having effects

What Is Mentoring?



Examples of Mentoring Programs

- Converse & Lingugaris/Kraft (2009)
 - High School Students
 - Mentored by Faculty at School
 - 18 week program
 - Relationship Building, Emotional Support.
Academic Goals

Examples of Mentoring Programs

- Davidson et al. (1988-1996)
 - Local Youth referred by Court
 - College Students Mentor- Class
 - Match on Gender, Ethnicity, Interests (2 semesters+)
 - Relationship Building, Behavioral Contracting, Community/Criminal Justice Advocacy

Defining Mentoring?

- Provision, through one-to-one relationship
 - **T**eaching
 - **E**motional Support
 - **A**dvocacy
 - **M**odeling
- These lead to changes in
 - Self Image
 - Attitudes
 - Goals
 - Behavior
- That Then Prevent/Stem Risk

- **Mentoring Differs From:**
 - Psychotherapy
 - Skills Building
 - Behavioral Training
 - Informal Care
 - Tutoring
- **Paraprofessional or Volunteer**
- **Limited Training in Formal Skills**
- **Varies in Length but Usually Year Plus**

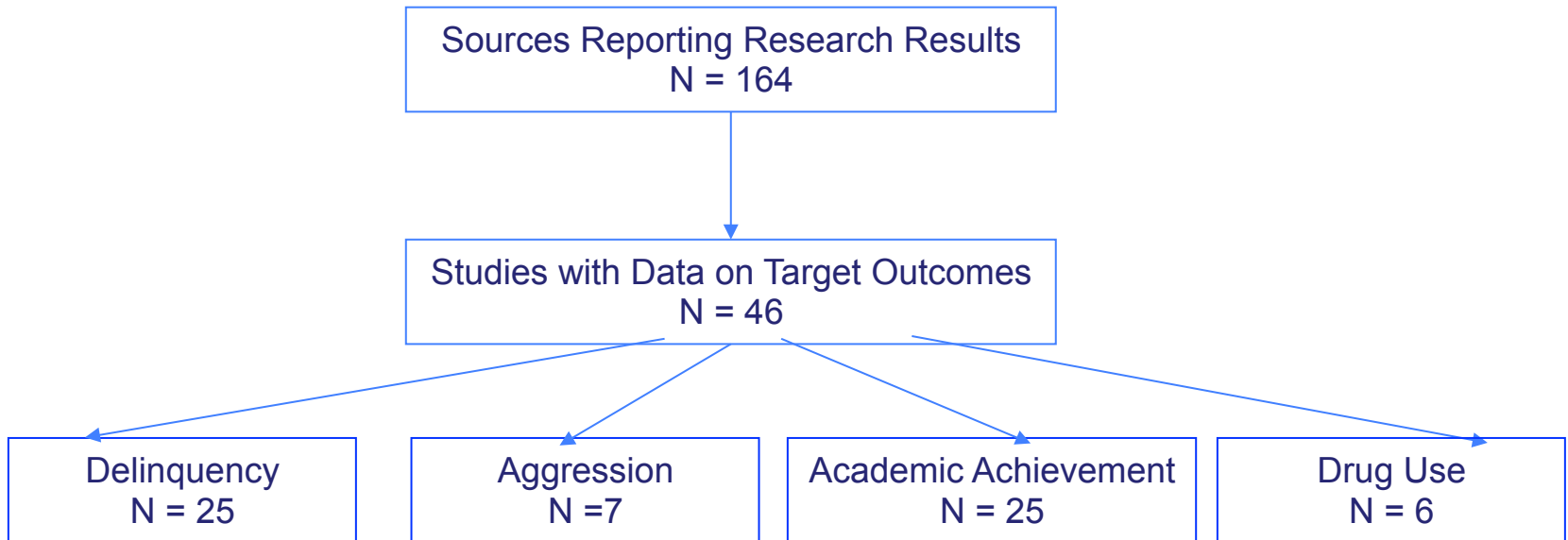
Determining The Promise of Mentoring for Delinquency and Associated Outcomes

- Substantial number of valid evaluations to consult
- Some writing about what is key processes, important characteristics
- Much practitioner input on how to understand
- Substantial variation in what has been evaluated, albeit with little description to make it clear just what was done
- Limited connection to intervention evaluation knowledge

Systematic Review

- Survey for all published and unpublished studies
- Basic evaluation design- valid comparisons
- Can determine effect size or relative amount of difference made- 0-1+
- Can consider negative effects

Selection of Mentoring Studies



Note: some studies have data on multiple outcomes

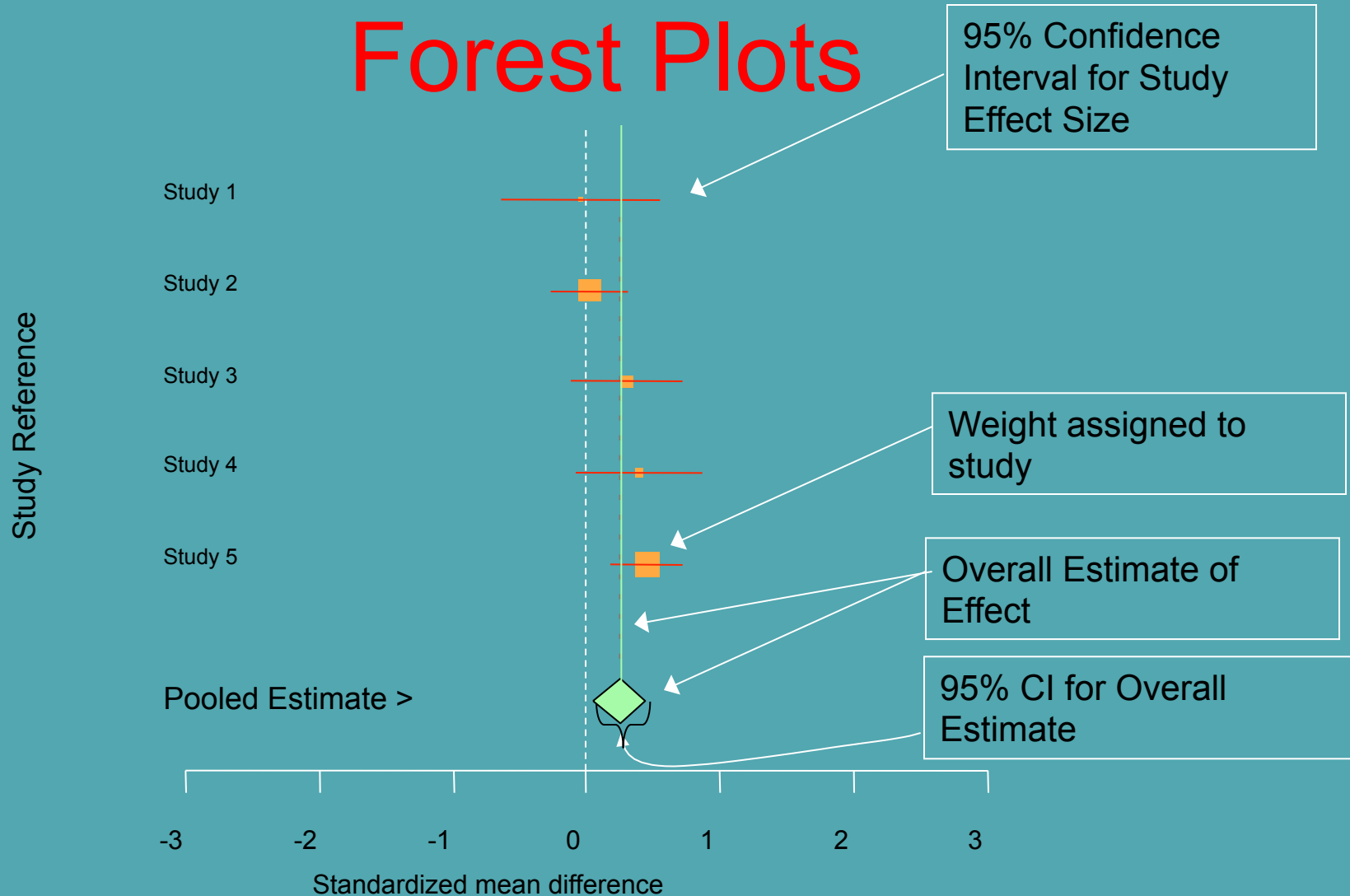
Review of Studies

- Quasi-Experimental or Experimental Design Only. QE had to have pretest and some accounting for potential initial differences
- Effects are for Post-test. Follow-up not calculated (few studies)
- Sample Distinctions and Dose Characteristic Effects not Addressed in these Analyses

Coding of Mentoring Components

- When possible, studies were coded for the key processes of mentoring:
 - **T**eaching
 - **E**motional Support
 - **A**dvocacy
 - **M**odeling
- Evaluations were coded for:
 - Selectivity of Recipients
 - Presence of additional (i.e., non-mentoring) components
 - Monitoring of fidelity
 - Motivation of Mentor (profession or not)

Forest Plots



Results: Delinquency

Model	Effect Size	95% C.I.	Heterogeneity (Q)
Sample Size Weighted	.21***	0.17 - 0.25	102.93***

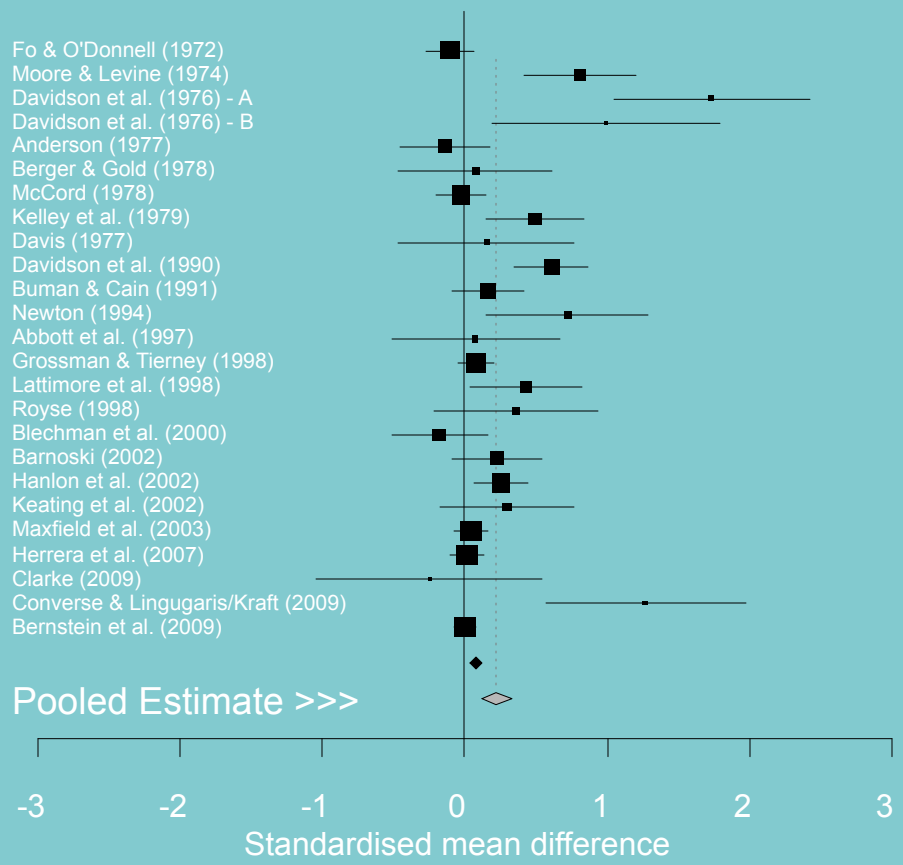
+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$

Notes: Q is distributed as a *chi-square*.

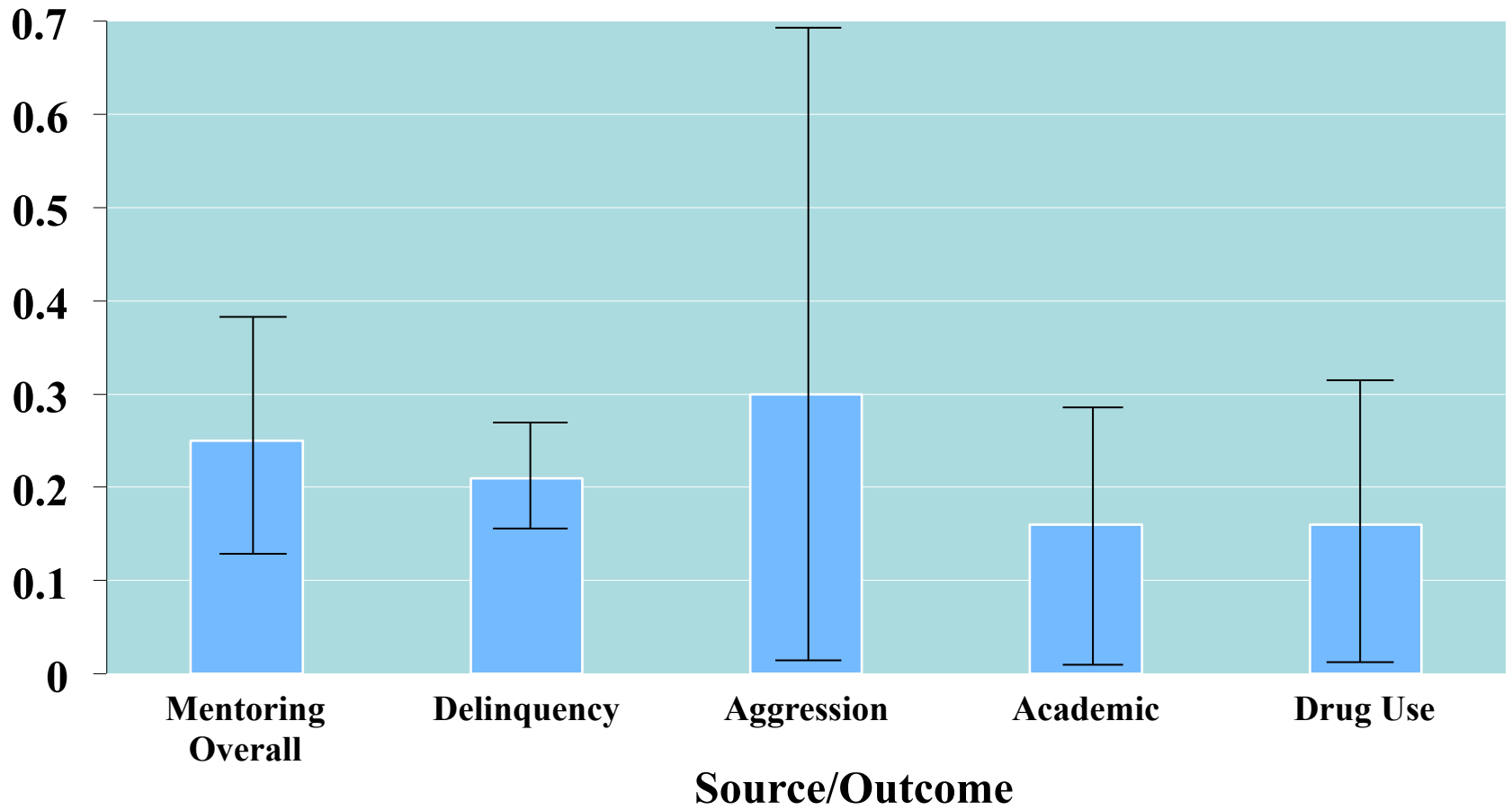
Random Effects Models

Effects range from -.25 to 1.73

Delinquency



Average Effect Sizes



*Range of Effect Sizes: -.16 to .49

Evaluating Moderated Relations

Moderator		SMD PRESENT – SMD ABSENT	Z-test for Moderation
Selection of Mentees			
	Individual Risk	0.23 – 0.20	0.29
	Environmental Risk	0.23 – 0.20	0.23
Key Processes			
	Modeling/Identification	0.32 – 0.24	0.53
	Advocacy	0.39 - 0.13	1.53*
	Emotional Support	0.32 – 0.11	1.49*
	Teaching	0.29 – 0.12	1.31+
Other Interventions		0.31 – 0.20	0.94
Motivations of Mentors			
	Civic Duty	0.22 – 0.24	-0.16
	Professional Development	0.42-0.16	1.94*
Quality and Fidelity Checks			
	Quality Check	0.21 – 0.20	0.09
	Fidelity Check	0.29 – 0.20	0.59
+ $p < .10$ * $p < .05$			

What Makes a Difference?

- Emphasis on Key Processes
 - Emotional Support = Larger Effects
 - Advocacy= Larger Effects
 - Teaching?
 - No Difference for Modeling
- Mentor Motivation is Professional
- Not Different by
 - With Other Interventions
 - Fidelity Monitored

Creating a Mentoring Process Scale

- Set of Items to Measure 4 domains
 - Search of other scales from mentoring, interviews, solicitations
 - Consider other Process Scales
 - Need for Activities Together
- Conceptual Boundaries:
 - Q-Sort
 - Specificity
- Online Survey
- Collaboration with Large Mentoring Organizations
- Validation??

Need Well Designed Studies

- Random Assignment, Growth Measurement over Time
- Protocol Driven Activities, Approach
- Study Focus
 - Part of Program vs. Stand Alone
 - Mentoring vs. Other Efficacious Programming
- Measure
 - Mentor Training
 - Fidelity or Inclusion of Key Activities
 - Mentor Motivation
 - Matching
 - Key Processes

<http://campbellcollaboration.org/lib/project/48/>